Fourth edition

Project

Teacher's Book

With Online Practice

www.alijafarnode.ir

3

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OXFORD

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Introduction

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 3* 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 *I 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 usually at least 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: 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 dramatised versions of the *Kids* photostory that appear in the Students' 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 by this symbol:

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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 cover 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 3, these workshops focus on the websites *Voki* – for doing speaking activities online, and *Animoto* – for creating short online animated videos.

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.

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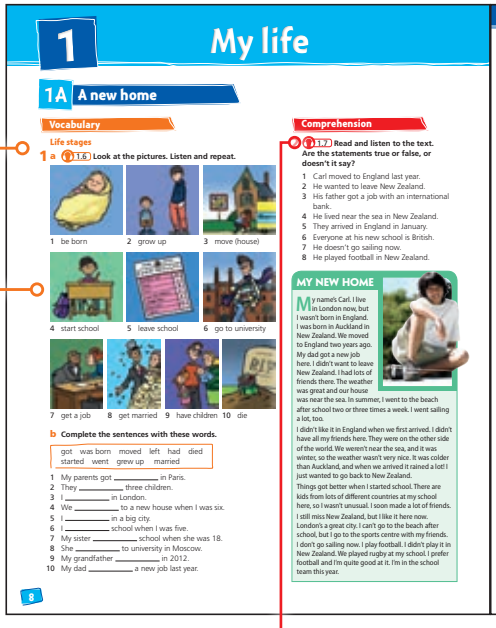
Project 3 Fourth Edition Student's Book

Students are given the opportunity to practise the pronunciation of all new language.

All new lexical sets are followed by a practice exercise to familiarize students with the language and to provide consolidation.



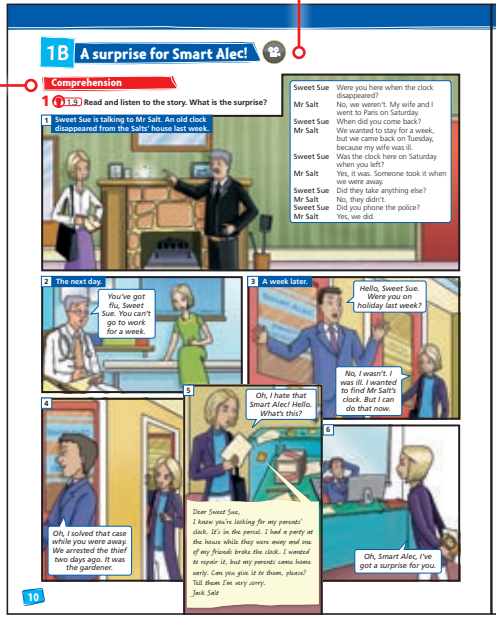
Listening and speaking activities help students develop their understanding of the language and gain confidence using it.

Project fourth edition takes a cognitive approach to grammar, using guided activities to encourage students to work out as much of the grammar for themselves as possible. The cognitive approach helps the students to remember the grammar more easily and encourages them to develop the important learning strategy of working things out for themselves.

The cartoon story is available as animation on the DVD and the Classroom Presentation Tool.

Students find and complete sentences from the story which illustrate the grammar point. Using their completed sentences, they identify the pattern or rule.

New grammar is always presented through engaging texts and stories. In this case, it is presented through the amusing cartoon story of Sweet Sue and Smart Alec. Such contexts help to make the grammar more memorable for students. The adventures of Sweet Sue and Smart Alec also give extensive reading and listening practice.



Through speaking and listening activities students develop their ability to understand and express themselves effectively in real English.

Students use the grammar to talk or write more about the story.

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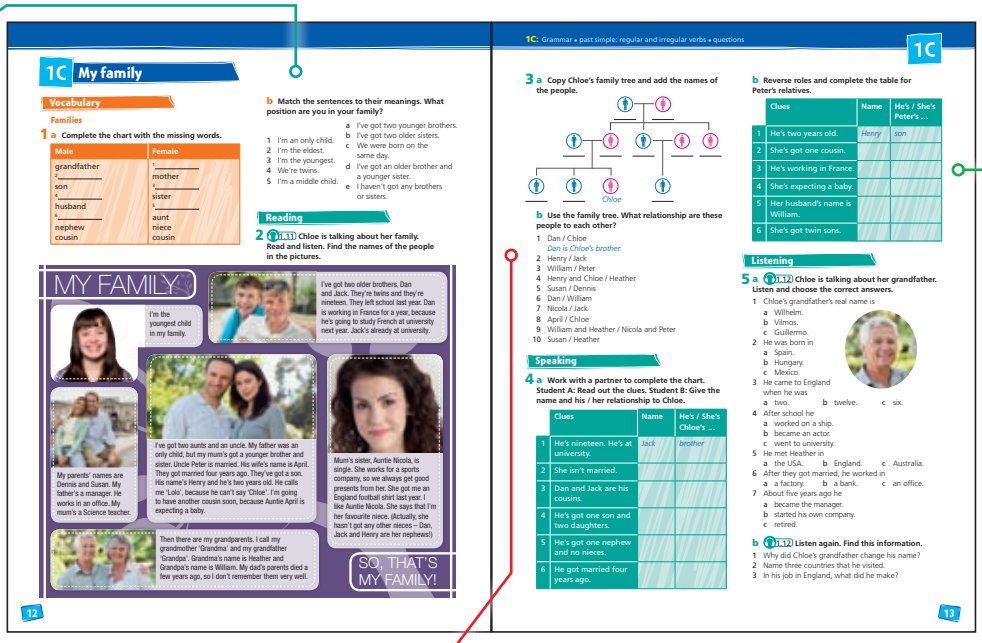
The reading text provides a lively and engaging context for students to practise and familiarize themselves with the new lexical set.



1C My family

Vocabulary

Families

1 a Complete the chart with the missing words.

Male	Female
grandfather	1 _____
2 _____	mother
son	3 _____
4 _____	sister
husband	5 _____
6 _____	aunt
nephew	niece
cousin	cousin

b Match the sentences to their meanings. What position are you in your family?

1 I'm an only child.
2 I'm the eldest.
3 I'm the youngest.
4 We're twins.
5 I'm a middle child.

a I've got two younger brothers.
b I've got two older sisters.
c We were born on the same day.
d I've got an older brother and a younger sister.
e I haven't got any brothers or sisters.

Reading

2 1.11 Chloe is talking about her family. Read and listen. Find the names of the people in the pictures.

MY FAMILY

I'm the youngest child in my family.

I've got two older brothers, Dan and Jack. They're twins and they're nineteen. They left school last year. Dan is working in France for a year, because he's going to study French at university next year. Jack's already at university.

My parents' names are Dennis and Susan. My father's a manager. He works in an office. My mum's a Science teacher.

I've got two aunts and an uncle. My father was an only child, but my mum's got a younger brother and sister. Uncle Peter is married. His wife's name is April. They got married four years ago. They've got a son. His name's Henry and he's two years old. He calls me 'Lolo', because he can't say 'Chloe'. I'm going to have another cousin soon, because Auntie April is expecting a baby.

Mum's sister, Auntie Nicola, is single. She works for a sports company, so we always get good presents from her. She got me an England football shirt last year. I like Auntie Nicola. She says that I'm her favourite niece. (Actually, she hasn't got any other nieces – Dan, Jack and Henry are her nephews!)

Then there are my grandparents. I call my grandmother 'Grandma' and my grandfather 'Grandpa'. Grandma's name is Heather and Grandpa's name is William. My dad's parents died a few years ago, so I don't remember them very well.

SO, THAT'S MY FAMILY!

12

1C: Grammar • past simple: regular and irregular verbs • questions

1C

3 a Copy Chloe's family tree and add the names of the people.

Chloe

b Use the family tree. What relationship are these people to each other?

1 Dan / Chloe
Dan is Chloe's brother.
2 Henry / Jack
3 William / Peter
4 Henry and Chloe / Heather
5 Susan / Dennis
6 Dan / William
7 Nicola / Jack
8 April / Chloe
9 William and Heather / Nicola and Peter
10 Susan / Heather

Speaking

4 a Work with a partner to complete the chart. Student A: Read the clues. Student B: Give the name and his / her relationship to Chloe.

	Clues	Name	He's / She's Chloe's ...
1	He's nineteen. He's at university.	*Jack*	*brother*
2	She isn't married.		
3	Dan and Jack are his cousins.		
4	He's got one son and two daughters.		
5	He's got one nephew and no nieces.		
6	He got married four years ago.		

b Reverse roles and complete the table for Peter's relatives.

	Clues	Name	He's / She's Peter's ...
1	He's two years old.	*Henry*	*son*
2	She's got one cousin.		
3	He's working in France.		
4	She's expecting a baby.		
5	Her husband's name is William.		
6	She's got twin sons.		

Listening

5 a 1.12 Chloe is talking about her grandfather. Listen and choose the correct answers.

1 Chloe's grandfather's real name is
a Wilhelm. b Vilmos. c Guillermo.
2 He was born in
a Spain. b Hungary. c Mexico.
3 He came to England when he was
a two. b twelve. c six.
4 After school he
a worked on a ship. b became an actor. c went to university.
5 He met Heather in
a the USA. b England. c Australia.
6 After they got married, he worked in
a a factory. b a bank. c an office.
7 About five years ago he
a became the manager. b started his own company. c retired.

b 1.12 Listen again. Find this information.

1 Why did Chloe's grandfather change his name?
2 Name three countries that he visited.
3 In his job in England, what did he make?

13

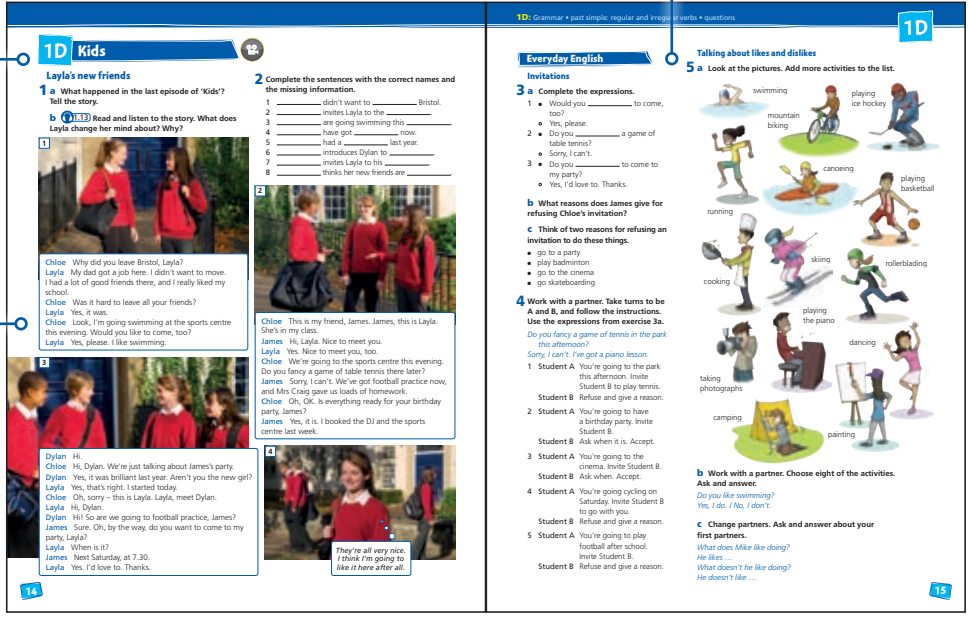
Speaking and listening exercises consolidate the new vocabulary and help students to gain more confidence.

Comprehension exercises further practise the vocabulary.

The language in the photostory is then practised in the Everyday English section in a supported and guided way. This helps students gain confidence in speaking, before giving them the opportunity to talk about their own lives.

The *Kids* story is available as a video on the DVD and the Classroom Presentation Tool.

The *Kids* photo story introduces students to everyday English in a relevant and meaningful context.



1D Kids

Layla's new friends

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

b 1.13 Read and listen to the story. What does Layla change her mind about? Why?

1

Chloe Why did you leave Bristol, Layla?
Layla My dad got a job here. I didn't want to move. I had a lot of good friends there, and I really liked my school.
Chloe Was it hard to leave all your friends?
Layla Yes, it was.
Chloe Look, I'm going swimming at the sports centre this evening. Would you like to come, too?
Layla Yes, please. I like swimming.

2 Complete the sentences with the correct names and the missing information.

1 _____ didn't want to _____ Bristol.
2 _____ invites Layla to the _____.
3 _____ are going swimming this _____.
4 _____ have got _____ now.
5 _____ had a _____ last year.
6 _____ introduces Dylan to _____.
7 _____ invites Layla to his _____.
8 _____ thinks her new friends are _____.

2

Chloe This is my friend, James. James, this is Layla. She's in my class.
James Hi, Layla. Nice to meet you.
Layla Yes. Nice to meet you, too.
Chloe We're going to the sports centre this evening. Do you fancy a game of table tennis there later?
James Sorry, I can't. We've got football practice now, and Mrs Craig gave us loads of homework.
Chloe Oh, OK. Is everything ready for your birthday party, James?
James Yes, it is. I booked the DJ and the sports centre last week.

3

Dylan Hi.
Chloe Hi, Dylan. We're just talking about James's party.
Dylan Yes, it was brilliant last year. Aren't you the new girl?
Layla Yes, that's right. I started today.
Chloe Oh, sorry – this is Layla. Layla, meet Dylan.
Layla Hi, Dylan.
Dylan Hi! So are we going to football practice, James?
James Sure. Oh, by the way, do you want to come to my party, Layla?
Layla When is it?
James Next Saturday, at 7.30.
Layla Yes. I'd love to. Thanks.

4

They're all very nice. I think I'm going to like it here after all.

14

1D: Grammar • past simple: regular and irregular verbs • questions

1D

Everyday English

Invitations

3 a Complete the expressions.

1 • Would you _____ to come, too?
◦ Yes, please.
2 • Do you _____ a game of table tennis?
◦ Sorry, I can't.
3 • Do you _____ to come to my party?
◦ Yes, I'd love to. Thanks.

b What reasons does James give for refusing Chloe's invitation?

c Think of two reasons for refusing an invitation to do these things.

- go to a party
- play badminton
- go to the cinema
- go skateboarding

4 Work with a partner. Take turns to be A and B, and follow the instructions. Use the expressions from exercise 3a.

Do you fancy a game of tennis in the park this afternoon?
Sorry, I can't. I've got a piano lesson.

1 Student A You're going to the park this afternoon. Invite Student B to play tennis.
Student B Refuse and give a reason.
2 Student A You're going to have a birthday party. Invite Student B.
Student B Ask when it is. Accept.
3 Student A You're going to the cinema. Invite Student B.
Student B Ask when. Accept.
4 Student A You're going cycling on Saturday. Invite Student B to go with you.
Student B Refuse and give a reason.
5 Student A You're going to play football after school. Invite Student B.
Student B Refuse and give a reason.

Talking about likes and dislikes

5 a Look at the pictures. Add more activities to the list.

swimming, mountain biking, playing ice hockey, canoeing, playing basketball, running, skiing, rollerblading, cooking, playing the piano, dancing, taking photographs, camping, painting

b Work with a partner. Choose eight of the activities. Ask and answer.

Do you like swimming?
Yes, I do. / No, I don't.

c Change partners. Ask and answer about your first partners.

What does Mike like doing?
He likes ...
What doesn't he like doing?
He doesn't like ...

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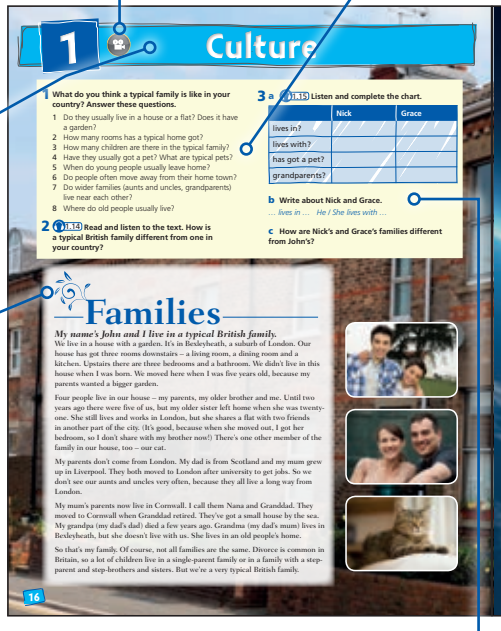
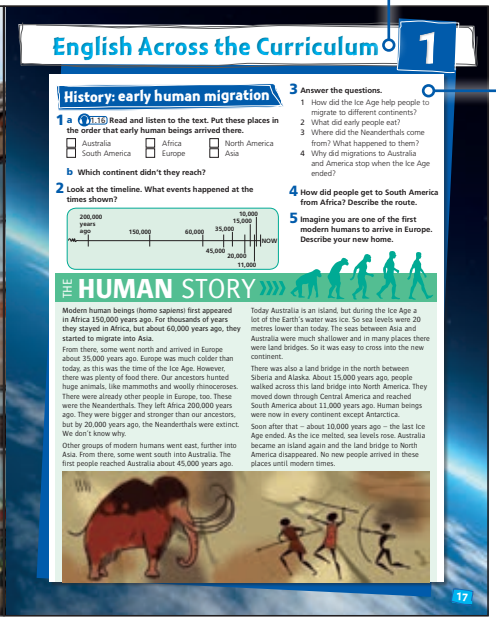
This material is also available on the DVD and on the Classroom Presentation Tool.

Students are encouraged to relate the things that they learn about life in Britain to life in their own country.

Interesting and comprehensive presentation of topics from other school subjects, such as Science, Geography, History and Computer Studies, through the medium of English.

This page introduces students to aspects of life in English-speaking countries.





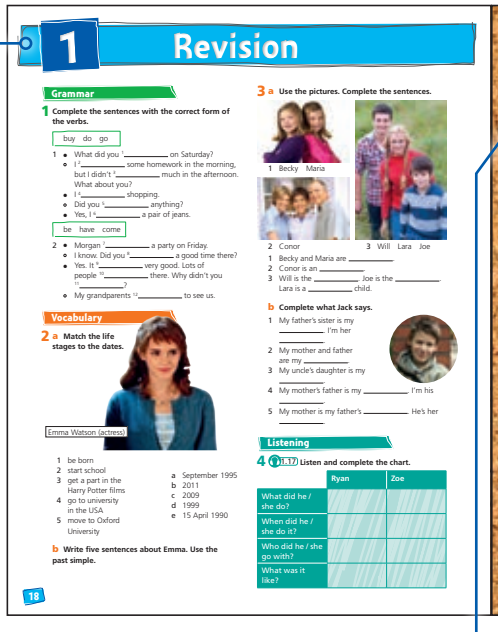
Students learn some of the basic vocabulary needed for talking about other subjects as well as recycling vocabulary learnt in the unit.

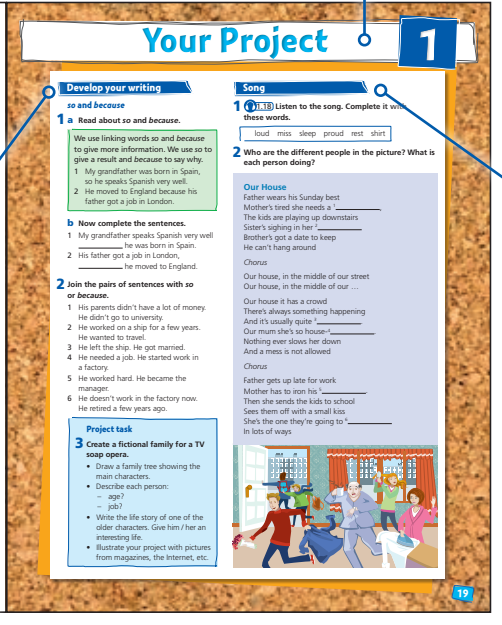
Students learn about aspects they can easily relate to, such as the multi-ethnic nature of many parts of modern Britain.

Motivating texts show English in use across a wide range of other subject areas.

Projects draw together the language and topic that have been developed through the unit.

The revision page in every unit helps students and teachers to see how well the language of the unit has been learnt. They can then decide whether there are any language points in the unit which need more work before moving on.





Songs further develop listening skills and consolidate language. They offer an enjoyable way to round off the unit.

Each unit focuses on a particular strategy to show students how to create and present their project. As they work through the course, students build up their knowledge of how to get the best out of project work.

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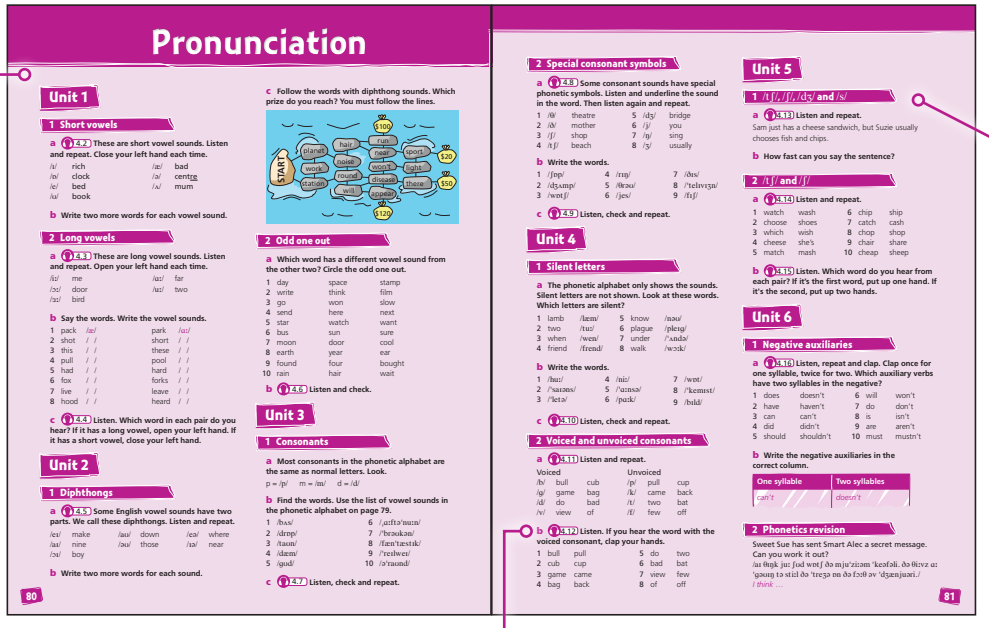
Pronunciation activities practise important aspects of English pronunciation, such as the differences between long and short vowel sounds.



Pronunciation

Unit 1

1 Short vowels

a 4.2 These are short vowel sounds. Listen and repeat. Close your left hand each time.

/ɪ/	rich	/æ/	bad
/ɒ/	clock	/ə/	centre
/e/	bed	/ʌ/	mum
/ʊ/	book		

b Write two more words for each vowel sound.

2 Long vowels

a 4.3 These are long vowel sounds. Listen and repeat. Open your left hand each time.

/iː/	me	/ɑː/	far
/ɔː/	door	/uː/	two
/ɜː/	bird		

b Say the words. Write the vowel sounds.

1 pack	/æ/	park	/ɑː/
2 shot	/ /	short	/ /
3 this	/ /	these	/ /
4 pull	/ /	pool	/ /
5 had	/ /	hard	/ /
6 fox	/ /	forks	/ /
7 live	/ /	leave	/ /
8 hood	/ /	heard	/ /

c 4.4 Listen. Which word in each pair do you hear? If it has a long vowel, open your left hand. If it has a short vowel, close your left hand.

Unit 2

1 Diphthongs

a 4.5 Some English vowel sounds have two parts. We call these diphthongs. Listen and repeat.

/eɪ/	make	/aʊ/	down	/eə/	where
/aɪ/	nine	/əʊ/	those	/ɪə/	near
/ɔɪ/	boy				

b Write two more words for each sound.

c Follow the words with diphthong sounds. Which prize do you reach? You must follow the lines.

2 Odd one out

a Which word has a different vowel sound from the other two? Circle the odd one out.

1 day	space	stamp
2 write	think	film
3 go	won	slow
4 send	here	next
5 star	watch	want
6 bus	sun	sure
7 moon	door	cool
8 earth	year	ear
9 found	four	bought
10 rain	hair	wait

b 4.6 Listen and check.

Unit 3

1 Consonants

a Most consonants in the phonetic alphabet are the same as normal letters. Look.

p = /p/ m = /m/ d = /d/

b Find the words. Use the list of vowel sounds in the phonetic alphabet on page 79.

1 /bɑs/	6 /ˌɑsθəˈnuːn/
2 /dɪmp/	7 /ˈbrəʊkəns/
3 /taʊn/	8 /fæn'tæstɪk/
4 /dæm/	9 /ˈreɪlweɪ/
5 /gəʊd/	10 /ɔˈrɪəʊnd/

c 4.7 Listen, check and repeat.

2 Special consonant symbols

a 4.8 Some consonant sounds have special phonetic symbols. Listen and underline the sound in the word. Then listen again and repeat.

1 /θ/	theatre	5	/dʒ/	bridge
2 /ð/	mother	6	/j/	you
3 /ʃ/	shop	7	/ŋ/	sing
4 /tʃ/	beach	8	/ʒ/	usually

b Write the words.

1 /ˈjɒp/		4	/rɪŋ/	7	/ðɪs/
2 /dʒʌmp/		5	/ðrəʊ/	8	/ˈteliːvɪʒn/
3 /wetʃ/		6	/jes/	9	/ɪtʃ/

c 4.9 Listen, check and repeat.

Unit 4

1 Silent letters

a The phonetic alphabet only shows the sounds. Silent letters are not shown. Look at these words. Which letters are silent?

1 lamb	/læm/	5	know	/nəʊ/
2 two	/tuː/	6	plague	/pleɪg/
3 when	/wen/	7	under	/ˈʌndə/
4 friend	/frend/	8	walk	/wɔːk/

b Write the words.

1 /hɑːt/		4	/nɪt/	7	/wet/
2 /ˈsaɪəns/		5	/ˈɑːnsə/	8	/ˈkemɪst/
3 /ˈleɪtə/		6	/pæk/	9	/bəld/

c 4.10 Listen, check and repeat.

2 Voiced and unvoiced consonants

a 4.11 Listen and repeat.

Voiced			Unvoiced		
/b/	bull	cub	/p/	pull	cup
/g/	game	bag	/k/	came	back
/d/	do	bad	/t/	two	bat
/v/	view	of	/f/	few	off

b 4.12 Listen. If you hear the word with the voiced consonant, clap your hands.

1 bull	pull	5	do	two
2 cub	cup	6	bad	bat
3 game	came	7	view	few
4 bag	back	8	of	off

Unit 5

1 /ɪ/, /ʃ/, /tʃ/, /dʒ/ and /s/

a 4.13 Listen and repeat.

Sam just has a cheese sandwich, but Suzie usually chooses fish and chips.

b How fast can you say the sentence?

2 /ɪ/ and /ʃ/

a 4.14 Listen and repeat.

1 watch	wash	6	chip	ship
2 choose	shoes	7	catch	cash
3 which	wish	8	chop	shop
4 cheese	she's	9	chair	share
5 match	mash	10	cheap	sheep

b 4.15 Listen. Which word do you hear from each pair? If it's the first word, put up one hand. If it's the second, put up two hands.

Unit 6

1 Negative auxiliaries

a 4.16 Listen, repeat and clap. Clap once for one syllable, twice for two. Which auxiliary verbs have two syllables in the negative?

1 does	doesn't	6	will	won't
2 have	haven't	7	do	don't
3 can	can't	8	is	isn't
4 did	didn't	9	are	aren't
5 should	shouldn't	10	must	mustn't

b Write the negative auxiliaries in the correct column.

One syllable	Two syllables
can't	doesn't

2 Phonetics revision

Sweet Sue has sent Smart Alec a secret message. Can you work it out?

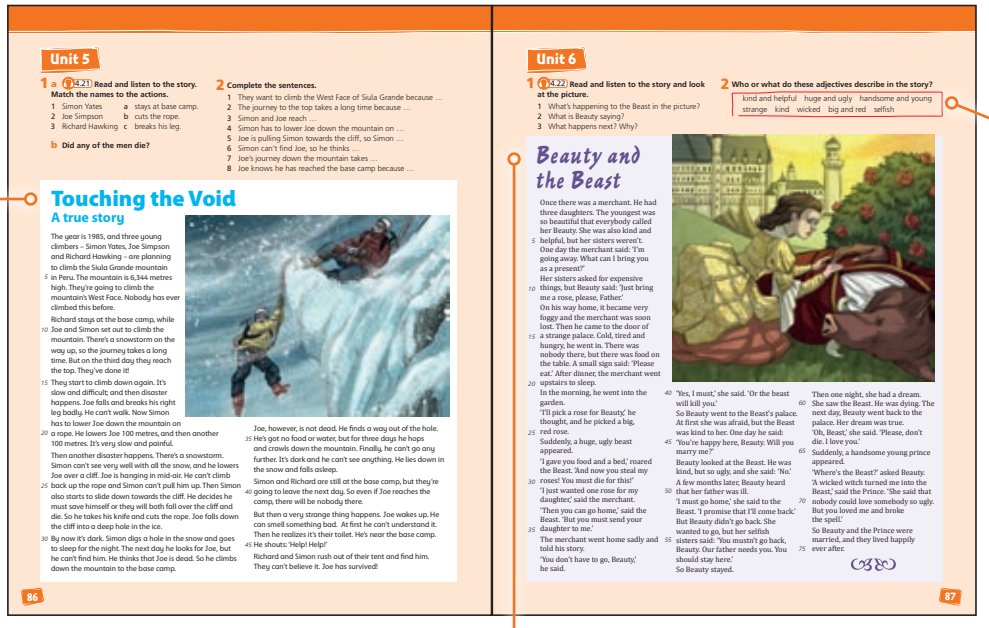
/aɪ θɪŋk juː ʃəd wəʊʃ ðə mjuːzɪəm ˈkeəfəli. ðə θɪrvz ɑː ˈɡəʊɪŋ tə stɪl ðə ˈtrɛʒə ɪn ðə ɪrθ ɒv ˈdʒɛnjuːɪn./

I think ...

The phonetic alphabet is taught systematically throughout the pronunciation activities.

Total physical response activities make pronunciation come alive as students respond physically to the sounds they hear.

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



Unit 5

1 a 4.21 Read and listen to the story. Match the names to the actions.

1 Simon Yates	a	stays at base camp.
2 Joe Simpson	b	cuts the rope.
3 Richard Hawking	c	breaks his leg.

b Did any of the men die?

2 Complete the sentences.

1 They want to climb the West Face of Siula Grande because ...
2 The journey to the top takes a long time because ...
3 Simon and Joe reach ...
4 Simon has to lower Joe down the mountain on ...
5 Joe is pulling Simon towards the cliff, so Simon ...
6 Simon can't find Joe, so he thinks ...
7 Joe's journey down the mountain takes ...
8 Joe knows he has reached the base camp because ...

Touching the Void

A true story

The year is 1985, and three young climbers – Simon Yates, Joe Simpson and Richard Hawking – are planning to climb the Siula Grande mountain in Peru. The mountain is 6,344 metres high. They're going to climb the mountain's West Face. Nobody has ever climbed this before.

Richard stays at the base camp, while Joe and Simon set out to climb the mountain. There's a snowstorm on the way up, so the journey takes a long time. But on the third day they reach the top. They've done it!

They start to climb down again. It's slow and difficult; and then disaster happens. Joe falls and breaks his right leg badly. He can't walk. Now Simon has to lower Joe down the mountain on a rope. He lowers Joe 100 metres, and then another 100 metres. It's very slow and painful.

Then another disaster happens. There's a snowstorm. Simon can't see very well with all the snow, and he lowers Joe over a cliff. Joe is hanging in mid-air. He can't climb back up the rope and Simon can't pull him up. Then Simon also starts to slide down towards the cliff. He decides he must save himself or they will both fall over the cliff and die. So he takes his knife and cuts the rope. Joe falls down the cliff into a deep hole in the ice.

By now it's dark. Simon digs a hole in the snow and goes to sleep for the night. The next day he looks for Joe, but he can't find him. He thinks that Joe is dead. So he climbs down the mountain to the base camp.

Joe, however, is not dead. He finds a way out of the hole. He's got no food or water, but for three days he hops and crawls down the mountain. Finally, he can't go any further. It's dark and he can't see anything. He lies down in the snow and falls asleep.

Simon and Richard are still at the base camp, but they're going to leave the next day. So even if Joe reaches the camp, there will be nobody there.

But then a very strange thing happens. Joe wakes up. He can smell something bad. At first he can't understand it. Then he realizes it's their toilet. He's near the base camp.

He shouts: 'Help! Help!'

Richard and Simon rush out of their tent and find him. They can't believe it. Joe has survived!

Unit 6

1 4.22 Read and listen to the story and look at the picture.

1 What's happening to the Beast in the picture?
2 What is Beauty saying?
3 What happens next? Why?

2 Who or what do these adjectives describe in the story?

kind and helpful huge and ugly handsome and young
strange kind wicked big and red selfish

Beauty and the Beast

Once there was a merchant. He had three daughters. The youngest was so beautiful that everybody called her Beauty. She was also kind and helpful, but her sisters weren't.

One day the merchant said: 'I'm going away. What can I bring you as a present?'

Her sisters asked for expensive things, but Beauty said: 'Just bring me a rose, please, Father.'

On his way home, it became very foggy and the merchant was soon lost. Then he came to the door of a strange palace. Cold, tired and hungry, he went in. There was nobody there, but there was food on the table. A small sign said: 'Please eat.' After dinner, the merchant went upstairs to sleep.

In the morning, he went into the garden.

'I'll pick a rose for Beauty,' he thought, and he picked a big, red rose.

Suddenly, a huge, ugly beast appeared.

'I gave you food and a bed,' roared the Beast. 'And now you steal my roses! You must die for this!'

'I just wanted one rose for my daughter,' said the merchant.

'Then you can go home,' said the Beast. 'But you must send your daughter to me.'

The merchant went home sadly and told his story.

'You don't have to go, Beauty,' he said.

'Yes, I must,' she said. 'Or the beast will kill you.'

So Beauty went to the Beast's palace. At first she was afraid, but the Beast was kind to her. One day he said: 'You're happy here, Beauty. Will you marry me?'

Beauty looked at the Beast. He was kind, but so ugly, and she said: 'No.'

A few months later, Beauty heard that her father was ill.

'I must go home,' she said to the Beast. 'I promise that I'll come back.'

But Beauty didn't go back. She wanted to go, but her selfish sisters said: 'You mustn't go back, Beauty. Our father needs you. You should stay here.'

So Beauty stayed.

Then one night, she had a dream. She saw the Beast. He was dying. The next day, Beauty went back to the palace. Her dream was true.

'Oh, Beast,' she said. 'Please, don't die. I love you.'

Suddenly, a handsome young prince appeared.

'Where's the Beast?' asked Beauty.

'A wicked witch turned me into the Beast,' said the Prince. 'She said that nobody could love somebody so ugly. But you loved me and broke the spell.'

So Beauty and the Prince were married, and they lived happily ever after.

A focus on the language in the story helps students to increase their active vocabulary.

Lots of dialogue in the reading texts means that these stories can be acted out in class.

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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 3 and subsequent levels 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.

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Warmer activities

1 Find a word (speaking version)

Ask students to work in groups of four. Tell them to each find a new word from the last lesson or unit and to take it in turns to explain the meaning of the word (but not the word itself) to their group. The group must guess what the word is. The person who guesses the most correct words wins.

2 Countdown

Ask one student to come to the front of the class. He or she must ask eight (or ten with a higher level class) other students to say a letter. The student at the front must write the letters on the board. (Students can repeat letters if they want). Then give the class one minute (or longer with lower levels) to write the longest word they can with the letters given. The student with the longest correct word is the next person to come to the board. If two or more students have the longest word then give them another word to spell and the first person to put their hand up and spell it correctly takes the next turn at the board.

3 Word on the back

Ask students to write down a word (e.g. a new item of vocabulary). Then ask them to stick the word on another student's back (using tape). Each student must then go round the class asking *Yes/No* questions to find out what their word is, e.g. *Is it a noun? Is it a type of food?* As they are doing this, circulate and remind them that they can only use *Yes/No* questions. The first student to guess their word sits down and so on until all the class have guessed their words.

Cooler activities

1 Find a word (quiet version)

Ask students to work in groups of four. Tell them to each find a new word from the last lesson or unit and to write down the meaning of the word (but not the word itself) on a piece of paper. They must pass their paper to another team member who must write down what they think the word is and write a sentence using the word. The team which manages to do the most words in a set time (e.g. five minutes) wins.

2 Pair dictation

Put students into pairs, A and B. Tell the As to look at a short piece of text in their book. This can be from the dialogues or from a reading text. It should only be two sentences at the lower levels. Ask the As to dictate their text to their B partners. Remind them they must not spell a word for their partners and that accuracy is as much their responsibility (for example pronouncing words correctly) as their partners'. When they have finished, the As must check what the Bs have written, using their books, and circle all the mistakes. The winning pair is the pair with the fewest mistakes. Then repeat this by giving the Bs a short text and so on.

3 Team story

Put students into groups of five or six. Give the students the names of two characters for a story. These can be names you choose of they could be characters from the Student's Book. Explain to students that they must write a story using prompts which you will write up on the board. These prompts must be in a logical order to allow the progression of a story: for example, in a lower-level class the prompts could be *What? When? Where? How? Why? The end?*, and in a higher-level class they could be *The problem? The cause of the problem? The idea? The solution? What happened?* or something similar. There must be one prompt for each student in the group.

The first student in each group then writes a sentence on a piece of paper using the first prompt, without showing it to the others. They then fold the paper over and pass it on to the next student, who writes a sentence from the second prompt in the same way. When all students have written their sentences, ask each group to unfold their piece of paper and read their sentences out – there should be some funny stories.

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Introduction

A Kids

Layla's first day

1 1.2 **Read and listen to the story. Who are these people?**

Dylan Layla Chloe James Mrs Craig Mr West

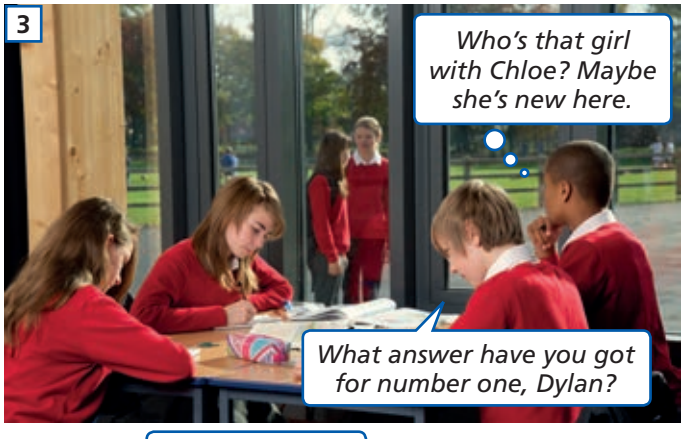
1

Mr West Chloe, this is Layla Morrison. It's her first day today. She's going to be in Class 9K with you.
Chloe OK, Mr West. Hi, Layla. Come on.

2

Chloe Where do you live, Layla?
Layla I live in Oak Street. Do you know it?
Chloe Yes, I do. My friend, James, lives near there. He doesn't live in your road. He lives in Elm Road.
Layla Right. I don't know that road. Does he go to this school, too?
Chloe Yes, he does, but he isn't in our class.

3



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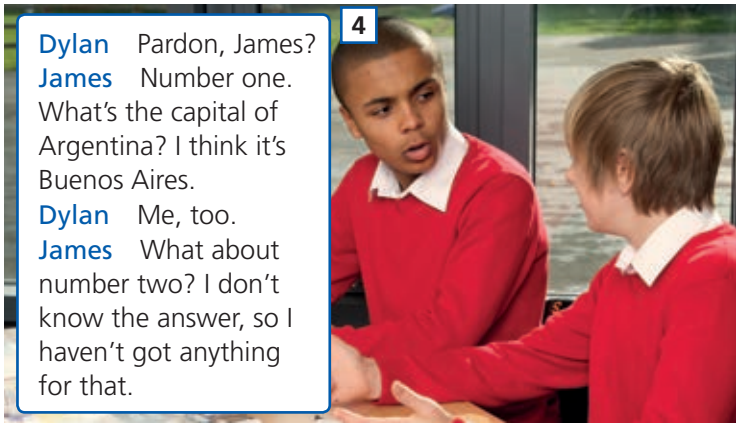

Dylan Pardon, James?
James Number one. What's the capital of Argentina? I think it's Buenos Aires.
Dylan Me, too.
James What about number two? I don't know the answer, so I haven't got anything for that.

5

6

Dylan Oh. What's the question again?
James Number two. What's the longest river in Europe? Come on, Dylan. Mrs Craig is looking at us.
Dylan OK. Sorry, James.

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Introduction

Unit overview
Grammar: present simple and present continuous
Vocabulary: personal information; introductions
Skills: Speaking: classroom discussion; Listening: comprehension, chart completion (specific details); Reading: comprehension

A Kids

Layla's first day

Exercise 1 1.2

- Ask students to look at the pictures without reading the story. Ask questions to establish the context: *Who are the people in the first pictures? Do you know them? Are they sisters?* (No.) *Are they friends?* (Not yet.) *Do they know each other?* (No, they're meeting for the first time.) *Who's the man?* (Accept any reasonable guesses before revealing he is the head teacher.) Continue with similar questions about the other pictures.
- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Play the recording for students to read and listen. Ask them to identify the people in the box.
- Check what else students have learnt about the characters.

ANSWER KEY

Dylan: a student who likes Layla
Layla: a new girl at the school
Chloe: a student who is in the same class as Layla
James: another student, Dylan's friend
Mrs Craig: a teacher at the school
Mr West: the head teacher

Optional extra

To check comprehension, give students these true or false statements. Students answer individually, then compare answers in pairs before you check them with the class.

1 Layla and Chloe are in the same class.
2 Layla lives in Oak Street.
3 James is in Class 9K.
4 James doesn't know the answer to question number one.
5 Dylan isn't listening to James.
6 Both boys know the answer to question number two.

ANSWER KEY

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

Background information

James doesn't know the answer to question number two. The longest river in Europe is the Volga. It flows 3,692 kilometres through central Russia, passing eleven of the twenty largest cities in the country. Nine out of the ten longest European rivers are all in Russia. The exception is the Danube, which is, at 2,860 kilometres, the second longest river on the continent, and the longest in the European Union, passing through Germany, Austria, Slovakia, Hungary, Serbia, Romania, Bulgaria and Ukraine.

Exercise 2

- Students read the story again and answer the questions. Don't check answers yet, as it will be done in exercise 3b.

ANSWER KEY

1 Layla is a new student at the school, and Mr West is introducing her to Chloe, a girl in her new class.
2 No, he isn't.
3 He lives in Elm Road (near Oak Street).
4 Buenos Aires is the capital of Argentina.
5 Dylan thinks she's very nice.
6 He hasn't got an answer for number two.

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Exercise 2

See page T4.

Everyday English

Classroom discussion

Exercise 3a

- Ask students to cover page 4 and complete the expressions.
- Ask students to check their answers against the story.

ANSWER KEY

1 answer 2 think 3 Me 4 about 5 know 6 got

Exercise 3b

- Students work in pairs and use the completed expressions from exercise 3a to check their answers to exercise 2.

Grammar

Present simple

Exercise 4a

- Students scan the text to complete the sentences.
- Elicit the rule about the *-s* ending in the present simple.

ANSWER KEY

1 live 2 lives 3 lives 4 don't know

We have *-s* on the verb with *he*, *she* or *it*.

Exercise 4b

- Students complete the questions and short answers.

ANSWER KEY

1 Do, do 2 Does, go, does

Exercise 4c

- Students make the short answers negative.

ANSWER KEY

1 No, I don't. 2 No, he doesn't.

Exercise 5

- Students use the cues to make sentences. In weaker classes, they can do the exercise in pairs.

ANSWER KEY

1 James lives in Elm Road.
2 Dylan likes Layla.
3 Chloe knows James and Dylan.
4 James doesn't know the answer to number two.
5 I live / don't live in Oak Street.
6 My friend lives / doesn't live near me.

Listening, writing and speaking

Exercise 6a 1.3 Audio script pT88

- Refer students to the pictures and the chart. Check they understand what they will need to do. Ask: *How many people are you going to hear?* (four) *What do you need to find out?* (address, transport to school, likes, dislikes, free-time activities)
- In weaker classes, play the first monologue about Layla and discuss answers to complete the chart together.
- Play the recording, stopping after each character has spoken to give students time to note their answers. Play it a second time, and a third time as well if necessary.
- Students compare in pairs, before checking with the class.

ANSWER KEY

Layla	James	Chloe	Dylan
Oak Street	Elm Road	Baker Street	Oxford Road
bus	car	walks	bicycle
ICT	Geography	History	Maths
English	Science	Art	French
goes to dance class, listens to music	plays football, plays the guitar	plays table tennis, goes swimming	plays football, does karate

Exercise 6b

- Students use the chart to write a paragraph about each person. You may like to set this task as homework.

Exercise 6c

- Students write a similar paragraph about themselves. You may like to set this as homework, too.

Optional extra

You can turn checking the answers to exercise 6c into a follow-up listening comprehension task. Ask the class to draw a chart like that in exercise 6a, then call up four students to read their paragraphs. The rest of the class should listen and make notes in the chart. Ask some students to report back with a summary of the information they heard.

Exercise 7a

- In pairs, students use the information from exercise 6a to ask and answer *Yes / No* questions about the people.
- Walk around and monitor, making a note of any errors in the use of the present simple to discuss at the end.

Exercise 7b

- Students continue with true information about themselves.

Optional extra

After exercise 7b, ask students to change partners and practise the third person forms again. They should ask their new partners about the people they previously spoke to.

More practice Workbook p2

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2 **Answer the questions.**

1 Why is Layla with Mr West?
2 Is Dylan in Class 9K?
3 Where does James live?
4 What is the answer to question number one?
5 What does Dylan think about Layla?
6 What is James's answer for number two?

Everyday English

Classroom discussion

3 a **Complete the expressions.**

- What [1]_____ have you got for number one?
- I [2]_____ it's Buenos Aires.
- [3]_____, too.
- What [4]_____ number two?
- I don't [5]_____ the answer.
- I haven't [6]_____ anything for that.

b **Work with a partner. Compare your answers for exercise 2. Use the expressions in exercise 3a.**

Grammar

Present simple

4 a **Find the sentences in the story. Complete them. When do we have *-s* on the verb?**

1 I _____ in Oak Street.
2 James _____ near there.
3 He _____ in Elm Road.
4 I _____ that road.

b **Complete the questions and short answers from the story.**

1 • _____ you know it?
  ○ Yes, I _____.
2 • _____ he _____ to this school, too?
  ○ Yes, he _____.

c **Make the answers in exercise 4b negative.**

5 **Make true sentences. Use the cues and these verbs.**

live know like

1 James / Elm Road
2 Dylan / Layla
3 Chloe / James and Dylan
4 James / the answer to number two
5 I / Oak Street
6 My friend / live near me

Listening, writing and speaking

6 a 1.3 **Listen and complete the chart.**

Layla

James

Chloe

Dylan

	Layla	James	Chloe	Dylan
lives in?				
goes to school by / on?				
likes?				
doesn't like?				
does in his / her free time?				

b **Write about each person.**

Layla lives in Oak Street. She goes to school by bus. She …

c **Write a text about yourself.**

7 a **Work with a partner. Ask and answer about the people. Use the chart.**

- *Does James play any sports?*
  ○ *Yes, he does. He plays football.*

b **Work with a partner. Ask and answer.**

- *Where do you live?*
  ○ *I live in …*
- *Do you walk to school?*
  ○ *Yes, I do. / No, I don't.*

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B Sweet Sue and Smart Alec

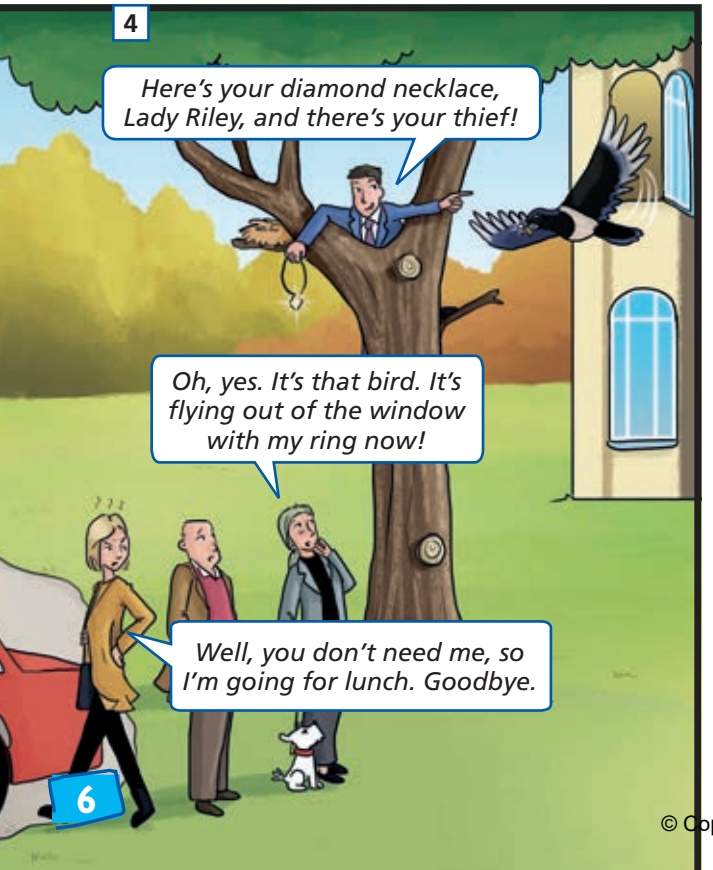
Comprehension

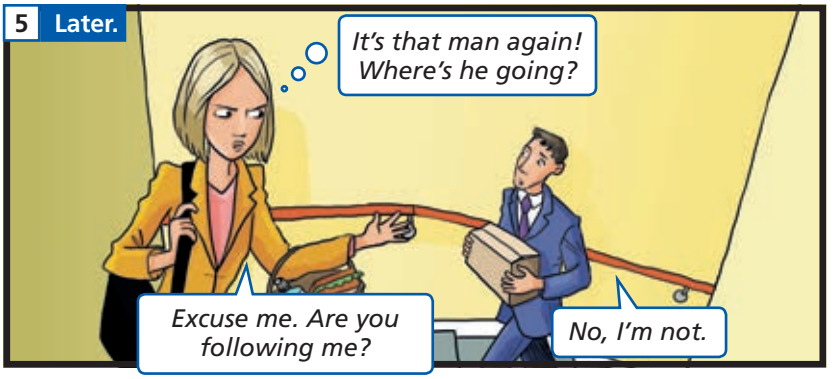
1 a **Look at the story. Who are these?**

Sweet Sue Smart Alec Lord Riley
Lady Riley the thief the painters

b 1.4 **Now read and listen to the story. Why is Sweet Sue angry?**

It's 1.30 pm. Sweet Sue usually has lunch in her office at this time, but she isn't having lunch today. She's putting on her coat and she's talking to Lord Riley on her mobile.





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B Sweet Sue and Smart Alec

Comprehension

Exercise 1a

- Ask students to look at the pictures in the story, and describe the people and actions in them without reading the dialogues. Prompt this by asking *Where are they? Who are they? What are they doing?* Accept any reasonable ideas, no need to reveal the correct answers at this point.
- Ask students to speculate what Sweet Sue's job might be. Accept any ideas, and tell students they will read the story to find out if they were right.
- Students read the story quickly to identify the people in the box. You may need to elicit or pre-teach *painters* and *thief*. Ask students to point to the people mentioned.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.

Exercise 1b 1.4

- Elicit or pre-teach any unfamiliar vocabulary as necessary, for example *put on*, *steal*, *diamonds*, *move in*, *jewels*, *private detective*, *necklace*, *ring*.
- Play the recording for students to read and listen. Play it again, then check the answer to the question. You may also like to teach the word *rival* to describe Sue's relationship to Alec.

POSSIBLE ANSWER

Sweet Sue is angry because Smart Alec found the jewels, so Lord Riley didn't need her, and she's angry because Smart Alec is another private detective and his office is next door to hers.

Optional extra

You could do this before or after exercise 2.

Write up the following events from the story on the board or dictate them. Then, with books closed, ask students to put them in the correct order:

a Smart Alec finds the jewels.
b Lord Riley phones Sweet Sue.
c Sweet Sue finds out that Smart Alec moves in next door.
d Smart Alec climbs the tree.
e Sweet Sue goes for lunch.

ANSWER KEY

1 b 2 d 3 a 4 c 5 e

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Exercise 2a 1.5 Audio script pT88

- Ask students if they are good detectives. Tell them to write numbers 1–9 in their exercise books. Ask them to study the picture story for half a minute, then with books closed, play the recording for them to write their answers to the questions. Each student should work individually.
- Play the recording a second time if necessary.

Exercise 2b

- Students compare answers in pairs. Allow them two minutes to read through their notes, then play the recording again for them to double-check if there are any questions they missed or misunderstood.

ANSWER KEY

1 Yes, she is.
2 Yes. One of the painters is wearing glasses.
3 Red.
4 He's wearing black shoes.
5 Grey.
6 A ring. (The bird has already stolen the diamond necklace.)
7 A rabbit.
8 He's carrying a box.
9 Yes, she is. She's carrying her lunch / a bag of shopping.

Grammar

Present continuous and present simple

Exercise 3a

- Students complete the sentences without copying from the story. Then they look at the story to check their answers.

ANSWER KEY

1 has 2 isn't having 3 putting on

Exercise 3b

- Students match the expressions and adverbs to the tenses. Students compare answers in pairs before checking with the class.

ANSWER KEY

present simple: usually, every day, always, regularly
present continuous: now, today, at the moment, in this picture

Present continuous

Exercise 4a

- Students copy the table and complete it with the missing forms of the verb *be* and the verbs. Make sure they make the necessary spelling changes for the *-ing* forms in the last column.

ANSWER KEY

1 am 2 isn't 3 are 4 climbing 5 leaving 6 putting

Exercise 4b

- Ask students to scan the story and underline examples of questions in the present continuous. Elicit the rule: question word (if any) + the verb *be* in the correct form + subject + *-ing* form of main verb.

ANSWER KEY

What are you doing?
And why is he climbing a tree?
Is he looking for the jewels?
Where's he going?
Are you following me?

Exercise 5

- Read the instructions and the example together. Make sure students understand they have to write connected sentences with the present continuous: one negative, one affirmative. Remind them that the pictures in the story can help them.
- Students write the sentences individually, then compare answers in pairs before you check with the class.

ANSWER KEY

2 The men aren't repairing the door. They're painting a sign.
3 Smart Alec isn't phoning the police. He's climbing a tree.
4 The bird isn't sitting in the tree. It's flying out of the window.
5 They aren't waiting for the lift. They're walking upstairs.
6 They aren't shaking hands. They're looking at the sign on the door.

Exercise 6

- Ask students to read the e-mail without filling in any gaps. Make sure they understand they have to write verbs in the present continuous in some gaps, but in the present simple in other gaps. Remind them to look for time expressions and other clues before they decide.
- Students complete the e-mail individually, then compare answers in pairs before you check with the class.

ANSWER KEY

1 don't like
2 runs
3 cycles
4 's arriving
5 learns
6 's learning
7 gets
8 are sitting
9 's ringing
10 rings
11 doesn't ring

Revision idea

Ask students to write down the names of five people they know well (people from school, family members, friends, famous people). Ask them to write a sentence about what each person normally does (present simple), and another about what they think the person is doing at the moment (present continuous).

More practice Workbook p3

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2 a 1.5 **Are you a good detective? Close your book. Listen to the questions and write your answers.**

b **Work with a partner. Compare your answers.**

Grammar

Present continuous and present simple

3 a **Complete the sentences from the story. What are the two tenses?**

Sweet Sue usually [1]_____ lunch in her office at 1.30, but she [2]_____ lunch today. She's [3]_____ her coat.

b **When do we use each tense? Match these expressions to the two tenses.**

Present continuous

4 a **Copy and complete the table. Use *be* and these verbs.**

leave climb put

Present continuous: affirmative and negative		
I	[1]_____ 'm not	[4]_____ing a tree. [5]_____ing the office. [6]_____ing on a coat.
He She It	's [2]_____	
We You They	[3]_____ aren't	

b **How do we make questions in the present continuous? Find examples in the story.**

5 **Make two sentences about each picture in the story. Use the cues.**

1 Sweet Sue / eat her lunch / put on her coat
Sweet Sue isn't eating her lunch. She's putting on her coat.
2 The men / repair the door / paint a sign
3 Smart Alec / climb a tree / phone the police
4 The bird / sit in the tree / fly out of the window
5 They / walk upstairs / wait for the lift
6 They / look at the sign on the door / shake hands

6 **A few days later, Sweet Sue sends an e-mail to her friend, Martha. Complete the e-mail with the correct form of the verbs in brackets.**

Dear Martha,
I really [1]_____ (not like) that Smart Alec. He's so perfect. He [2]_____ (run) the London Marathon every year. He [3]_____ (cycle) to work every day. I can see him out of the window now – he [4]_____ (arrive) on his bicycle again. And he's clever, too. He [5]_____ (learn) a new language every year. At the moment he [6]_____ (learn) Chinese. He [7]_____ (get) new customers every day. Three people [8]_____ (sit) outside his office at the moment. And his telephone [9]_____ (ring) now. It [10]_____ (ring) all the time! My phone [11]_____ (not ring) very often. Well, he isn't going to take all my customers! I'm going to fight back …

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1 My life

1A A new home

Vocabulary

Life stages

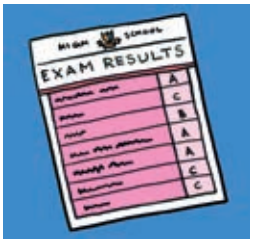
1 a 1.6 **Look at the pictures. Listen and repeat.**

1 be born

2 grow up

3 move (house)

4 start school



5 leave school

6 go to university

7 get a job

8 get married

9 have children

10 die

b Complete the sentences with these words.

got was born moved left had died
started went grew up married

1 My parents got _____ in Paris.
2 They _____ three children.
3 I _____ in London.
4 We _____ to a new house when I was six.
5 I _____ in a big city.
6 I _____ school when I was five.
7 My sister _____ school when she was 18.
8 She _____ to university in Moscow.
9 My grandfather _____ in 2012.
10 My dad _____ a new job last year.

Comprehension

2 1.7 **Read and listen to the text. Are the statements true or false, or doesn't it say?**

1 Carl moved to England last year.
2 He wanted to leave New Zealand.
3 His father got a job with an international bank.
4 He lived near the sea in New Zealand.
5 They arrived in England in January.
6 Everyone at his new school is British.
7 He doesn't go sailing now.
8 He played football in New Zealand.

MY NEW HOME

My name's Carl. I live in London now, but I wasn't born in England. I was born in Auckland in New Zealand. We moved to England two years ago. My dad got a new job here. I didn't want to leave New Zealand. I had lots of friends there. The weather was great and our house was near the sea. In summer, I went to the beach after school two or three times a week. I went sailing a lot, too.

I didn't like it in England when we first arrived. I didn't have all my friends here. They were on the other side of the world. We weren't near the sea, and it was winter, so the weather wasn't very nice. It was colder than Auckland, and when we arrived it rained a lot! I just wanted to go back to New Zealand.

Things got better when I started school. There are kids from lots of different countries at my school here, so I wasn't unusual. I soon made a lot of friends.

I still miss New Zealand, but I like it here now. London's a great city. I can't go to the beach after school, but I go to the sports centre with my friends. I don't go sailing now. I play football. I didn't play it in New Zealand. We played rugby at my school. I prefer football and I'm quite good at it. I'm in the school team this year.

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1 My life

Unit overview
Grammar: past simple: *be*, regular and irregular verbs, questions
Vocabulary: life stages; families; likes and dislikes (activities)
Skills: Reading: true or false, completing statements, completing a diagram with information, explaining relationships; Listening: multiple choice, identifying adjective collocations, multiple matching, identifying expressions used, listening for specific information; Speaking: describing a person's life, talking about your weekend, identifying people, talking about likes and dislikes
Culture: Families The Culture page can be studied after Lesson C or at the end of the unit.
English Across the Curriculum: History: early human migration The English Across the Curriculum page can be studied at the end of the unit.
Your Project: Develop your writing: *so* and *because* A fictional family
Song: *Our House*

1A A new home

Vocabulary

Life stages

Exercise 1a 1.6

- Play the recording for students to listen and look at the pictures. Then play it again for them to listen and repeat.

Exercise 1b

- Students use the words in the box to complete the sentences. Don't get into a presentation of the verb tense at this point, as it will follow later in the lesson. For now, just get students to use the words for the gap-fill task.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 married 2 had 3 was born / grew up 4 moved
5 was born / grew up 6 started 7 left 8 went
9 died 10 got

LANGUAGE NOTE The verbs are all past simple forms, except for *was born*. It is best to present this as a set phrase to memorize rather than get into an explanation of the passive at this stage.

Comprehension

Exercise 2 1.7

- Focus attention on the picture. Ask: *Who is it?* (A boy.) *Where is he?* (Outside.) *What is he doing?* (He's smiling. / He's sitting down.) *How old is he?* (Around 12.) Tell students they are going to find out more about him.
- Students read the eight statements. Check comprehension.
- Play the recording for students to read and listen. Allow three or four minutes for students to re-read the text and decide about the statements.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

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

Grammar

Past simple: *be*

Exercise 3

- Ask students to try to complete the text without reading the story again, then check their answers against the story.
- Elicit the rules. We use *was* after *I*, *he*, *she*, and *it*, and *were* after *you*, *we*, and *they*. To form the negative, we add *not* after *was / were*. The contracted forms are *wasn't* and *weren't*.

ANSWER KEY

1 were 2 weren't 3 was 4 wasn't

Past simple: regular and irregular verbs

Exercise 4a

- Students read the story again to find examples of verbs in the past simple in the affirmative form.
- Elicit the rule: to form the past simple of regular verbs, we add *-ed* to the base form. If the verb ends in *-e*, we only add *-d*.

ANSWER KEY

Base form	Regular	Irregular
have		had
go		went
arrive	arrived	
rain	rained	
want	wanted	
start	started	
make		made
play	played	

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Grammar

Exercise 3

See page T8.

Exercise 4a

See page T8.

Exercise 4b

- Students find the negative forms. Elicit the rule: to make negative sentences in the past simple use *didn't* + base form of the verb. The same form is used for all persons.

ANSWER KEY

I didn't want to leave New Zealand.
I didn't have all my friends here.

Exercise 5

- Read the instructions and the example. Make sure students understand they have to write a negative past simple sentence based on the sentence in the left-hand column, then an affirmative past simple one based on the picture prompt in the right-hand column.
- In weaker classes, you may like to brainstorm ideas for what the pictures show before they start, or allow students to do the task in pairs.
- In stronger classes, you may like to do the task orally after a short preparation of one or two minutes.

ANSWER KEY

2 He didn't live in the city centre in New Zealand. He lived near the sea.
3 He didn't get up at eight o'clock in New Zealand. He got up at quarter past seven.
4 School didn't start at 8.45 in New Zealand. It started at 8.30.
5 His school uniform wasn't green in New Zealand. It was blue.
6 It didn't rain a lot in New Zealand. It was sunny.
7 He didn't go to the sports centre after school in New Zealand. He went to the beach.
8 He didn't play football in New Zealand. He played rugby.

Listening and speaking

Exercise 6a 1.8 Audio script pT88

- Focus attention on the picture. Ask students to speculate whom it might show (Beatrix Potter), but don't tell them. Explain that they will hear a recording about her life.
- Students read through the questions to find out what pieces of information they are looking for. Remind them that the questions are in the same order as the information about them in the recording.
- When you play the recording for the first time, suggest that students tick the answer they think is correct. The second time you play the recording, students should check and mark their final answers.

ANSWER KEY

1 b 2 a 3 a 4 b 5 b

Exercise 6b

- Elicit at least two more interesting pieces of information about Beatrix Potter. Ask the rest of the class to confirm or correct the suggestions. Write ideas on the board, and play the recording again at the end to check them.

Exercise 6c 1.8

- Students look at the adjectives and try to recall what they were used to describe. Elicit what students remember and don't correct answers at this point. Elicit or pre-teach any unfamiliar items.
- Play the recording again. Students listen for the adjectives carefully and make notes. In weaker classes, you may want to pause the recording after each phrase to give students time to write the information they heard.

ANSWER KEY

1 Beatrix's family 2 a child (*Beatrix*) 3 pictures of animals
4 a child 5 a story 6 a rabbit 7 Beatrix Potter
8 a museum

Optional extra

Students use at least five of the adjectives from exercise 6c to write sentences about their own lives. Have a few volunteers name the adjectives they used, then read out their texts, and ask the rest of the class to write down what each adjective referred to.

Exercise 7a

- Read the instructions together. Brainstorm ideas about who students might use. Each student fills in the chart with information about their chosen person. Set this as homework, so they have a chance to look up things they don't know.

Exercise 7b

- In pairs, students use the information in their charts to tell each other about their chosen person. Have some students report back on what they learnt from their partner.

Revision idea

Tell students about your own life, including the details from the chart in exercise 7a. Students take notes, then use their notes to write a paragraph about you.

More practice Workbook pp4–5
Teacher's Resources Unit 1

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Grammar

Past simple: *be*

3 **Complete the text from Carl's story.**

I didn't have all my friends here. They [1]_____ on the other side of the world. We [2]_____ near the sea, and it [3]_____ winter, so the weather [4]_____ very nice.

Past simple: regular and irregular verbs

4 a **Read the story again. Find five more regular and three more irregular past simple verbs.**

Base form	Regular	Irregular
move	moved	
get		got

b **Find the negative of these sentences. How do we make the negative of the past simple?**

I wanted to leave New Zealand.
I had all my friends here.

5 **Compare Carl's life now and in New Zealand.**

He didn't walk to school in New Zealand. He took the bus.

London	New Zealand
1 He walks to school.	
2 He lives in the city centre.	
3 He gets up at eight o'clock.	
4 School starts at 8.45.	
5 His school uniform is green.	
6 It rains a lot.	
7 He goes to the sports centre after school.	
8 He plays football.	

Listening and speaking

6 a 1.8 **Listen and choose the correct answers.**

1 Who is in the picture?
  a Mrs Tiggy-Winkle
  b Beatrix Potter
2 Where was she born?
  a London
  b the north of England
3 What did she write?
  a stories about animals
  b detective stories
4 Who was Mr McGregor?
  a her husband
  b a character in one of her stories
5 Where did she move to?
  a Scotland
  b the Lake District

b **What can you remember? Give two more pieces of information about the woman.**

c 1.8 **Listen again. Who or what does the speaker describe with these adjectives?**

1 rich _____
2 quiet _____
3 beautiful _____
4 ill _____
5 famous _____
6 naughty _____
7 happy _____
8 popular _____

7 a **Think about someone that you like or admire. It can be a member of your family or a famous person. Put some information about the person in a chart like this.**

was born	
grew up	
went to school	
got a job	
moved	
got married	
had children	

b **Use your chart. Tell a partner about your person.**

… was born in … , but he / she grew up in …

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1B A surprise for Smart Alec!

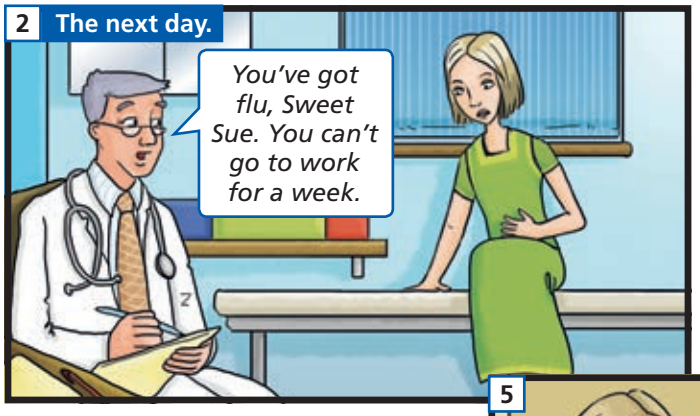
Comprehension

1 1.9 **Read and listen to the story. What is the surprise?**

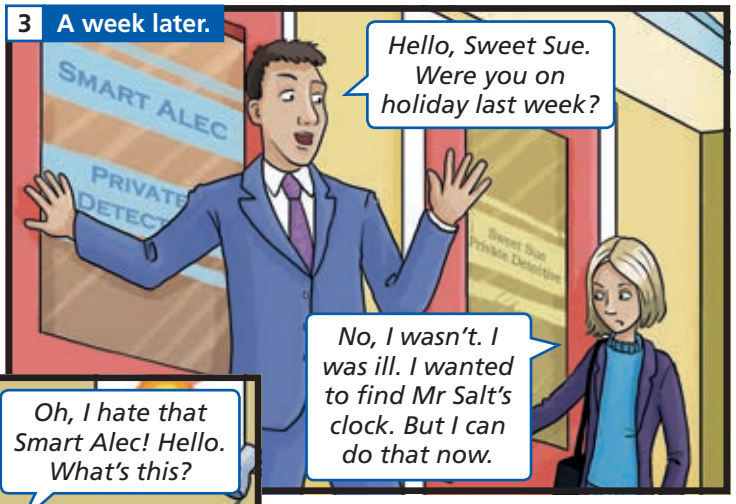
1 Sweet Sue is talking to Mr Salt. An old clock disappeared from the Salts' house last week.

Sweet Sue	Were you here when the clock disappeared?
Mr Salt	No, we weren't. My wife and I went to Paris on Saturday.
Sweet Sue	When did you come back?
Mr Salt	We wanted to stay for a week, but we came back on Tuesday, because my wife was ill.
Sweet Sue	Was the clock here on Saturday when you left?
Mr Salt	Yes, it was. Someone took it when we were away.
Sweet Sue	Did they take anything else?
Mr Salt	No, they didn't.
Sweet Sue	Did you phone the police?
Mr Salt	Yes, we did.

2 The next day.



3 A week later.



4

5

6

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1B A surprise for Smart Alec!

Comprehension

Exercise 1 1.9

- Ask students to look at the pictures without reading the text and describe what they see in each one. Use these prompts to help students with their descriptions: *Who are they? Where are they? What are they doing?*
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Elicit suggestions and make notes of them on the board, so you can check them against the story later.
- Elicit or pre-teach any unfamiliar vocabulary, including *disappear*, *flu*, *solve*, *case*, *arrest*, *parcel*, *repair*.
- Read the question together. Play the recording for students to read and listen, then elicit the answer.

ANSWER KEY

Sweet Sue has got the clock that disappeared. Smart Alec thought the gardener stole it, but it was Mr Salt's son who took it after one of his friends broke it at a party.

Optional extra

Write the following incomplete statements on the board, or write them out and photocopy them to give it to students. With books closed, students fill in the statements with the missing words, according to the story. You could do this activity before or after exercise 2.

1 A _____ disappeared from the Salts' house.
2 _____ and _____ were ill.
3 Mr and Mrs Salt phoned _____.
4 The next day, Sweet Sue went to see _____.
5 _____ didn't go on holiday.
6 _____ solved the case.

ANSWER KEY

1 clock
2 Mrs Salt and Sweet Sue
3 the police
4 the doctor
5 Sweet Sue
6 Sweet Sue (*not Smart Alec!*)

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Exercise 2

- Students cover the story and complete the sentences.
- They compare answers in pairs, then read the story again to check. Some sentences can be completed in different ways.

POSSIBLE ANSWERS

1 clock (from the Salts' house).
2 in Paris (from Saturday to Tuesday / at the weekend).
3 was ill / had the flu.
4 the gardener / the thief.
5 a party (at the house) (while his parents were away).
6 broke the clock.
7 repair the clock.
8 Smart Alec.

Grammar

Past simple questions: *be*

Exercise 3

- Students find the examples in the story and complete the questions and short answers.

ANSWER KEY

1 Were you, weren't
2 Was it, was

Past simple questions: regular and irregular verbs

Exercise 4a

- Students put the words in order, then check in the story.

ANSWER KEY

1 Did they take anything else?
2 Did you phone the police?
3 When did you come back?

Exercise 4b

- Students should try answering the questions from memory before checking in the story.

ANSWER KEY

1 No, they didn't.
2 Yes, we did.
3 We came back on Tuesday.

Exercise 5a

- Read the instructions together. Make sure students understand that the interview takes place just before Sweet Sue receives the parcel and solves the case.
- Students expand the cues into questions for the interviewer.
- You may need to highlight the irregular plural *thief–thieves*.

ANSWER KEY

2 Were Mr and Mrs Salt here?
3 Were they in London?
4 When did they come back?
5 Why did they come back early?
6 Did the thieves take anything else?
7 Did Sweet Sue find the thief?
8 When did the gardener arrest the gardener?

Exercise 5b

- Students work in pairs using the questions to interview each other. They can take turns to play the interviewer.

ANSWER KEY

2 No, they weren't.
3 No, they weren't. They were in Paris.
4 They came back on Tuesday.
5 Because Mrs Salt was ill.
6 No, they didn't.
7 No, she didn't.
8 Two days ago.

Optional extra

Students write six similar questions about the story on p6, using the past simple. Then, in groups of four, they use their questions to test the others on the events of the stolen jewels.

Speaking and listening

Exercise 6a

- Students decide if they did any of the activities last weekend. How many things did they have in common?

Exercise 6b 1.10 Audio script pT88

- Tell students they're going to hear three dialogues, each between a different pair of friends.
- Students listen and match the activities with the correct person. There are two activities that don't match anyone.
- Pause after each dialogue and give students time to write their answers. Play the three dialogues again at the end.

ANSWER KEY

Sanjit went to a music festival. Helen went to a wedding.
Hayley went to the cinema. Martha went to a party.
Tom stayed in bed. Chen went to a football match.

Exercise 6c 1.10

- Go through the expressions and check comprehension.
- Students listen again and do the matching.

ANSWER KEY

Sanjit: fantastic, great Helen: OK, a bit boring
Hayley: not bad, all right Martha: fun
Tom: terrible Chen: brilliant, really exciting

Exercise 7

- Students ask and answer about their own weekends. Allow them a little time to think and make notes before they begin. Help with any unfamiliar vocabulary. Monitor the correct use of the past simple. Go over any major problems after the activity, but don't interrupt the pairwork for error correction.

Revision idea

Students use the questions from exercise 7 to ask you about your own weekend. Give true or invented answers if you prefer. Students should make notes of all the activities you mention, and the expressions you use from exercise 6c.

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

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2 **Complete the sentences.**

1 Somebody took a …
2 Mr and Mrs Salt were …
3 Sue wasn't at work, because she …
4 The police arrested …
5 Mr and Mrs Salt's son, Jack, had …
6 One of his friends …
7 Jack wanted to …
8 Sweet Sue took the clock to …

Grammar

Past simple questions: *be*

3 **Complete the questions and short answers from the story. How do we make past simple questions with *be*?**

1 • _____ here when the clock disappeared?
  ○ No, we _____.
2 • _____ here on Saturday?
  ○ Yes, it _____.

Past simple questions: regular and irregular verbs

4 a **Put the words in the correct order to make questions. How do we make questions in the past simple?**

1 take did anything else they ?
2 you the police phone did ?
3 come did when back you ?

b **Find the answers to the questions in the story.**

5 a **A reporter is interviewing Smart Alec while Sweet Sue is ill. Make questions. Use the cues.**

1 when / the clock / disappear
  When did the clock disappear?
2 Mr and Mrs Salt / here
3 they / in London
4 when / they / come back
5 why / they / come back early
6 the thieves / take / anything else
7 Sweet Sue / find / the thief
8 when / they / arrest / the gardener

b **Find the answers to the questions in the story. Work with a partner. Role play the interview.**

• *When did the clock disappear?*
○ *Last week.*

Speaking and listening

6 a **Look at the activities. Did you do any of these things last weekend?**

Sanjit

Hayley

Activities
go to the cinema
watch a DVD
go to a party
go to a football match
go to a music festival
stay in bed
go to a wedding
play tennis

Helen

Tom

Martha

Chen

b 1.10 **Listen and match the people to the activities that they did.**

c 1.10 **How did each person feel about their weekend? Listen again and match these expressions to the people in exercise 6a.**

It was	brilliant. fantastic. great. really exciting. fun.	
	all right. OK. not bad.	
	a bit boring. terrible.	

7 **Work with a partner. Make a dialogue about your weekend. Use these questions.**

How was your weekend?
What did you do / see?
Where did you go?
Who did you go with?
Was it good?

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1C My family

Vocabulary

Families

1 a Complete the chart with the missing words.

Male	Female
grandfather	1 _____
2 _____	mother
son	3 _____
4 _____	sister
husband	5 _____
6 _____	aunt
nephew	niece
cousin	cousin

b Match the sentences to their meanings. What position are you in your family?

1 I'm an only child.
2 I'm the eldest.
3 I'm the youngest.
4 We're twins.
5 I'm a middle child.

a I've got two younger brothers.
b I've got two older sisters.
c We were born on the same day.
d I've got an older brother and a younger sister.
e I haven't got any brothers or sisters.

Reading

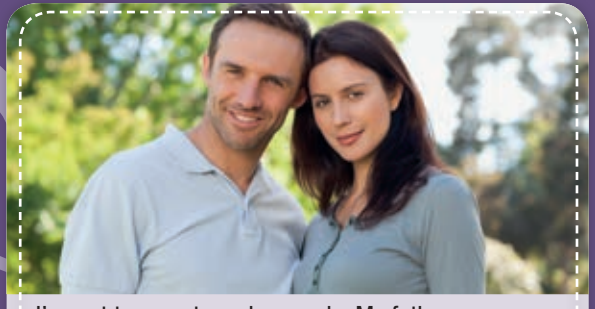
2 1.11 Chloe is talking about her family. Read and listen. Find the names of the people in the pictures.

MY FAMILY

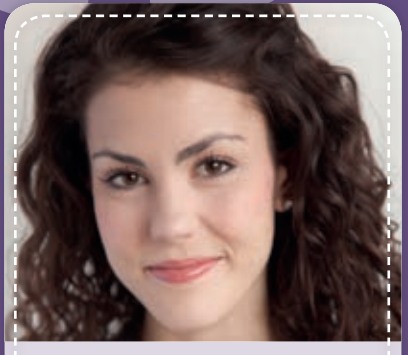
I'm the youngest child in my family.

I've got two older brothers, Dan and Jack. They're twins and they're nineteen. They left school last year. Dan is working in France for a year, because he's going to study French at university next year. Jack's already at university.

My parents' names are Dennis and Susan. My father's a manager. He works in an office. My mum's a Science teacher.



I've got two aunts and an uncle. My father was an only child, but my mum's got a younger brother and sister. Uncle Peter is married. His wife's name is April. They got married four years ago. They've got a son. His name's Henry and he's two years old. He calls me 'Lolo', because he can't say 'Chloe'. I'm going to have another cousin soon, because Auntie April is expecting a baby.



Mum's sister, Auntie Nicola, is single. She works for a sports company, so we always get good presents from her. She got me an England football shirt last year. I like Auntie Nicola. She says that I'm her favourite niece. (Actually, she hasn't got any other nieces – Dan, Jack and Henry are her nephews!)

Then there are my grandparents. I call my grandmother 'Grandma' and my grandfather 'Grandpa'. Grandma's name is Heather and Grandpa's name is William. My dad's parents died a few years ago, so I don't remember them very well.

SO, THAT'S MY FAMILY!

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1C My family

Vocabulary

Families

Exercise 1a

- Students complete the chart individually, then compare answers in pairs before you check them with the class.
- Drill the pronunciation of trickier items as necessary.
- Clarify the distinction between *cousin*, *nephew* and *niece*, as their meanings overlap in some languages, or are translated as the same or related word. You may need to elicit a translation of the words.

ANSWER KEY

1 grandmother
2 father
3 daughter
4 brother
5 wife
6 uncle

Exercise 1b

- Students match the sentences 1–5 with their meanings a–e, then compare answers in pairs before you check them with the class.
- Through a quick show of hands, find out how many only children, eldest, youngest or middle children and how many twins there are in the class.

ANSWER KEY

1 e 2 a 3 b 4 c 5 d

Reading

Exercise 2 1.11

- Focus attention on Chloe's picture in the top left-hand corner of the text. Ask: *Who is she?* (Chloe.) Read the sentence next to it together and check comprehension of the expression from exercise 1b: *Has she got any brother or sisters?* (Yes, she has.)
- Play the recording for students to read and listen. In each paragraph, they find the names of the people in the corresponding picture. Ask them also to underline in the paragraph what their relationship to Chloe is.
- Students compare answers in pairs before you check them with the class.

ANSWER KEY

Dan and Jack (brothers)
Dennis and Susan (parents)
Peter and April (uncle and aunt)
Nicola (aunt)
William and Heather (grandparents)

Optional extra

Ask: *Who's your father's mother?* to elicit the word *grandmother*. Turn the activity into a chain game. Each student in turn can ask a similar question, like *Who's your aunt's son?* to elicit another word, like *cousin*, from the previous exercises, and so on, until all the new vocabulary has been exhausted.

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Exercise 3a

- Students copy Chloe's family tree in their exercise books and use the information from the text to add the names.

ANSWER KEY

William, Heather
Dennis, Susan, Peter, April, Nicola
Dan, Jack, (Chloe), Henry

Exercise 3b

- Students use the information in the family tree to write sentences about the people in the cues.

ANSWER KEY

2 Henry is Jack's cousin.
3 William is Peter's father.
4 Henry and Chloe are Heather's grandchildren.
5 Susan is Dennis's wife.
6 Dan is William's grandson.
7 Nicola is Jack's aunt.
8 April is Chloe's aunt.
9 William and Heather are Nicola and Peter's parents.
10 Susan is Heather's daughter.

Speaking

Exercise 4a

- Read the instructions and check students understand their roles.
- Student A reads out the clues, while Student B scans the text and previous exercises to identify the person and his / her relationship to Chloe. Walk around and monitor.

ANSWER KEY

2 Nicola. She's Chloe's aunt.
3 Henry. He's Chloe's cousin.
4 William. He's Chloe's grandfather.
5 Dennis. He's Chloe's father.
6 Peter. He's Chloe's uncle.

Exercise 4b

- Elicit the meaning of *relatives*. Explain that it is the overall term for all the new vocabulary introduced in this lesson.
- Students swap roles and continue the activity the same way. Check they understand the task is now about Peter's relatives, not Chloe's.

ANSWER KEY

2 Chloe. She's Peter's niece.
3 Dan. He's Peter's nephew.
4 April. She's Peter's wife.
5 Heather. She's Peter's mother.
6 Susan. She's Peter's sister.

Optional extra

Students write six sentences about Chloe's family, including false as well as true statements. With books closed, they use their questions to test each other about Chloe's family members in pairs.

Listening

Exercise 5a 1.12 Audio script pT89

- Read the instructions. Elicit everything students have already learned about William. Tell them they are going to listen to find out more.
- Students read through the questions to know what information to focus on in the recording. Elicit or remind them that in listening tasks the questions usually follow the order of information in the recording.
- Play the recording twice. Ask students to compare answers in pairs before you check with the class.

ANSWER KEY

1 c 2 a 3 c 4 a 5 b 6 a 7 c

Exercise 5b 1.12

- Students read the three questions.
- Play the recording again for students to listen and answer the questions. Call up a different student to answer each one, and ask the rest of the class to confirm or correct their answers.

ANSWER KEY

1 Because people in England couldn't pronounce Guillermo.
2 He visited the USA, Australia, India and Brazil.
3 He made furniture, like tables and chairs.

Revision idea

Students bring in photos of their own families and in groups of four give each other descriptions of the people in their families, using Chloe's text as a model. Ask them to include some interesting details about the people. After students in each group have finished talking about the photos, ask each group to report back with one interesting fact they learnt about someone in the group. Ask the rest of the class to guess which student's family the fact may be about.

More practice Workbook pp8–9
Teacher's Resources Unit 1

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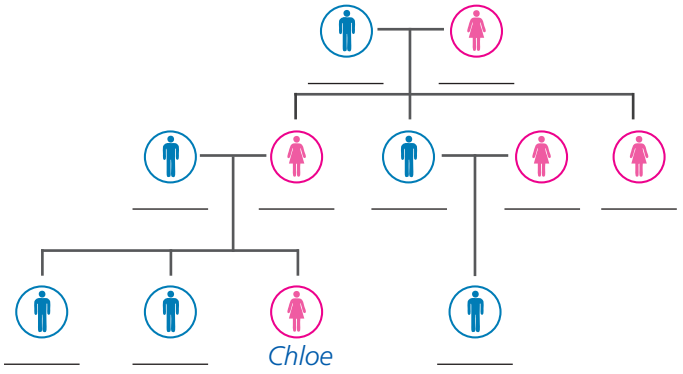
3 a **Copy Chloe's family tree and add the names of the people.**



b **Use the family tree. What relationship are these people to each other?**

1 Dan / Chloe
Dan is Chloe's brother.
2 Henry / Jack
3 William / Peter
4 Henry and Chloe / Heather
5 Susan / Dennis
6 Dan / William
7 Nicola / Jack
8 April / Chloe
9 William and Heather / Nicola and Peter
10 Susan / Heather

Speaking

4 a **Work with a partner to complete the chart. Student A: Read out the clues. Student B: Give the name and his / her relationship to Chloe.**

	Clues	Name	He's / She's Chloe's …
1	He's nineteen. He's at university.	*Jack*	*brother*
2	She isn't married.		
3	Dan and Jack are his cousins.		
4	He's got one son and two daughters.		
5	He's got one nephew and no nieces.		
6	He got married four years ago.		

b **Reverse roles and complete the table for Peter's relatives.**

	Clues	Name	He's / She's Peter's …
1	He's two years old.	*Henry*	*son*
2	She's got one cousin.		
3	He's working in France.		
4	She's expecting a baby.		
5	Her husband's name is William.		
6	She's got twin sons.		

Listening

5 a 1.12 **Chloe is talking about her grandfather. Listen and choose the correct answers.**

1 Chloe's grandfather's real name is
a Wilhelm.
b Vilmos.
c Guillermo.

2 He was born in
a Spain.
b Hungary.
c Mexico.
3 He came to England when he was
a two. b twelve. c six.
4 After school he
a worked on a ship.
b became an actor.
c went to university.
5 He met Heather in
a the USA. b England. c Australia.
6 After they got married, he worked in
a a factory. b a bank. c an office.
7 About five years ago he
a became the manager.
b started his own company.
c retired.

b 1.12 **Listen again. Find this information.**

1 Why did Chloe's grandfather change his name?
2 Name three countries that he visited.
3 In his job in England, what did he make?

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1D Kids

Layla's new friends

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

b 1.13 **Read and listen to the story. What does Layla change her mind about? Why?**

1

Chloe Why did you leave Bristol, Layla?
Layla My dad got a job here. I didn't want to move. I had a lot of good friends there, and I really liked my school.
Chloe Was it hard to leave all your friends?
Layla Yes, it was.
Chloe Look, I'm going swimming at the sports centre this evening. Would you like to come, too?
Layla Yes, please. I like swimming.

3

Dylan Hi.
Chloe Hi, Dylan. We're just talking about James's party.
Dylan Yes, it was brilliant last year. Aren't you the new girl?
Layla Yes, that's right. I started today.
Chloe Oh, sorry – this is Layla. Layla, meet Dylan.
Layla Hi, Dylan.
Dylan Hi! So are we going to football practice, James?
James Sure. Oh, by the way, do you want to come to my party, Layla?
Layla When is it?
James Next Saturday, at 7.30.
Layla Yes. I'd love to. Thanks.

2 **Complete the sentences with the correct names and the missing information.**

1 _____ didn't want to _____ Bristol.
2 _____ invites Layla to the _____.
3 _____ are going swimming this _____.
4 _____ have got _____ now.
5 _____ had a _____ last year.
6 _____ introduces Dylan to _____.
7 _____ invites Layla to his _____.
8 _____ thinks her new friends are _____.

2

Chloe This is my friend, James. James, this is Layla. She's in my class.
James Hi, Layla. Nice to meet you.
Layla Yes. Nice to meet you, too.
Chloe We're going to the sports centre this evening. Do you fancy a game of table tennis there later?
James Sorry, I can't. We've got football practice now, and Mrs Craig gave us loads of homework.
Chloe Oh, OK. Is everything ready for your birthday party, James?
James Yes, it is. I booked the DJ and the sports centre last week.

4

They're all very nice. I think I'm going to like it here after all.

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1D Kids

Layla's new friends

Exercise 1a

- With books closed, ask students to think back to the previous episode of the 'Kids' photostory from the Introduction unit. Ask: *How many students did we meet?* (Four.) *Who were they?* (Chloe, Layla, James and Dylan.) *Who are in the same class together?* (Chloe and Layla in Class 9K, the boys in another class.) *What happened in the story so far?*
- This photostory is available as video on the DVD and the Classroom Presentation Tool.

Exercise 1b 1.13

- Read the question together. Pre-teach *change one's mind*. Illustrate the meaning by naming an item of clothing you're NOT wearing, then explaining what you're wearing instead. For example: *This morning, I thought I was going to wear my red skirt. But I changed my mind. I put on my blue jeans instead.*
- Play the recording for students to read and listen to answer the question.
- Students compare ideas in pairs before you check with the class.

ANSWER KEY

Layla changed her mind about her new school. She didn't want to move there, but she thinks she's going to like it after all.

Exercise 2

- Students read the story again more carefully, and complete the sentences with the missing information.
- Let them compare answers in pairs before you check with the class.

ANSWER KEY

1 Layla didn't want to leave Bristol.
2 Chloe invites Layla to the sports centre / swimming pool.
3 Chloe and Layla are going swimming this evening.
4 James and Dylan have got football practice now.
5 James had a (brilliant / birthday) party last year.
6 Chloe introduces Dylan to Layla.
7 James invites Layla to his (birthday) party (next Saturday).
8 Layla thinks her new friends are (very) nice.

Optional extra

Alternatively, for a change of pace, you can complete the sentences for exercise 2 yourself first – some with correct information, some with key details changed. Write out and photocopy the revised statements for the students to read, check and correct as necessary. At the end of the unit, you can use the unused variant (exercise 2 or this Optional extra) for revision.

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Everyday English

Invitations

Exercise 3a

- Students complete the expressions from the story without re-reading the dialogues. Then they check their answers against the text.
- Encourage students to make a note of the expressions, then add similar phrases to make, accept or reject an invitation as they learn them later in the course.

ANSWER KEY

1 like 2 fancy 3 want

Exercise 3b

- Students read the story again carefully to find the answer to the question.

ANSWER KEY

He's got football practice and Mrs Craig gave them loads of homework.

Exercise 3c

- Read the situations and, in small groups of four, get students to brainstorm reasons for refusing invitations in each scenario. Walk around, monitor and help with any unfamiliar vocabulary they may need.

Exercise 4

- Read the instructions together. Ask two stronger students or demonstrate the task yourself with a strong student, using the example.
- Groups split into pairs. In each pair, students take turns playing Student A or B, following the instructions for each situation.

Optional extra

For an extra challenge, instead of following the printed instructions for Student B, in each situation students decide whether they should answer yes or no by tossing a coin. If it lands tails (the number side), they should reject the invitation; if it lands heads (the image side), they should accept the invitation.

Talking about likes and dislikes

Exercise 5a

- Focus on the pictures and ask students to read the activities. Then read out the activities for them, and ask students to point to each one as they hear them.
- Ask students to choose one activity in the list that they like, and tell their partner. Then they should each name another activity they like that is not in the list. Collect ideas from the pairs with the whole class and write the activities on the board. Continue collecting more activities until you have doubled the pool.

Exercise 5b

- Students continue working in pairs. They should choose eight activities from the expanded list, and take turns to ask and answer questions as in the example. Ask each student to make notes of their partner's answers.
- Walk around and monitor the correct use of questions and short answers.

Exercise 5c

- Students change partners, and ask and answer questions about their previous partners, using the third person forms.

Revision idea

In pairs, students take turns to choose activities from the expanded list in exercise 5a, and invite their partner to do the activities with them. In each case, their partner should reject the invitation, giving at least one good reason why. Continue the activity until each student has made (and rejected) three invitations.

More practice Workbook pp10–11
Teacher's Resources Multi-ROM Unit 1

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Everyday English

Invitations

3 a Complete the expressions.

1 • Would you _____ to come, too?
  ○ Yes, please.
2 • Do you _____ a game of table tennis?
  ○ Sorry, I can't.
3 • Do you _____ to come to my party?
  ○ Yes, I'd love to. Thanks.

b What reasons does James give for refusing Chloe's invitation?

c Think of two reasons for refusing an invitation to do these things.

- go to a party
- play badminton
- go to the cinema
- go skateboarding

4 Work with a partner. Take turns to be A and B, and follow the instructions. Use the expressions from exercise 3a.

Do you fancy a game of tennis in the park this afternoon?
Sorry, I can't. I've got a piano lesson.

1 **Student A** You're going to the park this afternoon. Invite Student B to play tennis.
  Student B Refuse and give a reason.

2 **Student A** You're going to have a birthday party. Invite Student B.
  Student B Ask when it is. Accept.

3 **Student A** You're going to the cinema. Invite Student B.
  Student B Ask when. Accept.

4 **Student A** You're going cycling on Saturday. Invite Student B to go with you.
  Student B Refuse and give a reason.

5 **Student A** You're going to play football after school. Invite Student B.
  Student B Refuse and give a reason.

Talking about likes and dislikes

5 a Look at the pictures. Add more activities to the list.

b Work with a partner. Choose eight of the activities. Ask and answer.

Do you like swimming?
Yes, I do. / No, I don't.

c Change partners. Ask and answer about your first partners.

What does Mike like doing?
He likes …
What doesn't he like doing?
He doesn't like …

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1 Culture

1 **What do you think a typical family is like in your country? Answer these questions.**

1 Do they usually live in a house or a flat? Does it have a garden?
2 How many rooms has a typical home got?
3 How many children are there in the typical family?
4 Have they usually got a pet? What are typical pets?
5 When do young people usually leave home?
6 Do people often move away from their home town?
7 Do wider families (aunts and uncles, grandparents) live near each other?
8 Where do old people usually live?

2 1.14 **Read and listen to the text. How is a typical British family different from one in your country?**

3 a 1.15 **Listen and complete the chart.**

	Nick	Grace
lives in?		
lives with?		
has got a pet?		
grandparents?		

b **Write about Nick and Grace.**

… lives in … He / She lives with …

c **How are Nick's and Grace's families different from John's?**

Families

My name's John and I live in a typical British family.

We live in a house with a garden. It's in Bexleyheath, a suburb of London. Our house has got three rooms downstairs – a living room, a dining room and a kitchen. Upstairs there are three bedrooms and a bathroom. We didn't live in this house when I was born. We moved here when I was five years old, because my parents wanted a bigger garden.

Four people live in our house – my parents, my older brother and me. Until two years ago there were five of us, but my older sister left home when she was twenty-one. She still lives and works in London, but she shares a flat with two friends in another part of the city. (It's good, because when she moved out, I got her bedroom, so I don't share with my brother now!) There's one other member of the family in our house, too – our cat.

My parents don't come from London. My dad is from Scotland and my mum grew up in Liverpool. They both moved to London after university to get jobs. So we don't see our aunts and uncles very often, because they all live a long way from London.

My mum's parents now live in Cornwall. I call them Nana and Granddad. They moved to Cornwall when Granddad retired. They've got a small house by the sea. My grandpa (my dad's dad) died a few years ago. Grandma (my dad's mum) lives in Bexleyheath, but she doesn't live with us. She lives in an old people's home.

So that's my family. Of course, not all families are the same. Divorce is common in Britain, so a lot of children live in a single-parent family or in a family with a step-parent and step-brothers and sisters. But we're a very typical British family.

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1 Culture

Families

Culture 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

- Ask students if they think their family is typical for their country. Get a few of them to say why they think their families are typical or what they think is typical about them. Collect ideas on the board, and ask the rest of the class to agree or disagree.
- Open books, then go through the questions, discussing each one in turn. If there's any disagreement developing, ask for a show of hands for each conflicting opinion.
- Write the consensus for each question on the board. You are going to use this information to contrast with that in the reading text.

Exercise 2 1.14

- Explain to students they will read and listen an article to find out more about British families, then compare it with typical families in their own country.
- Play the recording for students to read and listen, then elicit the information about each question from exercise 1, regarding British families. Write the information next to the information already on the board. Once you have completed the survey, ask students to find differences as well as similarities with their own country.

Exercise 3a 1.15 Audio script pT89

- Focus attention on the chart. Ask students how many people they are going to hear about. (*Two.*) Look at the row headings, and check that students understand what information to listen for.
- Play the recording about Nick, twice if necessary, and allow students a minute or so to complete the chart.
- Repeat the process for Grace.
- Ask students to compare answers in pairs. If you like, play the recording again, so they can check and confirm any debated answers.

ANSWER KEY

	Nick	Grace
lives in?	a flat in London	a house with a big garden
lives with?	his dad, stepmother and stepsister	her mum and dad, brother and sister and grandfather
has got a pet?	no pet, but his stepsister's got a hamster	a dog and two cats
grandparents?	one grandma lives in an old people's home near their flat, other grandparents live a long way away	her granddad lives with them

Exercise 3b

- Students use the information in the chart to write a paragraph about each person. You may like to set this task as homework.

Exercise 3c

- Ask students to compare Nick's and Grace's families with John's. Ask them to focus more on similarities than on differences.

POSSIBLE ANSWERS

John and Nick both live in London.
John and Grace both live in a house with a garden. They also both have pets, but John's family only has one dog, while Grace's family has a dog and two cats.
John and Nick have both got a grandma who lives near them in an old people's home. They also both have other grandparents who live a long way away.

Revision idea

Students write a paragraph of 80–120 words about their own families, then in pairs they read it out to each other and find similarities with each other, as well as with John, Nick and Grace. Have a few pairs report back on the similarities they have found.

More practice Teacher's Resources Unit 1

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English Across the Curriculum 1

History: early human migration

Exercise 1a 1.16

- Read the title of the lesson together, and elicit ideas about what it might refer to. Point out that word *migration* is used to refer to movement from one place to another. We use it to talk about animals (birds migrating to warmer climates in winter, fish like salmon migrating to their breeding areas, and so on) as well as people (migrants looking for education or employment in other countries, political refugees and asylum-seekers, and so on). In the context of this lesson, the focus is on human migration, that is, the migration of people. Elicit what *early* might refer to in the context, and suggest that the pictures on the page might help clarify the meaning. When we say *early* here, we will be focusing on events that happened before recorded modern history.
- Check students understand they will have to scan the text for the order of the continents mentioned. Remind them not to try to understand every word.
- Play the recording for students to read and listen.
- Check answers. If you have a world map, you could show the movement of people there as you go through the list.

ANSWER KEY

1 Africa 2 Asia 3 Australia 4 Europe 5 North America 6 South America

Exercise 1b

- Elicit the answer to the question.

ANSWER KEY

Early human beings didn't reach Antarctica.

Exercise 2

- Focus attention on the timeline. Ask students first to scan the text for each date indicated and find the sentence which contains them. Then ask them to study the underlined sentences more closely to identify the key events.
- Elicit answers, and ask the rest of the class to say if they agree or disagree. Ask students giving the answers to quote the passage supporting their findings.

ANSWER KEY

In thousands of years ago:
200: Neanderthals left Africa
150: modern human beings (*homo sapiens*) appeared in Africa
60: humans started migrating into Asia
45: first people reached Australia
35: first modern human beings arrived in Europe
20: Neanderthals were extinct
15: people crossed the land bridge into North America
11: people reached South America
10: last Ice Age ended, early human migration finished

Exercise 3

- Before students read the text again more carefully, ask them to scan it for unfamiliar vocabulary and quickly elicit or pre-teach meaning and pronunciation. This may include *Ice Age*, *plenty of*, *ancestors*, *hunt*, *mammoths*, *woolly rhinoceroses*, *extinct*, *shallow*, *land bridge* and *melt*.
- Read the questions together and check comprehension.
- Ask students to find and discuss the answers in small groups of three or four. Walk around and monitor the discussions.
- Have some groups report back with their answers, and ask the rest of the class to say if they agree or disagree.

ANSWER KEY

1 The seas were much shallower and in many places there were land bridges, so it was easy to cross between continents.
2 They ate meat from mammoths and woolly rhinoceroses.
3 The Neanderthals came from Africa 200,000 years ago. They died out 20,000 years ago, and we don't know why.
4 The ice melted and the sea levels rose, Australia became an island and the land bridge from Asia to North America disappeared.

Exercise 4

- Ask students to work in pairs. If you can provide blank world maps with the outlines of continents, the exercise will be easier for students to do. Alternatively, each student can draw their own map, then find the information in the text and draw the route.
- Ask students to compare maps in groups of four, and describe the route they have drawn.

POSSIBLE ANSWERS

They went from Africa across Asia, then north to Siberia. They crossed a land bridge from Siberia to Alaska, then they moved down through North and Central America until they reached South America.

Exercise 5

- Students continue working in their groups to brainstorm some ideas about the description of Europe. Remind them to find relevant information about the continent in the article.
- Each student writes their own description, then they swap with their groups to check and correct any mistakes.
- Get a few volunteers to read out their descriptions. Have a class vote on the liveliest, most interesting description.
- You can set the writing task as homework, but do the initial brainstorm in class.

More practice Teacher's Resources Unit 1

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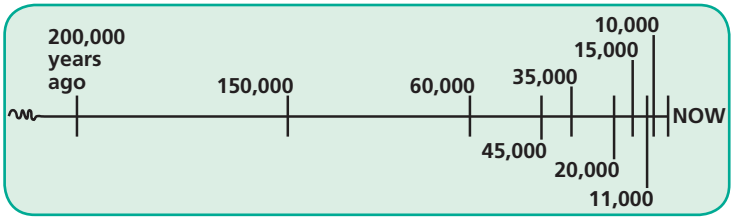
History: early human migration

1 a 1.16 **Read and listen to the text. Put these places in the order that early human beings arrived there.**

- ☐ Australia
- ☐ Africa
- ☐ North America
- ☐ South America
- ☐ Europe
- ☐ Asia

b Which continent didn't they reach?

2 Look at the timeline. What events happened at the times shown?



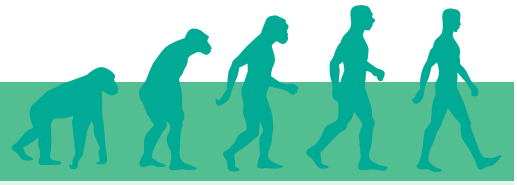
3 Answer the questions.

1 How did the Ice Age help people to migrate to different continents?
2 What did early people eat?
3 Where did the Neanderthals come from? What happened to them?
4 Why did migrations to Australia and America stop when the Ice Age ended?

4 How did people get to South America from Africa? Describe the route.

5 Imagine you are one of the first modern humans to arrive in Europe. Describe your new home.

THE HUMAN STORY



Modern human beings (*homo sapiens*) first appeared in Africa 150,000 years ago. For thousands of years they stayed in Africa, but about 60,000 years ago, they started to migrate into Asia.

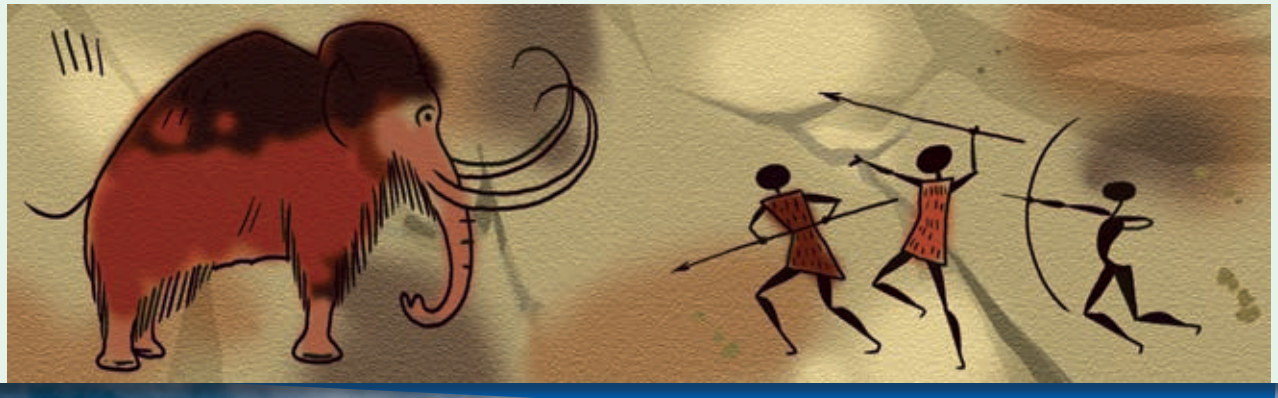
From there, some went north and arrived in Europe about 35,000 years ago. Europe was much colder than today, as this was the time of the Ice Age. However, there was plenty of food there. Our ancestors hunted huge animals, like mammoths and woolly rhinoceroses. There were already other people in Europe, too. These were the Neanderthals. They left Africa 200,000 years ago. They were bigger and stronger than our ancestors, but by 20,000 years ago, the Neanderthals were extinct. We don't know why.

Other groups of modern humans went east, further into Asia. From there, some went south into Australia. The first people reached Australia about 45,000 years ago.

Today Australia is an island, but during the Ice Age a lot of the Earth's water was ice. So sea levels were 20 metres lower than today. The seas between Asia and Australia were much shallower and in many places there were land bridges. So it was easy to cross into the new continent.

There was also a land bridge in the north between Siberia and Alaska. About 15,000 years ago, people walked across this land bridge into North America. They moved down through Central America and reached South America about 11,000 years ago. Human beings were now in every continent except Antarctica.

Soon after that – about 10,000 years ago – the last Ice Age ended. As the ice melted, sea levels rose. Australia became an island again and the land bridge to North America disappeared. No new people arrived in these places until modern times.



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1 Revision

Grammar

1 Complete the sentences with the correct form of the verbs.

buy do go

1 ● What did you [1]_____ on Saturday?
○ I [2]_____ some homework in the morning, but I didn't [3]_____ much in the afternoon. What about you?
● I [4]_____ shopping.
○ Did you [5]_____ anything?
● Yes, I [6]_____ a pair of jeans.

be have come

2 ● Morgan [7]_____ a party on Friday.
○ I know. Did you [8]_____ a good time there?
● Yes. It [9]_____ very good. Lots of people [10]_____ there. Why didn't you [11]_____?
○ My grandparents [12]_____ to see us.

Vocabulary

2 a Match the life stages to the dates.

Emma Watson (actress)

1 be born
2 start school
3 get a part in the Harry Potter films
4 go to university in the USA
5 move to Oxford University

a September 1995
b 2011
c 2009
d 1999
e 15 April 1990

b Write five sentences about Emma. Use the past simple.

3 a Use the pictures. Complete the sentences.

1 Becky Maria

2 Conor

3 Will Lara Joe

1 Becky and Maria are _____.
2 Conor is an _____.
3 Will is the _____. Joe is the _____. Lara is a _____ child.

b Complete what Jack says.

1 My father's sister is my _____. I'm her _____.
2 My mother and father are my _____.
3 My uncle's daughter is my _____.
4 My mother's father is my _____. I'm his _____.
5 My mother is my father's _____. He's her _____.

Listening

4 1.17 Listen and complete the chart.

	Ryan	Zoe
What did he / she do?		
When did he / she do it?		
Who did he / she go with?		
What was it like?		

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1 Revision

Grammar

Exercise 1

- Students complete the sentences.
- Let them compare answers in pairs before you check with the class.

ANSWER KEY

1 do 2 did 3 do 4 went 5 buy 6 bought 7 had
8 have 9 was 10 were 11 come 12 came

Optional extra

Elicit which of the verbs in exercise 1 are irregular. (*All of them.*) Elicit the rule about forming the past simple of regular verbs, and ask students to name five or six examples of regular verbs from Unit 1.

Vocabulary

Exercise 2a

- Look at the photo, and elicit any information students already know about Emma Watson. (*She's an English actor from Oxford who starred as Hermione Granger in the eight films of the Harry Potter series.*)
- Students match the life events to the dates.

ANSWER KEY

1 e 2 a 3 d 4 c 5 b

Exercise 2b

- Students use the information from exercise 2a to write five sentences about Emma Watson.

ANSWER KEY

Emma Watson was born on 15 April 1990. She started school in September 1995. She got a part in the Harry Potter films in 1999. She went to university in the USA in 2009. She moved to Oxford University in 2011.

Exercise 3a

- Students look at the pictures and complete the sentences.

ANSWER KEY

1 twins
2 only child
3 oldest, youngest, middle

Exercise 3b

- Students complete the statements about Jack.

ANSWER KEY

1 aunt, nephew 2 parents 3 cousin
4 grandfather, grandson 5 wife, husband

Listening

Exercise 4 1.17 Audio script pT89

- Explain that students are going to hear a dialogue between two friends, Ryan and Zoe, about what they did at the weekend. Read through the row headings and check students understand what information they are listening for.
- Play the recording twice. In weaker classes, you may like to pause after every couple of exchanges to allow students to process the information they heard.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

	Ryan	Zoe
What did he / she do?	He went to the cinema.	She visited her cousin in London. They went to a pop concert.
When did he / she do it?	On Saturday.	On Sunday afternoon.
Who did he / she go with?	He went with Justin.	She went with her cousin.
What was it like?	It was really exciting. He enjoyed it.	It was brilliant.

Optional extra

In pairs, students use the questions from the chart to talk about what they did last weekend.

Optional extra

Students change the questions to ask you about your own weekend. Give them true or invented answers, and ask them to write your answers in the same way they did with Ryan and Zoe.

More practice Workbook pp12–13

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Your Project 1

Develop your writing

so and *because*

Exercise 1a

- Ask students to read the rule. Check comprehension.
- Ask a student to read out the first sentence and write it on the board with the word *so* in capitals underneath it. Point out the comma between the clauses. Elicit the question with *why*. (*Why does your grandfather speak Spanish very well?*) Write it on the board. Underline *born in Spain* in the sentence. You can also draw an arrow from the question to the underlined part of the sentence.
- Repeat the procedure for the second sentence and *because*.

Exercise 1b

- Students work on their own to complete the sentences.

ANSWER KEY

1 because 2 so

Exercise 2

- Students work on their own to join the sentences. In each sentence, both linking words are possible to use, but they change the structure of the sentence. Students compare answers in pairs before you check them with the class.

ANSWER KEY

1 He didn't go to university because his parents didn't have a lot of money. / His parents didn't have a lot of money, so he didn't go to university.
2 He wanted to travel, so he worked on a ship for a few years. / He worked on a ship for a few years because he wanted to travel.
3 He left the ship because he got married. / He got married, so he left the ship.
4 He needed a job, so he started work in a factory. / He started work in a factory because he needed a job.
5 He became the manager because he worked hard. / He worked hard, so he became the manager.
6 He retired a few years ago, so he doesn't work in the factory now. / He doesn't work in the factory now because he retired a few years ago.

Project task

Exercise 3

- Ask students to work together in small groups.
- Decide how long to devote to the project. Students should think about the materials they need, for example, pictures and how and where they are going to find them.

Preparation

1 Students brainstorm who the characters should be in their soap opera. If they're stuck, you can suggest they use an existing soap as a model, then change the descriptions of the characters to create a new cast. Tell them not to have too many characters, and that five to eight is probably fine.
2 Students draw a family tree to show the relationships between characters. As they continue planning, they should keep this diagram in front of them to remember who's who.
3 They write two to four sentences describing each character, including details of age, occupation and where they live.
4 They choose one of the older characters, and write a timeline with the most important / interesting events.
5 For each life event in the story and for each character, they should find suitable photos or draw pictures. They then use the pictures, the descriptions and timeline to create a character poster.

Presentation and follow-up

- Groups present their projects, showing their posters and describing the character's role in the imaginary soap opera.
- Have a class vote on the most interesting soap cast, and the most interesting character.

Song

Our House

Background information

Our House was a hit song for British band Madness in 1982.

Exercise 1 1.18

- Students look at the picture only and guess what the song is about. Write their suggestions on the board.
- Play the song twice for the students to listen, read and complete the lyrics. Ask if any of their ideas were correct.
- Explain *Sunday best* (clothes worn for a special occasion, from the custom of people wearing their best clothes to church on Sunday), and elicit / pre-teach *sigh*, *have (got) a date*, *crowd*, *proud*.

ANSWER KEY

1 rest 2 sleep 3 loud 4 proud 5 shirt 6 miss

Exercise 2

- Students identify the people and say what they're doing.

POSSIBLE ANSWERS

The children are leaving for school. Father is looking at his watch, drinking tea or coffee. Mother is ironing a shirt. Sister is brushing her hair. Brother is getting ready for his date.

More practice Teacher's Resources Unit 1

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Your Project 1

Develop your writing

so and *because*

1 a **Read about *so* and *because*.**

We use linking words *so* and *because* to give more information. We use *so* to give a result and *because* to say why.

1 My grandfather was born in Spain, so he speaks Spanish very well.
2 He moved to England because his father got a job in London.

b **Now complete the sentences.**

1 My grandfather speaks Spanish very well _____ he was born in Spain.
2 His father got a job in London, _____ he moved to England.

2 **Join the pairs of sentences with *so* or *because*.**

1 His parents didn't have a lot of money. He didn't go to university.
2 He worked on a ship for a few years. He wanted to travel.
3 He left the ship. He got married.
4 He needed a job. He started work in a factory.
5 He worked hard. He became the manager.
6 He doesn't work in the factory now. He retired a few years ago.

Project task

3 **Create a fictional family for a TV soap opera.**

- Draw a family tree showing the main characters.
- Describe each person:
  - age?
  - job?
- Write the life story of one of the older characters. Give him / her an interesting life.
- Illustrate your project with pictures from magazines, the Internet, etc.

Song

1 1.18 **Listen to the song. Complete it with these words.**

loud miss sleep proud rest shirt

2 **Who are the different people in the picture? What is each person doing?**

Our House

Father wears his Sunday best
Mother's tired she needs a [1]_____,
The kids are playing up downstairs
Sister's sighing in her [2]_____
Brother's got a date to keep
He can't hang around

Chorus

Our house, in the middle of our street
Our house, in the middle of our …

Our house it has a crowd
There's always something happening
And it's usually quite [3]_____.
Our mum she's so house-[4]_____.
Nothing ever slows her down
And a mess is not allowed

Chorus

Father gets up late for work
Mother has to iron his [5]_____.
Then she sends the kids to school
Sees them off with a small kiss
She's the one they're going to [6]_____
In lots of ways

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2 The future

2A Journey into space

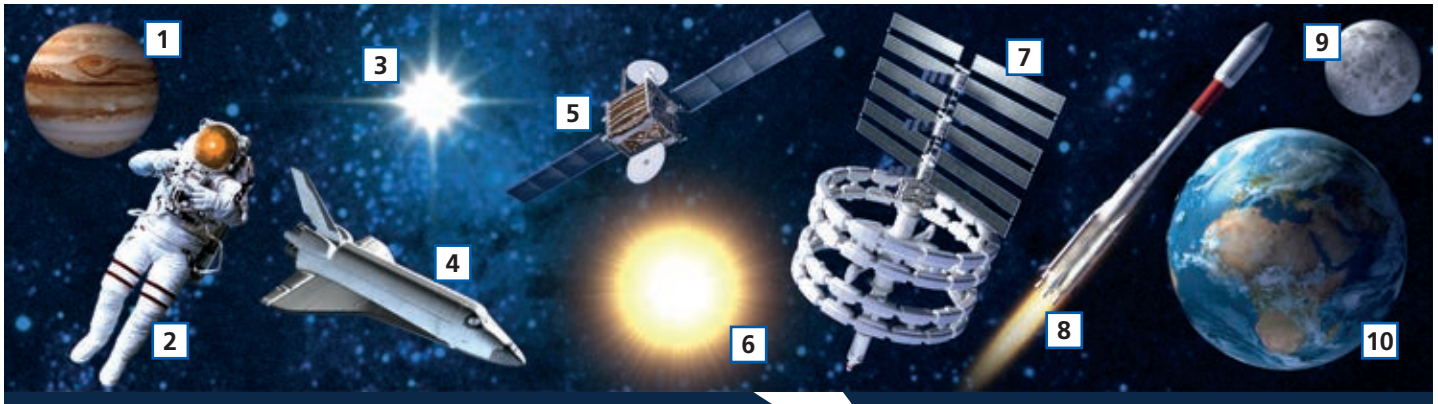
Vocabulary

1 a 1.19 **Match the words with the pictures. Then listen and check.**

the Earth the Moon the Sun a planet a spaceship
an astronaut a rocket a satellite a space station a star

b Are these stars or planets?

a the Earth
b the Sun



star travellers

'Good evening, Star Travellers. Welcome to the spaceship *Galaxy*. We hope you will enjoy your time here. Tomorrow, 1 January 2135, *Galaxy* will leave the Moon's orbit and you will start the journey to your new home on Sigma 3.'
'Will we be the first people on Sigma 3, Dad?' said Josie.
'Yes, we will. In fact, we'll be the first people from Earth to live on another planet.'
'When will we get there?' asked Tom.
'Well, Sigma 3 is about 20 light years from Earth,' said their father. 'So the journey will take 250 years.'
'But I'll be 263 years old by then,' said Josie.
'Yes, and you still won't have any brains!'
Josie ignored her brother.
'You won't be 263 years old,' said their mother. 'You'll still be thirteen.'
'See? I was right,' said Tom. ' You won't have any brains, because you haven't got any now!'
'Well, I'll still be a year older than you,' said Josie. 'So …'
'That's enough, you two,' said their mother. 'You won't be any older than now, because you'll be in suspended animation for the journey.'
'Yes, you'll go to sleep for 250 years,' said their father.
'Wow! Cool!' said Tom.
'So will you and Dad look after us when we're asleep?' asked Josie.
'No, we won't. We'll be in suspended animation, too,' said their father. 'PJ9 will look after us.'
'Who's PJ9?' said Tom.
'I am.' Tom and Josie turned round. Behind them was a young woman. 'I'm PJ9 and I'll look after you.' she said.
'But how will you do that for 250 years?' asked Josie. 'You'll grow older, too.'
'No, I won't. Robots can't grow old.'
'You're a robot?' said Tom. 'Wow! Cool!'
'You don't look like a robot,' said Josie. ' You look like a … well … a person.'
'PJ9 is one of the latest robots,' said their father. 'But she's definitely a robot. She'll show you. Look.'
'Yes, Mr Reed,' said PJ9 and opened a small door in her chest. Inside was a small electric motor.
'Wow! Cool!' said Tom.
'Oh, please stop saying that,' said Josie, 'or I'll …'
'I'll show you to your rooms now,' said PJ9. 'Please follow me.'
As they picked up their bags, Josie looked through one of the spaceship's small windows. 'Look, Tom,' she said. 'There's the Earth. Isn't it beautiful? After tomorrow we'll never see it again.'
'Yes, but just think,' said Tom. 'We'll be the first people on Sigma 3. We'll have a whole planet for ourselves.'
'Wow! Cool!' said Josie.
'Come on,' said Tom. 'I'll race you to the room!'

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2 The future

Unit overview
Grammar: *will* for the future; *will* for decisions; *going to* for intentions
Vocabulary: space; places; useful expressions
Skills: Reading: reading for specific information, true / false, looking up words in a dictionary; Speaking: interviewing, role-play, making decisions / offers with *will*, talking about hopes / predictions, offering help, stating intentions; Listening: predictions, multiple matching; Writing: paragraphs
Culture: Transport The Culture page can be studied at the end of the unit.
English Across the Curriculum: Science: the solar system The English Across the Curriculum page can be studied at any point in the unit after Lesson A.
Your Project: Develop your writing: paragraphs; the future
Song: *Spaceman*

2A Journey into space

Vocabulary

Exercise 1a 1.19 see Answer key

- Students look at the picture. Ask students to identify the topic (space). Elicit any vocabulary they might already know. Write up any relevant words on the board.
- In pairs, students try and match the pictures with the words.
- Play the recording for students to listen and check or complete their answers.

ANSWER KEY

1 a planet
2 an astronaut
3 a star
4 a spaceship
5 a satellite
6 the Sun
7 a space station
8 a rocket
9 the Moon
10 the Earth

Exercise 1b

- Elicit the meaning of *star* and *planet* – if necessary, in the students' own language.
- Students answer the question.

ANSWER KEY

a The Earth is a planet.
b The Sun is a star.

- Ask students if they can name any other planets (for example, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune) or stars (for example, Proxima Centauri, Sirius).

Background information

A star, according to the dictionary definition, is a large ball of burning gas in space. As they burn, stars radiate vast amounts of light and heat. Stars have enormous mass. The gravity of a star often holds other celestial objects in orbit (a circular or elliptical path in space that they travel around the star): planets and their moons. A star with planets and moons is usually referred to as *a sun*, and we use the phrase *a solar system* to talk about all of them together. The central star of our own solar system is the Sun.

A planet is a large object orbiting a sun. Some planets are solid balls of rock, some are made up of dense gas. A moon is a natural satellite (that is, a 'fellow traveller'), usually smaller than a planet, orbiting a planet, not the sun itself. Our solar system has eight planets: Mercury, Venus, Earth and Mars, which are rocky planets, and Jupiter, Saturn, Uranus and Neptune, which are gas giants. The dwarf planet (or 'plutoid') called Pluto used to be regarded as the ninth planet of the system, but was officially reclassified in 2006. Astronomers now also believe Pluto has a companion dwarf planet or perhaps a moon called Charon.

Six of the planets in our solar system have got moons. Earth has only got one, and it is called the Moon. Mars has got two (Phobos and Deimos) and the four gas planets have got several moons each. Some of the moons around the gas giants are similar in size to a planet, for example Saturn's satellite Titan, and Jupiter's Ganymede – both of which are larger than the planet Mercury.

Stars, planets and moons make up solar systems, and solar systems make up galaxies. Our own galaxy is called the Milky Way (which is what the Greek-derived word 'galaxy' literally means) and it is made up of millions of solar systems.

The English Across the Curriculum page in this unit will focus on our solar system in more detail.

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Comprehension

Exercise 2a 1.20

- Tell students they will read a story about a journey into space. Play the recording for students to read and listen.
- Students complete the sentences.

ANSWER KEY

1 *Galaxy* 2 Sigma 3 3 Josie 4 Tom 5 Mr Reed 6 PJ9

Optional extra

Check comprehension of key details by asking: *Who is in the story?* (Mr and Mrs Reed, their two children, Josie and Tom, and the robot PJ9.) *Where are they now?* (On the spaceship *Galaxy.) Where are they going?* (To planet Sigma 3.) This will also help set up the question in exercise 2b.

Exercise 2b

- Students say whether they would like to go on the journey. Ask a few students to give reasons.

Exercise 3

- Students read the story again more carefully, then decide if the statements are true or false.
- Students compare in pairs before you check with the class.

ANSWER KEY

1 True.
2 False. They're on a spaceship.
3 True.
4 False. The family will be the first people on Sigma 3.
5 True.
6 False. He's twelve – one year younger than Josie.
7 False. PJ9 will look after the family when they're asleep.
8 False. They'll never see Earth again.

Grammar

will for the future

Exercise 4a

- Read the instructions. Students complete 1–3 without looking at the text, then scan the story again to check.
- Elicit the rule: we use *will* before the main verb. The form is the same in all persons.

ANSWER KEY

1 will leave 2 'll go 3 won't be

Exercise 4b

- Focus on sentence 2, and elicit that the short form of *will* is *'ll*. In writing, we don't normally use it after names, but we can use it after pronouns (for example: *Tom will be twelve* or *He'll be twelve*, but not *Tom'll be twelve*).

Exercise 4c

- Focus on sentence 3, and elicit that we form the negative of *will* by adding *not*. The short form is *won't*.

Exercise 5

- Read the instructions together. Clarify that the news report is about the same day as the story, not about events that followed it.
- Students complete the text individually, then compare answers in pairs before you check them with the class.

ANSWER KEY

2 will start 3 will take 4 won't arrive 5 won't be
6 will be / 'll be 7 will go / 'll go 8 will look after
9 won't grow 10 won't need 11 will land 12 will build

Exercise 6a

- Students complete the questions and short answers.
- Elicit the rule: for questions, use *Will* before the subject (and after a question word, if any) and the main verb in its base form. For short answers, use *Yes / No*, followed by the appropriate pronoun and *will* or *won't*, respectively.

ANSWER KEY

1 Will we be, we will 2 Will you and Dad look after, we won't

Exercise 6b

- Students order the words to make questions.

ANSWER KEY

1 When will we get there? 2 How will you do that?

Writing and speaking

Exercise 7a

- Read the context together. Ask students to work in pairs to make the reporter's questions from the cues, then add two questions of their own.

ANSWER KEY

2 How long will the journey take?
3 What will you do during the journey?
4 How old will you be when you arrive?
5 Will your parents look after you on the journey?
6 Will you see the Earth again?
7 Will you be the first people on Sigma 3?

Exercise 7b

- In pairs, students write the interview between the reporter and the children. Walk around, monitor and help.

Exercise 7c

- In groups of six, students perform their dialogues to each other. Have each group vote on the best performance.

Revision idea

Students imagine that they are also going on this journey into space. They write a short paragraph about their last day before departure, including some information about the journey, what they are doing, and how they are feeling. Have some volunteers read their paragraphs to the class.

More practice Workbook pp14–15
Teacher's Resources Unit 2

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Comprehension

2 a 1.20 **Read and listen to the story on page 20. Complete the sentences with the correct names.**

1 _____ is a spaceship.
2 _____ is a planet.
3 _____ is 13 years old.
4 _____ is her brother.
5 _____ is their father.
6 _____ is a robot.

b Would you like to go on the journey?

3 Are the statements true or false?

1 The story starts on New Year's Eve 2134.
2 The people are on a space station.
3 *Galaxy* is in orbit around the Moon.
4 Some people landed on Sigma 3 ten years ago.
5 *Galaxy* will arrive there in 2385.
6 Tom is eleven years old.
7 PJ9 will be in suspended animation, too.
8 Tom and Josie will come back to Earth in the future.

Grammar

will for the future

4 a We can use *will* to talk about the future. Complete the sentences from the text. Use the correct form of *will*.

1 *Galaxy* _____ the Moon's orbit.
2 You _____ to sleep for 250 years.
3 You _____ 263 years old.

b What is the short form of *will*?

c What do you think *won't* is short for?

5 Complete the news report about the journey to Sigma 3. Use these verbs.

not grow not be build take look after start
~~leave~~ be land not arrive go not need

Good evening. Here is the news. Tomorrow, the spaceship *Galaxy* [1]*will leave* the Moon's orbit, and the 500 astronauts [2]_____ their journey to the planet Sigma 3. Sigma 3 is 20 light years away from Earth. The journey [3]_____ 250 years and the spaceship [4]_____ until 2385. However, the astronauts [5]_____ any older, because they [6]_____ in suspended animation. That means they [7]_____ to sleep for the whole journey. The latest robots [8]_____ the people. Robots [9]_____ old and they [10]_____ air, food or water. In 250 years' time, *Galaxy* [11]_____ on Sigma 3. The robots and the astronauts [12]_____ a new home for the human race on another planet.

6 a Look at the story. Complete the questions and short answers.

1 • _____ the first people on Sigma 3, Dad?
  ○ Yes, _____.
2 • _____ us when we're asleep?
  ○ No, _____.

b Put the words in the correct order to make *wh*- questions.

1 we there when get will ?
2 how do that will you ?

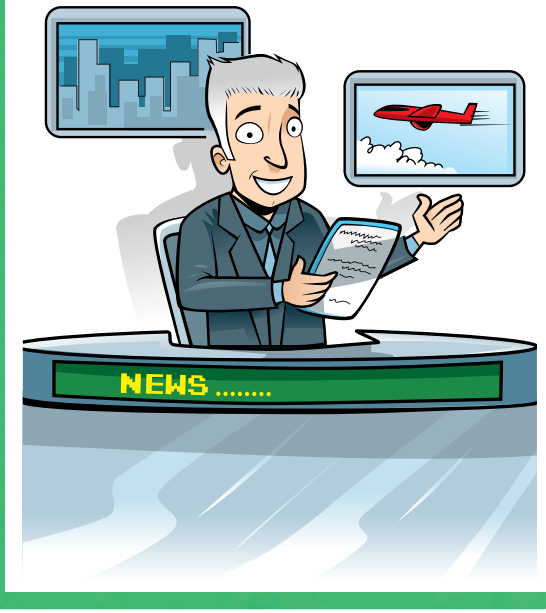
Writing and speaking

7 a A reporter is talking to Tom and Josie. Make questions. Use the cues. Add two more questions.

1 When / you / start the journey
  When will you start the journey?
2 How long / the journey / take
3 What / you / do / during the journey
4 How old / you / be / when you arrive
5 your parents / look after / you / on the journey
6 you / see / the Earth / again
7 you / be / the first people on Sigma 3

b Work with a partner. Make the interview between the reporter and the children.

c Work in a group of six. Act the story.



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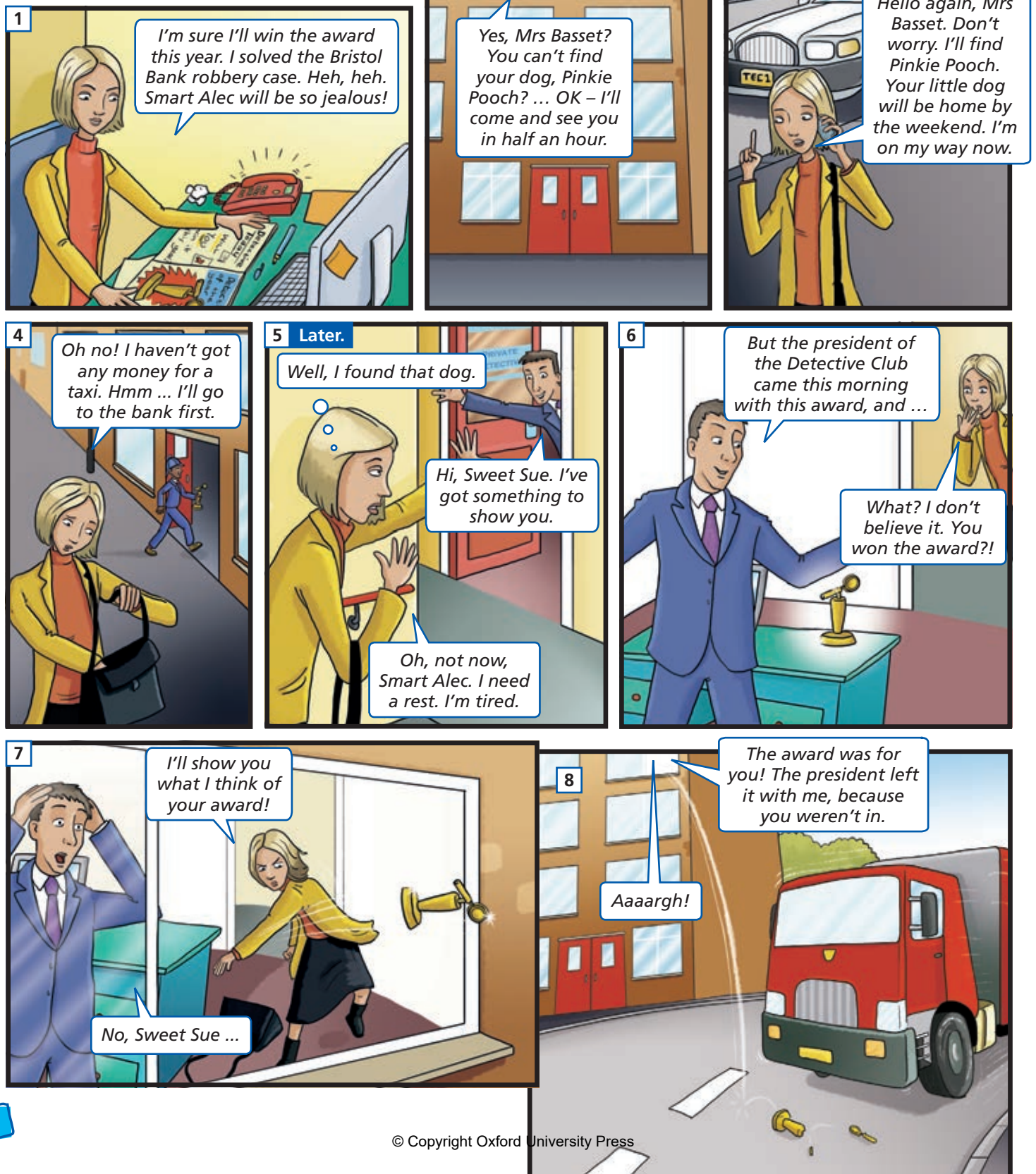
2B Detective of the year

Comprehension

1 1.21 **Read and listen to the story. What does Sweet Sue throw through the window? Why?**



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2B Detective of the year

Comprehension

Exercise 1 1.21

- Ask students to look at the pictures, and without reading the dialogues, describe what they see. *Who's in the pictures? Where are they? What are they doing?* Elicit their predictions about the story.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Read the question and check that students understand what information they're looking for. If necessary, clarify the meaning of *throw through the window* by miming it.

ANSWER KEY

She throws the Detective Club award through the window.
She thinks Smart Alec won the award, but in fact she did.

Optional extra

Elicit or pre-teach the meaning of *robbery*, *jealous*, *on my way*, *need a rest*, *believe*, *be in*. Write the words and phrases on the board. With books closed, ask students to describe what happens in this episode of the story by saying a sentence with one of the words or phrases.

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Exercise 2

- Students read the story again and decide about the statements individually.
- Ask them to compare answers in pairs before you check with the class. Ask students to quote the relevant passage from the story to show a statement is true or false.

ANSWER KEY

1 Doesn't say.
2 True.
3 True.
4 False. She goes by taxi.
5 False. She goes to the bank first.
6 Doesn't say.
7 True.
8 False. Sweet Sue is.

Grammar

will for decisions

Exercise 3a

- Read the instructions and check students understand the task.
- Read the speech bubble together, pause after each item, and ask: *Does she decide here?*

ANSWER KEY

4

Exercise 3b

- Read the rule. To clarify what is says, read the speech bubble text from exercise 3a again, and use your hand to signal the moment of decision, for example by a quick downward chopping motion, as you're saying the sentence with *will*.
- Students look at the story again to find the other examples.

ANSWER KEY

OK – I'll come and see you in half an hour. (frame 2)
I'll show you what I think of your award! (frame 7)

Writing and speaking

Exercise 4a

- Students write the completed dialogues in their exercise books. Elicit some ideas from students, and check the correct use of *will*.

POSSIBLE ANSWERS

2 I'll get some for you.
3 I'll text it to you right now.
4 I'll meet you here at two o'clock.
5 I'll open the window.
6 I'll phone again later. Bye.

Exercise 4b

- In pairs, students practise their dialogues. They take turns to respond with their own ideas. Walk around and monitor. Ask a pair to repeat each dialogue in front of the class.

Exercise 5a

- Students match sentences in 1–8 to the response cues a–h, looking for logical clues to connect them. They shouldn't write out the responses at this stage.
- Check answers with the class.

ANSWER KEY

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

Exercise 5b

- Students write the responses to 1–8. Elicit ideas from some students, and ask the rest of the class to say if they agree or have a better suggestion for each sentence.

POSSIBLE ANSWERS

1 I'll answer it.
2 I'll send it to you.
3 I'll do it in a minute.
4 I'll e-mail some to you.
5 I'll buy a present on Saturday.
6 I'll see you there at 4.00.
7 I'll help you carry them.
8 I'll get the bus.

Exercise 5c

- In pairs, students take turns to say the sentences 1–8 and respond with a decision with *will*.
- Walk around and monitor the activity for the correct use of the grammar form.

Revision idea

Elicit the two different uses of *will* presented so far. We use it for predictions about the future (lesson 2A) or for immediate decisions (lesson 2B). Ask students to look through the story again on SB p22 and find examples of sentences with *will*. They should write each one out, then write *P* for predictions and *D* for decisions. (All the examples not included in exercise 3 are predictions.)

More practice Workbook pp16–17
Teacher's Resources Unit 2

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2 **Read the story again. Are the statements true or false, or doesn't it say?**

1 Smart Alec won the award last year.
2 Sue solved the Bristol Bank robbery case.
3 Pinkie Pooch is Mrs Basset's dog.
4 Sweet Sue goes to see Mrs Basset by bus.
5 She goes to the supermarket first.
6 Pinkie Pooch was in the garage.
7 Smart Alec was in his office this morning.
8 Smart Alec is the Detective of the Year.

Grammar

will for decisions

3 a **Look at Sweet Sue. When does she decide to go to the bank? Choose the correct number to show the moment.**

b **We often use *will* for immediate decisions. Find another two examples in the story.**

Writing and speaking

4 a **Copy and complete the dialogues. Use *will*, the verbs in brackets, and your own ideas.**

1 • Do you want to watch this programme?
  ○ Can you record it? *I'll watch it later.* (watch)
2 • I need some stamps.
  ○ I'm going to the shops. (get)
3 • Have you got Gemma's mobile number?
  ○ Yes, I have. (text)
4 • Shall we play tennis this afternoon?
  ○ Good idea. (meet)
5 • It's very hot in here.
  ○ Yes, it is. (open)
6 • Hello. Could I speak to Mark, please?
  ○ I'm sorry. He isn't in at the moment.
  • OK. (phone)

b **Work with a partner. Read the dialogues.**

5 a **Match bubbles 1–8 to responses a–h.**

1	*The phone's ringing.*	a	buy a present on Saturday
2	*I haven't got your e-mail address.*	b	do it in a minute
3	*It's your turn to do the washing-up.*	c	help you carry them
4	*Did you take any photos at the party?*	d	get the bus
5	*It's Sally's birthday next week.*	e	e-mail some to you
6	*The film starts at 4.15.*	f	answer it
7	*These bags are heavy.*	g	see you there at 4.00
8	*I can't take you in the car.*	h	send it to you

b **Write the full responses. Use the cues in a–h.**

The phone's ringing.
OK. I'll answer it.

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

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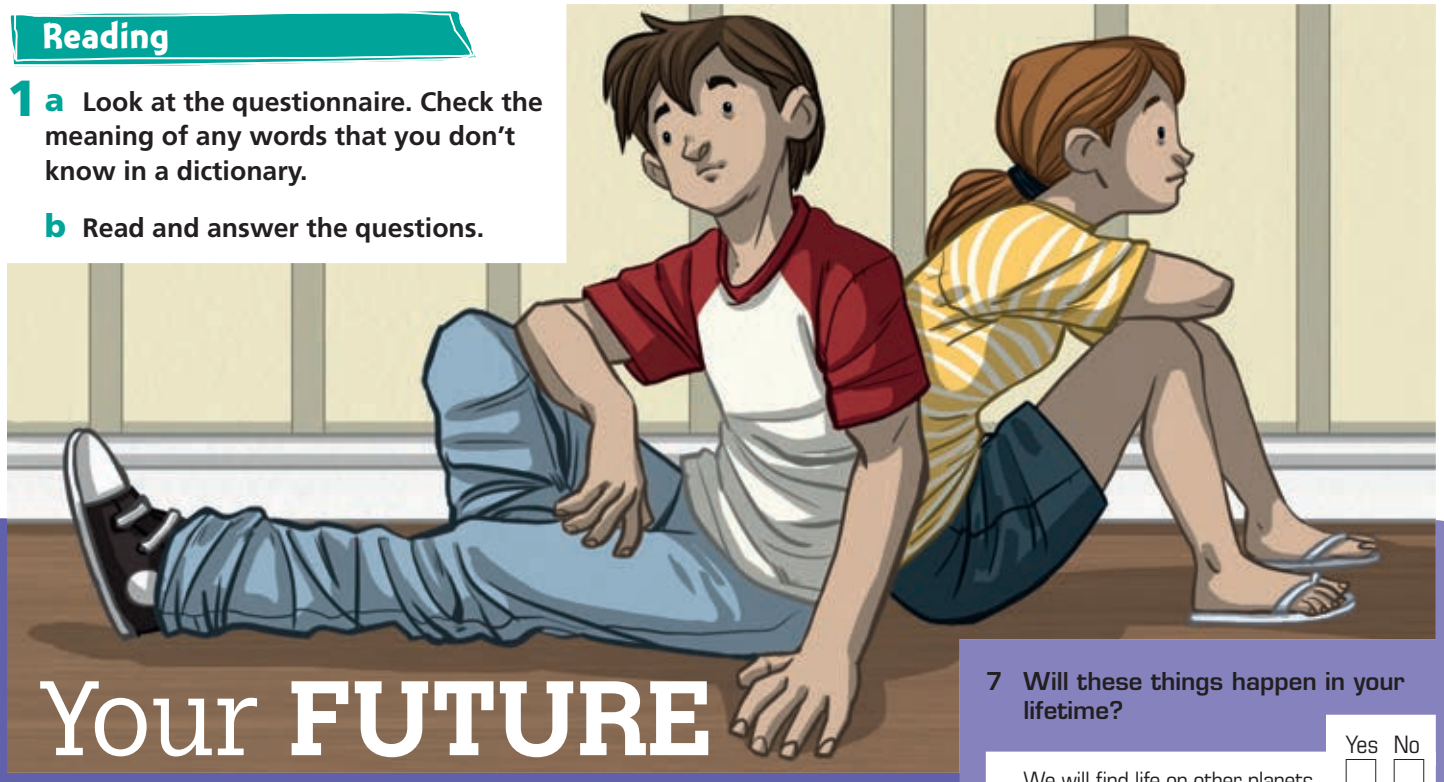
2C Your future

Reading

1 a Look at the questionnaire. Check the meaning of any words that you don't know in a dictionary.

b Read and answer the questions.



Your FUTURE

Where will you be in twenty years from now? What will your life be like? Will you be happy? What do you think? Try our questionnaire and make some predictions about your future!

1 Where will you live? (Tick one box.)

On a farm	☐
In a village or small town	☐
In a big city	☐
In another country	☐

2 Where will you work? (Tick one box.)

In a shop or an office	☐
Outdoors	☐
In a hospital	☐
None of these	☐

3 What will your ideal partner be like? (Tick one box.)

Rich	☐
Intelligent	☐
A good friend	☐
Good-looking	☐

4 At what age will you do these things?

	Age
Learn to drive	_____
Start work	_____
Get married	_____
Have children	_____

5 Do you think you will ever do any of these things?

	Yes	No
Write a book	☐	☐
Appear on TV or in a film	☐	☐
Play in a national sports team	☐	☐
Make a record	☐	☐

6 Which of these do you most want to be? (Tick one box.)

Famous	☐
Important	☐
Rich	☐
Happy	☐

7 Will these things happen in your lifetime?

	Yes	No
We will find life on other planets.	☐	☐
People will take holidays in space.	☐	☐
Aliens will visit the Earth.	☐	☐
People will live on Mars.	☐	☐

8 Will we have these things in the future?

	Yes	No
Cars	☐	☐
Shops	☐	☐
Aeroplanes	☐	☐
Newspapers	☐	☐

9 Do you think that you will:

	Yes	No
live to be a hundred years old?	☐	☐
fight in a war?	☐	☐
be richer than your parents?	☐	☐
be taller than your parents?	☐	☐

10 Will these things happen this century?

	Yes	No
The Earth's climate will change.	☐	☐
Scientists will cure all diseases.	☐	☐
The world will have no more oil.	☐	☐
Many animals will become extinct.	☐	☐

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2C Your future

Reading

Exercise 1a

- Read the introduction to the questionnaire together. Check students understand *in twenty years from now* and *What will your life be like?* by eliciting a translation.
- Ask students to scan the questionnaire for unfamiliar words, and allow the use of dictionaries, preferably monolingual learner's dictionaries, for them to look these up. Ask students who have looked up words to explain them to the rest of the class through the examples or a definition. If the word appears in several senses, ask the class to decide which sense it is used in here.

STUDY SKILLS NOTE Developing dictionary skills is a key element in student autonomy. Using dictionaries, students will be able to acquire new lexis, even new grammar which they encounter in various contexts through reading books, magazines, websites, communicating on online social networks, and by listening to music or audio-books, or watching films, videos, podcasts. Bilingual dictionaries are useful tools for translation, but in order to develop your students' cognitive skills, encourage them to start using monolingual learner's dictionaries from an early stage in their learning careers. It is important to recommend a dictionary, for example the *Oxford Wordpower Dictionary*, that is suitable for your students' level – too much or too complex information may become demotivating. Dictionaries for learners are designed with a strictly limited defining vocabulary (like the Oxford 3000) to make definitions manageable for lower-level learners.

Optional extra

Alternatively, instead of practising with a dictionary, the exercise could be an opportunity for peer teaching. Ask students to scan the questionnaire for unfamiliar words, and collect these on the board. For each word, find out if any student knows what it means, then ask the student to explain it in English, illustrate its meaning with an example sentence, or perhaps mime or draw it. The key point is to get students to present vocabulary without recourse to translation into their own language. You can cover any remaining words from the list yourself.

Exercise 1b

- Students complete the questionnaire for themselves.

Optional extra

Ask students to find out about your own ideas of the future. Students take turns to ask you the questions from the form, and you give true (or invented) answers beginning with *I think*, *I don't think* or *I hope* with *will*. At the end, ask students if any of your answers surprised them, and if so, why. By doing this optional extra, you can also demonstrate the task in the follow-up exercise 2.

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Speaking

Exercise 2a

- Check that students understand the meaning of *I think*, *I don't think* and *I hope*. Remind them that in English when we make negative predictions about the future, we don't use *I think* + *won't*. We use *I don't think* + *will* instead.
- In pairs, students take turns to ask and answer the questions from the questionnaire. How many things do they have in common with their partner? Ask students to make notes of their partner's answers – for example, by using a different colour pen to mark the questionnaire.

Exercise 2b

- Students change partners and tell each other about their previous partners.
- Check that they're using the third person singular form for *he / she thinks / doesn't think / hopes*. Remind them that the form of *will* never changes.

Vocabulary

Places

Exercise 3a

- Focus on the first two questions of the questionnaire on p24. Brainstorm some further ideas for places to live and places to work. Write the ideas on the board in two groups.
- Alternatively, you can do this as a competition. Set a time limit of three minutes. The person who collects the most words for each group is the winner.

Exercise 3b

- Students match the prepositions to the words.

ANSWER KEY

in: a hospital, a shop, Spain, a newspaper, space, an office, a city, the country, Tokyo
on: Mars, the Earth, the radio, TV, a farm

Exercise 3c

- Students use the expressions with prepositions from exercise 3b or their ideas from exercise 3a to write four sentences about their future. You may like to set this task as homework.

Listening

Exercise 4a 1.22 Audio script pT90

- Focus on the pictures. Ask students to identify what topic each of them suggests. Explain that they will hear four predictions about the future, and their task is to mark the pictures the predictions are about.
- Play the recording for students to listen and mark the corresponding pictures. In weaker classes or for extra support, pause after each speaker to allow students time to check all the options. Play it a second time if necessary.

ANSWER KEY

1 b (schools)
2 c (animals)
3 e (shops)
4 f (factories)

Exercise 4b 1.22

- Ask students to write the headings in their exercise books, and copy the table from the book under each one. They should leave about two or three lines in each column.
- The first topic has already been done as an example. Play the first part of the recording for students to check whether there are any other predictions in the passage. (*Students will study at home with computers.*)
- Play the recording again for students to listen and write down the affirmative and negative predictions for each topic. They can write them in note form rather than as full sentences as in the example.
- Elicit answers from the students, in full sentences this time, and ask the rest of the class to check that the statements match what the recording said.

Optional extra

Ask students which of the statements from the recording they agree or disagree with, and why.

Exercise 5

- Students look at the other four pictures in exercise 4a and write at least two predictions about each one – affirmative as well as negative. You could set this task as homework.
- Ask some students to share their predictions with the class. Do the others agree or disagree? Why?

Revision idea

Ask students to imagine their lives when they leave school. In groups of three or four, they write predictions about their future. They should also include some statements with *We hope …* to say what they would like their future to be like. Ask each group to share their most interesting ideas with the rest of the class.

More practice Workbook pp18–19
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Speaking

2 a **Work with a partner. Ask and answer. Use these expressions for your answers.**

I think I don't think I hope	(that)	I'll … I will …

- *Where will you live?*
- *I think I'll live in a big city. / I don't think I'll live in another country.*

b **Work with another partner. Tell him / her about your first partner. Use these expressions.**

… thinks … doesn't think … hopes	(that)	he / she'll his / her … will …

Lucy hopes that she'll live in a big city.

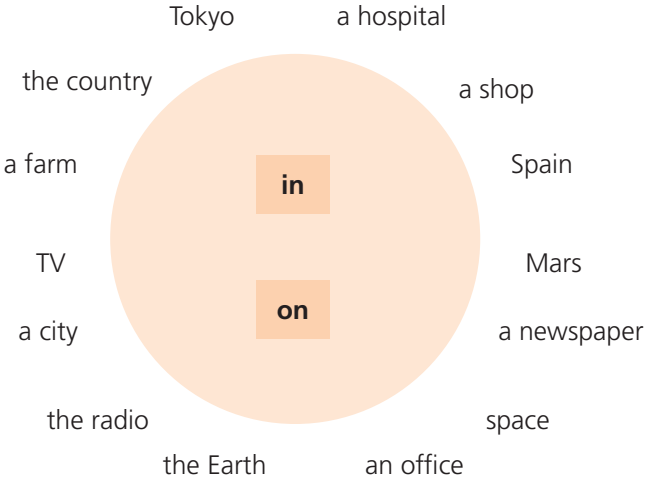
Vocabulary

Places

3 a **Look at questions 1 and 2 in the questionnaire. How many more places can you think of?**

Places to live	Places to work
a flat	a factory

b **Match the prepositions to the words.**

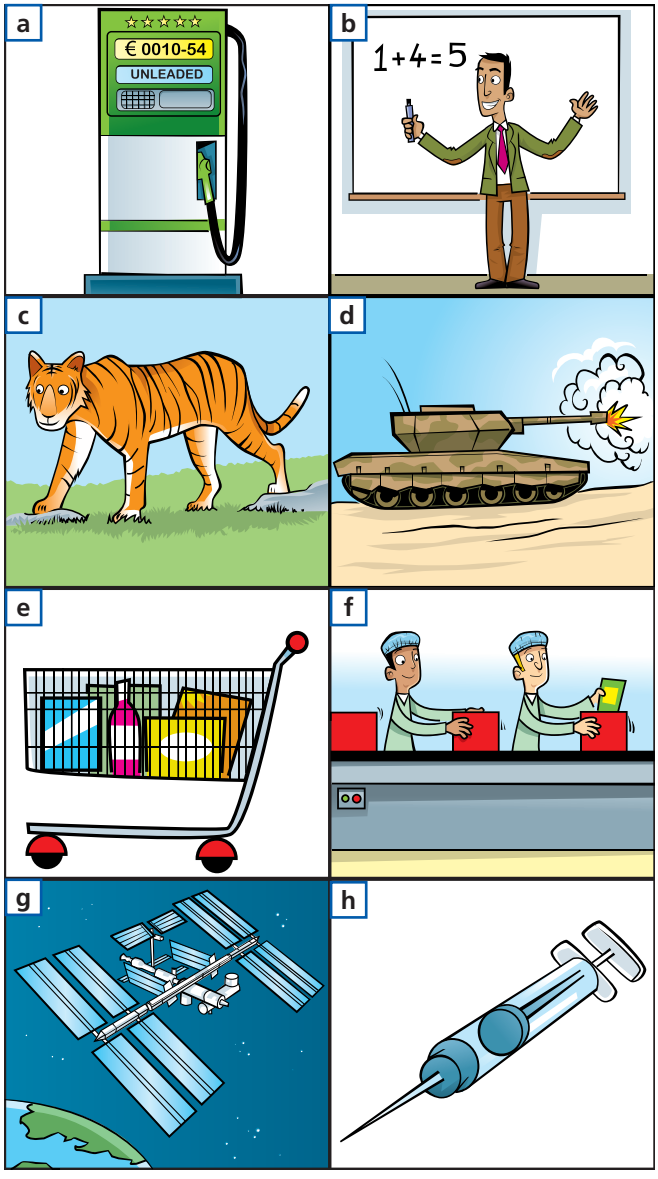


c **Write four sentences about your future. Use places from exercise 3 with the correct preposition.**

I think I'll work in a hospital.
I don't think I'll appear on TV.

Listening

4 a 1.22 **Look at the pictures. Listen. Which of the things do the people make predictions about?**



b 1.22 **Listen again. What do the people think will and won't happen?**

Will happen	Won't happen
Children will have lessons on the Internet.	*They won't go to school.*

5 **Use the other four pictures in exercise 4. What do you think will happen with these things? Write sentences about them.**

I don't think we'll have petrol in the future. I think we'll all drive electric cars.

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2D Kids

James's party

1 a What has happened in the story so far? Look back and check your ideas.

b 1.23 **Read and listen to the story. Why doesn't Dylan dance with Layla?**

1

The day before James's party.

Dylan I'm really looking forward to your party, James. I ...
RING RING
James Hello … What?! … You're kidding … But the party's tomorrow! … Oh, OK ... Bye.
Dylan What's the problem?
James It's the DJ. He can't make it. He's ill. He says we can borrow his equipment. But it won't be much of a party without a DJ.
Dylan I'll be the DJ.
James What? You'll do it? Are you sure?
Dylan Yes. It'll be fun.

3

Dylan OK, everybody. Are you having a good time?
Everyone Yeah!
Dylan Well, here's the latest from No Direction.
Chloe Hi, Mr DJ, would you like a drink?
Dylan Oh, hi, Chloe. Yes, a glass of lemonade, please.
Chloe OK. I'll get it for you.
Dylan Thanks. Is Layla here?
Chloe Yes, she is. She's there.
Dylan Oh yes. I can see her.

2 Complete the sentences with the correct people.

1 _____ is having a birthday party.
2 _____ is ill.
3 _____ says he'll be the DJ.
4 _____ offers to get Dylan a drink.
5 _____ puts on a slow record.
6 _____ asks Layla to dance.
7 _____ dances with Matt Jenkins.

2

The next day.

Layla Is there a lot to do for your party, James?
James Yes, but everybody's going to help.
Chloe Layla and I are going to decorate the room for you – with some balloons and things.
James Yes, I know. That's great.
Layla What are you going to do, Dylan?
Dylan I'm going to be the DJ. The real DJ is ill, so I'm going to do it.
Chloe Wow! Cool!

4

Right. I'll put on a slow number and ask her to dance.

Matt Hi. My name's Matt. Would you like to dance?
Layla Er … Yes, OK.

5

Right. Here goes … Oh no! I don't believe it! She's dancing with Matt Jenkins.

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2D Kids

James's party

Exercise 1a

- With books closed, ask students to think back to the previous episodes of the 'Kids' photostory. Ask: *Who are the 'kids' in the story?* (Chloe, Layla, James and Dylan.) *Who did Layla meet in the last episode? What happened?* (Chloe introduced Layla to James and Dylan. James invited her to his birthday party. James's friend, Dylan, likes Layla.) Elicit any further details students remember.
- This photostory is available as video on the DVD and the Classroom Presentation Tool.

Exercise 1b 1.23

- Read the question. Elicit some suggestions from students why Dylan might not dance with Layla.
- Play the recording for students to read and listen to find out how close their ideas were. Tell them to ignore any unfamiliar vocabulary for now – you will deal with it later.

ANSWER KEY

Dylan is the DJ at the party because the real DJ is ill. Dylan puts on a slow number so he can dance with Layla, but Matt Jenkins asks her first.

Exercise 2

- Elicit or pre-teach *look forward to*, *be kidding*, *make it* (in the sense of 'be able to be there'), *borrow*, *equipment*, *not much of a (something)*, *decorate*, *number* (in the sense of 'song') and the expression *Here goes*.
- Students read the story again carefully and complete the sentences.
- Let them compare answers in pairs before you check with the class.

ANSWER KEY

1 James
2 The DJ
3 Dylan
4 Chloe
5 Dylan
6 Matt
7 Layla

Optional extra

Test students' comprehension of the text by quoting random sentences from the dialogues and asking students to identify the speaker. For example: *But the party's tomorrow!* (James) *You'll do it?* (James) *Is there a lot to do for your party?* (Layla) *Are you having a good time?* (Dylan) *Would you like a drink?* (Chloe) *Is Layla here?* (Dylan) *Would you like to dance?* (Matt) *I don't believe it!* (Dylan)

Optional extra

Write these anagrams on the board. Ask students to put the letters in the correct order to make words from the story. Then ask them to say which character used the word in the episode.

1 monedale
2 piqteemun
3 rocedate
4 ttesla
5 snolbalo
6 dorwfrad

ANSWER KEY

1 lemonade (Dylan)
2 equipment (James)
3 decorate (Chloe)
4 latest (Dylan)
5 balloons (Chloe)
6 forward (Dylan)

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Everyday English

Useful expressions

Exercise 3a

- Students reconstruct the expressions from the story.

ANSWER KEY

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

Exercise 3b

- Elicit translations for each completed expression.

Exercise 3c

- In pairs, students choose expressions from exercise 3a to respond to sentences 1–8 and create dialogues.
- They take turns to say the sentences and to respond. Ask some pairs to repeat the activity in front of the class.

POSSIBLE ANSWERS

1 I'm looking forward to it.
2 Here goes.
3 He can't make it.
4 You're kidding!
5 What's the problem?
6 Are you sure?
7 Would you like a drink?
8 Are you having a good time?

Exercise 4

- Students work in groups of five to role-play the story.
- Ask some groups to perform in front of the class.

Offering help

Exercise 5a

- Read the two extracts together. Ask students to identify who is making an offer. Then elicit the rule about making offers.

ANSWER KEY

1 Dylan 2 Chloe

We make offers by using *will* – the same way we make immediate decisions.

Exercise 5b 1.24 Audio script pT90

- Read the context together. Make sure students understand they will hear eight offers, which they need to match to pictures a–h.
- Elicit what's happening in each picture. You may need to elicit or pre-teach *clear up*, *rubbish*, *arrange* and *serve*.
- Play the recording, pausing if necessary after each offer, so students have enough time to match the pictures. Play it a second time if students need it.

ANSWER KEY

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

Exercise 5c

- Read the example together.
- Re-check students' comprehension in the previous exercise by asking them to say what each of James's friends offers to do.

ANSWER KEY

See audio script on pT90.

Stating intentions

Exercise 6

- Focus on the pictures and the example sentences. Both of them show a future form. Ask students to identify which form is used to express which function.

ANSWER KEY

a *will* b *going to*

Exercise 7

- Students transform their answers from exercise 5c by changing the subject from *I* / *We* to the names of the characters, then use the *be going to* structure.
- Elicit how the *be going* to structure is used to talk about the future: subject + correct form of the verb *be* + *going to* + base form of the main verb. Remind students that in number 8, the verb is used in the singular after *everyone*.
- Check answers.

ANSWER KEY

2 Dylan is going to be the DJ.
3 Emma and Dave are going to do the shopping.
4 Sayeed is going to make some sandwiches.
5 Matt is going to bring some CDs.
6 Bella is going to serve the drinks.
7 Mick and Fraser are going to arrange the tables and chairs.
8 Everyone is going to clear up the rubbish after the party.

Exercise 8

- Students write down two intentions about things they are, and two about things they aren't going to do in the coming week. You may like to set this task as homework.
- To follow up, get students to compare intentions in pairs. Are they going to do anything similar? Are they going to anything together?

Revision idea

Put students in groups of four or five. Ask them to imagine that they're planning to go to a museum, the cinema or a sports event together. Ask each student to volunteer for a task that's necessary for their plans (using *will* for offers). Once they have decided this, they should write up the plan they intend to follow. For example: *Adam is going to look up the opening times. Jana is going to collect the money for the tickets. Petra is going to buy tickets.* and so on.

More practice Workbook pp20–21
Teacher's Resources Unit 2

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Everyday English

Useful expressions

3 a Match the halves of the expressions.

1	I'm really looking	a	a drink?
2	You're	b	sure?
3	What's	c	a good time?
4	He / She can't	d	kidding!
5	Are you	e	the problem?
6	Are you having	f	goes.
7	Would you like	g	make it.
8	Here	h	forward to it.

b How do you say the expressions in your language?

c Work with a partner. Make dialogues. Use expressions from exercise 3a to respond to 1–8.

1 The party starts at eight o'clock.
2 It's your turn for the bungee jump.
3 Is Tom going to the party?
4 Layla likes Matt.
5 Oh no! That's terrible.
6 We've got an English test today.
7 I'm really thirsty.
8 We're on holiday.

4 Work in a group. Act the story in exercise 1.

Offering help

5 a Read the two dialogues. Who is making the offer in each one? How do we make an offer?

1 **James** It won't be much of a party without a DJ.
Dylan I'll be the DJ.
2 **Dylan** Yes. A glass of lemonade, please.
Chloe OK. I'll get it for you.

b 1.24 **James's friends offer to help him with his party. Listen and match the names to the pictures.**

1	Layla and Chloe – *f*	5	Matt
2	Dylan	6	Bella
3	Emma and Dave	7	Mick and Fraser
4	Sayeed	8	everyone

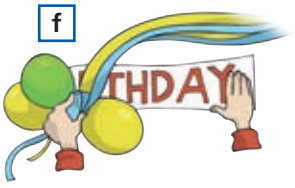
a

b

c

d

e

f 

g

h

c Use your answers to exercise 5b. What do James's friends say?

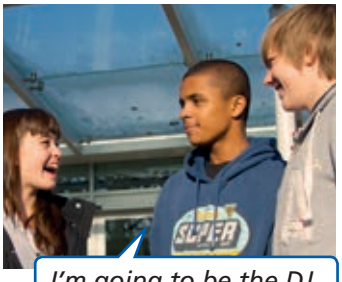
1 *Layla and Chloe* *We'll decorate the room for you, James.*

Stating intentions

6 Look at the pictures and sentences. What forms of the verb do we use to:

a make an offer?
b state an intention?

This is an offer.



This is an intention. It is already decided.

7 Look at your answers to exercise 5c. What do the people intend to do?

Layla and Chloe are going to decorate the room.
Dylan is going to …

8 Write two things you're going to do next week and two things you aren't going to do.

I'm going to buy a birthday present for my brother.

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2 Culture

1 1.25 **Read and listen to the text. Look at the pictures. What are these things?**

1 the M25
2 Waterloo
3 Eurostar
4 the Tube
5 a double-decker
6 Heathrow

2 **Read the text again. Complete the chart.**

Form of transport	Advantages	Disadvantages
train		
coach		
the Underground		
bus		
taxi		

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

1 Cars in Ireland travel on the right.
2 Drivers pay to use five motorways in Britain.
3 Distances on signs are in miles.
4 Waterloo is the central station for London.
5 London buses are red.
6 Trains from St Pancras go to France.
7 London has got two airports.
8 Frankfurt is busier than Heathrow.
9 London will have a new airport in ten years' time.

4 **Find out some interesting facts about transport in your country.**

Transport

ROADS

Vehicles in Britain and Ireland travel on the left, so the steering wheel is on the right. If you live in a country where vehicles travel on the right, you must be extra careful when you cross the road. Always look right first!

The busiest motorway in Britain is the M25. It goes round London. It's almost 200 kilometres long and is one of the longest ring roads in the world. In some countries you have to pay a toll to use the motorways, but in Britain and Ireland most of them are free.

Distances in Britain are in miles (three miles is approximately five kilometres). And speeds are in miles per hour (mph).

RAILWAYS

For long journeys, the train is usually the fastest way to travel. You can also travel by coach. It's cheaper, but it usually takes longer. The main railways connect London to other cities. London hasn't got a central station. Different companies built the railways, and they all had their own station in London. Victoria and Waterloo, for example, are the stations for trains to the south. If you want to go to the west, however, you have to go from Paddington. From St Pancras Station you can take a Eurostar train through the Channel Tunnel to cities in France and Belgium.

TRANSPORT IN LONDON

The fastest way to travel in London is on the Underground (or the Tube, as it's also called). But you can't see any of the famous places down there, so if you want to see London's sights, it's better to take one of the famous red double-decker buses. You'll get a good view if you sit upstairs. However, like a lot of big cities, the traffic in London can be very bad, so the bus often takes a long time.

You can also take one of London's black taxis, or even a cycle rickshaw. They can be quicker, but they're both expensive. Often the best thing to do in London is to walk.

AIRPORTS

There are several big airports in Britain. London has got five. Heathrow is the biggest, and it's the busiest airport in Europe. A plane takes off or lands there every 75 seconds. The most popular destination is New York.

Some people think that London needs a new airport. There are plans to build one on a man-made island in the River Thames.

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2 Culture

Transport

Culture materials on the DVD and 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 accompanying Student's Book activities either as homework or as optional practice.

Background information

In Britain, roads are designated by a letter and number. This is used on both road signs and maps. Roads with M are motorways (with a speed limit of 70 mph, that is 113 km/h, for cars), roads with A are primary routes, while B roads are important local routes.

There are five airports serving London. They are Heathrow in the west, Gatwick in the south, and the much smaller London City Airport in the east of the city. Luton Airport and Stansted Airport are a bit further away from the city to the north, but are also referred to as London airports.

Inside London, most people use the Underground or buses. Not all buses are double-deckers, but all of them are red. You can also take local trains between different parts of the city, and in some parts of London, Croydon for example, you can even find trams. London operates a zone system, and tickets or season passes are only valid for certain zones – the more zones they cover, the more you have to pay for them. Within each zone, the tickets are valid for all forms of transport, including trains.

Exercise 1 1.25

- Look through the items in the list. Elicit any information students already know about them. Accept any reasonable ideas, and tell students they will read a text to find out more.
- Play the recording for students to read and listen. If necessary, play it a second time before you check answers.

ANSWER KEY

1 A motorway around London, and one of the longest ring roads in the world.
2 One of London's main railway stations.
3 A train service from London St Pancras Station to France or Belgium.
4 Another name for the London Underground train.
5 One of London's traditional buses. / A bus with two floors.
6 London's biggest airport, and the busiest airport in Europe.

Exercise 2

- Students read the text again carefully and complete the chart individually.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

Form of transport	Advantages	Disadvantages
train	fastest way to travel long distances	there is no central station in London
coach	cheaper than train	takes longer than train
the Underground	fastest way to travel in London	you can't see famous places
bus	good views from upstairs on double-deckers	London traffic is bad, so it often takes a long time
taxi	quicker than bus	expensive

Exercise 3

- Students decide on the statements individually, then compare answers in pairs before you check with the class.

ANSWER KEY

1 False. They travel on the left in Britain and Ireland.
2 Doesn't say.
3 True.
4 False. There's no central railway station in London.
5 True.
6 True.
7 False. It has got five.
8 False. Heathrow is the busiest in Europe.
9 False. There are plans to build one, but we don't know by when.

Exercise 4

- Students use the text about Britain and London as their model to find out some facts about their own country. Suggest that they list the most common forms of transport first, then look up more information about it.
- This task is probably best set as research-based homework. Ask students to prepare a simple report – including just facts and one advantage and disadvantage for each form of transport. Ask some volunteers to present their reports to the class for an extra mark.

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English Across the Curriculum 2

Science: the solar system

Background information
See the notes in Lesson 2A.

Exercise 1a

- Focus on the title and the picture. Elicit what students learned about space in lesson 2A, as well as things they already know.
- Elicit what *solar system* means (a system of planets and moons orbiting a central star, or sun). Tell them they will find out more about our own solar system.
- Students read the text to try and match the numbers to the gaps. Encourage them to read the text first to get a general idea about what information may be missing, then study each number carefully. In weaker classes, you may like to allow them to do this in pairs.

Exercise 1b 1.26

- Play the recording for students to check and complete the text with the missing figures.
- Ask if any of the facts surprise them.

ANSWER KEY
1 9
2 100
3 150
4 165
5 460
6 365
7 143,000
8 4

Exercise 2

- Elicit or pre-teach *approximately*, *possibly*, *furthest*, *poisonous*, *atmosphere*, *diameter*, *storm*.
- Students read the text again and find the planets described.
- If they have studied the subject before in their Science classes, you can ask students to name the planets from the descriptions before they look up and check their names in the text. Note that the names of certain planets may be different in different languages.
- Check answers.

ANSWER KEY
a Jupiter b Mercury c Neptune d Mercury e Venus
f Venus g Mars

Exercise 3

- Ask different students to answer each question. Ask them to quote the relevant passage from the text to support their answer.

ANSWER KEY
1 Eight.
2 In 2006, scientists decided it wasn't big enough to be a planet.
3 The central star of our solar system.
4 The Milky Way.
5 It has a thick, poisonous atmosphere and a temperature of 460 degrees Celsius.
6 Scientists think it's a huge storm.
7 Because Saturn is made of gas.

Exercise 4

- In pairs, students play a game. Read the rules together and make sure everyone understands.
- Ask students to keep a record of how many questions each of them ask before getting the correct answer. Play until each pair has completed an even number of rounds (that is, each student had the same number of chances to guess and to answer questions). The winner is the person who had the most correct guesses out of the least questions asked.
- Remind students they can only name a planet once they are sure. If the answer is 'no' to this question, they have forfeited that game and can ask no further questions in that round. This rule is to prevent students asking eight questions, naming each planet in turn: *Is it Mercury? Is it Venus?* etc.
- Walk around and monitor the game, and arbitrate in disputes if necessary.

Optional extra
For an extra mark or some other appropriate reward, stronger students could prepare a similar short report – using the text as a model – on the moons of the solar system. Ask them to present the report to the rest of the class, and be prepared to answer questions about it.

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Science: the solar system

1 a **Read the text. Where do you think the numbers go?**

4 165 460 100 365 143,000 150 9

b 1.26 **Listen and complete the text with the numbers.**

2 **Read the text again. Find the planets described below.**

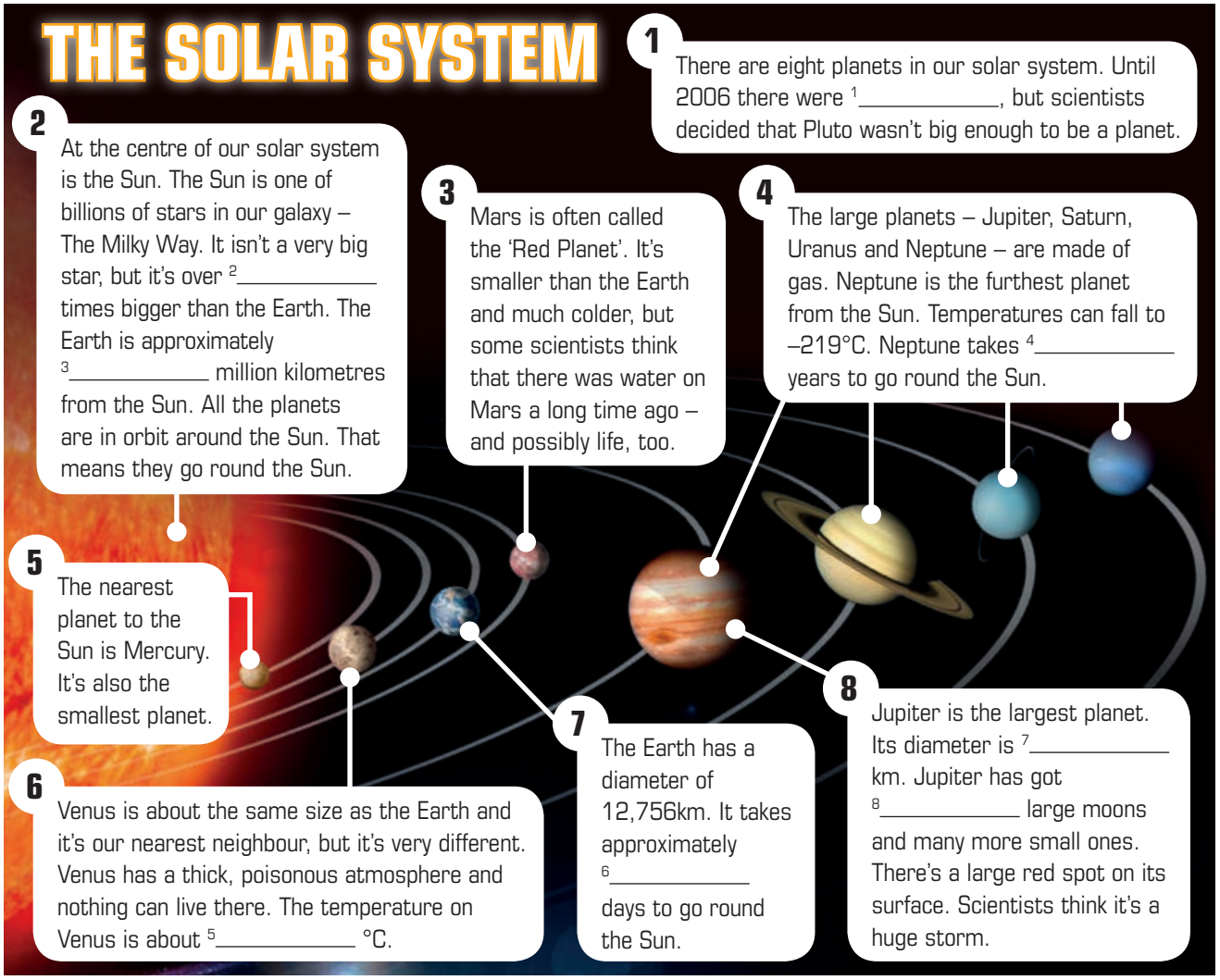
a the largest in our solar system
b the smallest
c the furthest from the Sun
d the nearest to the Sun
e about the same size as the Earth
f the nearest to the Earth
g the one called the 'Red Planet'

3 **Answer the questions.**

1 How many planets are there?
2 What happened to Pluto?
3 What is the Sun?
4 What is the name of our galaxy?
5 Why can't anything live on Venus?
6 What is Jupiter's red spot?
7 Why can't a spaceship land on Saturn?

4 **Work with a partner. Play the game. Student A: think of a planet. Student B: ask your partner yes / no questions.**

- *Is it closer to the Sun than the Earth?*
- *No, it isn't.*



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2 Revision

Grammar

1 **Will these things happen in the next twenty years? Give your ideas. Complete the sentences with *will* or *won't* and these verbs.**

go become live get travel build

1 Astronauts _____ to other planets.
2 People _____ cities on the moon.
3 Wild tigers _____ extinct.
4 Most people _____ to be 100.
5 I _____ to university.
6 I _____ married.

2 **Victoria's friends are offering to help with her party. Look at the pictures. Write the offers. Use these verbs.**

decorate do clear up ~~bring~~ arrange make

1 I *'ll bring some CDs.*

2 We _____

3 I _____

4 I _____

5 We _____

6 We _____

3 **Complete the dialogues. Use *going to* and the cues in brackets.**

1 • [1]*I'm going to have* a party. (I / have)
  ○ When [2]_____? (it / be)
  • Next Saturday.
  ○ How many people [3]_____? (you / invite)
  • About twenty.
2 • What [4]_____? (you / do)
  ○ [5]_____ an e-mail. (I / send)
  • Oh, I want to use the computer. How long [6]_____? (you / be)
  ○ Only half an hour.

Vocabulary

4 **What are these things?**

1 People will travel to other planets in this.
  a s_____
2 You see this in the sky at night.
  the M_____
3 We need these in space for TV and telephones.
  s_____
4 Our planet.
  the E_____
5 These take things into space.
  r_____
6 The Milky Way is one.
  a g_____
7 There are eight of these in our solar system.
  p_____
8 Our sun is one of these.
  a s_____

Listening

5 a 1.27 **Listen and complete the chart.**

	Saskia	Rory
live?		
work?		
hopes?		
married?		
the world / better?		
why / why not?		

b **Write three sentences about Saskia and three about Rory. Use these expressions.**

He / She	thinks … doesn't think … hopes …

c **Write five questions from the interviews. Interview your partner about his / her ideas about the future.**

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2 Revision

Grammar

Exercise 1

- Students read the predictions and decide if they think the predictions will or won't come true. Then they complete the gaps with the appropriate future forms of the verbs in the box.
- Ask students to compare ideas in pairs. Do they agree or disagree on most subjects?

POSSIBLE ANSWERS

1 will / won't travel
2 will / won't build
3 will / won't become
4 will / won't live
5 will / won't go
6 will / won't get

Exercise 2

- Read the situation together and check comprehension.
- Students write the sentences under each picture.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

2 We'll do the shopping.
3 I'll make some sandwiches.
4 I'll decorate the room.
5 We'll arrange the tables and chairs.
6 We'll clear up the rubbish (after the party).

Exercise 3

- Students complete the dialogues individually.

ANSWER KEY

2 is it going to be
3 are you going to invite
4 are you going to do
5 I'm going to send
6 are you going to be

Optional extra

Ask students to practise the dialogues in pairs, then get a few pairs to perform it in front of the class.

Vocabulary

Exercise 4

- Students read the definitions and complete the words.

ANSWER KEY

1 spaceship 2 Moon 3 satellites 4 Earth 5 rockets
6 galaxy 7 planets 8 star

Optional extra

Ask students to use each of the words in exercise 4 to write a sentence involving a prediction (*will*) or intention (*be going to*). Ask a few volunteers to share their sentences with the class, and ask the rest of the class to vote on the most interesting prediction or ambition.

Listening

Exercise 5a 1.27 Audio script pT90

- Ask students how many people they are going to hear. (Two.) Ask them to read the row headings to find out what they should be listening for.
- Play the recording and pause after the interview with Saskia to allow students time to complete their answers. Then do the same with Rory. Then play the whole recording again.
- Students compare answers in pairs before you check them with the class.

ANSWER KEY

	Saskia	Rory
live?	in Africa	in a big city like London or New York
work?	as a doctor in a hospital	a job in an office
hopes?	to write a book to help people in poor countries	play the guitar in a band to be famous
married?	no	yes, five children
the world / better?	no	yes
why / why not?	we'll use up all the oil and then there will be wars to get it	we won't have diseases like cancer

Exercise 5b

- Students write three sentences about Saskia and three about Rory. You may like to set this as homework.
- Ask some students to read their sentences to the class. Ask the rest of the class to say if the statements are correct.

Exercise 5c

- Students recall the questions from the interview and write them down. Check questions together.
- Explain that in questions starting with *Do you think …* the *will* structure is used, as in the affirmative word order: *Do you think you will …?*, not *Do you think will you …?*
- In pairs, students use the questions to take turns and interview their partner about their ideas about the future.
- Ask a few students to report back about their partners to the class. Ask the rest of the class if they found out anything interesting or surprising.

ANSWER KEY

Where will you live? What will you do?
Do you think you'll be (famous)?
Do you think you'll get married?
Will the world be a better place in the future?
Why do you think it will? Why not?

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Your Project 2

Develop your writing

Paragraphs

Exercise 1a

- Explain that writing in paragraphs is very important. Paragraphs help the reader understand what is written. When we change the topic, we normally start a new paragraph.

Exercise 1b

- Students work on their own to choose the best topic for each paragraph.
- Ask students to compare ideas in pairs before you check answers with the class.

ANSWER KEY
1 b 2 e 3 f

Project task

Exercise 2

Preparation

1 Focus attention on different themes such as schools, jobs, transport and ask questions on each topic, for example *Do you think there will be schools in the future? How many hours a day will people work in the future?* Get students to identify other areas of change such as houses, the natural world, sport, shopping, etc. Write these areas on the board. Before going on to stage 2, get students to ask and answer questions in pairs about these topics.
2 Limit the number of topics students write about. They should illustrate each idea, if possible, either by drawing a picture, or by finding futuristic pictures in magazines or on the Internet.
3 If possible, students should carry out the interview in English, or partly in English (and record it), asking each other questions about the topics they have already thought about. If students can't manage the interview in English, this does not matter but they should summarize their results in English, for example: *Some people think* …, *One person thinks* …, etc. Get students to read out the results of their survey.
4 The project can be written up as a poster, which students can then present. If, however, you have access to the required technology, students can create the project as a video film, a radio programme or a web page. Choose the best ideas from different students and divide the class into small groups to produce the material in the form they have decided on.

Presentation and follow-up

- Have the class vote on the most interesting project from the content point of view, and the most interesting presentation.

Song

Spaceman

Background information

Spaceman is a song written and first performed by American singer-songwriter Harry Nilsson on his 1972 album *Son of Schmilsson*. It was a Top 40 hit in the USA.

Exercise 1 1.28

- Ask students to scan the song lyrics for unfamiliar vocabulary. Elicit or pre-teach *shoot up*, *destiny*, *sky*, *care about*, *ground* and *pad* (here: the launchpad of a rocket).
- You may want to point out that *won'tcha* is an informal spelling of *won't you* – used here to reflect spoken, not written language. The singer also uses *real* as an intensifying adverb (in *real soon*) instead of *really* – again, this is colloquial usage, and common in American English.
- Students listen and choose the correct alternatives.

ANSWER KEY
1 moon
2 a spaceman
3 sea
4 go
5 told
6 so

Exercise 2

- Read the questions. Elicit ideas from students, and ask the rest of the class to say if they agree or disagree.

ANSWER KEY
1 In space.
2 Back on Earth.

- Play the song again for students to listen and sing along if they want.

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Your Project 2

Develop your writing

Paragraphs

1 a Read about paragraphs.

When we write a text we normally divide it into paragraphs. Each paragraph has its own topic.

b Read the text. Choose the topics of paragraphs 1–3 from the list a–f.

1 When I'm older, I think I'll live in London. I want to be a singer, and there's more work there. It won't be easy, but I hope I'll be famous one day.

2 I think that in the future the world will be a better place. We won't have wars, and scientists will find cures for a lot of diseases. Most people will live a lot longer.

3 People won't go to work in offices in the future. They'll work at home and use the Internet. People won't work in factories, either. Robots will do everything, so everybody will have a lot of free time.

a Education in the future
b My future
c The future for my family
d Space travel
e The future of the world
f Work in the future

Project task

2 Make a project about the future.

1 What do you think the future will be like? What things will change? How will they change?
2 Write your ideas. Add some illustrations.
3 Interview some people about their ideas of the future.
4 Write the results of your survey.

Song

1 1.28 **Listen to the song. Choose the correct words.**

2 Answer the questions.

1 Where is the singer now?
2 Where does he want to be?

Spaceman

Bang, bang, shoot 'em up, destiny
Bang, bang, shoot 'em up to the [1]*moon / sky*
Bang, bang, shoot 'em up one, two, three

(One, two, three, four!)

I wanted to be a spaceman
That's what I wanted to be
But now that I am [2]*an astronaut / a spaceman*
Nobody cares about me

Chorus

Hey mother earth
Won'tcha bring me back down
Safely to the [3]*sea / ground*
But 'round and around and around and around
Is all she ever says to me

I wanted to make a good run
I wanted to [4]*go / fly* to the moon
I knew that it had to be fun
I [5]*asked / told* 'em to send me real soon
I wanted to be a spaceman
I wanted to be it [6]*real / so* bad
But now that I am a spaceman
I'd rather be back on the pad

Chorus

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3 Times and places

3A What was happening?

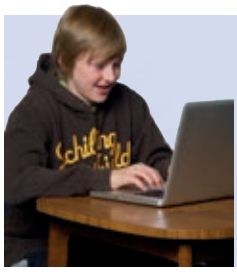
Comprehension

1 **Look at the map. Tick (✓) the countries James's friends live in.**

Argentina ☐	Japan ☐	Canada ☐	India ☐
Germany ☐	China ☐	Australia ☐	Brazil ☐
South Africa ☐	Turkey ☐	the USA ☐	Russia ☐

2 a 2.2 **Read and listen. Write the correct times in the texts.**

b **Who is in each picture? Match the pictures to the countries on the map.**



At 12 o'clock on Sunday in England, I was sitting at my computer. I was sending an e-mail to my friends around the world. They weren't doing the same thing, because it was a different time in their countries. What were they doing?

1 *Rin – Japan*

2 _____

3 _____

4 _____

5 _____

6 _____

a In San Francisco, it was _____ am. Paige was sleeping. What was she dreaming about?

b It was _____ o'clock in the afternoon in Delhi. Was Rakesh doing his homework? No, he wasn't. He was watching TV and talking to his sister.

c It was _____ pm in Tokyo. Rin wasn't getting ready for bed. She was sitting at her desk. She was finishing her Maths homework. She hates Maths. Poor Rin!

d It was _____ o'clock in the morning in Rio de Janeiro. Lucas was at the beach with his friends. They were windsurfing.

e In Sydney, it was _____ o'clock at night. Were Olivia and Ethan getting ready for bed? Yes, they were. Olivia was brushing her teeth in the bathroom and Ethan was putting on his pyjamas.

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3 Times and places

Unit overview
Grammar: past continuous; past continuous and past simple
Vocabulary: collocations; natural disasters; houses; useful expressions
Skills: Speaking: describing events in a picture, talking about experiences, role-play; Reading: comprehension (reading for general meaning), ordering events, labelling a picture, true or false; Listening: identifying things mentioned; note-taking; Writing: a story
Culture: Britain The Culture page can be studied at any point in the unit after Lesson A.
English Across the Curriculum: Geography: time zones The English Across the Curriculum page can be studied after Lesson A or at the end of the unit.
Your Project: Develop your writing: *but* and *however*; A country
Song: *Daydream Believer*

3A What was happening?

Comprehension

Exercise 1

- Focus on the photo above the map. Say: *This is James. He's got a lot of friends around the world. We're going to find out about his friends.*
- Students look at the map and try to name the countries where the red circles are marked. Then they scan the five short paragraphs to see if there is any further information to help them. Finally, they tick the boxes.

ANSWER KEY

a the USA **b** India **c** Japan **d** Brazil **e** Australia

Optional extra

Ask students to point to the other countries in the list on the map.

Exercise 2a 2.2

- Read the introductory paragraph together, and check comprehension. You may like to play the recording, so students can read and listen. Check that they understand we're talking about the past by asking: *Is James sitting at his computer now?* (No, he isn't. He was sitting there on Sunday.)
- Ask students to look at the five paragraphs quickly, and say what information is missing. Tell them they'll have to listen to find out what time it was in each country.
- Play the recording for students to write the times.

ANSWER KEY

a 4 **b** 5 **c** 9 **d** 10 **e** 11

Exercise 2b

- Students read the paragraphs again carefully, match the pictures to the countries, then write down the name of the friend and the country where they were.
- Students compare answers in pairs before you check them with the class.

ANSWER KEY

2 Olivia – Australia
3 Rakesh – India
4 Paige – the USA
5 Ethan – Australia
6 Lucas – Brazil

Optional extra

Ask students to say what time it was in their country when it was 12 o'clock on Sunday in Britain. Ask them to say where they were. Ask them to try and say what they were doing. They haven't covered the past continuous yet, but it is similar to the present continuous and they know the past forms of the verb *be*, so it should be doable for them at this point. Nonetheless, don't get into the presentation of the grammar point yet, and keep error correction to the form of the verb *be*.

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Vocabulary

Collocations

Exercise 3a

- Students complete the task on their own, then check answers in pairs.
- You could check comprehension by asking students to mime the action for each collocation.

ANSWER KEY

1 i 2 g 3 h 4 e 5 d 6 j 7 b 8 c 9 f 10 a

Exercise 3b

- Explain that words which you often see together are called collocations. The ones in this list are semi-fixed collocations – each verb goes with a very limited number of phrases with similar meanings.
- Students work out the collocations on their own. In weaker classes, allow them to do it in pairs.

ANSWER KEY

talk to your friends, get ready for school, brush your hair, put on your shoes, do the washing-up, have a drink, send a letter, have / take a shower, have / take a break, take the bus, put on a hat, watch a DVD

Grammar

Past continuous

Exercise 4a

- Students think about the sentence and answer the question.

ANSWER KEY

James started sitting at his computer some time before 12 o'clock and finished some time after 12 o'clock.

Exercise 4b

- Students copy and complete the table.
- Elicit the spelling rules for adding *-ing*.

POSSIBLE ANSWERS

1 wasn't 2 were 3 playing 4 having 5 getting

Exercise 5a

- Students find examples of each thing in the list.

ANSWER KEY

1 What were they doing? What was she dreaming about?
2 Was Rakesh doing his homework? Were Olivia and Ethan getting ready for bed?
3 No, he wasn't. Yes, they were.

Exercise 5b

- Elicit the rule about question formation.

ANSWER KEY

(question word, if any) + *was / were* + subject + *-ing*

Exercise 6

- Students expand the cues into sentences. Remind them to write two sentences for each person. Then they check answers in pairs before you check with the class.

ANSWER KEY

2 Lucas and his friends weren't sailing. They were windsurfing.
3 Olivia and Ethan weren't going to the beach. They were getting ready for bed.
4 James wasn't taking photographs. He was sending an e-mail to his friends.
5 Rakesh wasn't putting on his pyjamas. He was watching TV and talking to his sister.
6 Paige wasn't having breakfast. She was sleeping.

Speaking and listening

Exercise 7a

- Read the context together and check understanding.
- Students find the people and make notes on what they were doing. They can do this in pairs. They will check answers together in exercise 7b.

POSSIBLE ANSWERS

2 Georgia was taking a photograph.
3 Hannah and Ruby were roller-blading.
4 Mrs Giggs and Suzie were feeding the ducks.
5 Nathan and Sam were swimming.
6 Zach and Damien were playing with a ball.
7 Gabriel was sleeping.
8 Austin was reading a magazine.
9 Maisie and Beth were eating ice-creams.
10 The park keeper was talking to Nathan and Sam.

Exercise 7b

- Students check their answers to exercise 7a by taking turns to ask and answer about the people in the picture.

Exercise 8 2.3 Audio script pT91

- Ask students to study the picture carefully for half a minute, then close their exercise books. Tell them they will listen and answer ten questions.
- With books closed (and interactive whiteboard blanked) play the recording for students to listen and answer. Pause it after each question for students to write their answers.
- Students look at the picture again, and check their answers. Who got the most correct answers?

POSSIBLE ANSWERS

1 Two. 2 PC User. 3 Yes, two. 4 An orange T-shirt and brown shorts. 5 Five. 6 Ice-creams. 7 Because they were swimming and the sign says 'NO swimming'. 8 A ball. 9 Nathan and Sam. 10 Yes.

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Vocabulary

Collocations

3 a **Match the verbs to the endings.**

1	brush	a	your sister
2	take	b	for bed
3	put on	c	TV
4	have	d	an e-mail
5	send	e	dinner
6	throw	f	homework
7	get ready	g	a photograph
8	watch	h	your pyjamas
9	do	i	your teeth
10	talk to	j	a ball

b **Match these phrases to verbs from 3a.**

your friends for school your hair your shoes
the washing-up a drink a letter a shower
a break the bus a hat a DVD

Grammar

Past continuous

4 a **Read the sentence. When did James start and finish sitting at his computer?**

At 12 o'clock I was sitting at my computer.

b **Copy and complete the table. Use these verbs.**

get play have

Past continuous: affirmative and negative

I He She It	was 1 _____	3 _____ volleyball. 4 _____ dinner.
We You They	2 _____ weren't	5 _____ ready for bed.

5 a **Find these things in the texts.**

1 a *wh-* question
2 two *yes / no* questions
3 two short answers

b **How do we make questions in the past continuous?**

6 **Make sentences about James and his friends. Use the cues.**

1 Rin / sleep
Rin wasn't sleeping. She was finishing her homework.
2 Lucas and his friends / sail
3 Olivia and Ethan / go to the beach
4 James / take photographs
5 Rakesh / put on his pyjamas
6 Paige / have breakfast

Speaking and listening

7 a **Sunday was a nice day and a lot of people were in the park. What were they doing?**

Mr Walker was taking his dog for a walk.

1	Mr Walker	6	Zach and Damien
2	Georgia	7	Gabriel
3	Hannah and Ruby	8	Austin
4	Mrs Giggs and Suzie	9	Maisie and Beth
5	Nathan and Sam	10	the park keeper

b **Work with a partner. Ask and answer.**

- *What was Gabriel doing?*
- *He was sleeping.*

8 2.3 **How good is your memory? Close your book. Listen and answer the questions.**

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3B A dangerous situation

Vocabulary

Natural disasters

1 a 2.4 **Listen and repeat.**

1 an earthquake

2 a volcanic eruption

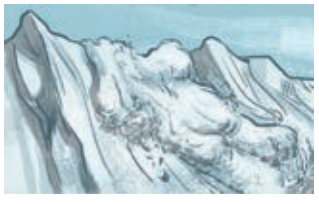
3 a tornado

4 a hurricane

5 a tsunami

6 a flood

7 an explosion



8 an avalanche

9 lightning

10 a forest fire

b 2.5 **Listen to the news reports. Which of these places are mentioned?**

Cuba Indonesia New Zealand the USA
Pakistan Japan Australia Iceland

c 2.5 **Listen again. Connect the disasters to the places. More than one disaster can go with some of the places.**

Comprehension

2 2.6 **Read and listen to the interview.**

1 Where was John going? Why?
2 What did he see?
3 What did he do?
4 How does he feel now? Why?

R = REPORTER J = JOHN

R It was a normal Saturday in Cranford. At about 10 o'clock, John Anderson was cycling to a lake near the town. He was going fishing. There was a dam at one end of the lake. What happened next, John?

J Well, while I was cycling past the dam, I saw a crack in the wall. Water was coming through the crack. It was going to flood the town.

R What did you do?

J When I saw it, I turned round and I cycled back to the town as fast as possible. When I reached the town, I shouted, 'The dam's breaking! The dam's breaking!'

R What were people doing when you reached the town?

J They were shopping and some children were playing.

R What did people do when they heard you?

J Everyone grabbed their children, pets and things and ran indoors.

R Where did you go?

J As I was cycling past the post office, Mrs Roberts shouted, 'Quick, come in here.' I ran into the post office and Mrs Roberts shut the door.

R What happened next?

J About a minute later the water went past. It picked up cars, and it carried them down the street like toys. It was very scary.

R The water damaged a lot of cars and buildings, but everybody was safe, thanks to you, John.

J Yes, but now I can't go fishing, because we haven't got a lake!

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3B A dangerous situation

Vocabulary

Natural disasters

Exercise 1a 2.4

- With books closed, write 'A dangerous situation' on the board. Ask students to explain what it means, and to give a few examples of dangerous situations from their own experience (for example, crossing a road with lots of traffic and no traffic lights, running after a ball from the playground, and so on).
- Now write 'Natural disasters', and elicit or pre-teach the meaning. Elicit what kind of natural disasters students can think of. If this is too difficult, you can do this lead-in step in the students' own language.
- Students open their books and look through the pictures and phrases. Play the recording for students to listen and repeat the vocabulary.

Exercise 1b 2.5 Audio script pT91

- Read the instructions together. Check comprehension: *What are you going to hear?* (News reports.) *Are you going to hear one report?* (No, more than one.) Tell students they are going to hear about six natural disasters in six different places.
- Look through the list of places in the box. If you have a world map displayed in your classroom, you may like to point to or ask students to point to each country listed. There's no need to bring in a map if it isn't already available, as there won't be further use for it during the lesson.
- Remind students only to identify the places mentioned when they first listen.
- Play the recording. Students mark each place mentioned.

ANSWER KEY

Australia, Iceland, Pakistan, the USA, Indonesia, Cuba

Exercise 1c 2.5

- Play the recording again, twice if necessary, for students to connect the places they marked in exercise 1b to the disasters introduced in exercise 1a. Remind them that each place may have more than one disaster connected to it.
- Alternatively, you could ask students to make notes in their exercise books.
- Ask students to use full sentences to give their answers. Write *There was / were … in …* on the board to help them. Elicit for example: *There was lightning in Australia, and there were some forest fires.*

ANSWER KEY

Australia: lightning, forest fire
Iceland: volcanic eruption
Pakistan: explosion, avalanche
the USA: tornado
Indonesia: earthquake, tsunami
Cuba: hurricane, flood

Comprehension

Exercise 2 2.6

- Elicit or pre-teach: *lake*, *go fishing*, *dam*, *crack*, *come through*, *flood* (as a verb), *as fast as possible*, *grab*, *run indoors*, *past* (as a preposition), *go past*, *pick up*, *damage*.
- Read the four questions together.
- Play the recording for students to read and listen at the same time. Play again if necessary.
- Students compare answers in pairs before you check them with the class.

ANSWER KEY

1 He was going to a lake / dam near his town to go fishing.
2 He saw a crack in the dam.
3 He cycled back to town and shouted 'The dam's breaking!'
4 He is happy because everybody is safe, but he is sad because he can't go fishing.

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Exercise 3

- Ask students to look at pictures a–h and use their own words to say what's happening in each one.
- Students read the interview again, more carefully this time, and put the events in the correct order.
- Students compare answers in pairs before you check with the class.

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

Grammar

Past continuous and past simple

Exercise 4a

- Students try to complete the sentence from memory, then look at the interview to check their answer.

ANSWER KEY
1 was cycling
2 saw

Exercise 4b

- Students study the diagram and identify the two tenses.

ANSWER KEY
I was cycling past the dam: past continuous
I saw a crack: past simple

Exercise 4c

- Students decide which statement is true about the two sentences.

ANSWER KEY
at the same time

Exercise 4d

- Students try and complete the sentence from memory, then check their answer in the interview.

ANSWER KEY
1 saw 2 turned 3 cycled

Exercise 4e

- Students identify the tense and decide on the statement.

ANSWER KEY
All three verbs are in the past simple. The three things happened one after the other.

Exercise 5

- Read the instructions together. Make sure students understand that they will read two stories about the same incident, but each from a different point of view. Elicit or explain *incident*.
- Students complete the gaps on their own, then compare answers in pairs.
- Check answers with the class.

ANSWER KEY
1 was sitting 2 was pushing 3 were having 4 heard
5 grabbed 6 ran 7 was running 8 dropped 9 carried
10 were parking 11 saw 12 was coming 13 saw
14 got 15 ran 16 picked up 17 threw

Revision idea

- Students choose one of the two stories in exercise 5 to write an interview with Lily or Mr and Mrs Payne. Give them these questions to use: *Where were you? What were you doing? What did you do when you found out what was happening? What happened next?*
- In pairs students write, then practise their dialogues. Walk around and monitor.
- Ask some pairs to perform their interviews in front of the class. Have a class vote on the best performance.

Optional extra

For an extra challenge, stronger students could invent another person who was in Cranford when the flood came, and write a short paragraph about where they were and what they were doing before the flood, what they did when the flood came, and what happened at the end. Volunteering students can share their stories with the class. Alternatively, they could work in pairs and take turns to conduct an interview (using the questions from the Revision idea above) with the invented person, as a role-play. Volunteering pairs could then perform in front of the class.

More practice Workbook pp26–27
Teacher's Resources Unit 3

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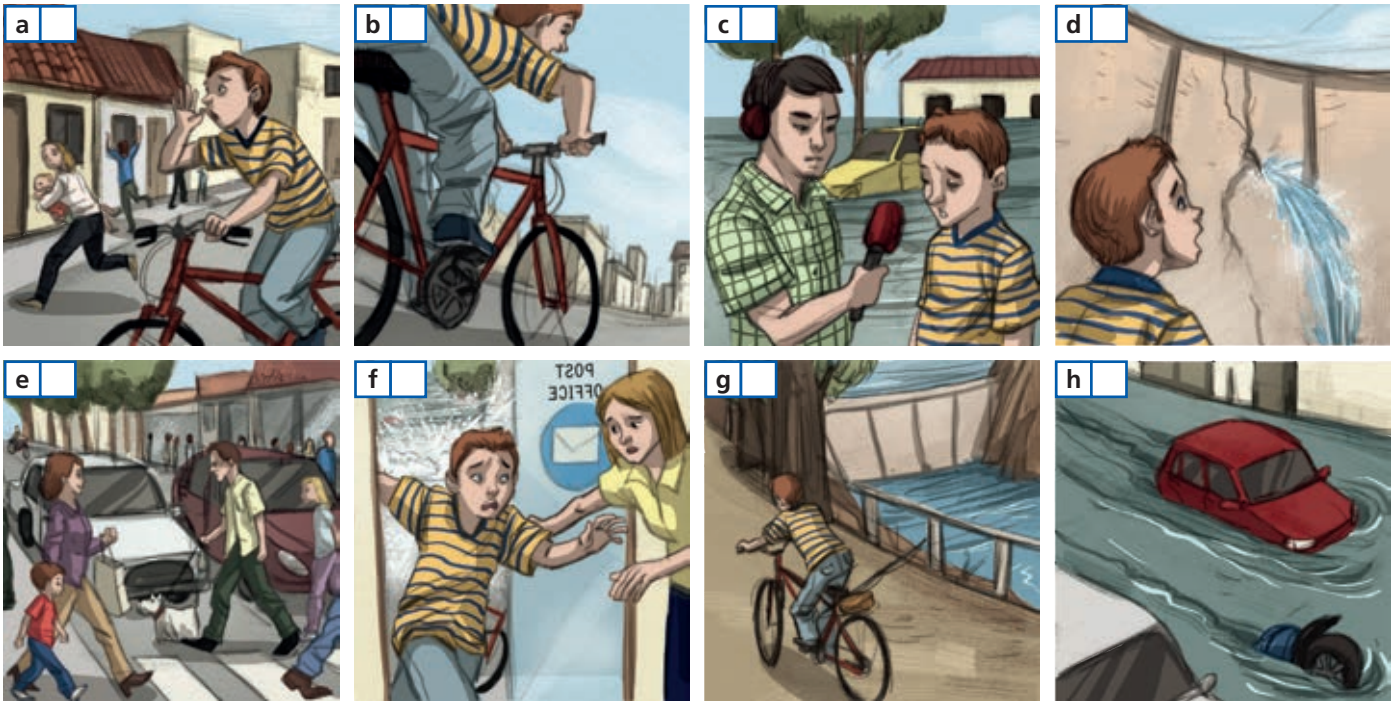
3 Read the interview again. Put the pictures in the correct order.



Grammar

Past continuous and past simple

4 a Look at the interview in exercise 2. Complete the sentence from the story.

While I [1]_____ past the dam, I [2]_____ a crack in the wall.

b What are the two tenses? Copy the diagram and write the names in the boxes.

past continuous past simple

I was cycling past the dam. [ ]

I saw a crack. [ ]

c Did the two things happen:

- at the same time?
- one after the other?

d Complete the sentence from the interview.

When I [1]_____ it, I [2]_____ round and I [3]_____ back to the town as fast as possible.

e What tense is used in the sentence? Did the things happen:

- at the same time?
- one after the other?

5 Here are some more stories about the incident. Put the verbs in brackets into the correct tense.

Dam breaks in Cranford

At 10.35, Lily Ball was outside her house with her little brother, Leo. Leo [1]_____ (sit) in a toy car with his teddy bear, and Lily [2]_____ (push) the car. They [3]_____ (have) a good time. Then suddenly Lily [4]_____ (hear) a shout 'The dam's breaking!' Lily [5]_____ (grab) Leo and [6]_____ (run) into the house. As she [7]_____ (run) indoors, Leo [8]_____ (drop) his teddy bear. A few seconds later, the water [9]_____ (carry) the teddy bear and the toy car away.

Mr and Mrs Payne were in their car at 10.30. They [10]_____ (park) the car in front of the shops when they [11]_____ (see) the water. It [12]_____ (come) down the hill towards the town. When they [13]_____ (see) it, they [14]_____ (get) out of the car as fast as possible and [15]_____ (run) into the nearest shop. A minute later, the water [16]_____ (pick up) the car and [17]_____ (throw) it against a tree.

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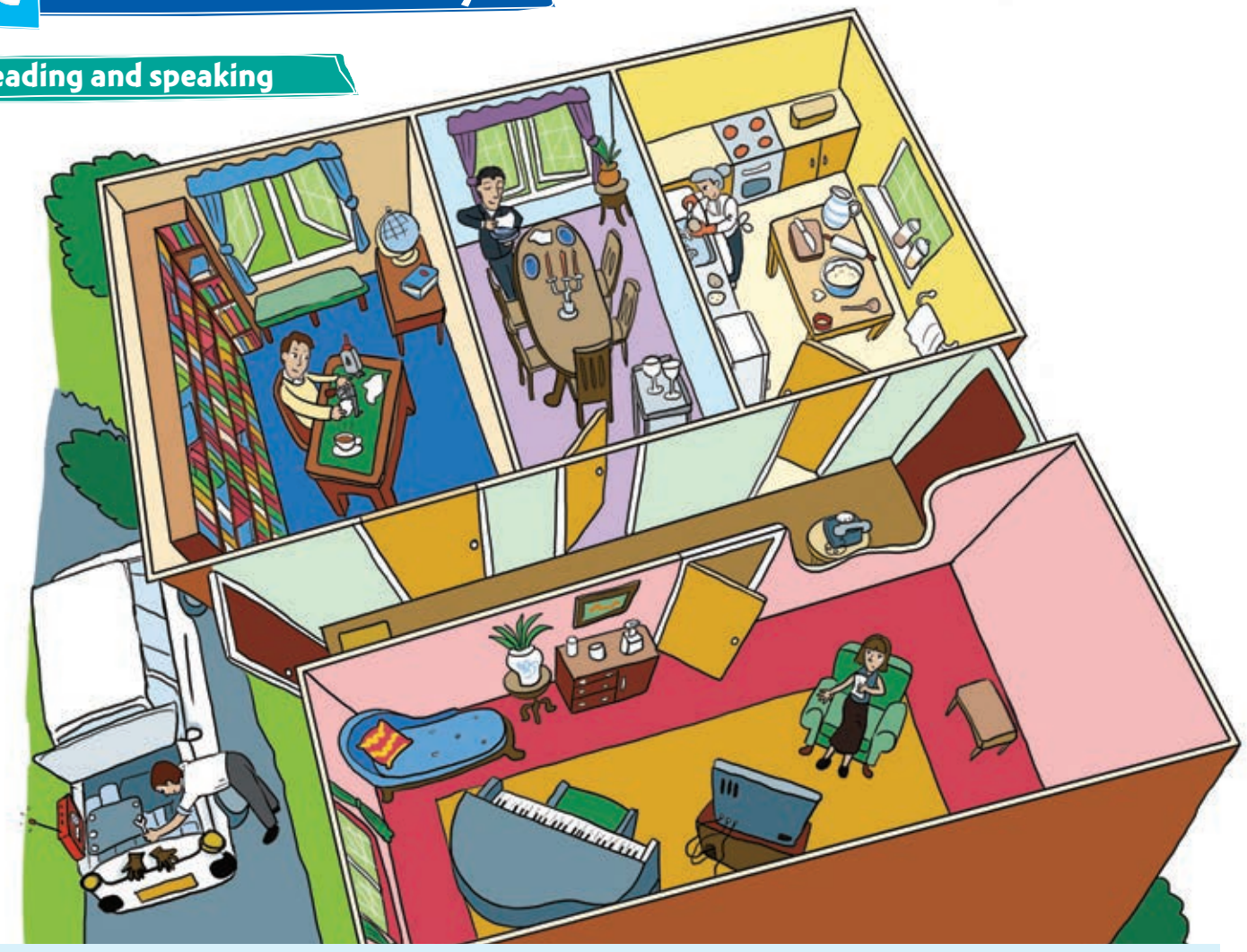
3C Murder in the library

Reading and speaking



John Ross, the film star, died yesterday. At ten past two in the afternoon there was a shot and John Ross was dead. Was it an accident, or did somebody kill him?

When I arrived, John Ross was in the library. He was lying on the floor and he was dead. There was a gun next to him.

The gun was clean and there were no fingerprints on it. I checked the room. The windows were open. There was an empty cup on the desk. There were fingerprints on the window, the cup and the handle of the library door. They were the fingerprints of John Ross and Wilson, the butler.

I checked the other rooms. There was some oil on the handle of the front door. In the living room, the television was on. In the dining room, there was a broken plate on the floor. In the kitchen, there were some potatoes in the sink. There was a white handkerchief on the floor in the hall.

There were four other people in the house that afternoon: Wilson, the butler; Mrs Clare, the cook; Adams, the chauffeur and Mr Ross's stepdaughter, Donna. Adams was outside. He was repairing the car. Mrs Clare was in the kitchen. She was peeling potatoes to make a cottage pie, and Donna Ross was watching television in the living room. At two o'clock, Wilson took Mr Ross a cup of tea in the library. Mr Ross was sitting at his desk and he was cleaning his gun. Wilson put the cup of tea on the desk, then he opened the windows and he left the room. At ten past two, Wilson was setting the table in the dining room. When he heard the shot, he dropped one of the plates and ran to the library.

1 2.7 **Read and listen to Smart Alec's report. Answer the questions.**

1 Who was John Ross?
2 When did he die?
3 Where was he when he died?
4 Who else was at the house at the time?
5 What was each person doing?

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3C Murder in the library

Reading and speaking

Exercise 1 2.7

- Read the title of the lesson, and ask students to explain what it means. Elicit what kind of story they might expect to read (*a crime story*). Make sure they understand that *murder* is a crime, and it refers to a violent death that somebody caused deliberately.
- For speakers of some languages, you may need to clarify that the word *murder* is used for the crime, and the criminal who commits murder is called a *murderer* or a *killer*.
- Ask students if they read or watch crime stories. Elicit the names of their favourite authors, films or TV series and the names of their favourite detectives. Don't spend too long on this subject – it is only to put students in the context and to set the mood for the detective work in this lesson.
- Ask students to read the first two paragraphs quickly and establish two vital facts of the crime: Who was the victim? (*John Ross, a film star.*) What was the cause of death? (*A gunshot.*) These are the facts. To solve the crime, students will have to find the answer to two more questions: Who killed the victim? Why did they do it?
- Explain that they will read and listen to Smart Alec's detailed report. You may need to elicit or pre-teach: *shot*, *accident*, *kill*, *gun*, *fingerprint*, *handle*, *butler*, *handkerchief*, *cook*, *chauffeur*, *repair*, *peel*, *set the table*.

CULTURE NOTE *Cottage pie* is a dish of minced meat and onions covered with a layer of mashed potato, then baked in the oven.

- Read the questions together and check comprehension.
- Play the recording for students to read and listen to the report. Play it again, pausing after each passage with the information about a question in the exercise to give students time to note down their answers.
- Elicit answers, and ask the rest of the class to confirm or correct them.
- You may like to introduce the noun *suspect* to explain that the four people in the house will be regarded as suspects until somebody is proved to be the murderer.

ANSWER KEY

1 John Ross was a film star.
2 He died at ten past two in the afternoon.
3 He was in the library.
4 There were four other people in the house: Wilson, the butler, Mrs Clare, the cook, Adams, the chauffeur and Donna, Mr Ross's stepdaughter.
5 Wilson was setting the table in the dining room, Mrs Clare was peeling potatoes in the kitchen, Adams was repairing the car outside, and Donna was watching television in the living room.

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Exercise 2a

- Students use the information from Smart Alec's report to label the rooms and people in the picture on page 36.

Exercise 2b

- Ask students to find the information about each thing in the report, then say where they were in the house.

ANSWER KEY

The oil was on the handle of the front door.
The cup was on the desk.
The butler's fingerprints were on the window, the cup and the handle of the library door.
The potatoes were in the kitchen sink.
The plate was on the floor in the dining room.
The handkerchief was on the floor in the hall.

Exercise 3

- Students discuss their ideas about John Ross's death, using the expressions in the box. Monitor their discussions.
- Elicit different ideas and write them on the board and leave until students do exercise 5a.

Listening

Exercise 4a 2.8 Audio script pT91

- Read the instructions. Check students remember who Donna is (*Mr Ross's stepdaughter*) and where she was at the time of the crime (*watching TV in the living room*).
- Read through the phrases in the box together, check comprehension and elicit or pre-teach any problem lexis.
- Play the recording for students to listen and mark the things mentioned.

ANSWER KEY

She mentions the armchair, plates, the window, the radio, the back door and gloves.

Exercise 4b 2.8

- Students listen again and write down any new information they learn about the four suspects.

POSSIBLE ANSWERS

Donna: She was watching a sad film. She saw Wilson carry plates into the dining room. She heard the radio from outside. She ran to the library when she heard the shot. She then saw Mrs Clare telephone the police.
Wilson: He carried plates into the dining room. He dropped a plate when he heard the shot. He ran to the library.
Adams: He was outside, repairing the car. He was listening to the radio and singing.
Mrs Clare: She was in the kitchen. She phoned the police from the hall. She was wearing gloves.

Exercise 5a

- Refer students back to their ideas from exercise 3 on the board. Ask them to discuss all the information they have in groups and try to decide who killed John Ross, and why.
- Allow up to five minutes for the discussions. Walk around and monitor. At the end, elicit ideas from each group.

Exercise 5b 2.9 Audio script pT91

- Tell students that Smart Alec knows the killer. Play the recording for students to check their ideas. Were they right? Are they surprised by what Smart Alec reveals?

Vocabulary

Houses

Exercise 6a

- Students work in pairs to compile a list of rooms and things in the house. The pair to collect the most items is the winner.

Exercise 6b

- Ask students to visualize their own homes. Does it have any rooms that are not shown in John Ross's house? Elicit the names of other rooms in a house.

POSSIBLE ANSWERS

bathroom, bedroom, toilet, garage, balcony

Exercise 6c

- For each room mentioned in exercise 6b, students write the names of three objects they might find in each one.
- Collate ideas on the board for students to copy.
- Erase the board afterwards to leave only the ideas from the exercise 3 brainstorm.

Writing and speaking

Exercise 7a

- Students continue working in their groups. They can use their ideas from their discussions in exercise 5a to devise a different outcome for the story (with a different killer and a different line of reasoning).
- Students draw a revised floor plan for the house. Tell them they can change where the people were and what they were doing to suit their story better.

Exercise 7b

- Groups write an interview between Smart Alec and one or more characters. They should write the ending where Smart Alec reveals who committed the murder, and how.
- Groups perform their interviews to the whole class. Have a vote on the best story, and on the best performance.

More practice Workbook pp28–29
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2 a **Look at the picture in exercise 1. Label the rooms and the people.**

b **Where were these things?**

the oil the cup the butler's fingerprints
the potatoes the plate the handkerchief

3 **Work with a partner. What do you think happened to John Ross? Use these expressions.**

I think he … I don't think he … Perhaps he …

Listening

4 a 2.8 **Smart Alec is interviewing Donna. Listen. Which of these things do they mention?**

the armchair some jewels a kitchen knife
plates the handkerchief the window
the back door the telephone the door handle
money gloves cottage pie the radio

b 2.8 **Listen again. Write down any new information about each person.**

Donna: She was watching a sad film.

Wilson:

Adams:

Mrs Clare:

5 a **You have now got all the information. Who killed John Ross? How?**

b 2.9 **Smart Alec knows the killer. Listen and find out if you were right, too.**

Vocabulary

Houses

6 a **Work with a partner. Look at the picture in exercise 1. How many items can you add to the chart?**

rooms in the house	*kitchen, …*
things in the house	*table, …*

b **What rooms are not shown in the picture?**

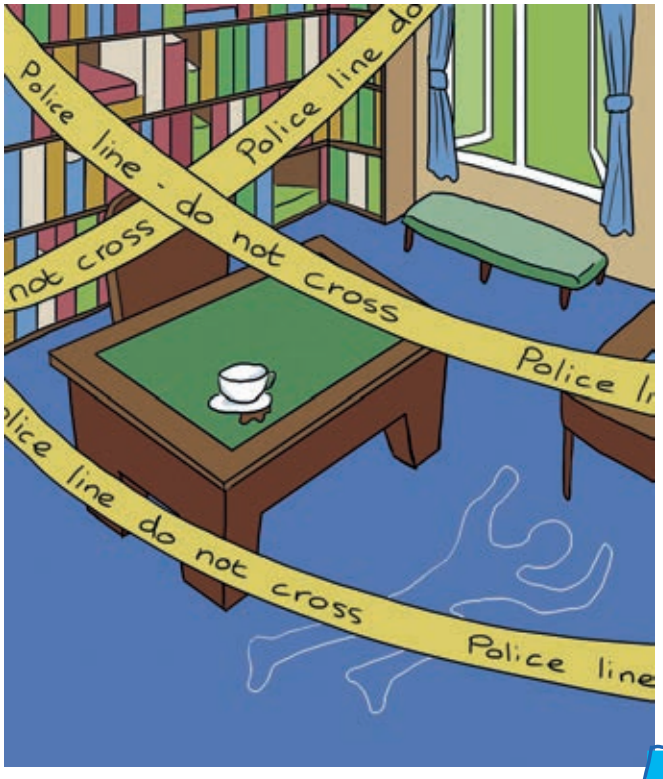
c **Write down three things that you normally find in each room in a house.**

Writing and speaking

7 a **Work in a group. Make a new story about the murder in the library. Choose another character (or characters) to be the murderer. Draw a plan of the house and put the characters in it. Decide:**

- Who did it?
- Why?
- How?
- Where was each person at the time of the murder? What were they doing?

b **Make Smart Alec's interview with one or more of the characters. Then reveal the murderer and explain how they did it.**



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3D Kids

Virtual Soap

1 2.10 **Read and listen to the story. Answer the questions.**

1 What is *Virtual Soap*?
2 Who are these people?

Sophia Harris Matt Daytona Matt Jenkins

Layla Hi, Chloe. It's me, Layla.
Chloe Oh, hi. How are you?
Layla Oh, I'm just having a lazy Sunday morning. Are you doing anything at the moment?
Chloe No, why?
Layla Do you want to come round to my place? I've got a new computer game called *Virtual Soap*.
Chloe That sounds interesting.
Layla Yes, it's great. It's a sort of soap opera – like on TV, but you can change the characters and help to make the stories.

Layla Here it is.
Chloe It looks really cool.
Layla These are the characters in the soap opera. But the best thing is, you can upload your own photo and then you can be one of the characters.
Chloe Wow! So are you going to do that?
Layla Yes, I am. I'm going to be Sophia Harris. She wants to go out with this boy here. He's a new boy in her class.
Chloe Mmm. He looks nice. What's his name?
Layla Matt Daytona.
Chloe Really? Do you like boys called Matt?
Layla What do you mean?
Chloe Well, you were dancing with Matt Jenkins a lot at James's party …

Layla Matt Jenkins? You must be joking! He only talked about one thing all evening.
Chloe What was that?
Layla Himself!
Chloe Yes, that sounds like Matt. What about Dylan, though? Wasn't he a good DJ?
Layla Yes. He was great.

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3D Kids

Virtual Soap

Background information

A soap opera is an ongoing, episodic story on radio or television. The name comes from the time when the first drama series on radio had soap manufacturers as their sponsors. The world's longest-running soap operas are *(The) Guiding Light*, which started on US radio in 1937, switched to television in 1952, then was eventually cancelled in 2009, and *Coronation Street* on British TV, which celebrated its 50th anniversary in 2010, and which is still being broadcast regularly.

Exercise 1 2.10

- With books closed, ask students to think back to the previous episodes of the 'Kids' photostory. Ask: *Who are the 'kids' in the story?* (Chloe, Layla, James and Dylan.) *What happened in the last episode?* (Dylan was the DJ at James's birthday party. He really wanted to dance with Layla, but Layla danced with Matt Jenkins, another of James's friends.) Elicit any further details students remember.
- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Read the two questions together. Elicit the meaning of *virtual* (simulated, not real, often used in reference to computer-based simulations) and *soap opera* (long-running continuous story regularly broadcast on television or radio dealing with the lives and problems of a group of people). Elicit what students think *Virtual Soap* might mean. Tell them to read the story to check their ideas, and to identify the three people mentioned in the box.
- Play the recording for students to read and listen.

ANSWER KEY

1 *Virtual Soap* is a computer game. It's like a soap opera on television, but players can change the characters and help make the story.
2 Sophia Harris will be a *Virtual Soap* character played by Layla. Matt Daytona is another *Virtual Soap* character, who's in Sophia's class. Matt Jenkins is the boy that Layla danced with at James's birthday party.

Optional extra

Write the following adjectives on the board and ask students to say, with books closed, what or who the adjectives refer to in the story: *nice* (Matt Daytona), *good* (Dylan as a DJ), *interesting* (*Virtual Soap*), *lazy* (Sunday afternoon).

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Exercise 2

- Students read the story again, and decide about the statements.
- Ask them to compare answers in pairs before you check with the class. Ask students to quote the passage from the story that supports their decisions.
- Explain, if necessary, that *didn't get the chance* means *didn't have the opportunity*.

ANSWER KEY

1 True.
2 Doesn't say.
3 False. It's a computer game.
4 False. Layla has got the game on her computer.
5 True. She will play the character Sophia Harris.
6 True.
7 False. She really wanted to dance with Dylan.
8 Doesn't say.

Exercise 3

- Read through the questions. You can cover these questions as a teacher-led class discussion, eliciting as many different points of view as you can, and encouraging students to agree or disagree with one another.
- Alternatively, you can put students in groups to discuss the questions then report back to the class with their ideas.

Everyday English

Useful expressions

Exercise 4a

- Ask students for translations of the phrases from the story. Does the students' language have similar expressions for the same ideas, or are they quite different?

Exercise 4b

- Students match 1–6 to the appropriate responses. There may be more than one response for each question or statement.

ANSWER KEY

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

Responses

Exercise 5a

- Students look through the story to find further adjectives for the chart. They then collect four or five more examples.
- Elicit the meaning for each adjective by asking for a sentence to illustrate its meaning. For example: *That cake looks delicious – I'd really like to taste it. The new film looks boring – I think I'll fall asleep.* You may also like to elicit translations.

POSSIBLE ANSWERS

interesting, great, cool, nice

Exercise 5b

- In pairs, students use the statements and responses to make mini-dialogues.
- They then practise their dialogues by taking turns to say 1–8, responding and adding interesting details as in the example. Ask a few volunteers to repeat this in front of the class.

Exercise 6a and 6b

- Students work in pairs – but you may like to get them to change partners. Each pair will play the 'Kids' characters Dylan and James.
- Read the situation and suggestions together and make sure all the students understand what they need to do. Students use the first half of the story as their model to prepare the dialogues. Walk around and monitor their preparation. Allow six to eight minutes for this.
- Ask for some pairs to perform their role play in front of the class. The rest of the class make notes about what James got for his birthday, and what Dylan responds to the invitation and what questions he asks. Ask some of the listeners to report back, and the other students to check and correct their answers as necessary.

Revision idea

As we are half way through the 'Kids' story, it might be a good time to recap the story so far. Start a chain summary around the class, with each student adding one more sentence to re-tell the story. Start yourself by saying: *The 'Kids' story is about a group of friends at school.* Always choose the next student in the chain at random, rather than following the seating order, so every student has to pay attention at all times to prepare themselves for continuing the story. If someone jumps ahead in the plot, say 'Yes, but before that …' and select another student to pick up on the missed point. Make sure all the key story points are recapped.

More practice Workbook pp30–31
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2 **Are the statements true or false, or doesn't it say?**

1 It's Sunday morning.
2 Layla's parents are in the garden.
3 *Virtual Soap* is a television programme.
4 Chloe has got *Virtual Soap* on her computer.
5 Layla is going to upload her own photo into *Virtual Soap*.
6 Sophia Harris and Matt Daytona go to the same school.
7 Layla wanted to dance with Matt Jenkins.
8 Dylan didn't dance with Chloe at the party.

3 **What do you think of Layla's game? Think of your favourite TV soap opera. Which character would you like to be? Why?**

Everyday English

Useful expressions

4 a **How do you say these things in your language?**

- Are you doing anything at the moment?
- Come round to my place.
- a sort of
- Here it is.
- The best thing is …
- She wants to go out with …
- Really?
- What do you mean?
- You must be joking!

b **Match the sentences to the responses.**

1 Are you going out with Emma?	a No, why?
2 Are you doing anything at the moment?	b Sure. Here it is.
3 When do you want to come round to my place?	c Really?
4 Have you got the photo?	d You must be joking!
5 What kind of story is this?	e It's a sort of detective story.
6 I think he likes you.	f Tomorrow after school.

Responses

5 a **Find words in the story to complete the chart. Can you add any more words to the chart?**

He She It That	looks sounds	fantastic. _____. exciting. _____. delicious. _____. boring. terrible. dangerous.

b **Work with a partner. Make dialogues. Use the responses from the table.**

1 We went to New York for our holidays.
- *We went to New York for our holidays.*
- *That sounds exciting.*
- *Yes, it was wonderful! We had a great time.*

2 We had four exams today.
3 This is my new jacket.
4 Here's a photo of my cousin.
5 We're going skiing next week.
6 I was ill last week. I was in bed for five days.
7 Here's the pizza.
8 Here's a postcard from Sam. He's in Cyprus.

6 a **Work with a partner. Make a dialogue between Dylan and James.**

James Think of something new that you got for your birthday. Invite Dylan to come round and see it.

Dylan Accept the invitation. Ask questions about the thing that James shows you.

Here are some possible things to talk about:
- a computer game or program
- a smartphone app
- a music album that you've bought or downloaded
- a DVD
- a gadget, such as a smartphone or a model car / plane / boat
- some sports equipment

b **Act the dialogue. Use the first half of the story as a model.**

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3 Culture

1 a 2.11 **Read and listen to the text and look at the map. Match the names, dates and cities to the correct country: Scotland, Wales or Ireland.**

James | Edward | Elizabeth | the 1920s | 1603 | the 13th century | Cardiff | Belfast | Edinburgh | Dublin

b What happened on the dates?

BRITAIN

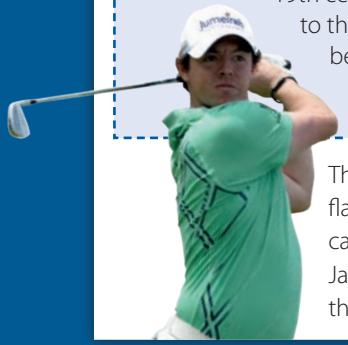
There are several names for Britain: Britain, Great Britain, the United Kingdom, the UK. The official name is the United Kingdom of Great Britain and Northern Ireland. A lot of people call the country 'England', but this is not correct. England is only one part of the UK. However, it is the largest part. There are four 'countries' in the UK: England, Scotland, Wales and Northern Ireland.

London is the capital of the UK, as well as of England, but all the other countries have their own smaller capital cities, too.

SCOTLAND: Until 1603, Scotland and England were separate countries and there were often wars between them. In that year, however, the English queen, Elizabeth I, died. She had no children, so her cousin, James, the king of Scotland, became king of England, too. That's why it's called the United Kingdom.

WALES: The English king, Edward I, conquered Wales in the 13th century. Since then, the eldest son of the monarch is always the Prince of Wales. Many people in Wales, especially in the north, speak Welsh as their first language. All children must learn Welsh at school and all signs must be in Welsh and English.

IRELAND: Elizabeth I's armies conquered Ireland in the 16th century, but there were always problems in Ireland. In the 19th century, thousands of people emigrated to the USA. Finally, in the 1920s, the south became an independent country (the Republic of Ireland), but Northern Ireland is still part of the UK.



This is the British flag. People often call it the Union Jack. It's really three flags in one.

2 2.12 **Listen to David, Molly and Colin. Find this information.**

1 Which part of the UK is each person from?
2 Which person talks about these things? What do they say about them?
   a language
   b trouble
   c money
3 What does each person say about sport?

3 Write about your country.

1 What are the main parts?
2 When and how was the present country formed?
3 What is your country famous for?

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3 Culture

Britain

Culture 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.

Background information

The United Kingdom has a population of about 60 million, and it covers a land area of 243 thousand square kilometres. It is one of the most developed countries in the world, ranked in the top 10 for economic output (measured in GDP). The capital is London (population: city 8 million, metropolitan area 13 million), and the currency is the pound sterling.

The United Kingdom is a member of the European Union. It has only got one land border with another European sovereign state: the border between Northern Ireland and the independent Republic of Ireland. Apart from this land border the UK is surrounded by the Atlantic Ocean, the Irish Sea, the North Sea and the English Channel.

Exercise 1a 2.11

- Elicit what students already know about Britain. Tell them they are going to read a text to find out more.
- Look through the list of people, dates and cities and ask students to try and match them to the countries. Don't confirm their ideas at this point.
- Ask students to look at the map and find the names of the four cities, and say which country they can be found in.
- Play the recording for students to read and listen. In stronger classes, they can do the task individually. In weaker classes, allow them to do it in pairs.

ANSWER KEY

Scotland: James, 1603, Edinburgh
Wales: Edward, the 13th century, Cardiff
Ireland: Elizabeth, the 1920s, Dublin and Belfast

Exercise 1b

- Elicit the historical events for each of the dates.

ANSWER KEY

the 1920s: The south of Ireland became an independent country.
1603: The English queen, Elizabeth I, died, and the king of Scotland, James, became the king of both countries – and the United Kingdom was born.
the 13th century: The English king, Edward I, conquered Wales.

CULTURE NOTE The official flag of the United Kingdom is the Union Jack. It combines the flags of England, Scotland and Northern Ireland. All three of these flags bear the cross of each country's patron saint. A *patron saint* is a Christian saint believed to be the protector of a particular place or a group of people, for example, a nation. St George, the patron saint of England, has a straight cross in the middle of the flag, while the flags of St Andrew, the patron saint of Scotland, and St Patrick, the patron saint of (Northern) Ireland, bear a diagonal cross. (St Patrick is not only the patron saint of Northern Ireland, but the whole of Ireland, including the Republic of Ireland.) The flag of Wales is not part of the Union Jack. It shows a red dragon on a horizontal field of white and green.

Exercise 2 2.12 Audio script pT92

- Tell students they are going to hear three young people talk about their own countries in the United Kingdom. For each person, they should record the answer to the questions.
- Read the questions together and check comprehension.
- Play the recording twice, pausing after each monologue during the first listening, to allow students to write their answers.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 David: Wales, Molly: Scotland, Colin: Northern Ireland.
2 a David: Welsh is not an easy language
b Colin: there was a lot of trouble here in the 1970s, a lot of people died in the troubles
c Molly: Scotland has its own money
3 David: their favourite sport is rugby; Molly: Scotland have their own football league; Colin: some of the best golfers in the world come from Northern Ireland.

Exercise 3

- Read the questions together.
- Students write a short paragraph about their own country, using the questions as a guide and the paragraphs of the Britain text as a model. You may like to set this task as homework.
- Have a few volunteers read out their paragraphs to the class. Ask the rest of the class to check and confirm the facts.

More practice Teacher's Resources Unit 3

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English Across the Curriculum 3

Geography: time zones

Exercise 1 2.13

- Recall what students learnt about time zones in lesson A.
- Read the questions and check comprehension. Elicit any information students might already know on the subject. Write the most important points on the board. Tell students they will read a text to find out more and to check their ideas.
- Play the recording for students to read and listen. Remind them to focus on the key information only and not worry about understanding every word. You may need to elicit or pre-teach *rotate*, *axis*, *local*, *position* and *standard*.
- Allow students to discuss their answers in pairs or small groups before you check with the class.

ANSWER KEY

1 Because the Earth rotates, and it takes 24 hours to turn.
2 In 1884.
3 Because people told the time by the local position of the sun.
4 24.
5 At Greenwich in London.
6 Nine.
7 By crossing the International Date Line (east to west).

Exercise 2

- Read the questions together. Clarify that we use *rising* for the sun going up in the morning, and *setting* for the sun going down in the afternoon.
- Elicit the answers with the whole class.

ANSWER KEY

1 **a** Rising.
b In the evening.
2 Into tomorrow.

Exercise 3

- Students work out the times and complete the chart. Remind them to convert times into the 12-hour clock, and use am and pm to show the parts of the day.

ANSWER KEY

Montreal: 3 am.
Beijing: 4 pm.
Moscow: 12 pm.
Rio de Janeiro: 5 am.
Sydney: 7 pm.

Exercise 4 2.14 Audio script pT92

- Read the instructions together. Check comprehension by asking: *Where is Samoa?* (In the Pacific Ocean.) Ask students to point to the area on the map. Elicit anything they might know about the country. (For example: it's a group of islands.)
- Get students to predict the information they are going to hear. Ask: *What's near Samoa?* (The International Date Line.) Elicit any plausible suggestions for what happened in Samoa.
- Play the recording for students to listen and check their ideas and answer the questions.

ANSWER KEY

1 Samoa decided to move from east of the IDL to west of the IDL.
2 At midnight on 29 December, 2011.
3 They wanted to be on the same date as Australia and New Zealand, the countries most of their trade was with, to help businesses work together.
4 Many people were happy because they got paid for 30 December without working that day. People with their birthday on 30 December were unhappy because they missed a birthday.

Optional extra

Discuss the role of time zones in the life of students' own country / countries. Which time zone are they in? Which countries do they have strong connections with? Are they in the same time zone? Would it be a good idea to be in the same time zone?

Introduce the idea of Daylight Saving Time (when clocks are moved one hour ahead at the end of the spring, then moved back one hour in the middle of autumn – to provide more daylight, and therefore save energy, an hour longer during working hours). Elicit students' views on DST: Is it a good idea? Why / Why not? What are the advantages / disadvantages? If it was up to them, would they keep (or introduce) DST or not?

More practice Teacher's Resources Unit 3

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Geography: time zones

1 2.13 **Read and listen to the text. Answer the questions.**

1 Why is the time different around the world?
2 When did the system of time zones start?
3 Why didn't we have them before?
4 How many time zones are there?
5 Where is the Prime Meridian?
6 How many time zones are there in Russia?
7 How can you travel from today into yesterday?

2 **Answer the questions.**

1 It's 12 noon in Greenwich.
   a Is the sun rising or setting in New York?
   b Is it nine o'clock in the morning or in the evening in Japan?
2 If you cross the International Date Line from west to east, do you go into yesterday or tomorrow?

3 **Look at the chart. Then write the time in each place when it's 8 am in London.**

City, country	Time difference	Time
London, UK	0 hours	
Montreal, Canada	– 5 hours	
Beijing, China	+ 8 hours	
Moscow, Russia	+ 4 hours	
Rio de Janeiro, Brazil	– 3 hours	
Sydney, Australia	+11 hours	

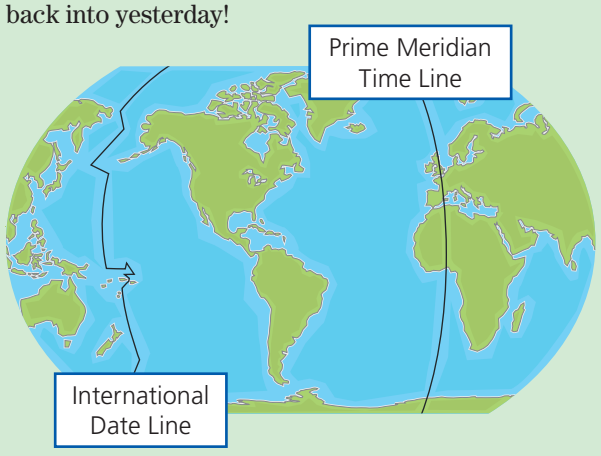
THE EARTH rotates on its axis. It takes 24 hours to turn. This means that the time isn't the same in different parts of the world.

Until the 19th century, towns in the same country often had different times. This was because people told the time by the local position of the sun. It didn't matter, because people didn't travel very much and they travelled very slowly. However, all that changed when railways arrived. People could now travel quickly from town to town, so they needed a standard time. In 1884, countries agreed to an international time system with 24 zones.

The time zones start from the Prime Meridian at Greenwich in London. In all places east of Greenwich, the day starts earlier. In all places west of Greenwich, the day starts later.

Most countries are in one time zone, but some large countries have more than one. There are five time zones in the USA (excluding Hawaii). So when it's 9 am in New York, it's only 6 am in Los Angeles. Australia has three time zones and Russia has nine!

The system of time zones starts in Greenwich. On the other side of the world is the International Date Line. When you cross this line, you don't just change hours, you change days. So you can travel from today back into yesterday!



4 2.14 **Listen. You will hear something about the small country of Samoa in the Pacific Ocean. Find this information.**

1 What did Samoa do?
2 When did they do it?
3 Why did they do it?
4 Why were people happy or unhappy about it?

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3 Revision

Grammar

1 a **Complete the article. Put the verbs in brackets into the past simple or continuous.**

YOUNG LIFESAVERS

These two young people both saved someone's life in an accident.

Mark Taylor, 13, London

Last November, Mark was on holiday in Scotland with his father. 'One day we [1]_____ (climb) a mountain,' said Mark, 'when a rock [2]_____ (fall) on my father's foot.' They [3]_____ (have) a mobile phone, but his father [4]_____ (drop) it down a deep hole in the rocks when the accident [5]_____ (happen). Mark [6]_____ (run) five miles to get help. When he [7]_____ (find) a telephone, he [8]_____ (dial) 999. Fifteen minutes later, a helicopter [9]_____ (arrive) and it [10]_____ (take) Mark's father to hospital.

Jackie Wolfe, 15, Manchester

One day last year, Jackie [11]_____ (travel) in a taxi with her grandmother and another old lady. The taxi [12]_____ (take) them to the hospital. Suddenly, as they [13]_____ (go) along a very busy road, the driver [14]_____ (have) a heart attack. Luckily, Jackie [15]_____ (sit) behind the driver. She quickly [16]_____ (grab) the steering wheel and then [17]_____ (stop) the taxi.

b 2.15 **Now listen and correct the information in the texts.**

Vocabulary

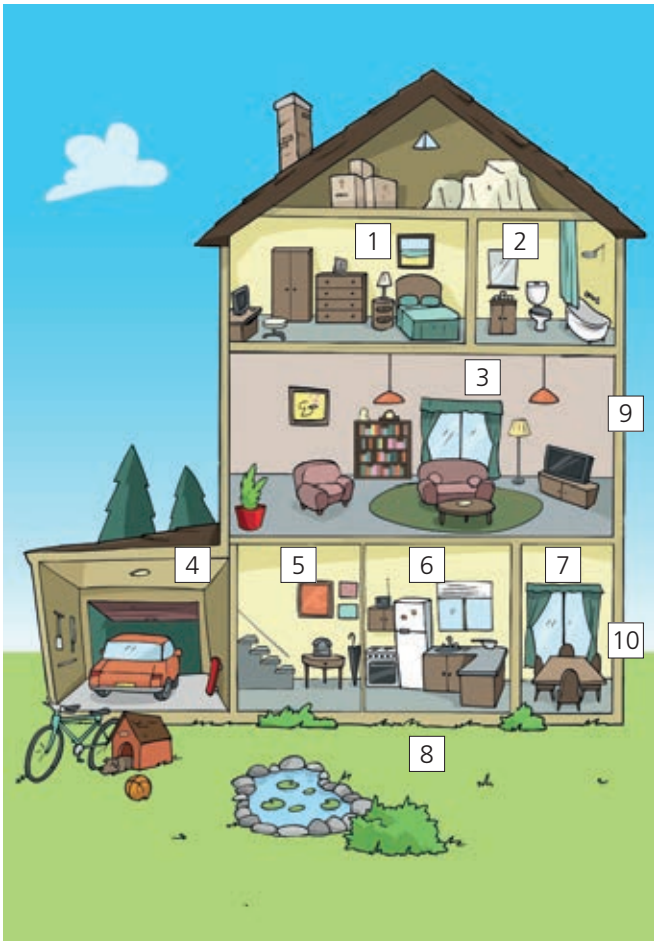
2 a **Write a sentence for each of these verbs.**

put on cross drop peel repair
brush send throw pick up

b **What words go with these verbs? How many can you think of for each verb?**

clean have make take

3 a **Label the parts of the house.**



b **Name two things in each of parts 1–8 in the picture.**

Listening

4 a 2.16 **A detective is interviewing some people. Listen and complete the chart.**

Name	Where?	What / doing?
Otto		
Petra		
Mr Shine		
Frank		
Mrs Pearl		

b **Who do you think is lying?**

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3 Revision

Grammar

Exercise 1a

- Read the title and introductory sentence and check comprehension of the subject. Elicit the meaning of *save someone's life* and *accident*.
- Students read the article about two young heroes, and complete the gaps with the correct verbs.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 were climbing **2** fell **3** had **4** dropped **5** happened **6** ran **7** found **8** dialled **9** arrived **10** took **11** was travelling **12** was taking **13** were going **14** had **15** was sitting **16** grabbed **17** stopped

Exercise 1b 2.15 Audio script pT92

- Explain that some of the details in the stories were wrong, so students will now have to listen to a recording and correct any mistakes.
- Play the recording twice for students to find and correct the errors. You may like to tell students there are three errors in each story.

ANSWER KEY

The rock fell on Mark's father's leg, not on his foot.
Mark ran six miles, not five.
The helicopter arrived twenty, not fifteen, minutes later.
Jackie was travelling with her aunt and her cousin, not with her grandmother and another old lady.
They were going around a corner, not going along a very busy road, when the driver had a heart attack.
Jackie was sitting next to the driver, not behind him.

Vocabulary

Exercise 2a

- Look through the list of verbs in the box. Remind students that each verb appeared earlier in Unit 3. Elicit their meaning by asking for a translation.
- Students write a sentence with each word. You may like to set this task as homework.

Exercise 2b

- Students look at the verbs, then write all the collocations they can think of.
- Do the activity as a competition. Set a time limit of three minutes. The student with the most correct collocations wins. Write up the correct answers on the board for students to copy.

Optional extra

Ask students to use all the collocations, or six to eight of the collocations if there are too many, to write sentences or a connected paragraph as homework for extra credit. Ask a few volunteers to read out their texts or sentences in class.

Exercise 3a

- Students look at the picture and label parts of the house. Remind them to label each room shown, as well as 'upstairs' and 'downstairs'.

ANSWER KEY

1 bedroom **2** bathroom **3** living room **4** garage **5** hall **6** kitchen **7** dining room **8** garden **9** upstairs **10** downstairs

Exercise 3b

- Students look at the picture again, and write the names of two things they can see in each of 1–8.
- Students compare answers in groups and correct each other's mistakes.

Listening

Exercise 4a 2.16 Audio script pT92

- Explain the situation: somebody committed another murder. A detective is interviewing five suspects.
- Students copy the chart in their exercise books, leaving plenty of space for their notes. As they listen, they write all relevant information about the crime.

ANSWER KEY

Name	Where?	What / doing?
Otto	in the library	writing an e-mail to a friend in Canada
Petra	in the living room	watching *The Simpsons* on TV
Mr Shine	in the kitchen	making a cheese and tomato sandwich
Frank	in the garden	reading a film magazine
Mrs Pearl	in the hall	looking for an umbrella

Exercise 4b

- Ask students to evaluate the information they have and speculate on which suspect may be lying. Elicit any plausible ideas. Who can guess the criminal correctly?

POSSIBLE ANSWER

Frank is probably lying. It was raining, so he probably wasn't reading a magazine in the garden outside.

More practice Workbook pp32–33

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Your Project 3

Develop your writing

but and *however*

Exercise 1a

- Students read the information in the box. Elicit that the words both express contrast, but are used in different ways.

Exercise 1b

- Students join the sentences in both ways.

ANSWER KEY

1 London is the capital of the UK, but the other …
London is the capital of the UK. However, the other …
2 Most people in Wales speak English, but a lot …
Most people in Wales speak English. However, a lot …
3 The Republic of Ireland is an independent country, but …
The Republic of Ireland is an independent country. However,
4 In 1707, Scotland lost its parliament, but in 1999 …
In 1707, Scotland lost its parliament. However, in 1999 …
5 Most countries are in one time zone, but some …
Most countries are in one time zone. However, some …
6 It's midday in New York, but it's only nine o'clock …
It's midday in New York. However, it's only nine o'clock …

Project task

Exercise 2

- Read the instructions together. Make sure students understand the project can be about any country.
- Students make their projects individually as homework, but you can do the initial brainstorming as a whole class.
- Remind students that they are free to choose whatever format they prefer: a poster, a brochure, an illustrated text, a web page or even a recorded video.

Preparation

1 Ask students which country they are going to choose and why. Ask them to think about where and how they are going to collect all the necessary information.
2 Brainstorm ideas about the kind of information and pictures they might want to include. Refer them to the text about Britain on p40 and the prompts in step 2 for ideas, but tell them they can write about anything they find interesting.
3 Brainstorm ideas about sources for maps and photos, and the types of pictures that they might want to include.

Presentation and follow-up

- Set aside a lesson for the project presentations. Give each student five minutes to present their project.
- Have the class vote on the best project.
- Discuss which countries students found the most interesting, and if they have learnt anything surprising.

Song

Daydream Believer

Background information

Daydream Believer is a song written by John Stewart. It was a hit for The Monkees in 1967.

Exercise 1a 2.17

- Pre-teach the meaning of *daydream* and *believer*. Elicit ideas from the students what the song may be about.
- Explain that the lines of the song have been jumbled up.
- Ask students to read the lines silently and try to decide which lines might go together. Tell them to think about rhymes as well as the logical sense of the lines.
- Play the song. Students listen and number the lines.
- Students compare their answer in pairs.

ANSWER KEY

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

Exercise 1b 2.17

- Play the song again for students to check.

CULTURE NOTE Homecoming queen refers to the American high-school tradition of annual Homecoming parties where students elect one of the outstanding senior (final-year) students as the Homecoming queen or king – often the most popular girl or boy at school.

Exercise 2a

- Elicit or pre-teach the meaning of *shaving*, *razor*, *sting*, *hide*, *'neath* (for *beneath*), *wings*, *wipe*, *bluebird*, *rise*, *cheer up*, *knight*, *steed* (for *horse*).
- Students read the lyrics again, and find out who does the actions in the song.

ANSWER KEY

The bluebird sings. The alarm rings. The singer rises.
The razor stings.

Exercise 2b

- Discuss the interpretation of the second verse with the class. Which alternative offers the best summary?

ANSWER KEY

They don't need a lot of money to be happy together.

More practice Teacher's Resources Unit 3

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Your Project 3

Develop your writing

but and *however*

1 a **Read about connecting sentences.**

Look at these two sentences.
- A lot of people call the country England.
- This is not correct.

We can connect them in two ways.
Notice the difference in punctuation.

1 A lot of people call the country England, but this is not correct.
2 A lot of people call the country England. However, this is not correct.

b **Join the pairs of sentences with *but* and *however*.**

1 London is the capital of the UK. The other countries have their own capital, too.
2 Most people in Wales speak English. A lot speak Welsh, too.
3 The Republic of Ireland is an independent country. Northern Ireland is part of the UK.
4 In 1707, Scotland lost its parliament. In 1999, it got its own parliament again.
5 Most countries are in one time zone. Some large countries have several time zones.
6 It's midday in New York. It's only nine o'clock in California.

Project task

2 Make a project about a country.

1 Choose a country. Find some information about it. Use an atlas, the Internet, travel agencies and the country's embassy.
2 Write a few paragraphs about the country.
   - Where is it?
   - What is the country famous for?
   - Give some examples of the food, music and culture of the country.
3 Illustrate your text with a map and pictures.

Song

1 a 2.17 **Listen to the song. Put the lines of the verses in the correct order.**

b 2.17 **Listen again and check.**

2 a **In Verse 1, who or what does these things?**

sings	rings	rises	stings

b **What is the meaning of the second verse? Choose the correct words to complete the sentence.**

They *need* / *don't need* a lot of money to be happy together.

Daydream Believer

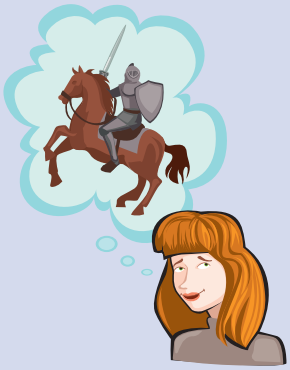
Verse 1

a ☐ The six o'clock alarm would never ring
b ☐ The shaving razor's cold, and it stings
c ☐ Oh, I could hide 'neath the wings
d ☐ Wipe the sleep out of my eyes
e ☐ Of the bluebird as she sings
f ☐ But it rings and I rise,

Chorus

Cheer up, sleepy Jean, oh what can it mean
To a daydream believer and a Homecoming queen?

Verse 2



a ☐ Without dollar one to spend
b ☐ As a white knight on his steed
c ☐ But how much, baby, do we really need?
d ☐ Now you know how happy I can be
e ☐ You once thought of me
f ☐ Oh, and our good times start and end

Chorus

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4 Cities

4A Our trip to London

Comprehension

1 a **Look at the photographs from Layla's holiday in London. Do you know any of the places?**

b 2.18 **Read and listen. What does Layla want to do next time? Why?**

www.myblog.com

search

home about contact

12th September

In our half-term holiday, I went to London with my parents. We were there for three days. On the first day, we went on a sightseeing tour. I wanted to go shopping in Oxford Street, but Dad said, 'You can go shopping when you're at home.' Huh, parents!

1

This is Buckingham Palace. The Queen lives here, but she isn't here all the time. When the Queen isn't there, the flag on the top of the palace is the Union Jack. But when the Queen is there, you will see the Queen's own flag on the flag pole.

2

In this photo you can see the Houses of Parliament and Big Ben. It's the most famous clock in Britain, but Big Ben is really the name of the bell inside the tower.
We saw lots of interesting places on our tour, but at the end of the day my feet were really sore.

3

On the second day, we took the Underground to the Olympic Park. The Olympics were in London in 2012. The stadium and the other buildings are amazing. This is the Velodrome. It's for cycling.
In the afternoon, we went on a boat trip along the River Thames. There are lots of interesting things next to the river.

4

The London Eye is the biggest wheel of its kind in the world. It takes 30 minutes to go round, and you can see all of London's famous sights from the top. At New Year, there's a big firework display here. Thousands of people come to watch it. It's on TV, too.

5

And this is the Tower of London. It's the oldest building in London. A lot of people lost their heads here. Next to the Tower is Tower Bridge, over the river Thames. In the evening, we went to see *Billy Elliot* at the Victoria Palace Theatre. What a day!

6

On the last day, we went to the Natural History Museum in the morning, and we saw the dinosaurs there. After that, we had lunch in Hyde Park and then we came home. It was a great trip, but we never got to the shops.
Ah well, maybe next time!

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4 Cities

Unit overview
Grammar: definite and indefinite articles: *the* and *a / an*
Vocabulary: places in a city; *-body*, *-thing*; useful expressions
Skills: Reading: matching, following a map, reading a story (*The Tailor of Swaffham*), ordering pictures; Listening: in a tourist office, multiple matching; Speaking: planning a day out, asking for / giving directions, re-telling a story, describing a dream, talking about future arrangements
Culture: The Big Apple The Culture page can be studied at any point in the unit after Lesson A.
English Across the Curriculum: History: the plague The English Across the Curriculum page can be studied at the end of the unit.
Your Project: Develop your writing: using pronouns and possessive adjectives; a city
Song: *Last Train to London*

4A Our trip to London

Comprehension

Exercise 1a

- Bring in some photos of your last (or most memorable) holiday, showing various places. Say a few words about each photo, describing the place they show and answer questions from the students. Don't spend more than a couple of minutes on this lead-in.
- Ask students where they last went on holiday. Did they like it?
- Explain that they are going to read a blog post about Layla's holiday in London.
- Focus on Layla's pictures. Can students recognize any of the places they show? Elicit any information students already know about the six places, then tell students they will read to find out more.

CULTURE NOTE Most schools in England and Wales have three terms every year. Each term is divided by a one-week break called the half-term holiday. The Autumn and Spring terms and the Spring and Summer terms in most schools are separated by two-week holidays, while there is a longer, six- to eight-week summer holiday at the end of the whole school year.

Exercise 1b 2.18

- Read the question together.
- Elicit or pre-teach: *sightseeing*, *all the time*, *flag pole*, *bell*, *tower*, *sore*, *stadium*, *wheel*, *firework display*, *natural history*.
- Play the recording for students to read and listen, and find the answer to the question.

ANSWER KEY

Layla wants to go shopping next time because they didn't get the chance to go on this trip.

Optional extra

As an alternative to pre-teaching the new vocabulary for the text, you can ask students to read the blog first, then work out the meaning of as many words from the list above as they can, using clues in the context. They could do this activity in pairs. It is worth starting the development of the students' skills to infer meaning, as students will have to start acquiring lexis on their own without the teacher's support in order to succeed as language learners.

Exercise 2

- Students read the blog post again, and match the things and places.
- Ask them to compare answers in pairs before you check with the class.

ANSWER KEY

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

Optional extra

In exercise 2, ask students to use their own words to explain the connection between the things and the places.

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Exercise 2

See page T44.

Vocabulary

Places in a city

Exercise 3a

- Students look at the words and pictures and scan the text again quickly to mark the ones Layla mentions.
- You may like to quickly drill the pronunciation of each word, including those Layla doesn't mention.

ANSWER KEY

Layla mentions a clock, a bridge, a stadium, a palace, a river, a tower, a theatre, a museum and a park.

Optional extra

Ask students to say which things in exercise 3a are found in the capital city of their country or their town. Write *There is / are … It's / They're called …* on the board to help them.

Exercise 3b

- Elicit ideas of other city features. Write suggestions on the board for students to copy. Provide them with dictionaries if necessary.

Grammar

The definite article: *the*

Exercise 4a

- Students scan the text to find the words in the box. Ask some students to read out the sentences with the words.

ANSWER KEY

It's the oldest building in London. The London Eye is the biggest wheel of its kind in the world. On the first day, we went on a sightseeing tour. On the second day, we took the Underground to the Olympic Park. On the last day, we went to the Natural History Museum in the morning …

Exercise 4b

- Students answer the question. Elicit that we always use the definite article with superlatives and with ordinal numbers.

the with place names

Exercise 5a

- Students find examples for specific places Layla mentions.

ANSWER KEY

a bridge: Tower Bridge; a stadium: the Velodrome; a palace: Buckingham Palace; a river: the River Thames; a tower: the Tower of London; a theatre: the Victoria Palace Theatre; a museum: the Natural History Museum; a park: Hyde Park

Exercise 5b

- Students answer the question.

Exercise 5c

- Students complete the names. Elicit that with place names containing *of*, we must use the definite article.

ANSWER KEY

1 the Tower of London 2 the Houses of Parliament

Exercise 6a

- Students complete the text, then compare answers in pairs.

Exercise 6b 2.19

- Play the recording for students to listen and check.

ANSWER KEY

1 – 2 the 3 the 4 – 5 the 6 the 7 – 8 the 9 the 10 the 11 the

Listening and writing

Exercise 7a 2.20 Audio script pT93

- Read the instructions and the list of activities together.
- Play the recording for students to listen and mark the activities people want to do in each dialogue. Play it again for students to listen for the people's reasons.

ANSWER KEY

1 Visit a museum because the weather isn't good.
2 Go on a sightseeing tour because they've only got one day, so they want to see lots of places.

Exercise 7b 2.20

- Read the questions together and check comprehension.
- Play the recording for students to find the answers. Elicit ideas and ask the class to check and correct answers as necessary.

ANSWER KEY

1 Visit the Natural History Museum and the Science Museum on the same day because both the girl and the boy will get to see what they want; both museums are free.
2 Go on a boat trip on the River Thames because they can see all the places along the river, and the man likes boats; £8 per person.

Exercise 8a

- In groups, students make a plan for a day in London. They should choose three different activities or places to visit and make notes of their ideas in their exercise books.

Exercise 8b

- Using their notes, groups make dialogues between tourists and an adviser at the tourist office. Monitor as they practise. Each group performs in front of the class, and the rest make notes of the tourists' plans and how much they are paying for their activities.

More practice Workbook pp34–35
Teacher's Resources Unit 4

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2 **Read the text in exercise 1 again. Match the things to the places.**

1	Tower Bridge	a	Hyde Park
2	The Velodrome	b	the London Eye
3	lunch	c	the River Thames
4	fireworks	d	the Houses of Parliament
5	Big Ben	e	the Victoria Palace Theatre
6	the Queen	f	Oxford Street
7	dinosaurs	g	Buckingham Palace
8	*Billy Elliot*	h	the Natural History Museum
9	shops	i	the Olympic Park

Vocabulary

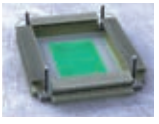
Places in a city

3 **a** **Which of these things does Layla mention?**

a fountain

a clock

a bridge

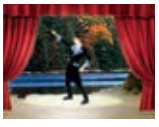

a stadium

a statue

a palace

a river

a tower


a theatre

a square

a museum

a park

b **What other things can you see in a city?**

Grammar

The definite article: *the*

4 **a** **Find the sentences with these words in the text.**

oldest biggest first second last

b **Do we need *the* with these words?**

the with place names

5 **a** **Find examples in the text of the places in exercise 3a that Layla mentions.**

a clock – Big Ben

b **Do the names of the places take *the*?**

c **Complete these names from the text. Do we need *the* when the name contains *of*?**

1 _____ Tower _____ London
2 _____ Houses _____ Parliament

6 **a** **Put in *the* where necessary.**

We stayed in a hotel near [1]_____ Hyde Park. I think it's [2]_____ tallest hotel in London. We were on [3]_____ fifteenth floor, so we could see lots of famous places, like [4]_____ Buckingham Palace and [5]_____ Houses of Parliament. We couldn't see [6]_____ Tower of London or [7]_____ Tower Bridge, because they were too far away, but we saw them when we went on a boat trip along [8]_____ River Thames. I think [9]_____ best part of our trip was a visit to [10]_____ Dominion Theatre to see *We Will Rock You*, but I also enjoyed our visit to [11]_____ British Museum to see the mummies from Egypt.

b 2.19 **Listen and check.**

Listening and writing

7 **a** 2.20 **Listen to two dialogues in a tourist office. Which of these things do the people want to do? Why?**

• go shopping • go on a sightseeing tour • eat
• visit the Olympic Park • see a show • visit a museum

1

2

b 2.20 **Listen again. What do they decide to do? Why? How much is it going to cost?**

8 **a** **Work in a group. Decide what you want to do for a day in London. Put your ideas in a chart like this:**

	What?	Where?	Cost?
morning			
afternoon			
evening			

b **Make a dialogue at the tourist office.**

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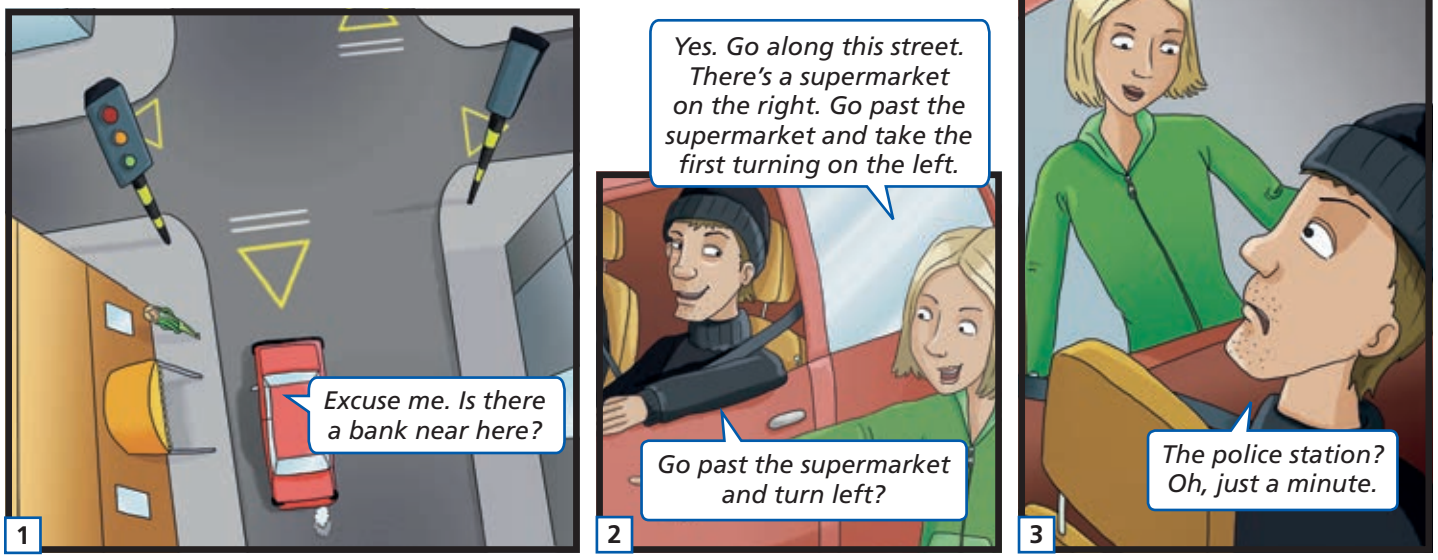
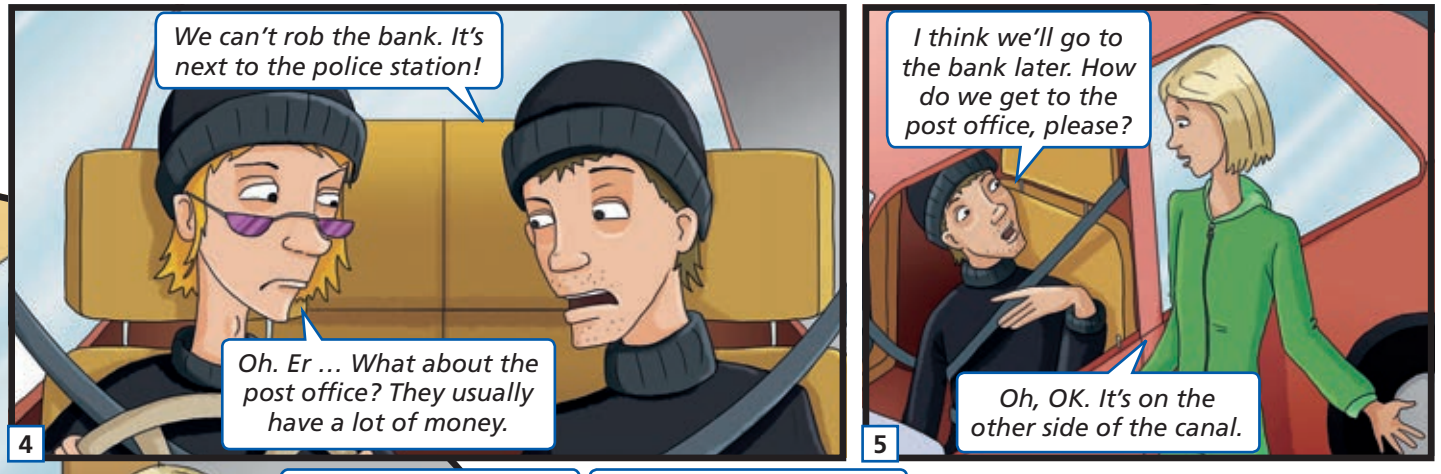
4B Sweet Sue and the bank robbers

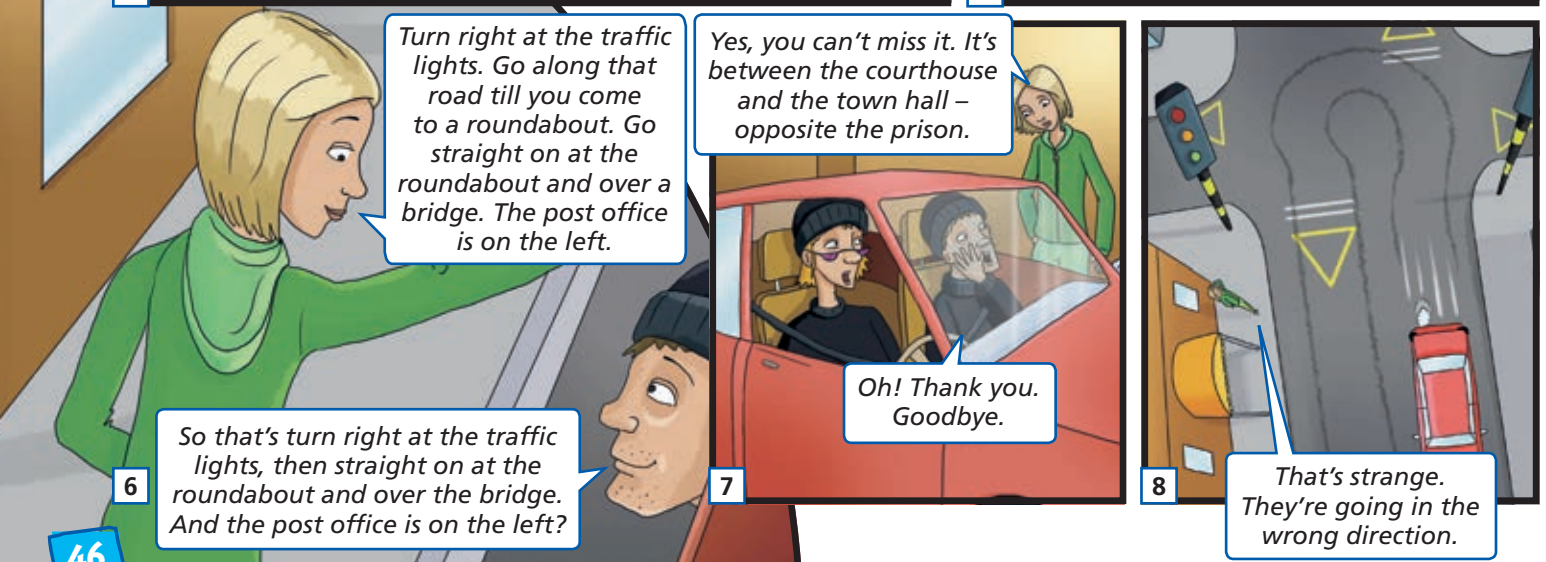
Comprehension

1 2.21 **Read and listen to the story. Answer the questions.**

1 Where do the men want to go? Why?
2 Why don't they go there?







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4B Sweet Sue and the bank robbers

Comprehension

Exercise 1 2.21

- Ask students to look at the pictures without reading the story and describe what they see. Prompt them by asking: *Who's in the pictures? What is she doing? Who is she talking to? What do you think they're talking about?* Write suggestions on the board.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Play the recording for students to read and listen and confirm their ideas. Ask students to compare what they heard with their ideas on the board.
- Read the two questions together and check comprehension.
- Play the recording again for students to listen and find the answers to the questions.

ANSWER KEY

1 The men want to go to the bank, then to the post office. They want to rob them.
2 They find out that the bank is next to the police station, and the post office is next to the courthouse and opposite the prison. It's too dangerous.

Optional extra

Write the following items on the board, or write and photocopy them on a worksheet, and ask students to match them to make compound nouns.

1 post	a station
2 police	b about
3 super	c lights
4 court	d house
5 town	e office
6 traffic	f hall
7 round	g market

ANSWER KEY

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

Optional extra

Ask students to read the directions Sue gives to the bank and to the post office carefully, and decide if the following statements are true or false.

1 The supermarket is further away than the bank.
2 The supermarket is on the left side of the street.
3 The bank is on a corner.
4 If you turn right at the traffic lights, you get to a roundabout.
5 The roundabout is before the canal.
6 The post office is opposite the town hall.

Ask students to correct the false statements with information from the text.

ANSWER KEY

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

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Exercise 2

- Students read the story again, and follow Sue's directions on their maps to find the bank and the post office.
- Ask students to point to the two places when you check answers.

Grammar

Definite and indefinite articles: *the*, *a* / *an*

Exercise 3a

- Read the rule together.
- Students scan the story for examples of both types of article.

ANSWER KEY

a bank, a supermarket, a minute, a lot of money,
a roundabout, a bridge
the supermarket, the first turning, the left, the right,
the corner, the police station, the bank, the post office,
the other side, the canal, the traffic lights, the roundabout,
the bridge, the courthouse, the town hall, the prison,
the wrong direction

Exercise 3b

- Students complete the sentences.
- Elicit the rule. Also explain that we use *a* when the word begins with a consonant sound, and *an* when it begins with a vowel sound.

ANSWER KEY

1 a 2 the
We use *a* / *an* when we mention something for the first time.
We use *the* when we mention it again.

Exercise 3c

- Students look at the example and complete the rule about using *the*.

Exercise 3d

- Students scan the text for examples of *There's* … and *Is there …?*
- Elicit the rule: with any form of *There's* … we use the indefinite article *a* / *an*.

ANSWER KEY

There's a supermarket on the right.
There's a bank on the right.
Is there a bank near here?

Exercise 4a

- Students look at the dialogues and complete them individually. Ask them to compare answers in pairs.

Exercise 4b 2.22

- Play the recording for students to listen and check their answers in exercise 4a.

ANSWER KEY

1 a 2 a 3 the 4 the 5 the 6 a 7 the 8 a 9 a
10 the 11 the 12 the 13 the 14 a 15 the 16 the
17 a 18 the 19 the 20 the 21 a

Exercise 4c

- In pairs, students practise the two dialogues, taking turns to play the roles of the person asking for and the one giving the directions.

Speaking

Exercise 5

- Students switch partners, and continue in new pairs.
- Read the instructions together. Ask students to find the six places mentioned in the box on the map.
- Pairs take turns to ask for and to give directions, using the map as their reference. Walk around and monitor the correct use of articles as well as the expressions for directions.
- Get a few pairs to repeat their dialogues in front of the class.

Revision idea

Bring into class a map of the students' own town, or the immediate neighbourhood around the school. Photocopy the map, so each pair of students can have one. In pairs, students make dialogues asking for and giving directions after you give them a starting point and a destination (for example: *You're outside the school, and you want to go to the railway station.*) for each round. Do a couple of rounds each way, so every student gets a chance to practise both asking for and giving directions.

More practice Workbook pp36–37
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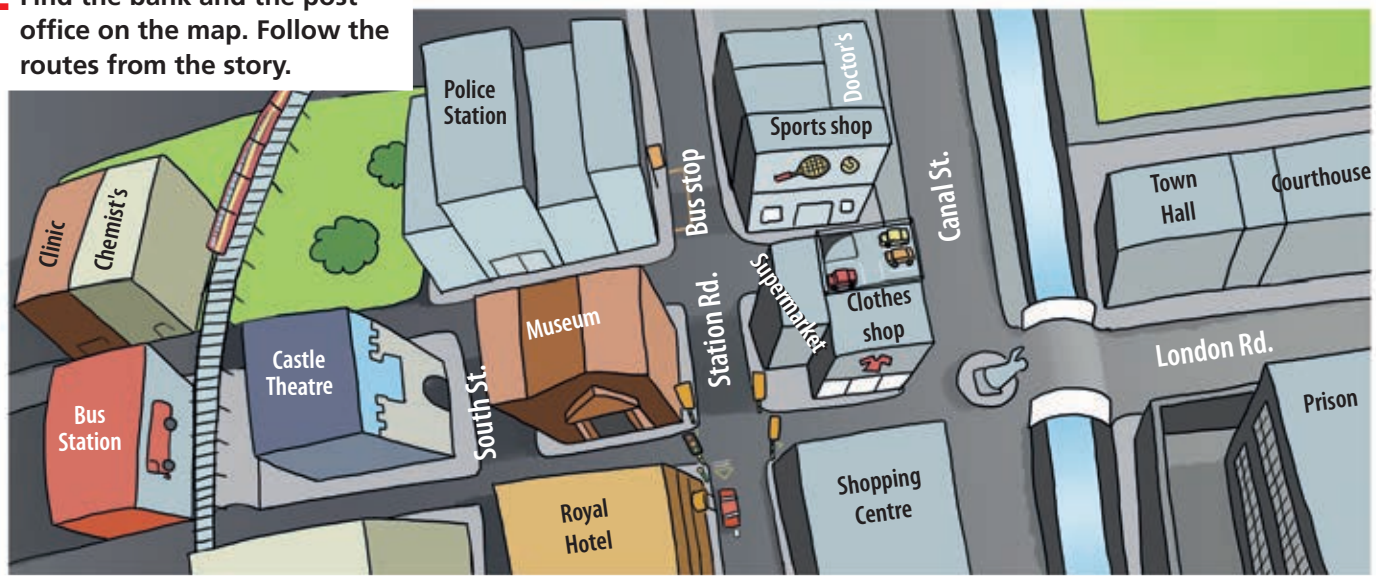
2 **Find the bank and the post office on the map. Follow the routes from the story.**



Grammar

Definite and indefinite articles: *the, a / an*

3 **a** **Single countable nouns have *the* (definite article) or *a / an* (indefinite article) in front of them. Find all the examples of articles in the story.**

b **Complete the sentences from the story. Which article do we use:**

- when we mention something for the first time?
- when we mention something again?

Go along that road till you come to [1]_____ roundabout. Go straight on at [2]_____ roundabout.

c **Look at this sentence from the story and complete the rule with *a / an* or *the*.**

Yes, and there's a bank on **the** right. It's on **the** corner next to **the** police station.

We always use _____:

- with positions: *left*, *right*, *corner*, *other side*, etc.
- when there is only one possibility. (Most towns or districts only have one police station.)

d **Find sentences in the story with *There's ...* and *Is there ... ?* Which article do we use after these expressions?**

4 **a** **Complete the dialogues with *a / an* or *the*.**

1

Man Excuse me. Is there [1]_____ hotel near here, please?
Woman Yes. Go along this street till you come to [2]_____ hairdresser's on [3]_____ corner. Turn left at [4]_____ hairdresser's.
Man So that's … turn left at [5]_____ hairdresser's.
Woman Yes, and there's [6]_____ hotel in that street. It's on [7]_____ left, between [8]_____ café and [9]_____ sports shop.
Man Thank you.

2

Woman Excuse me. How do I get to [10]_____ station, please?
Man Oh, [11]_____ station is on [12]_____ other side of [13]_____ river. Go along here and you'll come to [14]_____ bridge over [15]_____ river. Go over [16]_____ bridge and go straight on till you come to [17]_____ roundabout. Turn right at [18]_____ roundabout and [19]_____ station is along there on [20]_____ right. You can't miss it. There's [21]_____ big car park in front of it.
Woman Thank you.

b 2.22 **Listen and check.**

c **Act the dialogues with a partner.**

Speaking

5 **Work in pairs. You're at the bus stop in Station Road. Make new dialogues to get to these places on the map.**

the doctor's Canal Park the Castle Theatre
the Royal Hotel the courthouse the clinic

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4C The Tailor of Swaffham

Reading

1 a Look at the pictures. What is happening in each picture?

b 2.23 Read and listen to the story. Put the pictures in the correct order.

The Tailor of Swaffham

Once upon a time there was a tailor. He lived with his wife and five children in the village of Swaffham. The tailor and his wife worked hard, but they never had enough money.

They lived in a small cottage. In the garden there was a big, old, oak tree. The tailor often sat under the tree. One day, he was sitting under the tree when he fell asleep. While he was sleeping, his wife came out of the house. She woke him up.

'Why aren't you working?' she said angrily. 'We haven't got any money for food.'

'Don't worry,' said the tailor. 'We'll soon be rich. While I was asleep, I had a strange dream. In my dream a voice said: "Go to London Bridge. You'll find treasure there."'

'Don't be silly,' said his wife. 'You can't leave everything and go to London.'

However, the next day, the tailor packed his bag and set off to London. It was a long journey, but after four days he arrived in the capital city. He went straight to London Bridge. It was the only bridge over the river in those days and there were lots of shops there, so it was a busy place.

The tailor walked up and down the bridge all day, but nothing happened and nobody spoke to him. The next day, as he was walking along the bridge, two boys suddenly ran towards him. They pushed him and they stole his bag. Then they ran away into the crowd of people.

The tailor sat down on the pavement. 'I had very little money when I arrived,' he thought. 'Now I haven't got anything.'

While he was sitting there, somebody spoke to him. It was one of the shopkeepers. 'What are you doing?' he asked. 'I saw you yesterday. You were walking up and down the bridge all day.'

The tailor told the shopkeeper about his dream.

'That's silly,' said the shopkeeper and he laughed. 'You can't believe dreams. I had a dream last night. In the dream I was digging under an old oak tree and I found a big box of gold. But it was only a dream. I'm not going to look for the tree.'

'An old oak tree?' said the tailor. 'Where was it?'

'Oh, it was in a village called Swaffham,' said the shopkeeper. 'Swaffham! I don't even know where it is!'

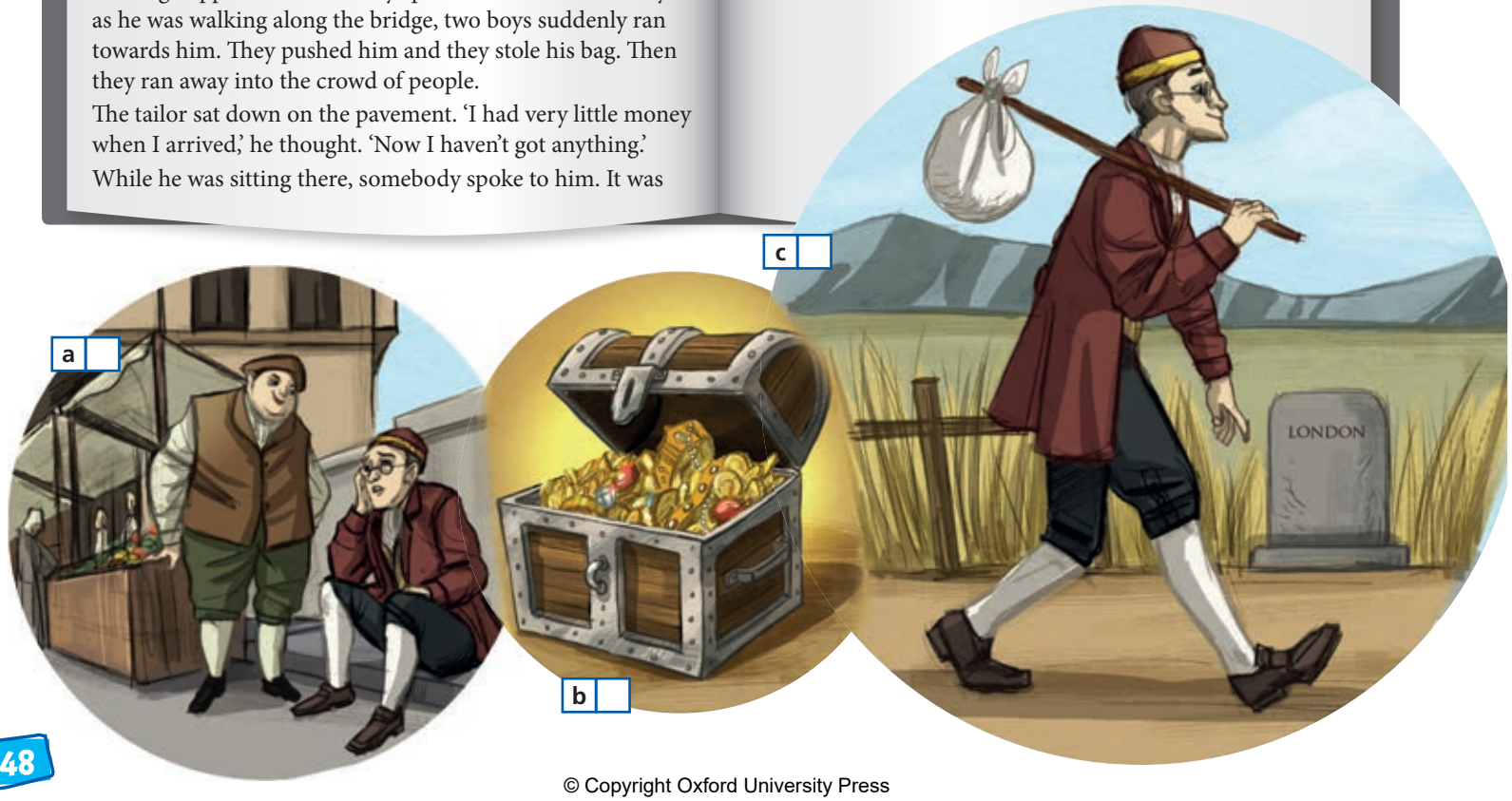
When he heard this, the tailor jumped up. He said 'thank you' to the shopkeeper and started the long journey home.

Four days later, tired and hungry, he arrived home.

'Well, where's the treasure?' said his wife. The tailor didn't say anything. He grabbed a spade, ran into the garden and started to dig under the old oak tree. It was hard work, but soon the spade hit something. It was a wooden box.

The tailor opened the box. It was full of gold and silver.

'I walked all the way to London,' he said. 'But the treasure was here in my own garden!'



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4C The Tailor of Swaffham

Reading

Background information

The Tailor of Swaffham is an English folk tale from the county of Norfolk. It probably entered English folk tradition at the end of the 17th century, and the tale first appeared in a printed collection in 1906 (*English Fairy and Other Folk Tales*). More recently, the famous Brazilian author Paulo Coelho used the story of the folk tale as the basis for his 1988 novel *The Alchemist*.

Exercise 1a

- Focus on the six pictures illustrating the story. Ask students to describe who or what they think is in each picture and what they think is happening.
- Pre-teach the words: *tailor*, *oak tree*, *treasure*, *dig*, *spade*, *gold* and *silver*. Elicit ideas from the students to use the words to speculate on what the story might be about.

Exercise 1b 2.23

- Read the instructions and check that students understand their task.
- Play the recording for students to read and listen to the story. As they read, students put the events in the pictures in order. In weaker classes, they could do this in pairs. In stronger classes, ask students to do the ordering task individually, then compare answers in pairs at the end.
- You may like to pause the recording at key points of the story to allow students time to think about what they heard and read.

ANSWER KEY

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

Optional extra

Write the following true or false statements on the board or write them up beforehand and photocopy them for each student. Students read the text again and decide about the statements. Ask students to correct the false statements.

1 The tailor and his wife lived in a large, old house.
2 In his dream, somebody gives the tailor a lot of money.
3 It takes the tailor four days to travel from Swaffham to London Bridge.
4 The shopkeeper first saw the tailor the day before some boys stole his money.
5 The shopkeeper had the same dream as the tailor.
6 The shopkeeper knows the way to Swaffham.
7 The treasure was in a box in the ground.
8 The tailor was disappointed he didn't find treasure in London.

ANSWER KEY

1 False. They lived in a small cottage.
2 False. He dreams that somebody promises him that he'll find treasure.
3 True.
4 True.
5 False. In the shopkeeper's dream, he digs under an oak tree in Swaffham to find treasure in a box.
6 False. He doesn't even know where it is.
7 True.
8 False. He was happy to find it in his own garden.

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Exercise 2

- Students read the text again carefully and answer the questions individually.
- Check answers with the class.

ANSWER KEY

1 He had five children.
2 Because he had a dream that he would find treasure there.
3 Four days.
4 Nothing happened. Nobody spoke to him. He didn't find anything.
5 Two boys stole it.
6 He didn't believe in dreams and he thought the tailor was silly.
7 He dreamt he found treasure under an oak tree in Swaffham.
8 It was under the tree in the tailor's garden.

Exercise 3

- Read the instructions and check students understand the task.
- In pairs, students use the pictures to retell the story to each other. Walk around, monitor and help as necessary.
- Get a volunteering pair to tell the story to the whole class.

Vocabulary

Exercise 4a

- Students complete the chart with the missing forms. Then they find the words in the text and check their answers.
- Elicit translations for each word.
- Explain that we use *somebody* and *something* in affirmative sentences, and *anything* and *anybody* in questions or negative sentences. Also point out that *everybody* and *everything* are followed by a singular verb, not plural. Elicit if this is different in the students' language.
- You may also need to explain that in English we don't use negative verbs with *nobody* and *nothing*. We say *Nothing happened*, not *Nothing didn't happen*.

ANSWER KEY

-body	*-thing*
everybody	everything
somebody	something
anybody	anything
nobody	nothing

Exercise 4b

- Students work individually to use the pronouns and complete the sentences.
- Check answers with the class.

ANSWER KEY

1 something 2 somebody 3 nothing 4 anybody
5 anything 6 nobody 7 Everybody

LANGUAGE NOTE You may like to explain that the meaning of *I haven't got anything to do.* and *I've got nothing to do.* is the same. Elicit the difference in the use of verbs in the two sentences.

Exercise 5

- Students read the questions and think about their answers.
- Ask two or three students to give an answer to each question. Encourage them to give their answers in full sentences.

Listening

Exercise 6a 2.24 Audio script pT93

- Focus on the pictures and ask what each of them shows.
- Read the instructions. Check that students understand the task. Ask: *How many people are you going to hear?* (Two.) *What are they going to talk about?* (Their dreams.) Remind students that each dream should be matched to more than one picture.
- Play the recording for students to do the matching. Ask students to put the pictures in the order they are mentioned.

ANSWER KEY

1 e, b, c; 2 f, d, a

Exercise 6b

- Ask students to use the pictures to help them summarize what happened in each dream.
- Ask one volunteer to re-tell each dream to the class, and the rest of the class to listen, check and correct any details if necessary. Don't correct answers from the point of view of content.

Exercise 6c 2.24

- Play the recording again for students to check their summaries. Did they include all the details correctly?

Exercise 7

- Students think back to a memorable dream they had. To help them, ask some questions: *Who was in your dream? Where were you? What happened? What did you do? How did you feel?* You may like to write these questions on the board as prompts.
- You can do the task orally in class or set it as a writing task in class or for homework.
- Ask some volunteers to share their dreams with the class. Ask the rest of the class to vote on the most interesting or strangest dream.

Revision idea

Write the following prompts on the board: *drinks tea in the morning*, *met*, *travelled somewhere by plane last year*, *comes to school by bike*, *visited England*, *writes a blog*, *has got a hamster for a pet*, *speaks Arabic* or add your own ideas. Each student uses the pronouns from exercise 4a to write true statements about the class. For example: *Everybody in the class drinks tea in the morning. Nobody in the class travelled anywhere by plane last year.* and so on. Ask students to read out their statements, and use a quick show of hands to find out if the statement is true or not. Check the correct use of the verb forms with the pronouns.

More practice Workbook pp38–39
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2 **Answer the questions.**

1 How many children did the tailor have?
2 Why did he go to London?
3 How long did the journey take?
4 What happened on his first day in London?
5 How did he lose his bag?
6 Why did the shopkeeper laugh?
7 What was the shopkeeper's dream?
8 Where was the treasure?

3 **Work with a partner. Use the pictures to retell the story.**

Student A Use pictures 1–3 and tell your partner what happened.
Student B Use pictures 4–6 and complete the story.

Vocabulary

4 a **Complete the chart. Find the missing words in the text.**

-body	*-thing*
everybody	
	something
anybody	
	nothing

b **Complete the sentences with words from the chart.**

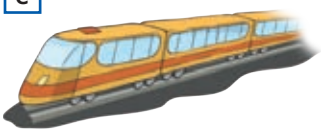
1 I've got _____ in my eye.
2 I can hear voices. There's _____ in there.
3 I'm bored. I've got _____ to do.
4 Has _____ phoned me today?
5 I had a dream last night, but I can't remember _____.
6 I phoned Ella, but _____ answered.
7 _____ is here now, so we can start.

5 **Answer the questions.**

1 Name something that everybody likes.
I think everybody likes chocolate.
2 Have you got anything yellow in your bag or pockets?
3 Name somebody that you want to meet.
4 Does anybody famous live in your town?
5 Can you name everything that Layla saw on her trip to London?
6 Name something that nobody wants to have.
7 How do you feel when you've got nothing to do?

Listening

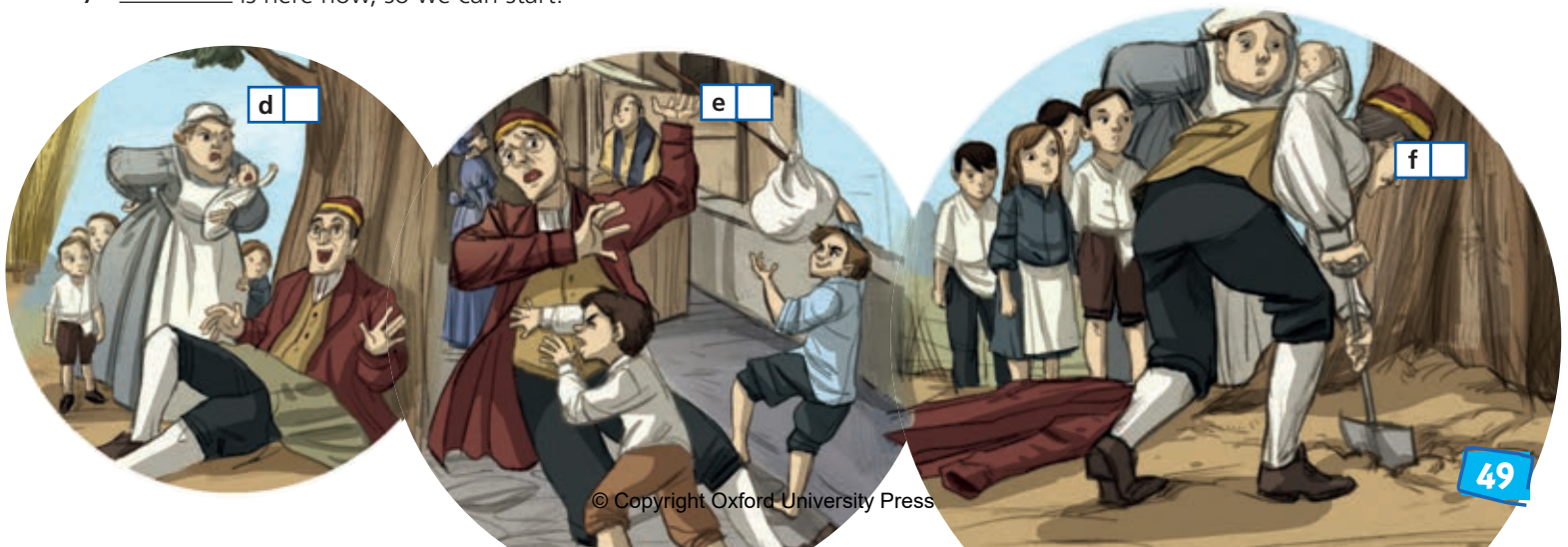
6 a 2.24 **Jimmy and Martha are talking about their dreams. Listen and match the names to the pictures.**

a
b
c
d
e 
f

b **What happened in each person's dream?**

c 2.24 **Listen again and check.**

7 **Describe one of your dreams.**



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4D Kids

Dylan's plan

1 a Look back at the last episode of the story on page 38.

- Who are these people?

Matt Jenkins Matt Daytona

- What is Layla going to do in her computer game?

b 2.25 **Read and listen to the story. Complete the sentences with the correct surname.**

1 Chloe and Layla are talking about Matt _____ in picture 4.
2 Dylan thinks they are talking about Matt _____.
3 Layla and Chloe see Matt _____ in picture 5.
4 Matt _____ is confused in picture 8.

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4D Kids

Dylan's plan

Exercise 1a

- With books closed, ask students to think back to the previous episode of the 'Kids' photostory. Ask: *Who was in the episode?* (Chloe and Layla.) *What did they talk about?* (They talked about *Virtual Soap*, a computer game.)
- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Ask the questions from the book: *Who's Matt Jenkins?* (A boy from the school that Layla danced with at James's birthday party.) *Who's Matt Daytona?* (A character from the game *Virtual Soap*.) *What is Layla going to do in the game?* (She is going to become one of the characters, called Sophia Harris.) Elicit any further details students remember.
- You may like to ask students to look back at the story on p38 to check their answers.

Exercise 1b 2.25

- Students read the four statements. Check they understand the task. Elicit the meaning of *confused* (for example: when you are confused, you are not sure about something and you don't understand the situation). Ask students: *Which two surnames will you need?* (Jenkins and Daytona.)
- Play the recording for students to read and listen and complete the sentences individually.

ANSWER KEY

1 Daytona
2 Jenkins
3 Jenkins
4 Jenkins

Optional extra

Ask students to complete the following statements with the name of the correct character from the 'Kids' story.

1 _____'s grandparents are coming this weekend.
2 _____ is playing football on Friday.
3 _____ is Sophia Harris in the *Virtual Soap* game.
4 _____ met _____ at a café and asked her to go to the cinema with him.
5 _____ doesn't want to talk to Matt Jenkins.
6 _____ is going to the gym.

ANSWER KEY

1 Dylan
2 James
3 Layla
4 Matt Daytona, Sophia Harris
5 Layla
6 Matt Jenkins

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Exercise 2

- Students read the questions, then find the information in the story about the characters' reasons.
- Ask students to compare ideas in pairs before you check with the class.

ANSWER KEY

1 Because Dylan isn't free on Saturday, and James isn't free on Friday.
2 Because he thinks she's going out with Matt Jenkins.
3 Because Layla doesn't want to talk to Matt Jenkins.
4 Because he doesn't understand why Dylan is angry with him.

Everyday English

Useful expressions

Exercise 3a

- Ask students to find the expressions in the story, then decide how they could be translated into their own language. Encourage them to work out meanings from context before they look up words in a dictionary or ask you for a translation.
- Ask the class to discuss and agree on the best translation for each expression. Only intervene if they're going off in an entirely wrong direction.

Exercise 3b

- Read the instructions together. Make sure students understand what to do.
- In pairs, students make and practise the dialogues.
- Ask some pairs to act their dialogues in front of the class.

ANSWER KEY

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

Talking about future arrangements

Exercise 4a

- Students work on their own to complete the sentences without looking at the story. Then they scan the story to find the sentences and check their answers.

ANSWER KEY

1 are coming 2 'm playing 3 're going

Exercise 4b

- Elicit the tense used in the sentences.

ANSWER KEY

The present continuous.

Exercise 4c

- Elicit which time period the sentences refer to: the future.
- Elicit the rule: we can use the present continuous to talk about future arrangements.

Exercise 5a

- Students read Smart Alec's diary page.
- Ask a different student to describe each day of his week. Check the use of the present continuous.

ANSWER KEY

On Tuesday he's going to Buckingham Palace.
On Wednesday he's appearing on TV.
On Thursday he's playing tennis at Wimbledon.
On Friday he's flying to New York.
On Saturday he's meeting the US President.
On Sunday he's going scuba-diving in Florida.

Exercise 5b

- Students invent some exciting plans for themselves for each of the time expressions, and make notes about these. Allow about two minutes for this, and help students with ideas if they're stuck.

Exercise 5c

- In pairs, students use their notes from exercise 5b to take turns to ask and answer about each other's plans, as in the example.
- Get some pairs to repeat their most interesting exchanges in front of the class.

Exercise 6a

- Students complete the dialogue individually.

ANSWER KEY

1 Shall we 2 I can't 3 are coming 4 What about
5 no good for me 6 'm playing

Exercise 6b

- In pairs, students practise reading their dialogues. Get a pair to act their dialogue in front of the class.

Exercise 6c

- Students continue working in pairs. They expand the cues into three similar dialogues. Walk around and monitor.
- In their pairs, students take turns to make suggestions and respond. Get some pairs to repeat their dialogue in front of the class.

Revision idea

To practise the present continuous for future arrangements, ask students to use the time expressions from exercise 5b to ask you questions about your own plans. Make sure to give varied answers – they can be invented or true. Students then use the information in pairs to ask and answer about your plans, for example: *Is she playing football on Sunday? No, she's playing basketball on Sunday, and football on Friday.*

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Teacher's Resources Unit 4

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2 **Answer the questions.**

1 Why can't Dylan go to see the film with James?
2 Why doesn't Dylan ask Layla to go?
3 Why do Chloe and Layla hide in the classroom?
4 Why is Matt Jenkins confused?

Everyday English

Useful expressions

3 a **How do you say these things in your language?**

a *Cyberspace* is on this week.
b There she is.
c What's happening?
d Guess what!
e He asked me out.
f I'm off to the gym.
g How's it going?
h Get lost!

b **Work with a partner. Make dialogues. Use expressions from exercise 3a and the expressions below. Expressions 1–4 come first in their dialogues.**

1 Hi. Where are you going?
2 Can I borrow your MP3 player?
3 Where's Sonia?
4 What did Martin say to you?
5 Um … you won the lottery?
6 Fine, thanks.
7 Nothing much.
8 Shall we go and see it?

Talking about future arrangements

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

1 My grandparents _____ this weekend.
2 I _____ football on Friday evening.
3 We _____ to the cinema at the weekend.

b **What tense are the verbs in?**

c **What time are the people talking about?**

the past	the present	the future

5 a **Smart Alec leads an exciting life. Look at his diary. What is he doing next week?**

On Monday he's having lunch with the Prime Minister.

MONDAY	have lunch with the Prime Minister
TUESDAY	go to Buckingham Palace
WEDNESDAY	appear on TV
THURSDAY	play tennis at Wimbledon
FRIDAY	fly to New York
SATURDAY	meet the US President
SUNDAY	go scuba-diving in Florida

b **Make your own exciting diary. Choose some activities for these times.**

after school	tomorrow	on Friday evening
this evening	at the weekend	next week

c **Work with a partner. Ask what he / she is doing at the times.**

- *What are you doing after school?*
- *I'm playing tennis with Rafa Nadal.*

6 a **Complete the dialogue with these expressions.**

are coming	'm playing	What about
Shall we	I can't	no good for me

- [1]_____ go swimming on Saturday?
- No, [2]_____. My cousins [3]_____ for the weekend. [4]_____ Wednesday after school?
- That's [5]_____. I [6]_____ volleyball.

b **Work with a partner. Read your dialogue.**

c **Work with a partner. Make new dialogues with these cues.**

1
- play table tennis this evening?
- no / finish my Geography project. / tomorrow?
- no / go to the theatre with my parents

2
- go to the shops today?
- no / look after my little sister. / Sunday afternoon?
- no / aunt and uncle / come for the day

3
- try my new computer game this morning?
- no / go to the dentist's. / this afternoon?
- no / visit my grandparents

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4 Culture

1 **Look at the pictures. Which city is it? What do you know about it? What films or TV programmes have you seen it in?**

2 2.26 **Read and listen to the text. What are these things?**

The Big Apple the Empire State Building
New Amsterdam Times Square Manhattan
Central Park the Statue of Liberty Macy's

3 **a** **Answer the questions.**

1 Who were the first Europeans in Manhattan?
2 How did they get the island?
3 Why is it called New York?
4 Where does the nickname, The Big Apple, come from?

b **Where can you do these things in New York?**

- visit the Statue of Liberty
- celebrate New Year with a lot of New Yorkers
- take a boat on a lake
- see for 120 kilometres

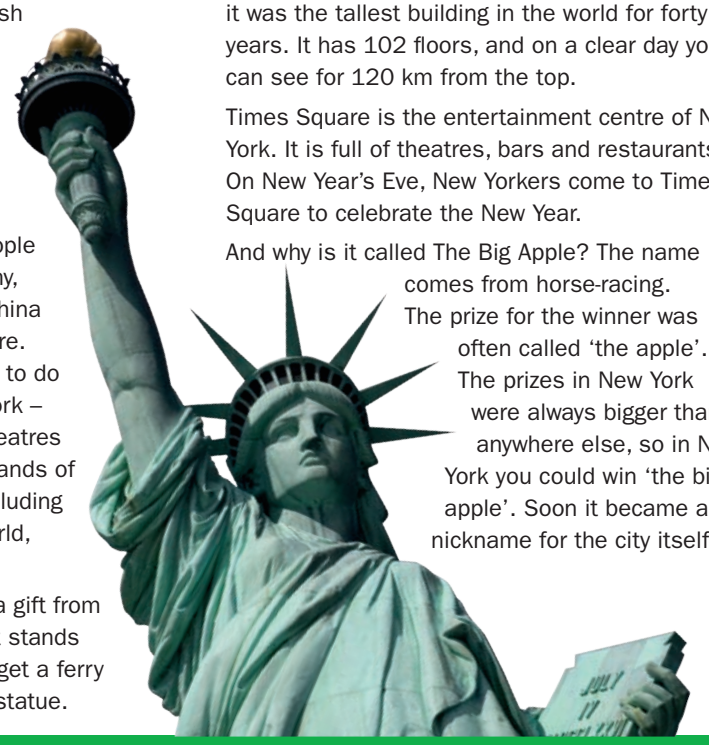
The BIG Apple

It's the most famous city in the world. There are songs about it. It's in hundreds of films and TV programmes. Think of America and you think of 'The Big Apple' – New York.

The centre of New York is the island of Manhattan. Today, the island is full of skyscrapers, but 400 years ago, it was the home of the Delaware Indians. The first Europeans to arrive were from the Netherlands. In 1626, a Dutchman, Peter Minuit, bought the island from the Indians for just 24 dollars and built some houses there. He called it New Amsterdam. However, in 1664, the British took it and they called it New York, because the king's brother was the Duke of York.

Over the next 300 years, New York grew into the largest city in the USA. People from countries like Germany, Ireland, Italy, Poland and China came to find a new life there. There are countless things to do and places to go in New York – museums, art galleries, theatres and nightclubs, plus thousands of restaurants and shops, including the biggest shop in the world, Macy's.

The Statue of Liberty was a gift from the people of France and it stands on Liberty Island. You can get a ferry to the island and visit the statue.



In the middle of Manhattan is Central Park. Here you can walk, take a boat on the lake, play baseball or just relax away from the noise and the traffic. Central Park is bigger than two European countries – the Vatican and Monaco.

The Empire State Building is the most famous skyscraper in New York. It was built in 1931, and it was the tallest building in the world for forty years. It has 102 floors, and on a clear day you can see for 120 km from the top.

Times Square is the entertainment centre of New York. It is full of theatres, bars and restaurants. On New Year's Eve, New Yorkers come to Times Square to celebrate the New Year.

And why is it called The Big Apple? The name comes from horse-racing. The prize for the winner was often called 'the apple'. The prizes in New York were always bigger than anywhere else, so in New York you could win 'the big apple'. Soon it became a nickname for the city itself.

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4 Culture

The Big Apple

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 1

- Focus on the pictures. Elicit the name of the city, and anything students might know about it. Elicit films, TV programmes or other works of art connected to New York City.

Background information

The Statue of Liberty is a widely recognized symbol of New York City and the USA. It was designed by the French artist Frédéric Bartholdi. Although it was intended to commemorate the 100th anniversary of the signing in 1776 of the US Declaration of Independence, only the arm holding the torch had been made by 1876. It was on display at the Centennial Expo, then in New York's Madison Square Park. In 1886, the full statue was constructed in France, shipped in separate pieces, then assembled on what is today called Liberty Island. France had been a strong supporter of US independence, and the gift was intended to express the long-lasting friendship between the two nations.

Exercise 2 2.26

- Ask students to read the names in the box silently. Do they know any of them? What are they?
- Tell students they will be able to check their ideas and find out more by reading the article. Play the recording for students to read and listen. Ask them to underline the sentence which contains a name from the box.
- Ask students to study the underlined sentences again more carefully to find the answers.
- Ask them also to say which of the places the pictures show (left to right: The Empire State Building, The Statue of Liberty and Central Park).

ANSWER KEY

The Big Apple: New York
the Empire State Building: the most famous skyscraper in New York
Manhattan: the centre of New York, an island
New Amsterdam: the name of the city from 1626 to 1664
Times Square: the entertainment centre of New York
Macy's: the biggest shop in the world
Central Park: a big park in the middle of Manhattan
the Statue of Liberty: a statue on Liberty Island, a gift from the people of France

Background information

Macy's still advertises itself as the biggest shop in the world, although in fact a larger shop opened in 2009 in South Korea.

Optional extra

Although one of the skills students need to develop is the ability to filter relevant information from extra information and not to try to understand every word of a text, you may want to spend a bit more time here on key vocabulary from the text.

Ask students to give an English definition, explanation or an example sentence illustrating the meaning of the following words from the text: *skyscraper*, *Indians*, *countless*, *art gallery*, *gift*, *ferry*, *entertainment* and *nickname*. Ask them not to use sentences from the text, but to use their own words.

Exercise 3a

- Students read the text again and answer the questions orally.
- Ask a different student to answer each question.

ANSWER KEY

1 The first Europeans in Manhattan were from the Netherlands.
2 Peter Minuit bought the island from the Delaware Indians for 24 dollars.
3 Because the British king's brother was the Duke of York.
4 The nickname comes from prizes in horse-racing.

Exercise 3b

- Students look at the list and scan the text to find out where they could do each activity in New York.
- Check answers with the class.

ANSWER KEY

You can get a ferry to Liberty Island to visit the Statue of Liberty.
You can celebrate New Year with a lot of New Yorkers in Times Square.
You can take a boat on a lake in Central Park.
From the top of the Empire State Building, you can see for 120 kilometres on a clear day.

Optional extra

Refer students back to exercise 8a on p45. Repeat the same group work activity about a day in New York, using ideas and information from the text. Each group should make a dialogue in a New York tourist office. Get each group to perform their dialogue in front of the class. Have the class vote on the most exciting plans. Remind students to use the present continuous for future arrangements.

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English Across the Curriculum 4

History: the plague

Exercise 1 2.27

- Introduce the topic by eliciting the meaning of *plague*. Explain in the students' own language that it refers to a terrible illness which killed many people at different times in history. Elicit or provide a translation to clarify the meaning.
- Read through the questions and options together and check comprehension. Elicit or pre-teach *disease*, *spread*, *break out*, *rats*, *discover*, *medicine*, *burn down*.
- Play the recording for students to read and listen, and answer the multiple-choice questions. Remind them to study the information in the text carefully to make sure their chosen answer is really correct. Explain that very often the text gives the same information in different words from the questions and options.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 b 2 c 3 a 4 c

Exercise 2

- Read the question. Check that students understand the meaning of *population* by asking for a translation of the word.
- Students look carefully to find the information in the text.

ANSWER KEY

a In 1347 the population was 40–60 million.
b In 1351 the population was 20–30 million.

Exercise 3

- Focus on the pictures. Ask students what each picture shows.
- Elicit the connection between each picture and the plague. Ask different students to use their own words to explain the connection, and ask the rest of the class to say if they agree or disagree.

POSSIBLE ANSWERS

1 The black rats arrived in Europe on ships from Asia.
2 The rats carried fleas.
3 The fleas carried the disease.
4 In old cities, people threw all their rubbish into the streets, so there were rats everywhere.
5 People thought bad smells caused the disease, so they carried bunches of flowers.
6 Many people left London and went to stay in the country, where there was no plague.
7 In 1666, the Great Fire of London destroyed the old city.
8 When somebody got the plague, a red cross was painted on the door and the family couldn't leave their house.
9 The Great Plague of London started in the hot summer of 1665. / The Great Fire of London started after another hot, dry summer.

Exercise 4

- Read the task together. Discuss initial ideas, but set the research task as homework.
- Brainstorm some ideas for sources of information. Students may find the information in history books, on the Internet, in novels about the period, by talking to their History teacher, etc.
- Put students in groups and suggest that each person looks at a different source to find the information as homework.
- In the next class, get the groups together again to pool their findings, then agree on what pieces of information they will use in their oral reports.
- Elicit the answers to the questions from the groups, and ask the rest of the class to confirm or correct what they hear.

Optional extra

You may want have a brief discussion about information sources in general, based on the students' experience during the research task. Discuss: Which sources are easy to use? Which sources have too little / too much information? How do you find the specific information you are looking for? How reliable are the sources? Which source can you trust the most / the least?

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History: the plague

1 2.27 **Read and listen to the text. Choose the correct answers.**

1 The plague came from
   a Europe. b Asia. c America.
2 The plague spread quickly because
   a a lot of people travelled by ship.
   b people moved house a lot.
   c towns were very dirty.
3 The Great Plague of London broke out
   a in the summer of 1665.
   b in the winter of 1665.
   c in the spring of 1665.
4 The plague never returned to London, because
   a cats and dogs killed all the rats.
   b doctors discovered new medicines.
   c a fire burnt down the old city.

In 1348–49 a terrible disease broke out in Europe. People called it the Black Death. In two years, nearly half of Europe's population – between 20 and 30 million people – died. The disease was bubonic plague. People who got it usually died in just three days.

Nobody knew what caused the plague. People thought that bad smells caused it, so they carried bunches of flowers to stop it. Some people killed dogs and cats, because they thought they carried the disease. In fact, fleas carried the plague. The fleas lived on black rats. These rats arrived in southern Europe on ships from Asia.

The disease spread very quickly, especially in towns and cities. Medieval towns were very different from today. Most of the buildings were made of wood or mud. Streets were narrow and dirty. People threw all their rubbish into the streets, and there were rats everywhere.

The plague continued to hit Europe until the end of the 17th century. One of the biggest outbreaks was the Great Plague of London. It started in 1665, during the hot months of August and September. In one week, 7,165 people died of the plague. The total number of deaths was about 70,000.

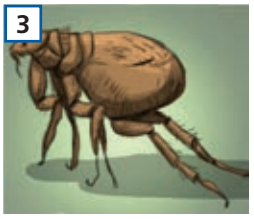
When somebody got the plague, everybody in the family had to stay in the house, and a red cross was painted on the door. Neighbours brought food and water and left it outside. But the disease continued to spread. It only stopped when the cold weather came. Many people left London and went to stay in the country, because there was no plague there.

However, 1665 was the last time that the plague came to London. The next year, after another hot, dry summer, the Great Fire of London destroyed the old city with its dirty, narrow streets and wooden buildings. The new city was a much cleaner and safer place.

2 **What was the approximate population of Europe:**

a in 1347?
b in 1351?

3 **Look at the pictures. Explain what part they played in the story of the plague.**



4 **Find out if the plague broke out in your town, city or country in the past. Answer the questions.**

1 When did it happen?
2 Where did it come from?
3 How long did it last?

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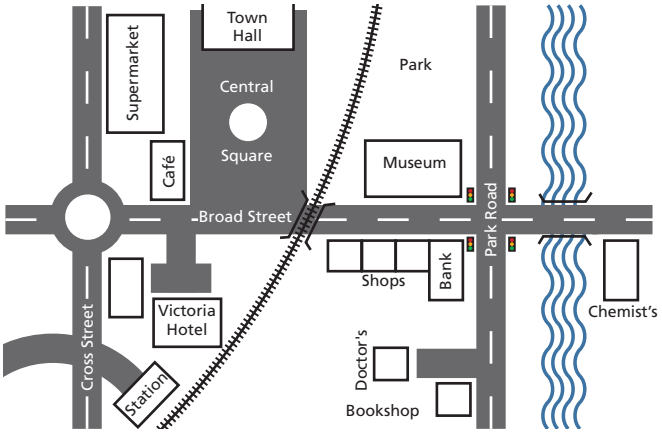
4 Revision

Grammar

1 a **Look at the map. Complete the dialogue with *a* / *an* or *the*. The people are at the station.**



- Excuse me. How do I get to [1]_____ museum, please?
- Go down here and take [2]_____ first turning on [3]_____ right into Cross Street. Go along there till you come to [4]_____ roundabout. Turn right there.
- So that's turn right at Cross Street and right again at [5]_____ roundabout?
- Yes. Walk along that street. It's called Broad Street. And you'll come to [6]_____ bridge. Go under [7]_____ bridge and [8]_____ museum is on [9]_____ left. You can't miss it. It's [10]_____ biggest building in that street.
- Thank you. Is there [11]_____ café at [12]_____ museum?
- No, there isn't, but there's [13]_____ very good café on [14]_____ corner of Central Square. They serve [15]_____ best cakes in town there.

b **Work with a partner. Make dialogues using the map to get:**

1 from the park to the station.
2 from the station to the Victoria Hotel.
3 from the doctor's to a chemist's.
4 from the bookshop to the café.

2 **Put in *the* where necessary.**

1 _____ London Bridge
2 _____ Palace of Westminster
3 _____ Science Museum
4 _____ Regent Street
5 _____ River Severn
6 _____ Globe Theatre

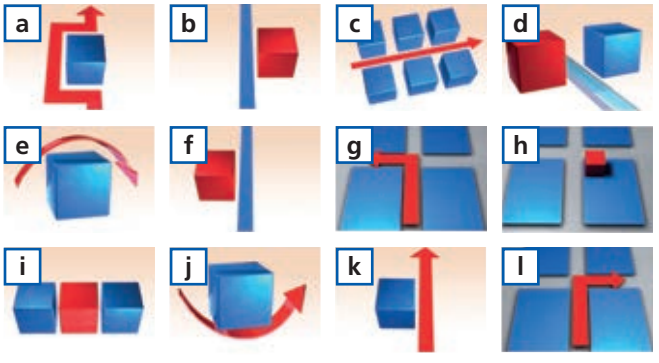
3 **Complete the dialogues with *somebody, anybody, everybody, nobody, something, anything, everything* or *nothing*.**

1 • I'm hungry. I need _____ to eat.
  ○ Me too, but I haven't got _____ in my bag.
2 • _____ enjoyed the party. It was great!
  ○ Yes, and they all helped to clear up _____ afterwards.
3 • Did _____ phone while I was out?
  ○ No, _____ rang.
4 • I'm bored. I've got _____ to do.
  ○ Well, phone _____ and arrange to meet.

Vocabulary

4 **Match the expressions to the diagrams.**

1 on the other side of
2 over
3 under
4 along
5 on the left
6 on the right
7 round
8 turn left
9 turn right
10 past
11 on the corner of
12 between



Listening

5 2.28 **Put the dialogue in the correct order. Then listen and check.**

a ☐ No, that's no good for me. I'm playing tennis in the morning. Can we meet at 2.30?
b ☐1 Shall we go into town after school on Friday?
c ☐ What about one o'clock?
d ☐ Why don't we go bowling?
e ☐ OK. See you there at half past two. Bye.
f ☐ OK. What shall we do?
g ☐ Great. Bye.
h ☐ No, I can't. I'm going to my piano lesson. What about Saturday afternoon?
i ☐ Good idea. What time?

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4 Revision

Grammar

Exercise 1a

- Students look at the map and complete the dialogue with the missing articles.
- Ask them to compare answers in pairs before you check with the class.

ANSWER KEY

1 the **2** the **3** the **4** a **5** the **6** a **7** the **8** the
9 the **10** the **11** a **12** the **13** a **14** the **15** the

Exercise 1b

- In pairs, students make dialogues by taking turns to ask for and give directions to the four places in the list.
- Get a different pair to repeat each dialogue in front of the class.

Exercise 2

- Students complete the phrases individually.
- Check answers with the whole class. Elicit the rules you discussed in lesson A.

ANSWER KEY

1 – **2** the **3** the **4** – **5** the **6** the

Exercise 3

- Students complete the dialogues individually, then in pairs take turns to read the completed sentences.
- Get a different pair to read out each dialogue to the whole class.

ANSWER KEY

1 something, anything
2 Everybody, everything
3 anybody, nobody
4 nothing, somebody

Vocabulary

Exercise 4

- Students look at the diagrams, then match them to the expressions.
- Students compare answers in pairs before you check them with the class.

ANSWER KEY

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

Listening

Exercise 5 2.28

- Students work in pairs to put the dialogue in the correct order.
- Students practise saying the dialogue. Get a pair to do it in front of the class.

ANSWER KEY

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

More practice Workbook pp42–43

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Your Project 4

Develop your writing

Using pronouns and possessive adjectives

Exercise 1a

- Read the extract and explain that subject and object pronouns and possessive adjectives can be used to refer back to people we have already mentioned in the text.
- Ask students to say what characters are mentioned specifically in the extract (*the tailor and the boys who robbed him*). Focus on the highlighted words. Explain that these must logically refer back to either the tailor or the boys. The students look at the extract to decide on the answer to the first question.
- Students then identify pronouns and possessive adjectives for the second question. Elicit the difference: pronouns stand on their own, while possessive adjectives can only stand with the possession (*the tailor's bag* – his *bag*). Elicit why we might use these words for question three.

ANSWER KEY

1 *him*, *he*, *his*: the tailor; *they*: the boys
2 *His* is a possessive adjective; *he*, *him*, *they* are pronouns. (*He* and *they* are subject pronouns and *him* is an object pronoun.)
3 Usually to avoid repetition of the noun (in this case, the tailor). This makes the text smoother and easier to follow for the listener or reader. Proper use of pronouns and possessive adjectives makes a text more cohesive.

Exercise 1b

- Students rewrite the text with pronouns and possessive adjectives on their own.
- Ask them to compare answers in pairs before you check with the class.

ANSWER KEY

1 her 2 They 3 They 4 It 5 It 6 her 7 She 8 her 9 she 10 they 11 It 12 They 13 them

Project task

Exercise 2

Preparation

1 Students decide which city they want to make a project about. Encourage them to think about their reasons for choosing it. Students can draw a simplified map or use one copied from a book or downloaded from the Internet. Ask them to decide which places in the city are important or interesting to mention. Students make a list of the key sights of the city, and find photos or draw pictures themselves to illustrate them.
2 Students look up some basic facts about the city. They can find the information on the Internet, in guide books, at the local tourist office or in encyclopaedias.
3 Students choose an important historical event to write about. They find out as much as they can about it, and summarize the key points in a short paragraph. They add a photo or draw a picture to illustrate the story.

Presentation and follow-up

- Students are free to choose whatever format suits them best. The project can be presented as a poster, a tourist brochure, and illustrated and annotated map or as a web page, a computer-based slideshow or a video presentation.
- Before the presentation class, make sure you find out about any unusual needs or requirements for the presentations from students, and make sure all the equipment is available on the day.
- Set aside a whole lesson for the presentations and allocate a time slot for each student presenting.
- At the end, have a vote on the best project, and also on the most interesting piece of information they have learnt.

Song

Last Train to London

Background information

Last Train to London is a song composed and written by Jeff Lynne, and performed by British rock band Electric Light Orchestra (ELO). The song was first released in 1980 and it appeared on ELO's sixth studio album, *Discovery*. It became a Top 10 single in the UK, Ireland and France.

Exercise 1a

- Students read the song lyrics and complete them with the words from the box. Encourage them to use logical clues as well as rhymes to help them decide which word fits each gap.

Exercise 1b 2.29

- Play the song for students to listen and check their answers.

ANSWER KEY

1 big 2 music 3 world 4 air 5 town 6 tonight 7 one 8 do 9 starry 10 eyes

Exercise 2

- Ask the students to discuss the question and decide if the man in the song catches the train. (*No, he decides to stay with the woman he loves.*)

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Your Project 4

Develop your writing

Using pronouns and possessive adjectives

1 a **Look at this part of the story on page 48 and answer the questions about the words in blue.**

The tailor walked up and down the bridge all day, but nothing happened and nobody spoke to **him**. The next day, as **he** was walking along the bridge, two boys suddenly ran towards **him**. **They** pushed **him** and **they** stole **his** bag.

1 Which person or thing do each of the words refer to?
2 Say if each word is a pronoun (*I, you, he, she,* etc.) or a possessive adjective (*my, your, his, her,* etc.).
3 Why do we use these words?

b **Rewrite the paragraph about Layla. Replace the words and phrases in bold with pronouns or possessive adjectives.**

Last month, Layla went to London with [1]**Layla's** parents. [2]**Layla and her parents** had a great time. [3]**Layla and her parents** stayed at the Lancaster Hotel. [4]**The Lancaster Hotel** was very good. [5]**The Lancaster Hotel** was near Oxford Street. Layla wanted to go to all the big shops, but [6]**Layla's** dad wanted to go on a sightseeing tour. [7]**Layla** had [8]**Layla's** camera and [9]**Layla** took lots of photographs. On Sunday, [10]**Layla and her parents** went to the Natural History Museum. [11]**The Natural History Museum** had some dinosaurs. [12]**The dinosaurs** were huge. Layla really liked [13]**the dinosaurs**.

Project task

2 **Make a guide to your capital city or another important city.**

1 Get a map of the city from the Internet or from a tourist office. Label the important places. Add some pictures of the places.
2 Give some information about the city (location, size, population, etc.).
3 Write about an event in the city's history. What happened, and how did it change the city?

Song

1 a **Complete the song with these words.**

one world big tonight eyes
music air starry town do

b 2.29 **Listen and check your ideas.**

2 **Does the man catch the last train to London? Why? / Why not?**

Last Train to London

It was 9-29
9-29 back street [1]_____ city
The sun was going' down
There was [2]_____ all around
It felt so right

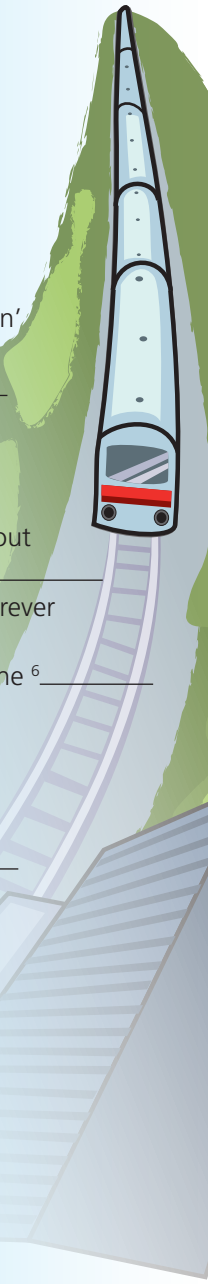
It was one of those nights
One of those nights when
you feel the [3]_____ stop turnin'
You were standing there
There was music in the [4]_____
I should have been away
but I knew I'd have to stay

Chorus
Last train to London just headin' out
Last train to London just leavin' [5]_____
But I really want tonight to last forever
I really wanna be with you
Let the music play on down the line [6]_____

There you were on your own
Lookin' like you were
the only [7]_____ around
I had to be with you
Nothin' else that I could [8]_____
I should have been away
but I knew I'd have to stay

Chorus
Underneath a [9]_____ sky
Time was still but hours
must really have rushed by
I didn't realize
that love was in your [10]_____
I really should have gone
but love went on and on

Chorus



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5 Experiences

5A They've been successful

Vocabulary

Experiences

1 a **Complete phrases 1–7 with these verbs.**

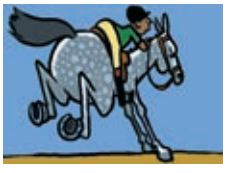
see visit be drive win do ride

1 _____
a competition
a race

2 _____
a UFO
a sports event

3 _____
a place
friends

4 _____
a bike
a horse



5 _____
on TV
in a film

6 _____
a bungee jump
karate

7 _____
a go-kart
a racing car

b **Make two more expressions with each verb.**

Comprehension

2 3.2 **Read and listen. Who are the people in the pictures?**

Ambitions

1 My name's Tilda. I want to be an actress. I've been in some plays at the theatre. Last year, I was in our school play. I haven't been on TV or in a film, but I'd love to. My favourite actress is Keira Knightley. I've seen nearly all her films. She became famous when she was very young, but she hasn't done anything silly like taking drugs and things like that. When she was only seventeen, she starred in the film *Bend It Like Beckham*. Since then, she's been in lots of films. My favourites are the *Pirates of the Caribbean* films with Johnny Depp. (I like him, too!) She's also done a lot of work for charities, like Water Aid. This charity helps to bring clean water to poor people in Africa. She's given some of her own money to charities, too.

2 My name's Brett. I want to be a Formula One driver. I've driven a go-kart lots of times, and I'm pretty good at it. I've won several races. Last week, I was in the County Championship. I didn't win it, because my car broke down. My hero is Sebastian Vettel. He started go-karting when he was only eight years old. Then he moved up to bigger and bigger cars, and in 2007 he became a Formula One driver. Since then, he's won lots of races and in 2010, he became the youngest driver to win the Formula One World Championship. I haven't seen a real Grand Prix, because I don't live near a racetrack. I've only watched them on TV, but I'd love to go to one and meet Sebastian Vettel.

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5 Experiences

Unit overview
Grammar: present perfect; *ever* and *never*; *just*
Vocabulary: experiences (verb collocations); rubbish; useful expressions
Skills: Reading: comprehension, completing a chart, matching sentence halves, scanning for specific information, ordering events; Listening: choosing alternatives, multiple choice summary; Speaking: asking and answering questions, role play (interview)
Culture: Heroes and heroines The Culture page can be studied after Lesson C or at the end of the unit.
English Across the Curriculum: Computer studies: safety on the Net The English Across the Curriculum page can be studied at the end of the unit.
Your Project: Develop your writing: organizing a text; a famous person
Song: *We Are the Champions*

5A They've been successful

Vocabulary

Experiences

Exercise 1a

- Focus on the pictures and elicit what they show.
- Elicit what collocations are: words that often appear together. Elicit one or two examples.
- Students match the pairs of phrases to the verbs individually. Remind them to use each verb only once.
- Ask students to compare in pairs before you check answers.

ANSWER KEY

1 win 2 see 3 visit 4 ride 5 be 6 do 7 drive

Exercise 1b

- In pairs, students think of two more expressions for each verb.

Optional extra

Students choose eight collocations and use them to write sentences about themselves. Ask them to make three or four of the statements false. Students read their sentences aloud and their partner decides which are false.

Comprehension

Exercise 2 3.2

- Focus on the two photos. Can students recognize the people? Tell students they will read an article to find out who they are.
- Play the recording for students to read and listen.
- Check answers with the class.

ANSWER KEY

1 Keira Knightley, British actor.
2 Sebastian Vettel, German Formula 1 driver.

Background information

Keira Knightley is an English actress. She is best known for her role in the first three *Pirates of the Caribbean* films, alongside Orlando Bloom and Johnny Depp.

Sebastian Vettel is a German Formula One driver. He won the World Championship in 2010, 2011 and 2012 and broke many records, including youngest-ever champion.

Exercise 3

- Elicit or pre-teach *ambition*, *hero* and *heroine*. Drill the pronunciation of *hero* /ˈhɪərəʊ/ and *heroine* /ˈherəʊɪn/.
- Students copy out the chart, then read the texts again more carefully to find the information. In weaker classes, you may like to allow them to do the task in pairs.
- Elicit answers and write them on the board.

ANSWER KEY

Name	Tilda	Brett
Ambition	to be an actress	to be a Formula One driver
Hero / Heroine	Keira Knightley	Sebastian Vettel
Reason	She's Tilda's favourite actress. She doesn't take drugs. She's done a lot of work for charities, and she's given them some of her own money, too.	He started with driving go-karts and went to on to become a Formula One world champion – as Brett would like to do.

Optional extra

In groups of four, students tell each other what their ambition is, who their personal hero / heroine is and why. Get feedback on the most interesting information each group found out.

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Exercise 3

See page T56.

Grammar

Present perfect

Exercise 4a

- Students complete the sentences from the texts without re-reading them, then check their answers against the texts.

ANSWER KEY

1 've seen 2 hasn't done 3 's won 4 haven't seen

Exercise 4b

- Read the explanation together. Check that students understand it by asking for a translation of the rule.
- Study the two examples. Ask: *When was she in some plays at the theatre?* (We don't know, and it's not important.) *When was she in the school play?* (Last year.)

Exercise 4c

- Study the instruction together.
- Students identify the two parts of the present perfect in the sentences in exercise 4a. Elicit the short forms (*'ve* or *'s*) and the negative forms (*haven't* or *hasn't*).
- Explain that English verbs have three forms: the base form, the simple past tense form and the past participle. Tell them the past participle is used in the present perfect tense, but later they will learn other uses for the form, so it is important to write down and memorize all three forms of every new verb they learn.

Exercise 4d

- Say that the examples are all regular forms of the past participle. Elicit the rule for making the regular past participle: the regular past participle is the same as the regular past simple form. We add *-ed* to the base form, and the same spelling rules apply.
- Ask students to find a sentence with a regular past participle in the text (*I've only watched them on TV*).

Exercise 4e

- Read the instructions together. Students look through the texts, and underline the present perfect sentences. Then they study the verbs in these more carefully to find examples of irregular past participles.
- When you check the answers, elicit the base form, the past simple form and the past participle – and write all three on the board for students to copy.

ANSWER KEY

be	was	been
see	saw	seen
do	did	done
give	gave	given
drive	drove	driven
win	won	won

Exercise 5a

- Elicit the past participles of the verbs in exercise 1. Hand out some dictionaries to students to look up the irregular forms of any unknown verbs.

ANSWER KEY

seen, visited, been, driven, won, done, ridden

Exercise 5b

- Ask students to use the verb collocations from exercise 1 (both those in the matching exercise and their own ideas from exercise 1b) and write four sentences about things they have done and four about things they haven't done. You may like to set this as homework.

Speaking and listening

Exercise 6

- Put students in groups of four to six to play a chain game. The first student says a sentence about himself / herself with the expressions from exercise 1. The second student repeats the sentence in the third person, and adds another about himself / herself, and so on. If a student makes a mistake, the group must go back to the previous student, and both of them repeat the whole chain. Keep the chains going for up to three minutes. Which group has the longest chain of expressions?

Exercise 7a 3.3 Audio script pT93

- Focus on the pictures. Elicit what the task is: listen and tick the activity (a or b) each person has done. There are eight dialogues.
- Play the recording twice, pausing after each dialogue to allow students time to think about their answers. Ask students to compare their answers before you check them with the class.

ANSWER KEY

1 a 2 b 3 b 4 b 5 a 6 a 7 a 8 a

Exercise 7b

- As homework, students write two sentences about each of the seven people in the recording, as in the example.

Revision idea

Using ideas from exercises 1 and 7, students ask and answer questions in the present perfect about their own experiences and find at least five things they have done in common.

More practice Workbook pp44–45
Teacher's Resources Unit 5

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3 **Read the texts again. Complete the chart.**

Name	*Tilda*	
Ambition	*to be an actress*	
Hero / Heroine		
Reason		

Grammar

Present perfect

4 **a** **Complete the sentences from the texts in exercise 2.**

1 I _____ nearly all her films.
2 She _____ anything silly.
3 He _____ lots of races.
4 I _____ a real Grand Prix.

b **Read about the present perfect tense.**

We use the present perfect to talk about experiences up to now. We aren't interested in when. When we say the actual time, we must use the past simple.

Present perfect: **I've been** in some plays at the theatre.

Past simple: Last year, **I was** in our school play.

c **The present perfect tense has got two parts: *have* / *has* + a past participle. Look again at the sentences in exercise 4a. Find the two parts of the present perfect.**

d **Look at the examples. How do we make a regular past participle?**

play – played live – lived
stop – stopped

e **Some past participles are irregular (for example, *ride* – *ridden*). Find more irregular past participles in the texts in exercise 2.**

win – won

5 **a** **Look at the expressions in exercise 1. What are the past participles of the verbs?**

b **Have you done any of the things? Write down four things that you have done and four things that you haven't done.**

I've won a class competition.
I haven't won a race.

Speaking and listening

6 **Work in a group. Play the game. Use the expressions in exercise 1.**

A *I've seen a UFO.*
B *He's seen a UFO and I've done a bungee jump.*
C *He's seen a UFO. She's done a bungee jump and I've played …*

7 **a** 3.3 **Listen. What have the people done? Tick (✓) the correct picture in each pair.**

b **Write about each person.**

He's been on the radio. He hasn't been on TV.

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5B Have you ever climbed a mountain?

Comprehension

1 3.4 **Read and listen to the story. Why is Sweet Sue happy at the end?**

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5B Have you ever climbed a mountain?

Comprehension

Exercise 1 3.4

- Focus on the pictures. Ask students who the people are (*Sweet Sue and Smart Alec*), where they are (*in the street*) and what they are doing (*talking to each other*).
- Read the title of the lesson. Ask students who they think has climbed a mountain. Don't reveal the answer, just tell them to read the story to find out.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Play the recording for students to read and listen. Elicit the answer to the prediction question (*Smart Alec has climbed a mountain, Sweet Sue hasn't*).
- Ask: *Why is Sweet Sue happy at the end?* Elicit students' own interpretations.

POSSIBLE ANSWER

Because Smart Alec falls into a hole. He is too busy talking about all the things he's done to look where he's going.

Optional extra

Ask students to make a list of all the activities and sports that Smart Alec mentions he has done. There are five sports and five other activities: play golf, play tennis, play football, play basketball, play ice hockey and climb a mountain, travel to every continent, see the Pyramids, fly in a balloon, ride a camel.

Students might also include *win lots of trophies*, and although winning is not really an 'activity', you may like to allow them to use the expression in the follow-up task. At a stretch, you may also like to allow them use *fall into a hole in the pavement*.

In groups of four, students use the ten activities (or eleven or twelve) to write true sentences about them. Tell them to use the phrases *One / Two / Three of us …*, *Everybody …*, *Nobody …* and the correct form of the present perfect. For example: *Nobody has played golf. Three of us have played tennis.*

Have groups report back about their most interesting or most unexpected findings.

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Exercise 2

- Students work on their own to complete the sentences with the names and verbs.
- Ask them to compare answers in pairs before you check with the class.

ANSWER KEY

1 Sweet Sue, flown
2 Sweet Sue, played
3 Smart Alec, won
4 Sweet Sue, climbed
5 Smart Alec, travelled
6 Sweet Sue, played
7 Smart Alec, visited
8 Smart Alec, fallen

Grammar

Present perfect: questions

Exercise 3a

- Students complete the questions and short answers, then check their answers against the text.

ANSWER KEY

1 Have you 2 have 3 Has he 4 hasn't

Exercise 3b

- Elicit the rule for question formation: we use *Have / Has* + subject + past participle.
- Elicit the rule for short answers: we use *Yes*, (subject pronoun) + *have / has* or *No*, (subject pronoun) + *haven't / hasn't*. We don't repeat the main verb.

Exercise 3c

- Students scan the text again for further examples of questions in the present perfect.

ANSWER KEY

Have you ever played golf?
Have you ever climbed a mountain?

Present perfect: *ever* and *never*

Exercise 4a

- Students complete the dialogue without re-reading the text, then check their answer against the story.

ANSWER KEY

1 ever 2 never

Exercise 4b

- Read the rule together and check that students understand the meaning of the words by eliciting a translation.
- Explain that we use *ever* in questions and in negative sentences. We use *never* in affirmative sentences with a negative meaning (that is, the form of the verb remains positive). We can't use negative verb forms with *never*.

Exercise 4c

- Write the two sentences on the board.
- Elicit the correct position of *ever* and *never*, and ask a student to come to the board to write it there. Both words come before the past participle.

ANSWER KEY

1 Have you ever flown in a balloon?
2 I've never played basketball.

Exercise 5a

- Ask students to look at the stories in previous units as well as Unit 5, and tick the activities that Sweet Sue has ever done. Ask them to make a note of when she did each thing or what the circumstances were.

ANSWER KEY

Sweet Sue has driven a car (Introduction), won the Detective of the Year award (2B), found a missing dog (2B), had flu (1B) and given someone directions (4B). She has never done the other things.

Exercise 5b

- In pairs, students compare their answers by taking turns to ask and answer questions, using the present perfect and *ever* and, where possible, *never*.
- Allow up to two or three minutes, and monitor the dialogues. Then elicit each answer through a dialogue from a different pair.

Speaking

Exercise 6a

- Students look at the pictures and cues, and identify those activities they have done.
- Elicit statements like those in the example for each picture from one or two students.

Exercise 6b

- In pairs, students take turns to ask and answer questions as in the example.
- Walk around and monitor the correct use of questions and short answers in the present perfect.

Optional extra

For extra challenge, ask students to give extra information about their experience (where, when, what, etc.) as they discuss it. Elicit what tense they will need to use to talk about specific experiences (*past simple*). For example: *Have you ever ridden a horse? Yes, I have. I rode a horse when I was on holiday in France last year.*

Revision idea

In turn, each student in the class should say one thing they have never done. Each sentence must be different, students must not repeat what someone else has already said. Move around the class in a random pattern, not following the seating order. This will help keep everyone focused. Monitor the correct use of the present perfect.

More practice Workbook pp46–47
Teacher's Resources Unit 5

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2 **Complete the sentences with *Sweet Sue* or *Smart Alec* and the correct verb.**

1 _____ hasn't _____ in a balloon.
2 _____ has never _____ basketball.
3 _____ has _____ lots of competitions.
4 _____ hasn't _____ Mount Everest.
5 _____ has _____ to Africa and Asia.
6 _____ hasn't _____ golf.
7 _____ has _____ Egypt.
8 _____ has _____ into a hole in the pavement.

Grammar

Present perfect: questions

3 a **Complete the questions and short answers.**

- [1]_____ won any competitions?
- Yes, I [2]_____. / No, I haven't.
- [3]_____ climbed Mount Everest?
- Yes, he has. / No, he [4]_____.

b **How do we make questions in the present perfect?**

c **Find more examples of questions in the story.**

Present perfect: *ever* and *never*

4 a **Complete the dialogue from the story.**

Smart Alec Have you [1]_____ played golf, Sweet Sue?
Sweet Sue No, I haven't. I've [2]_____ played any sports.

b **We often use *ever* and *never* with the present perfect.**

Ever	means	up to now.
Never		not up to now.

c **Where do *ever* and *never* go in the sentence? Put them into these sentences.**

1 Have you flown in a balloon?
2 I've played basketball.

5 a **Look back at all the Sweet Sue and Smart Alec stories. Has Sweet Sue ever done these things?**

1 drive a car
2 play tennis
3 win the Detective of the Year award
4 find a missing dog
5 visit Egypt
6 have flu
7 climb a mountain
8 give someone directions
9 solve a bank robbery

b **Ask and answer with a partner.**

- *Has Sweet Sue ever driven a car?*
- *Yes, she has. On page 6 she arrived at Lord Riley's house in her car.*

Speaking

6 a **Look at the pictures and the cues. Say the things you have / have never done.**

I've ridden a horse. / I've never ridden a horse.

1 ride a horse

2 win a prize

3 climb a tree

4 be in a play

5 meet a film star

6 be late for school

7 play chess

8 see a ghost

9 drive a go-kart

10 have chickenpox

b **Work with a partner. Ask and answer.**

- *Have you ever ridden a horse?*
- *Yes, I have. / No, I haven't.*

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5C Making people aware

Reading

1 3.5 **Read and listen to the text. Answer the questions.**

1 Who is the text about?
2 Where is he from?
3 What is 'the world's highest rubbish dump'?
4 Has the problem improved?

2 Match the halves of the sentences.

1 Ken Noguchi	a mustn't leave their rubbish behind.
2 Mount Everest	b have collected over 500 kg of rubbish.
3 Ken's team	c is still on the mountain.
4 Hillary and Tenzing	d have climbed Everest since 1953.
5 Thousands of people	e is in Nepal.
6 Some of the rubbish	f has climbed Everest five times.
7 Today's climbers	g is on display in Japan and Korea.
8 Fifty tonnes of rubbish	h were the first to climb Everest.

KEN NOGUCHI is a mountain climber. He's climbed Mount Everest. It wasn't the Japanese climber's first visit to the top of the world's highest mountain. He's climbed it five times, and he's going to do it again. He doesn't do it for fun. He goes there to collect something – rubbish!

Ken's team of climbers from Japan and Nepal have collected over 500 kilograms of rubbish and brought it down the mountain. They have collected a lot of small things, like drinks cans, food packaging and plastic bags, but also some large things, like tents, sleeping bags and empty oxygen bottles. Where has all this rubbish come from?

The first people to climb Mount Everest were Sir Edmund Hillary from New Zealand and Tenzing Norgay from Nepal (the home of Mount Everest). They reached the top in May 1953. Since then, modern equipment has made it a lot easier, and thousands of people have climbed the mountain. They have left tonnes of rubbish there, because they don't want to carry it back down the mountain. And unfortunately, the rubbish doesn't decompose in the cold air. Now there is so much rubbish that people have called the mountain 'the highest rubbish dump in the world'.

Ken Noguchi wants to make people aware of the problem. He has taken some of the rubbish to Japan and Korea and put it on display. A lot of climbers come from these countries. 'We must keep the world's highest mountain clean,' he said. Things are better now. People are aware of the problem. And now all climbers must bring their own rubbish back or pay a big fine. However, Ken thinks there is probably about 50 tonnes of old rubbish still there.

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5C Making people aware

Reading

Background information

The black-and-white picture shows Sir Edmund Hillary (left) and Tenzing Norgay (right). In the colour picture, Ken Noguchi is shown on the left. On the right is Apa Sherpa, the man who guided Ken's team on Mount Everest. Apa Sherpa holds the record for reaching the summit of Mount Everest more times than any other person alive (21 times).

Exercise 1 3.5

- Read the title of the lesson together. Elicit what the expression *making people aware* might mean: helping people to realize or understand something, or to notice an issue.
- Focus on the pictures. Elicit ideas for what the text might be about. Accept any reasonable suggestions without giving away the answer. Tell students they will read a text to find out more.
- Read the four questions together. Elicit or pre-teach the meaning of *rubbish dump* and *improve*.
- Play the recording for students to read and listen to answer the questions.
- Check answers with the class.

ANSWER KEY

1 Ken Noguchi, a mountain climber.
2 Japan.
3 Mount Everest, the world's highest mountain.
4 Yes, it has. People now have to bring their rubbish back or pay a fine.

Exercise 2

- Read the sentence halves and check comprehension of the vocabulary. Elicit or pre-teach *mustn't*, *on display* and check students know how much a tonne is (1,000 kilograms).
- Students read the text again and match the sentence halves individually.
- Ask them to compare answers in pairs before you check with the class.

ANSWER KEY

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

Optional extra

Write the following phrases on the board. Students use the present perfect to say or write sentences about the text, using each phrase:

1 climb five times
2 collect 500 kilograms
3 leave tonnes of rubbish
4 display some of the rubbish he collected
5 get better in recent years

Optional extra

To develop students' vocabulary skills, ask students to underline words they don't know or aren't sure about. These might include: *packaging*, *tent*, *decompose*, *fine*, *probably*. Put them in groups to explain to each other (using only English) the meaning of the words. Hand out monolingual dictionaries to those groups that need them. Encourage students to try and work out meanings from the context before they turn to dictionaries. The students then look up the words, decide on which sense of the word is used in the text and make notes. They also check their own ideas from the discussion. Bring the activity together by asking groups to report back to the class with their words – each group explaining or illustrating one word. Ask students not to use their first language at all during this activity.

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Exercise 3a

- Read the instructions together. In stronger classes, students work on their own; in weaker classes, in pairs to find the required information in the text.
- Check answers with the class.

POSSIBLE ANSWERS

1 drinks cans, food packaging, plastic bags
2 tents, sleeping bags, empty oxygen bottles
3 climbers don't want to carry the rubbish back down the mountain; it doesn't decompose in the cold air
4 Japan, Korea
5 people are aware of the problem; climbers must bring their own rubbish back or pay a fine

Exercise 3b

- Elicit how much rubbish Ken's team has already collected (500 kilograms) and how much rubbish there still is (50 tonnes, that is 50,000 kilograms), then do the maths.

ANSWER KEY

100 trips

Vocabulary

Rubbish

Exercise 4a

- Ask students to look at the pictures, then match the expressions to them. In weaker classes, students can do this in pairs.

Exercise 4b 3.6

- Play the recording for students to listen and check their answers in exercise 4a.

ANSWER KEY

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

Exercise 4c

- Discuss the questions with the whole class.
- Alternatively, ask students to discuss the questions in groups, then have groups report back with their conclusions and invite comments from the rest of the class.

Listening

Exercise 5a 3.7 Audio script pT94

- Focus attention on the photo and ask students to describe it. Ask: *Who's in the picture? What is he doing? What is the place like? Why do you think he's doing it?*
- Read the question and the summary options. Ask for a quick show of hands to see which option students think is most likely. Tell them they will listen to a report about a man called Lewis Gordon Pugh and find out.
- Play the recording, then elicit the correct answer.

ANSWER KEY

b to make people aware of global warming

Exercise 5b 3.7

- Read the questions together and check comprehension. Elicit the three forms of the verb *swim*.
- Elicit or pre-teach the key words *coast*, *degree Celsius*, *leopard seal*, *penguin*, *make sure*, *icy*, *global warming*.
- Play the recording for students to listen and answer the questions.
- Ask a different student to answer each question.

ANSWER KEY

1 In the Southern Ocean, near Antarctica.
2 He swam 1 kilometre.
3 The water was zero degrees Celsius.
4 There were leopard seals.
5 The Arctic Ocean.
6 Yes, he's going back to the Arctic Ocean next year.

Optional extra

Lead a class discussion about Lewis Gordon Pugh. Do students think his campaign about global warming is effective? Why? / Why not? What else could people do to make others aware of global warming? What is being done about the issue in the students' own country?

Speaking

Exercise 6

- In pairs, students prepare and practise a role-play. Walk around and monitor. Get a couple of pairs to do their role-play in front of the class.
- Working in the same pairs, students swap roles and use the other person from the stories for their second interview. Do the same as before.

Optional extra

Put students in groups to play a chain game. The first student begins by saying: *We went up the mountain and we brought down a tent.* The next student, and each one in turn, must repeat everything that's been said before and add one more thing each time, for example: *We went up the mountain and we brought down a tent and six plastic bags.* If any student makes a mistake, the whole group must repeat the whole chain they have built up so far before they start adding more phrases again. Which group has got the longest chain at the end of the four minutes?

Revision idea

Students use the information from the reading or listening text to write a paragraph about one of the people. In groups, students read their paragraphs to each other and vote for the best text in each group. Get the winners read out their stories to the whole class, and have a vote on the best one again.

More practice Workbook pp48–49
Teacher's Resources Unit 5

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3 a Find this information in the text.

1 two small kinds of rubbish that people have left on the mountain
2 two large things that people have left there
3 two reasons why there is so much rubbish there
4 two places where Ken has displayed the rubbish
5 two reasons why the situation is better now

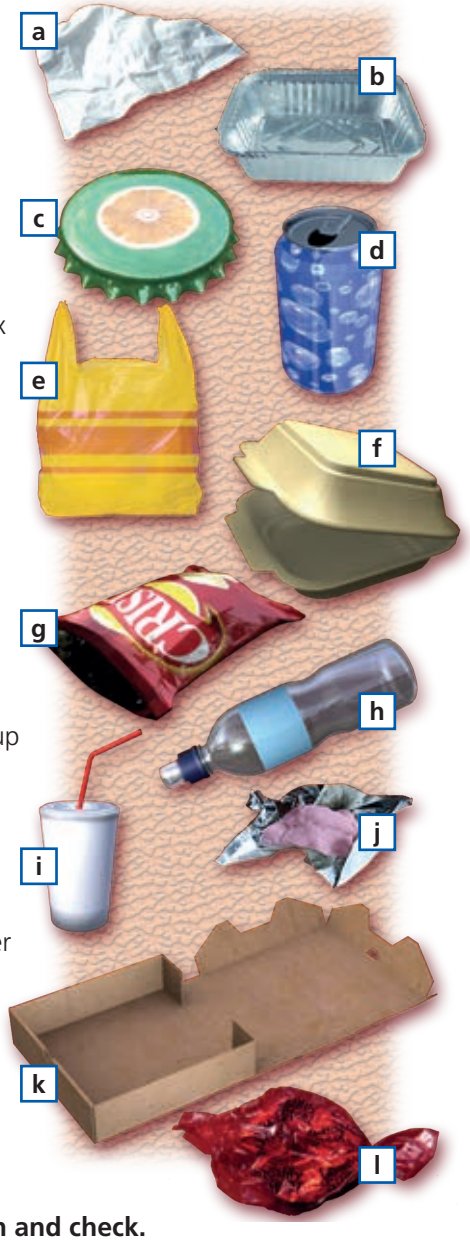
b If Ken brings down the same amount of rubbish each time, how many more trips must he make?

Vocabulary

Rubbish

4 a Match the expressions to the pictures.

1 a plastic bag
2 a bottle top
3 a drinks can
4 a cardboard box
5 a foil tray
6 chewing gum
7 food packaging
8 a polystyrene cup
9 a crisp packet
10 a sweet wrapper
11 a paper tissue
12 a plastic bottle



b 3.6 Listen and check.

c Answer the questions.

1 Which things in the list can be recycled?
2 What other kinds of rubbish can you name?
3 Which of the things in the list do you often throw away?

Listening

5 a 3.7 You're going to hear about the man in the picture – Lewis Gordon Pugh. Listen. Why is he swimming in the Antarctic?

a to break the record for swimming in the Antarctic
b to make people aware of global warming
c to test his own body
d to swim with penguins and seals

b 3.7 Listen again. Answer the questions.

1 Where did he swim last year?
2 How far did he swim?
3 What was the temperature of the water?
4 What dangerous animals were there, too?
5 Which other ocean has he swum in?
6 Is he going to do it again?

Speaking

6 Work with a partner. Student A is a news reporter. Student B is Ken Noguchi or Lewis Gordon Pugh. Make an interview.

- *How many times have you climbed Mount Everest?*
- *Five times. But I'm going to do it again.*

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5D Kids

Layla's news

1 a What happened in the last episode of the story? Look back and check your ideas.

b 3.8 **Read and listen to the story.**

1 What has happened to virtual Matt?
2 Why is Dylan shocked?

1

Saturday afternoon.

Layla Hi, Chloe. Sorry I'm late.
Chloe That's OK. I've just arrived, too.
Layla I've been on the computer with *Virtual Soap*. It was getting so exciting!
Chloe Oh, right. How did your date with 'virtual' Matt go?
Layla Well, we didn't …

2

Chloe Oh, hi, Dylan. Are you waiting for James?
Dylan Yes, but he's just phoned to say he'll be late.
Layla We're going swimming. Maybe we'll see you later.
Dylan Yes, maybe. I'm just going to get a drink from the machine.
Chloe Oh, OK. Anyway, Layla, you were telling me about your date with Matt.

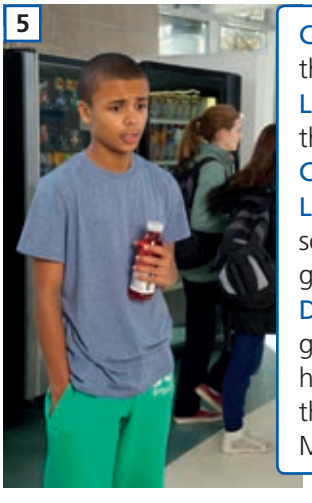
Dylan (thinks) Matt, Matt, Matt. Why do we always talk about Matt?
Layla You won't believe what's happened.
Dylan (thinks) Actually, I don't want to know. I've heard enough about Matt.
Chloe Well come on. Tell me all about it.
Layla Well, Matt was in the gym changing rooms at school and he found a wallet.
Chloe Where was it?
Layla On the floor. Anyway, Matt was looking inside it to see whose it was when one of the teachers came in.
Chloe Oh no. Did he think that Matt was stealing it?

3

4

Layla Yes, so he sent Matt to see the head teacher.
Chloe And what did the head teacher do?
Layla He excluded Matt.
Chloe Excluded him? So he has to go to another school now?
Layla It's worse than that. His parents were so annoyed that they've decided to move to another town – in Scotland!

5



Chloe But Matt didn't steal the wallet.
Layla I know, but it means that I'll never see Matt again!
Chloe Oh, dear. That's terrible!
Layla Well, I'm sure I'll find someone else. Come on. Let's go and get changed.
Dylan (thinks) Matt was going to the gym when I saw him yesterday. But he's not a thief. I don't believe it! Poor Matt!

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5D Kids

Layla's news

Exercise 1a

- Elicit what happened in the previous episode of the 'Kids' story. Ask: *What's the name of the computer game Layla is playing?* (Virtual Soap.) *Who's Matt Daytona?* (A character in the game.) *Who's Sophia Harris?* (Layla's own game character.) *What happened in the game story?* (Matt asked Sophia out on a date.) *Who were Chloe and Layla talking about in the last episode?* (Matt Daytona.) *Who did Dylan think they were talking about?* (Matt Jenkins, another boy from their school.) Elicit any further story details students may remember.
- This photostory is available as video on the DVD and the Classroom Presentation Tool.

Exercise 1b 3.8

- Read the two questions. Check students understand which Matt question 1 refers to (*Matt Daytona*). Check comprehension of the word *shocked*.
- Elicit or pre-teach the key words *changing rooms*, *wallet*, *exclude*.
- Play the recording for students to read and listen.
- Check the answers with the class.

ANSWER KEY

1 He found a wallet, but a teacher thought he was stealing it. He was excluded from his school, and his parents decided to move to Scotland.
2 Because he thinks the incident happened to Matt Jenkins.

Optional extra

You may like to test students' comprehension with further multiple-choice questions. Write on the board for students to copy in their exercise books, or write out and photocopy on worksheets for each student:

1 Who arrived first?
a Layla b Chloe c Dylan
2 Who's going to be late?
a Chloe b Dylan c James
3 Who saw Matt Daytona in the changing room?
a Sophia b Dylan c a teacher
4 Who doesn't want to talk about Matt?
a Dylan b Layla c Chloe
5 Who's moving to Scotland?
a Sophia b Matt and his family c Matt's parents
6 Why isn't Chloe shocked about the news?
a she's heard about it before
b she knows Layla is only talking about a game
c she isn't interested in any more news about Matt

ANSWER KEY

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

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Exercise 2a

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

ANSWER KEY

1 g 2 f 3 b 4 i 5 d 6 j 7 c 8 h 9 e 10 a

Exercise 2b

- Students work in groups of four or five. Each of them takes on a role in virtual Matt's story: Matt, the teacher, the head teacher, and one or both of Matt's parents.
- The groups decide on how many scenes they will need to tell the story (three or four: Matt and the teacher in the changing room, Matt with the head teacher, possibly also the head teacher talking to Matt's parents, and finally Matt and his parents).
- Each group should write the words for each character to say in each scene. Then each student in a group takes on a role, and they rehearse their mini-play together.
- Ask each group to act their story in front of the class. Vote for the best performance.

Everyday English

Useful expressions

Exercise 3a

- Students match the expression halves on their own, then compare their answers in pairs before you check with the class.
- Elicit a translation for each expression.

ANSWER KEY

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

Exercise 3b

- In pairs, students take turns to read the sentences and respond using the expressions from exercise 3a.
- Walk around and monitor, then ask a different pair to do the mini-dialogue in front of the class.

POSSIBLE ANSWERS

1 I don't want to know. 2 Tell me all about it.
3 Sorry I'm late. 4 You won't believe what's happened.
5 I've just arrived, too. 6 Oh dear.

Optional extra

For each expression from exercise 3a, students invent a situation different from those in exercise 3b. Repeat the pairwork activity with the new exchanges.

just + present perfect

Exercise 4a

- Read the rule together and check comprehension.
- Write the two sentences on the board.
- Students add *just* to the example sentences without re-reading the text. Then they check their answers against the story. Ask a student to come to the board to write the correct answer for the others to copy in their exercise books. Elicit the position for the word: it should come before the past participle.

ANSWER KEY

1 I've just arrived, too.
2 He's just phoned to say he'll be late.

Exercise 4b

- Look at the example together. Elicit what tense is used.
- Students expand the cues into sentences on their own.
- Check answers with the class.

ANSWER KEY

2 I've just sent a text to my friend.
3 Matt's just phoned.
4 I've just bought some juice.
5 James has just left his house.
6 Layla has just arrived.
7 I've just finished my homework.
8 She's just gone / been to the post office.
9 I've just heard the news about Matt.
10 We've just had a game of basketball.

Exercise 5

- Students work in pairs to use the cues to write dialogues like the one in the example.
- They take turns to ask questions and respond with their answers. Walk around and monitor the activity.
- Get some pairs to do each dialogue in front of the class. Ask the rest of the class to make notes of what excuses or explanations are used.

POSSIBLE ANSWERS

2 Yes, he has. I've just seen him.
3 No, sorry. I've just played a game and I'm very tired.
4 Yes, I am. I've just checked in the TV guide.
5 No, thanks. I've just had one.
6 Sorry, she's not here. She's just gone out to the shops.
7 Yes, I have. I've just finished it.
8 Yes, I am. I've just switched on Eurosport.
9 Yes, I did. I've just sent him an e-mail.
10 Yes, we did. We've just got back.

Revision idea

Bring in some pictures that suggest some recent incident, for example: a drink spilled over the floor, an injured footballer on the pitch, some cars after a mild collision, a married couple walking out of the registry office, etc. Show students each picture and elicit statements about it in the present perfect, using *just*. Encourage students to be creative, and get them to say two or three different statements for each image before you move on to the next one.

More practice Workbook pp50–51
Teacher's Resources Unit 5

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2 a Put the events of what happened to virtual Matt in the correct order.

a ☐ They decided to move to Scotland.
b ☐ He looked inside the wallet to see whose it was.
c ☐ The head teacher excluded Matt.
d ☐ The teacher thought Matt was stealing the wallet.
e ☐ Matt's parents were very annoyed.
f ☐ He found a wallet on the floor of the changing rooms.
g ☐ Matt went to the gym.
h ☐ The head teacher told Matt's parents.
i ☐ A teacher came in and saw him.
j ☐ The teacher sent Matt to the head teacher's office.

b Work in a group. Write and act the story of what happened to virtual Matt.

Everyday English

Useful expressions

3 a Match the halves of the expressions.

1 Sorry	a arrived, too.
2 I've just	b dear.
3 You won't believe	c I'm late.
4 I don't want	d all about it.
5 Tell me	e to know.
6 Oh	f what's happened.

b Use the expressions in exercise 3a to respond to sentences 1–6.

1 The teacher's got our test results.
2 We had a great holiday.
3 The lesson started ten minutes ago.
4 What's the matter?
5 Sorry I'm late.
6 I hurt my arm when we were playing football.

just + present perfect

4 a We can use the present perfect to talk about a recent event. We often use *just* with it. Look at the sentences from the story. Put *just* in the correct place.

1 I've arrived, too.
2 He's phoned to say he'll be late.

b Say what's just happened. Use the cues.

1 We / have lunch
We've just had lunch.
2 I / send a text to my friend
3 Matt / phone
4 I / buy some juice
5 James / leave his house
6 Layla / arrive
7 I / finish my homework
8 She / go to the post office
9 I / hear the news about Matt
10 We / have a game of basketball

5 Make dialogues using *just* + the present perfect. Use the cues and your own ideas.

1 Would you like a drink?
No / have
• *Would you like a drink?*
○ *No, thanks. I've just had a milkshake.*
2 Has Dylan arrived?
Yes / see
3 Shall we have a game of table tennis?
No / play
4 Are you sure the film starts at 5.30?
Yes / check
5 Do you want a sandwich?
No / have
6 Hello. Can I speak to Melinda, please?
Sorry / go out
7 Have you done today's Science homework?
Yes / finish
8 Are you going to watch the football match on TV?
Yes / switch on
9 Did you remember Peter's birthday?
Yes / send
10 Did you have a good holiday?
Yes / get back

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5 Culture

1 3.9 **Read and listen to the text. Match the names to the descriptions.**

1	Horatio Nelson	a	a pop star
2	Boudicca	b	a writer
3	John Lennon	c	an admiral
4	I K Brunel	d	a factory owner
5	J M W Turner	e	a queen
6	Charles Dickens	f	a painter
7	Lord Ashton	g	an engineer

2 **Which person is connected to these places? Why?**

1	Lancaster	4	Trafalgar Square
2	Margate	5	Liverpool
3	Bristol	6	Portsmouth

3 a **What two queens are mentioned?**

b **Match these cues to the correct queen.**

64 years Romans earliest
richest tribe place names

4 **Compare with your country. Give examples of:**

- famous statues of national heroes and heroines.
- statues or places named after famous people in your town.

Why are the people commemorated?

HEROES and heroines

All countries have their own national heroes and heroines. You see statues of these people in towns and cities. Streets, squares, parks and buildings are often named after them, too. Here are some examples from the UK.

The most famous monument in London is Nelson's Column in Trafalgar Square. The statue on top of the column is of Admiral Horatio Nelson. He defeated the French navy at the Battle of Trafalgar in 1805. Nelson himself died in the battle.

Near the Houses of Parliament is the statue of Britain's first national heroine – Boadicea, or Boudicca. She was the queen of a British tribe and she led a rebellion against the Romans.

Sometimes places are named after heroes or heroines. Liverpool Airport is called John Lennon Airport. He came from Liverpool and started the most famous pop group in the world – the Beatles. He was shot in New York in 1980.

Brunel University in Bristol is named after the engineer, Isambard Kingdom Brunel. He built a railway from London to Bristol, as well as tunnels, bridges and ships.

In Margate, Kent, you can visit the Turner Gallery. It's named after the painter, J M W Turner. He painted many of his pictures in Margate.

A lot of buildings in London and other cities have blue plaques on them. These show that a famous person lived or worked there. You can see plaques for scientists, artists, poets, politicians, actors and lots of other people. This plaque shows us that the writer, Charles Dickens, was born in this house in Portsmouth.

Many places are named after famous local people, too. The town hall in the city of Lancaster, for example, is called Ashton Hall after Lord Ashton. He was a very rich businessman, and he owned some large factories in the city.

This statue is in the middle of the square in front of Lancaster town hall. It's a statue of Queen Victoria. There are more statues of Queen Victoria in the UK than of anybody else. She was queen for nearly 64 years (1837–1901), when Britain was the richest country in the world. Many places are named after her, too. London and Manchester both have a Victoria Station, and many towns and cities have a street, road, square or park named after her.

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5 Culture

Heroes and heroines

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.

Exercise 1 3.9

- Read the list of people 1–7. Elicit what students already know about the people. Don't give away the answers, but tell them they will read a text to check their ideas and find out more.
- Play the recording for students to read and listen.
- Check answers.

ANSWER KEY

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

Exercise 2

- Elicit or pre-teach *monument*, *column*, *defeat*, *battle*, *tribe*, *rebellion* and *plaque*.
- Students read the text again to match the famous people to each of the six places.
- Ask students to compare answers in pairs before you check with the class.

ANSWER KEY

1 Lord Ashton; he owned some large factories in Lancaster
2 J M W Turner; he painted many of his pictures in Margate
3 I K Brunel; he built a railway from London to Bristol
4 Horatio Nelson; Nelson's Column commemorating his victory against the French navy stands in Trafalgar Square
5 John Lennon; he came from Liverpool and started the Beatles; Liverpool Airport is named after him
6 Charles Dickens; he was born in Portsmouth

Exercise 3a

- Students scan the text for the names of two queens mentioned.
- Check answers with the class.

ANSWER KEY

Queen Boudicca and Queen Victoria

Exercise 3b

- Students match the six cues to the correct queen.
- When they give their answers, ask them to explain, in their own words, if possible, what the connection is.

ANSWER KEY

64 years: Victoria (ruled for nearly 64 years)
Romans: Boudicca (led a rebellion against the Romans)
earliest: Boudicca (the first national heroine)
richest: Victoria (during her time, Britain was the richest country in the world)
tribe: Boudicca (was the leader of a British tribe)
place names: Victoria (many places around Britain are named after her)

Exercise 4

- Read the instructions together. Elicit or pre-teach the meaning of *commemorate*.
- Brainstorm the names of national heroes and heroines with the class. Agree on a list of the top five or six people. Elicit what they are best known for.
- As a homework task, in groups of five or six, students find some information on the Internet, in history books or from other sources about the famous people's lives. Each student in a group should look up a different person. They should each also find pictures of statues, paintings, street signs, plaques and so on, which commemorate that person.
- In the next lesson, get students who researched the same hero or heroine together in new groups, so they share and compare their findings. Each of these new groups should elect a speaker to present their collected information, using the best pictures and best texts from the shared group effort – that is, not necessarily their own original text.
- After the five or six presentations, discuss with the class which person they think best represents their nation, and why they think so.

More practice Teacher's Resources Unit 5

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English Across the Curriculum 5

Computer studies: safety on the Net

Exercise 1a

- Read the title together. Elicit ideas for what it might refer to. Students brainstorm some ideas in groups for staying safe on the Net and report back to the class, or you can do this as a teacher-led brainstorm with the whole class. Tell students that in this lesson they will find out more about the subject.
- Elicit or pre-teach the following words: *attachment*, *log off*, *online*, *privacy*, *settings*, *password*, *store*, *symbol*, *contain*, *virus*, *delete*.
- Students read the advice and complete the tips with the words in the box. In weaker classes, they can do this in pairs.

Exercise 1b 3.10

- Play the recording for students to listen and check their answers.

ANSWER KEY

1 nickname
2 friends
3 log off
4 mobile phone
5 pet
6 numbers
7 reply
8 attachments
9 delete
10 parents

Exercise 2a 3.11 Audio script pT94

- Ask students to read the completed text again quickly and tick the pieces of advice they're already following online themselves. Ask them to share this in pairs.
- Tell students they will hear eight short audio extracts about young people using the Internet.
- Play the recording for the first time for students to listen and note which of the eight speakers is following the advice they've read.

ANSWER KEY

Speakers 1, 4 and 8 know the safety rules.

Exercise 2b 3.11

- Play the recording for the second time for students to say what speakers 1, 4 and 8 are doing right, and what speakers 2, 3, 5, 6 and 7 are doing wrong. They make notes as they listen. Play the recording for a third time if necessary.
- Ask students to compare answers in pairs before you check with the class.

ANSWER KEY

1 He doesn't use his real name on the Net.
2 She deletes horrible e-mails without showing them to anyone.
3 He puts too much personal information on the Internet.
4 She doesn't tell anyone any her passwords.
5 He opens emails from an unknown address, and opens attachments in them.
6 He doesn't log off while away from his computer.
7 She doesn't write down or store her password on her mobile phone, but she chose a very easy password that's too easy for others to guess.
8 She shows problem e-mails to her parents.

Optional extra

Ask students to make a promise to themselves about staying safe online and do one thing differently from now on. They should consider which rules they're already following and what mistakes the speakers on the recording have made. They shouldn't tell anyone what their specific promise was. Staying private is an important part of staying safe online. In the next lesson, ask students to think back to the promise they made, and ask for a show of hands about which students have kept their promise – again, without revealing what that was.

Exercise 3

- Lead a class discussion about the rules in the text, and the likely consequences. If any of the students have a story to share, encourage them to tell the class about it, and elicit constructive and sympathetic comments. Encourage everyone to be sensitive to anyone who has been a victim of cyber-bullying or had a social network or chat account hacked, for example. Pointing out to someone what mistakes they shouldn't have made isn't going to help them – instead, invite positive advice.
- If students mention any other useful, relevant tips for online behaviour, write the ideas on the board for the students to copy in their exercise books.

More practice Teacher's Resources Unit 5

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Computer studies: safety on the Net

1 a **Complete the tips for safety on the Net with these words.**

reply nickname delete friends attachments
pet numbers mobile phone parents log off

b 3.10 **Listen and check.**

2 a 3.11 **Listen. Which of the people know the safety rules for the Net?**

b 3.11 **Listen again. What are the people doing right or wrong?**

3 **Why are these rules important? What can happen if you don't follow them?**

HOME | NEWS | FAQS | CONTACT

HOW CAN YOU STAY SAFE ONLINE?
Here are some simple tips.

Learn more

sign up to our newsletter SUBMIT

Looking for something?

CHATROOMS AND SOCIAL NETWORKS

1. Never use your real name on the Internet. Use a [1]_____. Your friends will recognize it, but strangers won't.
2. Never give your real address, school, date of birth or e-mail address on the Internet.
3. Always set Privacy Settings to '[2]_____ only'.
4. Always [3]_____ before you leave a computer.

PASSWORDS

1. Never tell anyone your password – even your best friend.
2. Don't write your password down or store it on your [4]_____. Keep it in your head! Nobody can see it there.
3. Don't use these things for passwords: family names, your date of birth, your [5]_____'s name, your favourite pop group or friends' names. People can guess your password from them.
4. For a good password use a mixture of letters, [6]_____ and symbols.

E-MAILS

1. Sometimes you can get an e-mail from an unknown address:
   - Don't [7]_____ to it.
   - Don't open any [8]_____ as they may contain a virus.
   - Delete the e-mail immediately.
2. Sometimes you can get an e-mail that says bad things:
   - Don't reply to it.
   - Don't [9]_____ it.
   - Show it to your [10]_____ or a teacher.

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5 Revision

Vocabulary

1 a **Complete the expressions with these verbs. Then match them to the pictures.**

win ride see be fly write drive climb

1 _____ a go-kart
2 _____ in a balloon
3 _____ in hospital
4 _____ a show
5 _____ a song
6 _____ a mountain
7 _____ a horse
8 _____ a race

b **Write the past participles of the verbs.**

win – won

2 a **Have you done any of the things in the pictures? Put your answers in a chart like this.**

	You	Megan
1 won a race?		

b 3.12 **Listen. Which of the things has Megan done? Complete your chart.**

Grammar

3 a **Use your chart. What has Megan done? What have you done? Write sentences.**

1 Megan has won a race, but I've never won a race.
2 She's never …

b **Ask and answer with a partner.**

- *Has Megan ever won a race?*
- *Yes, she has.*
- *Have you ever won a race?*
- *Yes, I have. / No, I haven't.*

4 What has Syd just done?

1 *Syd's just woken up.* 2 _____

3 _____ 4 _____

5 _____ 6 _____

Listening and speaking

5 a 3.13 **Something is missing from each line of these dialogues. Listen and find the missing words.**

1 • Hi. I'm late.
  ○ That's OK. I've just arrived.
2 • Have you played ice hockey?
  ○ No, I haven't, but I've watched it.
3 • Shall we go to the sports centre for a game?
  ○ Can we go a bit later? I've had my lunch.
4 • Ken Noguchi has collected rubbish from Mount Everest.
  ○ Yes, I know, but there are still 50 tonnes there.

b **Work with a partner. Read the corrected dialogues.**

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5 Revision

Vocabulary

Exercise 1a

- Students work on their own to complete the sentences and do the matching task.
- Ask them to compare their answers in pairs before you check with the class.

ANSWER KEY

1 drive a go-kart d
2 fly in a balloon b
3 be in hospital f
4 see a show e
5 write a song g
6 climb a mountain h
7 ride a horse c
8 win a race a

Exercise 1b

- Draw a table on the board with three columns, and ask students to copy it in their exercise books. Write the base form of the verbs in exercise 1a in the first column.
- Students complete the third column with past participles.
- Check answers by asking students to come to the board to complete the table.
- Elicit the past simple forms and complete the table.
- Ask students to say which verb is regular (*climb*).

ANSWER KEY

win won won
ride rode ridden
see saw seen
be was/were been
fly flew flown
write wrote written
drive drove driven
climb climbed climbed

Exercise 2a

- Students draw and complete a chart in their exercise books, with seven more rows like the first row – and use the collocations from exercise 1a as the row headings.

Exercise 2b 3.12 Audio script pT94

- Explain that students will hear a teenage girl called Megan talk about her experiences.
- Play the recording twice for students to listen and complete the chart for Megan.
- Students compare their answers in pairs before you check them with the class.

ANSWER KEY

Megan has won a race, driven a go-kart, written songs, and seen a show.

Grammar

Exercise 3a

- Students work on their own to write about Megan and themselves, as in the example.

Exercise 3b

- Students take turns to ask and answer about Megan and each other. Monitor the correct use of the present perfect.
- You could ask students to add some information about the experiences they've had. Elicit that they will need the past simple for this. For example: *I've won a race. I won the School Charity Run last spring.*

Exercise 4

- Look at the example together. Elicit that the pictures show things that have just happened – that is, students will need sentences in the present perfect with *just*.
- Students look at the pictures, and make up sentences about them. Elicit their ideas. Accept any valid suggestions, but make sure the present perfect with *just* is correctly used.

POSSIBLE ANSWERS

2 Syd's just fallen off his bike.
3 Syd's just had a drink.
4 Syd's just cooked himself a meal.
5 Syd's just won a game of tennis.
6 Syd's just bought a DVD.

Listening and speaking

Exercise 5a 3.13 Audio script pT94

- Explain that in the four dialogues, there is some information missing in every line. Ask students to read the lines and in pairs to discuss their ideas about what the missing information might be. Ask them not to write their answers yet. Allow two minutes for this preparation stage.
- Play the recording for students to listen and write the missing details. Pause the recording after each dialogue to give students time to do this. Play the recording twice.

Exercise 5b

- Ask a different pair to read each corrected dialogue. Ask the rest of the class to listen, check and correct the answers.
- You could play the recording again to confirm answers.

ANSWER KEY

1 Hi. Sorry I'm late. That's OK. I've just arrived, too.
2 Have you ever played ice hockey?
No, I haven't, but I've watched it on TV.
3 Shall we go to the sports centre for a game of table tennis?
Can we go a bit later? I've just had my lunch.
4 Ken Noguchi has collected 500 kilograms of rubbish from Mount Everest.
Yes, I know, but he thinks there are still 50 tonnes there.

More practice Workbook pp52–53
Teacher's Resources Unit 5

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Your Project 5

Develop your writing

Organizing a text

Exercise 1a

- Students read the advice. Ask them to say in their own words why they think it is a good idea to make a list of questions before writing.

Exercise 1b

- Read the instructions. Explain that selecting the most relevant important information for writing is a very important skill that will later be key to their success in examinations, too.
- Ask students to work on their own to read the list of ten questions and select the most important six. Then put students in groups of four to compare their lists, and say for each question why they think it should be included or why not. Allow some of this discussion to be in the students' own language, but encourage them to use English as much as possible. Walk around and monitor the discussions.
- Get groups to feed back with their ideas to the class. Elicit that interesting isn't always the same as important.

Project task

Exercise 2

- Students make an individual project about a famous person from their own country. After the initial planning stage, they make their projects as homework. Each student is free to choose whatever format suits them best.

Preparation

1 Ask students to choose the person they want to write about. Each student should prepare a list of questions they want to include. Encourage them to keep to no more than six to eight questions to cover. Refer them back to the questions in exercise 1b. Ask them to think about where and how they will find the necessary information. You may like to allow them to do this brainstorming stage in pairs, even if each student will prepare a different project afterwards.

2 Students write a text of 120–150 words about the person, covering each of the points in their list of questions.

3 Ask them to include examples of how the person is commemorated in their country. Refer them back to the Culture lesson on p64.

4 Encourage students to find some pictures of the person, the key events in their lives, and pictures of things that commemorate them to illustrate their texts. You may like to brainstorm some ideas for picture sources with the whole class.

Presentation and follow-up

- Set aside a lesson for the project presentation. Make sure students have all the equipment necessary to present their projects – so find out in advance if any students have decided on a more unusual format, for example a web page or a video presentation. The majority of projects are likely to be illustrated texts or posters, however.
- Allocate an equal amount of time for each presentation.
- Have a vote on the best project.

Song

We Are the Champions

Background information

We Are the Champions is a song performed by British rock band Queen and written by their late lead singer Freddie Mercury. The song appeared on the band's 1977 album *News of the World*, and became a Top 10 hit in many countries. It is one of the most recognizable rock tunes in the world, and it is very often played at the end of sports competitions to celebrate the winners. In 1994, it was the theme song of the football World Cup in the USA. It was voted The World's Favourite Song in a poll in 2005.

Exercise 1 3.14

- Play the recording for students to read and listen to the song lyrics, and choose the correct alternatives. You may need to play the recording twice.
- Ask students to compare their answers in pairs before you check with the class.
- You may need to explain the phrases *pay taxes*, *pay one's dues*, *do one's sentence*, *commit a crime*, *have one's share (of something)*, *come through*, *mate*, *keep on (-ing)*, *no time for*, *take one's bows*, *curtain call*, *bring somebody fame*, *fame and fortune*, *no bed of roses*.

ANSWER KEY

1 dues **2** done **3** bad **4** few **5** come **6** friend **7** fighting **8** time **9** world **10** bows **11** brought **12** roses **13** No **14** I'd

Exercise 2

- Ask students to read the song lyrics again and decide why the man in the song feels like a champion.
- Ask students to compare their answer in pairs before you check with the class.

ANSWER KEY

d Bad things have happened, but they haven't stopped him.

More practice Teacher's Resources Unit 5

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Your Project 5

Develop your writing

Organizing a text

1 a **Read about organizing a text.**

When you write a text, you must first decide: What information am I going to include? Not all information is important.
How do you do this? A simple way is to make a list of questions. Ask yourself: What will the reader want to know about the topic?

b **Read the questions for writing about a famous person's life. Which questions are important? Choose six.**

1 Where and when was he / she born?
2 What pet did he / she have as a child?
3 What do we know about his / her early life?
4 How did he / she start in his / her profession?
5 How many brothers and sisters did he / she have?
6 What colour were his / her eyes?
7 How did he / she become famous?
8 What did he / she achieve?
9 What was his / her favourite food?
10 What did he / she do in later life?

Project task

2 Make a project about a famous person from your country.

1 Choose a famous person. Find some information about him / her.
2 Write a text about the person. Use the questions in exercise 1b to help you plan the text.
3 Give some examples of how the person is commemorated in your country today.
4 Illustrate your text with some pictures.

Song

1 3.14 **Listen and choose the correct words.**

2 Why does the singer feel like a champion?

1 He used to be very poor, but now he's rich and famous.
2 He's won lots of international competitions and prizes.
3 He's had a very easy life with very few problems.
4 Bad things have happened, but they haven't stopped him.

We Are the Champions

I've paid my [1]dues / taxes
Time after time,
I've [2]*done / had* my sentence,
But committed no crime.
And [3]*big / bad* mistakes,
I've made a [4]*few / lot*
I've had my share of sand kicked in my face,
But I've [5]*come / stayed* through.

And we can go on and on and on …

Chorus
We are the champions, my [6]*mate / friend*
And we'll keep on [7]*fighting / going* till the end.
We are the champions.
We are the champions.
No [8]*space / time* for losers
'Cause we are the champions
Of the [9]*world / universe*.

I've taken my [10]*bows / time*,
My curtain calls,
You've [11]*given / brought* me
fame and fortune and
everything that goes with it,
I thank you all.
But it's been no bed of
[12]*flowers / roses*,
[13]*A / No* pleasure cruise.
I consider it a challenge
before the whole human race
That [14]*I'd / we'd* never lose.

And we can go on and on
and on and on …

Chorus

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6 What's up?

6A What's the matter?

Vocabulary

Something's wrong

1 a **Complete the expressions with these words.**

knee a cold thirsty bored hot a spot
back a sore throat sore eyes tired toothache

I'm
- hungry.
- cold.
- 1 _____.
- 2 _____.
- 3 _____.
- 4 _____.

My ear
- 5 _____ hurts.
- 6 _____ itches.

I feel sick.

I don't feel well.

I've got
- a headache.
- 7 _____.
- 8 _____.
- 9 _____.
- 10 _____.
- 11 _____.

b **Add some more words to the boxes.**

c **Make expressions to match the pictures.**

He's thirsty.

2 Work with a partner. Student A: ask what's wrong. Student B: mime the problem. Student A: try to guess what's wrong.

- *What's wrong?*
- (Mimes the problem)
- *Have you got a headache? / Are you tired?*

Comprehension

3 a **Read the dialogue. What do you think the correct words are?**

b 3.15 **Listen and check your ideas.**

Dylan Have we got any painkillers, Mum?
Mum Why? What's the [1]*matter / wrong*?
Dylan I've got a [2]*cold / headache*.
Mum Well, you shouldn't sit so close to the [3]*window / TV*. You should sit back here in one of the [4]*armchairs / cupboards*.
Dylan But I can't [5]*see / hear* it properly from back there.
Mum You should go to the optician's.
Dylan Oh, Mum. I don't want to wear [6]*glasses / shorts*.
Mum Maybe, but you probably [7]*want / need* them.
Dylan But I'll look like a geek.
Mum No, you won't. Don't be [8]*silly / clever*. A lot of young people wear them.
Dylan None of my friends do.
Mum Well, anyway, you should have an [9]*eye / ear* test. I'll make an appointment for you tomorrow.
Dylan Oh, all right.

Two weeks later …

James Neat glasses, Dylan! You look really [10]*old / cool* in them.
Dylan Thanks. And I can see the whiteboard properly now, too.

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6 What's up?

Unit overview
Grammar: *should / shouldn't; must / mustn't; don't have to*
Vocabulary: something's wrong (illnesses, complaints); phrasal verbs; useful expressions
Skills: Listening: identifying things mentioned; Reading: ordering events, ordering paragraphs, completing statements, error correction; Writing: rules, a story; Speaking: making and turning down a suggestion
Culture: Signs The Culture page could be studied any time after Lesson B.
English Across the Curriculum: Health: eyes The English Across the Curriculum page could be studied after Lesson A or at the end of the unit.
Your Project: Develop your writing: explaining the meaning; signs
Song: *Contagious*

6A What's the matter?

Vocabulary

Something's wrong

Exercise 1a

- Elicit the usual responses to the question: *How are you?* For example: *I'm fine, thanks.* Ask students what they say if they're not feeling well. Elicit as many ideas as you can, and write responses on the board, for example: *I don't feel (very) well.*
- Focus on the lesson title and explain that we use *What's the matter?* if we're asking someone to tell us more about any negative feelings or negative experiences they may have had.
- Pretend that you're not feeling well, and get students to ask you: *How are you?* Respond, and elicit: *What's the matter?* Explain that you have a sore throat and a headache, and you're tired, and hot, and mime each symptom you mention. Say that you think you might have a cold. Elicit a translation of your complaints from the students.
- Elicit or explain that *What's up?* is an informal way of asking what the situation is, especially when it is something unpleasant. Its meaning is very similar to *What's the matter?*
- Make sure that students understand the difference between *be cold* and *have a cold*.
- Ask students to look at the different ways of talking about complaints. They work in pairs to complete the expressions.
- Check answers and complete the chart on the board.

ANSWER KEY

1 thirsty 2 bored 3 hot 4 tired 5 knee 6 back
7 a cold 8 a spot 9 a sore throat 10 sore eyes
11 toothache

Exercise 1b

- In pairs, students add more examples to each type of expression. Elicit their ideas and add them to the chart on the board for everyone to copy.

Exercise 1c

- Students match the expressions from exercise 1b to the pictures, rewriting them in the third person as in the example.
- Check answers with the class.

ANSWER KEY

b She's got toothache.
c She feels sick.
d His knee hurts.
e She's tired.
f His back hurts.
g She's got a cold.
h His ear hurts.
i He's got a sore throat.
j She's hungry.
k She's got a spot.
l He's cold.

Exercise 2

- Students take turns to ask questions to guess illnesses their partner mimes. Walk around and monitor the activity.

Comprehension

Exercise 3a

- Ask students to read the dialogue quickly. Elicit the context (Dylan is talking to his mum about not feeling well). Elicit what might be wrong with him – but don't give away answers yet.
- Students look at the dialogue again and choose the best alternative for 1–10. In weaker classes, you may like to allow them to do this in pairs. Encourage them to use logical as well as grammatical clues.

Exercise 3b 3.15

- Play the recording for students to listen and check their answers.
- Elicit the meaning of *optician's*, *glasses*, *eye test* and *appointment*. Explain the meaning of *geek* (a person who is unfashionable, not cool – often clever, but socially inept).

ANSWER KEY

1 matter 2 headache 3 TV 4 armchairs
5 see 6 glasses 7 need 8 silly 9 eye 10 cool

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Grammar

should / shouldn't

Exercise 4a

- Students complete the sentences, then scan the dialogue again to check their answers.

ANSWER KEY

1 You should go to the optician's.
2 You shouldn't sit so close to the TV.

Exercise 4b

- Look at the three possible verb forms in the box and elicit which form is used after *should / shouldn't* (the base form). Write the sentence on the board, and ask a student to come up to the front and complete it.
- You may also want to add an example in the third person, and ask students to complete it – to clarify that we use the base form, which doesn't change after *he / she*.

ANSWER KEY

You shouldn't take a lot of painkillers.

Exercise 5a

- Ask students to think about different situations where their parents tell them what to do. These might include housework, school work, healthy habits, free-time activities, family rules and so on.
- Students write six things with *should* or *shouldn't* that their parents often tell them.

Exercise 5b

- In groups, students compare ideas to find the most common things parents say.
- Have the groups feed back to the class. You could appoint a secretary to write up the suggestions on the board, then whittle down the list to the top ten mentioned by most groups.

Exercise 5c

- Students continue working in their groups to come up with one good response to each of the top ten things parents say. If you want to do this stage more quickly, lead a discussion with the whole class instead.

Listening

Exercise 6a 3.16 Audio script pT95

- Students copy the chart in their exercise books. Tell them they're going to hear eight short dialogues, so they should have eight rows, with both columns leaving enough space for a full sentence.
- Play the recording, twice if necessary, for students to listen and write the problems. Remind them also to pay attention to the advice people give.

ANSWER KEY

See exercise 6c.

Exercise 6b

- Students look through their chart to remind them of the problems people talked about, then tick the advice they heard. They can do this in pairs. Ask them to complete the chart with full sentences.

Exercise 6c 3.16

- Play the recording again for students to listen and check their answers in exercise 6b.

ANSWER KEY

2 I'm bored.	You should go and see one of your friends.
3 My knee hurts.	You should go to the doctor's.
4 I feel sick.	You shouldn't eat so much.
5 I don't feel very well.	You shouldn't go to school today.
6 I'm late.	You should get up earlier.
7 I'm cold.	You should put a jumper on.
8 I've got toothache.	You should go to the dentist's.

Exercise 7

- Read the instructions together and check comprehension.
- In pairs, students make dialogues as in the example, using the ideas from the previous exercise. Encourage them to use their own ideas as much as possible rather than repeat what they have already covered previously. Walk around and monitor their preparation.
- Get some pairs to do their dialogue in front of the class. Ask the rest of the class to listen and make a list of the problems and advice mentioned.

Exercise 8

- As an exercise in class or for homework, students write six ideas about improvements to their lives, using *should* or *shouldn't*.

Optional extra

Students read their ideas from exercise 8 to each other in groups of four. Each group votes on the best three or four ideas. Collect these ideas on the board, then have a show of hands to find out which three are the most popular ideas in class.

Revision idea

Ask the class to brainstorm about five or six problems in their lives: problems about school, entertainment facilities in town, traffic and so on. In groups of three, students write advice with *should* or *shouldn't* to try and solve the problems. Ask groups to report back with their ideas, then vote on the best idea in class.

More practice Workbook pp54–55
Teacher's Resources Unit 6

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Grammar

should / shouldn't

4 a **Complete the sentences from the dialogue in exercise 3.**

1 You _____ _____ to the optician's.
2 You _____ _____ so close to the TV.

b **What form of the verb do we use after *should / shouldn't*? Complete the sentence with the correct form of the verb.**

take
to take
taking

You shouldn't _____ a lot of painkillers.
We normally use *should / shouldn't* to give advice.

5 a **What things do your parents say that you should or shouldn't do? Write six things.**

You should eat your vegetables.

b **Work in a group. Compare your ideas. Find the ten most common things that parents say.**

c **How do you normally respond to the things parents say?**

- *You should eat your vegetables.*
- *But I don't like them.*

Listening

6 a 3.16 **Copy the chart. Listen. Write the problems in the first column.**

Problem	Advice
I'm tired.	*You should go to bed earlier.*

b **What advice do the people give? Choose the things they talk about. Add them to your chart. Use full sentences.**

Advice

take some medicine
go to the dentist's
help with the housework
eat so much
go to the doctor's
stay up so late
go and see one of your friends
do your homework
go to school today
eat so many sweets
put a jumper on
go to bed earlier
stay in bed
get up earlier

c 3.16 **Listen again and check.**

7 **Work with a partner. Make dialogues. Use the ideas in your chart in exercise 6a.**

Student A Ask what's wrong.
Student B Say what your problem is.
Student A Give some advice.
Student B Respond to the advice.

- *What's up?*
- *I'm tired.*
- *Well, you should go to bed earlier.*
- *I know, but I wanted to watch the football on TV.*

8 **How could your life be made better? Write six ideas. Use *should* or *shouldn't*.**

School should start an hour later.
Teachers shouldn't give homework every day.

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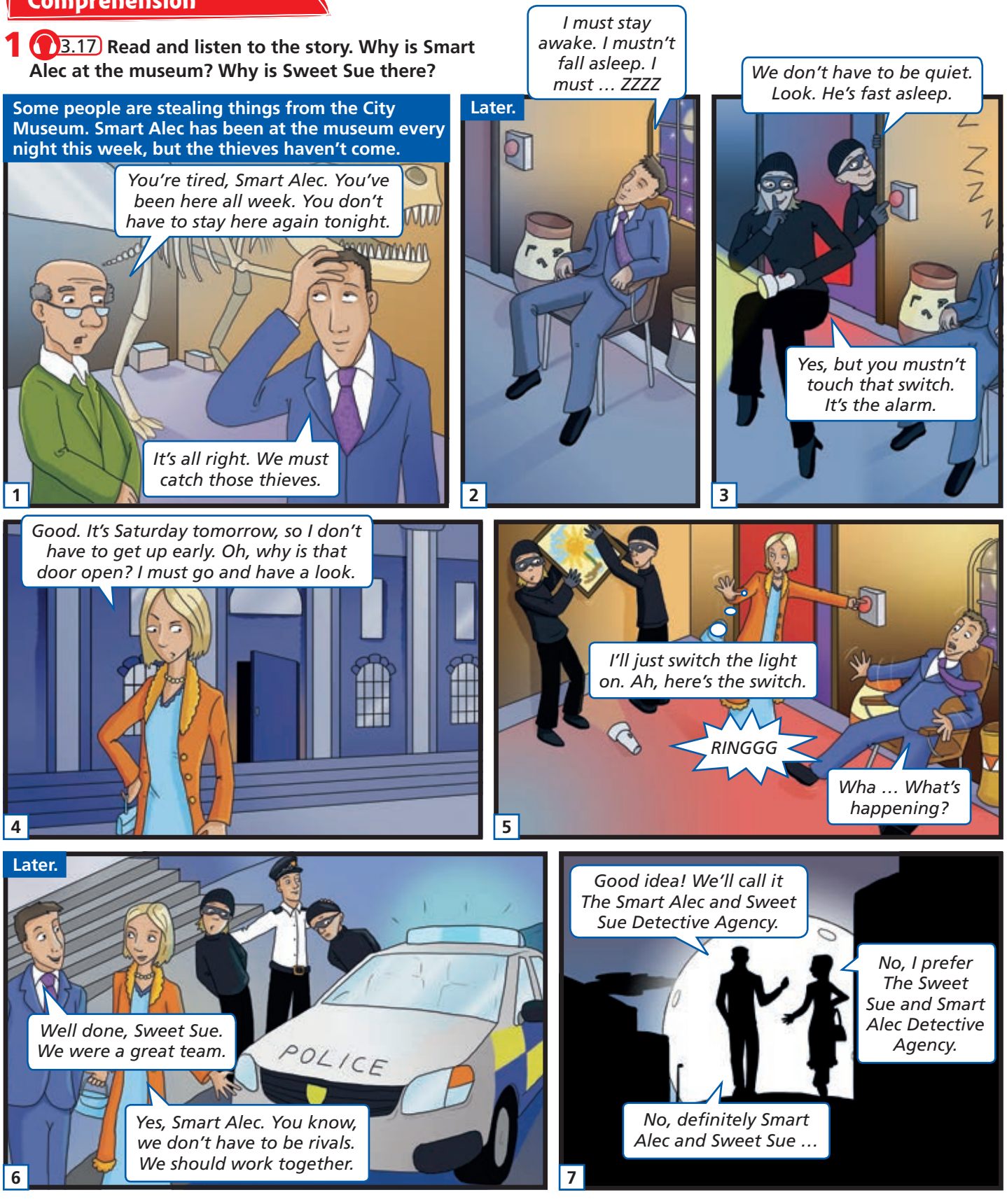
6B A happy ending?

Comprehension

1 3.17 **Read and listen to the story. Why is Smart Alec at the museum? Why is Sweet Sue there?**



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6B A happy ending?

Comprehension

Exercise 1 3.17

- With books closed, tell students the title of this last episode of the story of Sweet Sue and Smart Alec. Elicit ideas from students about what they think the happy ending might be. Tell them they will read the story to find out if they were right.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Ask students to briefly describe who is in the pictures, where they are and what they're doing.
- Read the two questions in the task together.
- Play the recording for students to read and listen.
- Elicit the answers.
- Ask students to say which ending they prefer: one of their suggestions or the one in the book?

POSSIBLE ANSWER

Smart Alec is at the museum because he wants to catch some thieves. Sweet Sue was going home from work when she saw the door to the museum was open, and she went in to check what was happening.

Optional extra

To test students' memory of the story, ask them to list all the cases that Sweet Sue and Smart Alec have solved in *Project 3*, without referring back to the book. Ask them also to say which of the detectives has solved each case. Students compare their ideas in pairs, then look back at the episodes of the story to check the answer. Ask students to say who they think is the better detective.

ANSWER KEY

The case of Lady Riley's stolen jewels. (Smart Alec)
The case of the clock stolen from the Salts' house. (Sweet Sue)
The Bristol Bank robbery case. (Sweet Sue – she mentions the case, but it doesn't appear in the story.)
Mrs Basset's missing dog, Pinkie Pooch. (Sweet Sue)
The murder of John Ross in the library. (Smart Alec)
The City Museum theft. (Sweet Sue with Smart Alec)

Optional extra

Write the following statements on the board or write them out and photocopy them as worksheets for students. Students complete the statements with the correct person / people.

1 Smart Alec is waiting for _____ at the museum.
2 _____ doesn't think Smart Alec needs to spend the night at the museum.
3 _____ don't want to switch on the lights.
4 _____ sees that a door is open.
5 _____ switches on the alarm in the room.
6 _____ take the thieves away.

ANSWER KEY

1 the thieves
2 The museum director
3 The thieves
4 Sweet Sue
5 Sweet Sue
6 The police officers

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Exercise 2

- Students put the events in order. In weaker classes, they can do this in pairs. In stronger classes, students do the task individually.
- Students compare answers in pairs before you check them with the class.

ANSWER KEY

1 g 2 d 3 i 4 c 5 h 6 b 7 f 8 a 9 j 10 e

Grammar

must / mustn't

Exercise 3a

- Students complete the sentences, then check their answers against the story.

ANSWER KEY

I must stay awake. I mustn't fall asleep.

Exercise 3b

- Elicit a translation of the two sentences. Are they translated with the affirmative and negative form of the same word, or are they translated with completely different words?

Exercise 3c

- Students scan the text for further examples. Elicit translations for each sentence.

ANSWER KEY

We must catch those thieves.
You mustn't touch that switch.
I must go and have a look.

must / mustn't / don't have to

Exercise 4a

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

ANSWER KEY

1 must 2 mustn't 3 don't have to

Exercise 4b

- Students translate the three sentences. Elicit, in the students' language if necessary, the difference between *mustn't* (obligation not to do something) and *don't have to* (no obligation to do something). Elicit that in meaning the opposite of *must* is *don't have to*, not *mustn't* as they might have expected.

Exercise 5

- Students look at the signs and say what each means, using *must* or *mustn't* and a verb from the box. Do the first sign together with the class. In weaker classes, they could write down the ten sentences before you check them. Stronger classes can try and interpret the signs orally.

POSSIBLE ANSWERS

1 You must turn left here.
2 You must show your passport.
3 You mustn't swim here.
4 You mustn't take photographs.
5 You must stop.
6 You mustn't touch (the exhibits).
7 You must switch off your mobile phone.
8 You mustn't talk.
9 You mustn't cross (the road).
10 You must wear a hard hat.

Optional extra

Bring into class some unusual traffic signs from around the world, for example warning road signs with exotic animals shown, or signs where the image is ambiguous. You can find some good examples on the Internet. Ask students to guess what the rule might be for each sign.

Speaking and listening

Exercise 6a 3.18 Audio script pT95

- Read the instructions. Explain that Matt from the 'Kids' story is talking about their school.
- Read the ten rules and check comprehension.
- Play the recording, twice if necessary, for students to listen and write the correct letters.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

1 M 2 MN 3 M 4 D 5 MN
6 M 7 MN 8 M 9 D 10 M

Exercise 6b

- Students make a list of their school rules in pairs or small groups. Then they choose six rules and draw signs to illustrate them.
- Ask a few pairs or groups to show their signs to the class, and the rest of the class to try and guess the rule.

Writing

Exercise 7a

- As an exercise in class or for homework, students write six sentences with *must*, *don't have to* and *mustn't*.

Exercise 7b

- In pairs, students compare their answers in exercise 7a. Did they write similar things or different things?

Revision idea

Students imagine their ideal school and write down ten school rules. Refer them back to their answers in exercise 6 and some of their ideas in exercise 8 in lesson A. Encourage them to be creative, and come up with rules they would love – no matter how far-fetched. Students could do this individually or in pairs or small groups. Elicit some ideas from students, and ask the class to select the most popular suggestions. Monitor the correct use of *must*, *mustn't* and *don't have to*.

More practice Workbook pp56–57
Teacher's Resources Unit 6

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2 **Put the sentences in the correct order to tell the story.**

a ☐ Smart Alec wakes up suddenly.
b ☐ She decides to investigate.
c ☐ The thieves arrive, but Smart Alec doesn't see them.
d ☐ He decides to stay tonight because he wants to catch the thieves.
e ☐ They decide to work together in future.
f ☐ She wants to switch on the light, but she actually switches on the alarm.
g ☐ Smart Alec is tired because he's been at the museum all week.
h ☐ As Sweet Sue is going past the museum, she sees that the door is open.
i ☐ He tries to stay awake, but he soon falls asleep.
j ☐ Sweet Sue and Smart Alec arrest the thieves.

Grammar

must / mustn't

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

I _____ stay awake. I _____ fall asleep.

b **Translate the sentences into your own language.**

c **Find more examples of *must* and *mustn't* in the story.**

must / mustn't / don't have to

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

1 We _____ catch those thieves. (It's necessary.)
2 You _____ touch that switch. (Don't touch it.)
3 You _____ stay here again tonight. (It isn't necessary.)

b **Translate the sentences into your own language.**

5 **What do the signs mean? Say what you must or mustn't do. Use these verbs.**

show stop take turn switch off
talk wear touch cross swim

Speaking and listening

6 **a** 3.18 **Look at 1–10. Matt is talking about the rules at their school. Listen. Write M for *must*, MN for *mustn't* or D for *don't have to*.**

1 wear a uniform _____
2 wear jewellery _____
3 arrive at school before 8.45 _____
4 go to school on Saturdays _____
5 smoke _____
6 stand up when a teacher comes in _____
7 run in the corridors _____
8 stay in the playground at break time _____
9 go outside when it rains _____
10 switch off mobile phones in lessons _____

b **What are the rules in your school? Draw some signs to illustrate six of them.**

Writing

7 **a** **Write down two things that:**

1 you must do tomorrow.
2 you don't have to do on Sundays.
3 you mustn't do in your house.

b **Compare your ideas with a partner.**

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6C Ashley's camera

Reading

1 a **Look at the title and the pictures. What's happening in each picture?**

b **Read the story and put the sections in the correct order.**

a ☐ The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? Ashley decided to escape. He crept into the kitchen and then ran out of the back door. But the man was now standing outside the back door and Ashley ran straight into him. The man fell backwards onto the garden and Ashley turned to run.

b ☐ When he got off the bus in the High Street, he met Stephanie and Yvette. They were in his class. 'What are you doing, Ashley?' asked Stephanie.

'I'm trying out my new camera. Do you want to be in the photos?'

Stephanie looked at her watch. 'No, we can't. We have to go to school,' she said. 'And we mustn't be late today. We have to help the teacher with the register.'

c ☐ Indoors, Ashley sat down, switched on the radio and took out his camera. The photos were very good. A few minutes later, the news came on the radio: 'There was a robbery at the Midtown Bank in Grangeport High Street this morning. The police are looking for two men …'

Ashley looked at his last two photographs again. Behind the dog were two men, and they were coming out of the Midtown Bank in Grangeport High Street! Were they the robbers?

d ☐ When he arrived home after school, Ashley's mother was in the car.

'I have to go to the shops,' she said. 'Have you got your key?' 'Yes, Mum,' said Ashley.

'Oh, Ashley, the …' Mrs Simpson didn't finish her sentence, because Ashley was already going round the corner of the house to the back door.

'Oh, it doesn't matter,' she said.

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6C Ashley's camera

Reading

Exercise 1a

- Tell students they are going to read an exciting story, then listen to its ending afterwards. Ask them to look at the title and pictures, then describe the events in each picture. Elicit any ideas students might have, and don't tell them the correct answer yet. Ask the class to comment on or correct the suggestions they hear.

Exercise 1b

- Explain that the pictures are in the correct order of the story, but the seven paragraphs have been jumbled up. You may also need to tell students that the pictures don't show all the events from the story that the paragraphs describe.
- Students read the story and put the paragraphs in order.
- Ask them to compare their answers in pairs before you check them with the class.

ANSWER KEY

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

Optional extra

Elicit the meaning of some key vocabulary from the story. Write the following words on the board, and remind students to use both logical and grammatical clues to work out the meaning of each one: *knock*, *hide*, *escape*, *backwards*, *believe*, *dial*, *dead battery*, *snap*. At the end, you can either continue with some dictionary practice, with students looking up the words and reporting back with the relevant definition to the class, or you can ask some students to give you their definitions and ask the rest of the class to comment on or amend the definitions as necessary. As a final step, you could then ask students to use each word to write sentences or a short paragraph about any particular subject – but not about the story of Ashley's camera.

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Exercise 2

- Students read the story again in the correct sequence, then complete the sentences individually.
- Elicit answers, and ask the rest of the class to comment on or amend the sentences as necessary. There may be more than one way to complete the sentences.

POSSIBLE ANSWERS

1 he wanted to try out his new camera.
2 they were in a hurry to get to school early.
3 a dog in front of the bank.
4 two men coming out of the bank.
5 leaving to go to the shops.
6 two people robbed the bank.
7 were the bank robbers.
8 was the bank robber looking for him.
9 the phone wasn't working and the battery in his mobile was dead.
10 ran into the man, who fell in the garden.

Listening

Exercise 3a

- Look at the pictures. Ask students to say what each picture shows.
- Ask them to say which things or people they think will be mentioned in the last part of the story.

Exercise 3b 3.19 Audio script pT95

- Play the recording for students to listen and check their answers.

ANSWER KEY

The phone and Ashley's mum are mentioned.

Optional extra

Ask students to use their own words to re-tell the ending of the story. This will help them complete exercise 5 later.

Vocabulary

Phrasal verbs

LANGUAGE NOTE Strictly speaking, a phrasal verb is a combination of a verb and an adverb (e.g. *sit down*) while the combination of a verb and a preposition (e.g. *look for*) is a prepositional verb. It is not necessary, however, to make this distinction for students at this level, as the central idea to both combinations – verbs acquiring a different meaning by appearing with other collocating function words – is the same. Both types of verb combinations are referred to as *phrasal verbs* throughout *Project*.

Exercise 4a

- Read the rule together. Ask students to think of some further examples they have encountered before. Write their suggestions on the board, and elicit the meanings.

Exercise 4b

- Students match the verbs and particles, then scan the text to check the verbs they have made up.
- Check answers with the class and elicit the meaning of each phrasal verb.

ANSWER KEY

sit down, try out, get up, get off, switch on, look for, look out, look round

Exercise 4c

- Students make a sentence for each phrasal verb. You can do this task orally or as a written exercise in class, or you may like to set it as homework.
- Ask a different student to give an example sentence for each phrasal verb.

Writing

A story

Exercise 5a

- Read the instructions with the students.
- Ask students: *Which part of the story didn't the telephone engineer see?* (f, b, d, c). *Why?* (Because he wasn't there.) *What was the most exciting part of the day for him?* (Probably the misunderstanding at Ashley's house.)
- Tell students that the pictures show the three scenes that the telephone engineer is most likely to remember. Remind them also about what happened in the last part of the story they listened to earlier.
- In pairs or small groups, students discuss the story together to help each other recall the key points.

Exercise 5b

- Students write their stories individually. Ask them to be creative, and, if they like, add details we didn't find out about. They must make sure that the events in Ashley's story are included.
- Remind them to use the model provided, and include each of the nine suggestions.
- Students swap their stories with their partner or their groups from the discussion in exercise 5a and help each other correct any mistakes.
- Ask one or two students to read out their stories to the class. Ask the rest of the class to listen and check the stories for factual accuracy as well as say what they liked about them.

Revision idea

Students work in groups of five or six to retell the story as a role-play. They write dialogues for the characters and decide on how to stage each scene. They can add extra lines or more details for any scene. Ask two or three groups to perform their role-play in front of the class, or, if you have the time, have all the groups perform, then vote on the best performance and / or the best story adaptation.

More practice Workbook pp58–59
Teacher's Resources Unit 6

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2 **Complete the sentences.**

1 Ashley went to school early because …
2 He didn't take any photos of the girls because …
3 He took some photos of …
4 While he was photographing the dog, he saw …
5 When he got home, his mother was …
6 He heard the news on the radio that …
7 He thought the men in his photos …
8 He didn't open the door because he thought the man …
9 He couldn't phone the police because …
10 When he ran out of the back door, he …

Listening

3 a **Look at these things. Which do you think are mentioned in the last part of the story?**

b 3.19 **Listen and check.**

e Suddenly, someone knocked at the front door. Ashley looked out of the window and he couldn't believe his eyes. At the door was one of the men in his photographs. 'Perhaps they saw me with my camera,' he thought, 'and now they're looking for me!' Ashley didn't open the door. He decided to phone the police. He picked up the phone and dialled 999, but nothing happened. The phone wasn't working. He tried his mobile, but it was no good. The battery was dead!

f 1 It was 12 June – Ashley Simpson's birthday. As soon as he got up, he opened his presents. There was a digital camera from his mum and dad and some money from his grandparents. Ashley normally went to school at half past eight, but today he ate his breakfast quickly and left at eight o'clock. He wanted to try out his new camera.

g The girls left, and Ashley looked round for something else to snap. He saw a dog outside the Midtown Bank. While he was taking some pictures of the dog, the door of the bank opened and two men came out. They were carrying a bag. Ashley thought it was strange, because the bank didn't open till half past nine. He took some more pictures of the dog and then he ran to school.

Vocabulary

Phrasal verbs

4 a **A lot of English verbs have got two parts:**
a verb + a particle (preposition or adverb).
get *up*

b **Match the verbs and particles to make phrasal verbs from the story.**

Verbs	Particles
sit	up
try	out
get	down
switch	off
look	on
	for
	round

c **Make a sentence for each verb.**
sit down *I'm sitting down now.*

Writing

A story

5 a **Tell the story of Ashley's camera from the man's point of view. Use the pictures to help you.**

b **Write his story. Follow this model.**

This morning, I went to the Midtown Bank in …
We went there to …
When we came out, …
Later, I went to a house to …
I knocked on the door, but … , so I …
Suddenly, the back door … and …
Luckily, at that moment, the boy's … and she …
It seems that the boy heard … and he thought …
It was really very funny, but the boy …

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6D Kids

Matt

1 a What happened in the last episode of the story? Look back and check your ideas.

1

James Hi, Matt. Are you moving?
Matt Yes, we are. Actually, we're going to live in Canada.
James Wow! Has your dad got a job out there?
Matt Yes, he has, and it's a very important job, too.
James Sounds good. When are you leaving?
Matt Oh, we aren't going till the summer.
James Oh, right. Well, see you.

3

Chloe Hi, boys.
James Hi. Did you have a good swim?
Layla Yes, thanks. It was fun.
Chloe And guess what! There's going to be a disco here on Saturday. Shall we go?
James Oh, yes. That'll be great!
Layla What about you, Dylan?

b 3.20 **Read and listen to the story. Answer the questions.**

1 What is James's news about Matt?
2 What does Dylan think the news about Matt is?
3 Why does Dylan walk out?

2

James Hi, Dylan. Have you heard the news about Matt?
Dylan Yes, I have. Chloe and Layla were talking about it.
James Really? Where did you see them?
Dylan Here at the sports centre about an hour ago. They were going swimming.
James Oh, I see. It's a pity about Matt. I'll miss him.
Dylan Me, too. He's a bit of a bighead, but he's OK – and he's a good footballer.
James Yes, that's true. I wonder if they play football in Canada.
Dylan Canada? I thought he was moving to Scotland.
James No, he definitely said Canada. He …

4

Dylan No, I don't think I'll bother.
James Why not?
Dylan I just don't feel like it.
Layla Oh, come on, Dylan. You can be my date.
Dylan Huh. You're only asking me because Matt won't be there. See you.
James What on earth's up with him?

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6D Kids

Matt

Exercise 1a

- Elicit what happened in the previous episode of the 'Kids' story. Ask: *What did Layla and Chloe talk about?* (A computer game Layla is playing.) *Who's Matt Daytona?* (A character in the game; he asked Layla's character out on a date.) *What happened to him?* (He was excluded from his school because a teacher thought he stole a wallet, and his parents decided to move to Scotland.) *Who heard the conversation?* (Dylan did.) *Who did he think the girls were talking about?* (Matt Jenkins, a boy from their school.) Elicit any further story details students may remember.
- This photostory is available as video on the DVD and the Classroom Presentation Tool.

Exercise 1b 3.20

- Read the questions together. Check that students understand which Matt the first question is about (*Matt Jenkins*).
- Play the recording for students to read and listen to the story.
- Check the answers with the class.

ANSWER KEY

1 Matt's dad got a new job in Canada and the family decided to move there in the summer.
2 He thinks the school excluded Matt for stealing a wallet.
3 Because he's jealous of Matt, and he thinks Layla only wants to go to the disco with him because Matt isn't going to be there.

Optional extra

Quote the following sentences from the story, and with books closed, ask students to identify who says them.

1 'We aren't going till the summer.'
2 'It's a pity about Matt. I'll miss him.'
3 'I thought he was moving to Scotland.'
4 'I don't think I'll bother.'
5 'You can be my date.'
6 'What on earth's up with him?'

ANSWER KEY

1 Matt
2 James
3 Dylan
4 Dylan
5 Layla
6 James

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Exercise 2

- Students read the story again and correct the factual errors in the statements.
- Check the answers with the class.

ANSWER KEY

1 Matt's parents are selling their house.
2 They're moving to Canada.
3 They're going in the summer.
4 Dylan is at the sports centre.
5 He saw Chloe and Layla about an hour ago.
6 They were going swimming.
7 The disco is on Saturday.
8 It's at the sports centre.

Exercise 3a

- Elicit students' ideas about the questions. Tell them they will find out if they were right about the second question when they listen to the end of the story.

ANSWER KEY

1 Because he's jealous of Matt, and he thinks Layla only wants to go to the disco with him because Matt isn't going to be there.
2 Students' own ideas.

Exercise 3b 3.21 Audio script pT95

- Play the recording for students to listen to the end of the story and check their predictions from exercise 3a.

ANSWER KEY

Dylan tells them what he overheard in the previous episode. Chloe explains that they were talking about Matt Daytona, a fictional game character. James explains what Matt Jenkins told him about moving to Canada. Layla suggests they should dance together at the disco.

Everyday English

Useful expressions

Exercise 4a

- Students look up the expressions in the story, then explain what contexts they could be used in.
- Ask a different student to explain each expression. Ask the rest of the class to listen and check and amend the explanations as necessary.

Exercise 4b

- In pairs, students make up dialogues by choosing an appropriate response from exercise 4a for each sentence. There may be more than one correct response.
- Ask a different pair to do each dialogue in front of the class.

POSSIBLE ANSWERS

1 Me, too. 2 Wow! 3 Oh, right. 4 Why not?
5 Sounds good. 6 Yes, that's true. 7 Really? 8 Oh, I see.

Exercise 5

- In groups of five, students practise the story. You may like to print out and photocopy the script for the ending to help them. Walk around, monitor and help as necessary. Allow up to six to eight minutes for their preparation.
- Get each group to act the story in front of the class. Have votes and present imaginary awards for Best Group Performance, Best Male Actor and Best Female Actor. The last two may go to a student of the opposite sex, too, if they are forced to play that role if the gender ratio isn't balanced in your class.

Turning down a suggestion

Exercise 6a

- Students reorder the four lines of the dialogue.
- Students check their answers in pairs before you check with the class.

ANSWER KEY

1 c 2 a 3 d 4 b

Exercise 6b 3.22 Audio script pT96

- Look at the pictures together. Ask students to say what each picture shows. Explain that they will hear six short dialogues and they should choose which of the eight pictures each dialogue is about.
- Play the recording, twice if necessary, for students to listen and identify the things mentioned.

ANSWER KEY

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

Exercise 6c 3.22

- Play the recording again for students to listen and match. Tell students that the reasons for refusing are not in the same order as they occur in the recording.

ANSWER KEY

a I don't feel very well.
g I've got a headache.
d I just don't feel like it.
e I haven't got any money.
f My arm hurts.
c I'm not hungry.

Exercise 6d

- In pairs, students use the ideas from exercises 6b and 6c or their own ideas to make and practise dialogues. Walk around and monitor the correct use of expressions for making and turning down suggestions and giving reasons for refusing.
- Ask two or three pairs to act their dialogue for the class.

Revision idea

Ask students in pairs to imagine they're Sweet Sue and Smart Alec, and make up a dialogue where Sue wants to go out to celebrate, suggests three different activities for different days, but Alec always refuses with various excuses. Ask a few pairs to act their dialogue for the class.

More practice Workbook pp60–61
Teacher's Resources Unit 6

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2 Correct the sentences.

1 Matt's parents are selling their car.
2 They're moving to Australia.
3 They're going next week.
4 Dylan is at the shopping centre.
5 He saw Chloe and Layla ten minutes ago.
6 They were going running.
7 The disco is on Friday.
8 It's at the school.

3 a Answer the questions.

1 Why doesn't Dylan want to go to the disco?
2 What do you think the others tell him?

b 3.21 **Listen to the end of the story and check your ideas.**

Everyday English

Useful expressions

4 a Look at the expressions. When do we use them?

- Wow!
- Sounds good.
- Oh, right.
- Really?
- Oh, I see.
- Me, too.
- Yes, that's true.
- Why not?
- What on earth are you doing?

b Work with a partner. Make dialogues. Use expressions from exercise 4a to respond to 1–8. Some can go with more than one.

1 Chloe and Layla like swimming.
2 Matt's going to live in Canada.
3 We'll need tickets for the disco.
4 Dylan doesn't want to be Layla's date.
5 The disco's going to start at nine o'clock.
6 Matt's good at football.
7 I think he's a bit of a bighead.
8 Layla wants to dance with Dylan.

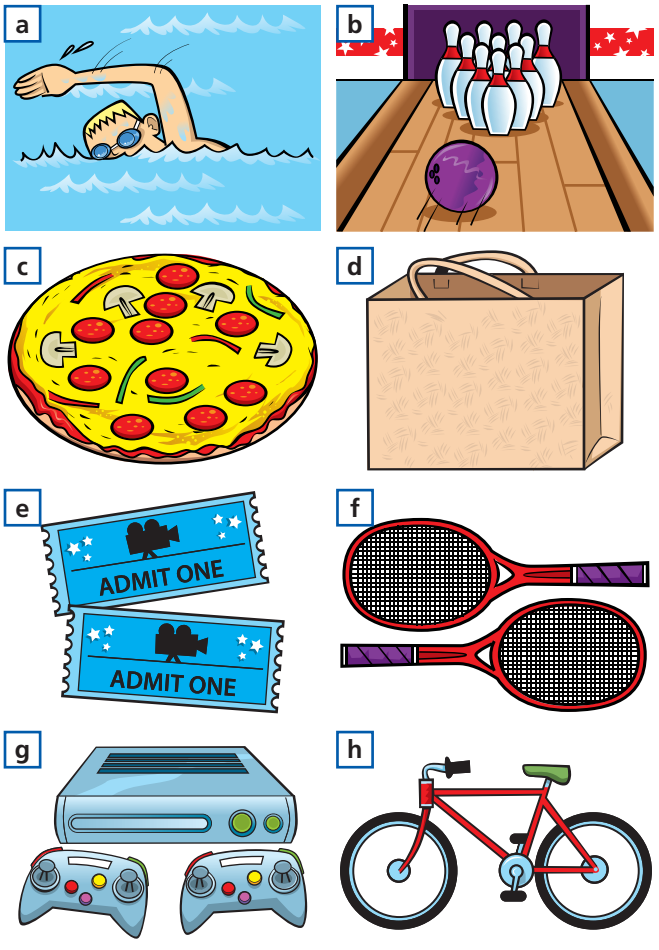
5 Work in a group. Act the story in exercises 1 and 3.

Turning down a suggestion

6 a Put the dialogue in the correct order.

a ☐ No, I don't think I'll bother.
b ☐ I just don't feel like it.
c ☐ Shall we go to the disco?
d ☐ Why not?

b 3.22 **Listen. Which of these things do the people suggest?**



c 3.22 **Listen again. Match the reasons the people give for refusing to suggestions from a–h above.**

☐ I don't feel very well.
☐ I've got a headache.
☐ I just don't feel like it.
☐ I haven't got any money.
☐ My arm hurts.
☐ I'm not hungry.

d Work with a partner. Make dialogues.

Student A Suggest something.
Student B Refuse.
Student A Ask for a reason.
Student B Give a reason.
Student A Respond.

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6 Culture

Signs

1 a Read the texts. Match them to the signs.

b 3.23 Listen and check.

2 What are the signs in your language?

3 3.24 Listen. Which of the signs do the people mention?

a

b

c

d

You see a lot of signs in the street, in shops and other buildings. Here are some common signs in Britain.

SOME SIGNS GIVE INFORMATION:

1 This sign is very important in Britain, because people normally queue for things in shops, banks, post offices, ticket offices and so on. It tells you that you must join the queue and wait for your turn. People get very annoyed if you don't.

2 You sometimes find this sign on a machine. It tells you that the machine is not working, so you shouldn't use it.

3 You see a lot of these signs outside houses in British streets. It means that the people want to sell their house.

SOME SIGNS GIVE WARNINGS:

4 You sometimes see this sign on a gate. It means that there is a dog in the house or garden, so you shouldn't go in there.

5 This sign means that you shouldn't drink the water. You can use it to wash your hands, but it isn't safe to drink.

6 You sometimes find this sign at a station. It tells you that there is a gap between the platform and the train, so you must be careful when you get on or off the train.

SOME SIGNS GIVE COMMANDS:

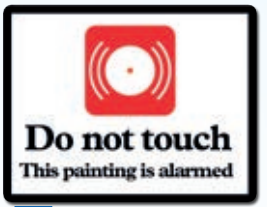
7 You sometimes see this sign in the countryside. It means that the land belongs to someone, so you mustn't go in there.

8 You see this sign in museums and art galleries. It tells you that you mustn't touch the object, because the alarm will go off.

9 This sign means that you mustn't play games like football or tennis here. You sometimes see it in parks.

e

f



g

h

i

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6 Culture

Signs

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 1a

- With books closed, ask students for some examples of where they see signs, and what kind of signs they see. For example: traffic road signs, exit signs in public buildings, push / pull signs on doors, men's and women's toilet signs. Elicit if they know which, if any, signs are specific to their own country.
- Tell students they will read about signs in Britain.
- Look at the nine signs around the texts. Check that students understand that their task will be to match these to the nine numbered paragraphs in the texts.
- Ask students to compare their answers in pairs.

Exercise 1b 3.23

- Play the recording for students to listen and check their answers in exercise 1a.
- Elicit the meaning of *give information*, *give warnings*, and *give commands*. Also elicit the meaning of *queue*, *join (a queue)*, *gap*, *platform*, *belong to*, *go off (for an alarm)*.

ANSWER KEY

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

Exercise 2

- Ask students if they have signs for the same nine things in their own country. *Are they similar or different? What text have they got on them?* You may also like to ask students to draw the local signs on the board, then recheck their meaning by asking for the information, warning or command they are designed to express in English.
- You may also like to invite students' opinions on which signs, their own or the British signs, are clearer, easier to interpret or more expressive.

Exercise 3 3.24 Audio script pT96

- Explain that students will hear seven different dialogues where people mention one of the signs. Their task will be to identify which one of the nine is being discussed.
- Play the recording for students to listen and identify the signs. Pause the recording after each dialogue to allow students time to think about their answers.
- Students compare answers in pairs before you check with the class.

ANSWER KEY

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

Optional extra

Expand the discussion to focus more closely on road signs. Elicit the standard conventions for traffic signs by drawing a triangle, a circle and a rectangle on the board and asking students to say which shape is used for warnings (*triangle*), which for commands (*circle*) and which for information (*rectangle*) in traffic signs. Elicit the standard colours for each one. (*Red for warnings and commands, blue or brown for information.*) Elicit which road signs have a different shape from the basic types (*normally 'Give way', which is an upside-down triangle, and 'Stop', which is octagonal*), and ask students to try and explain why (*so they're recognizable from the back, that is so that drivers along the intersecting road are aware of their right of way*).

More practice Teacher's Resources Unit 6

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English Across the Curriculum 6

Health: eyes

Exercise 1 3.25

- Students read and listen to the paragraph titled 'How do we see?', then write the correct word for each number.
- Ask them to compare ideas in pairs before you check them with the class.
- Elicit translations for each word.

ANSWER KEY

3 brain
4 optic nerve
5 lens
6 retina

Optional extra

Write on the board or write out and photocopy on worksheets for the students the following true or false statements. Ask students to decide which statements are true and which false, and to correct the false statements.

1 The optic nerve focuses light in your eyes.
2 Your retina is at the back of your eye.
3 The pupil lets light into your eye.
4 The lens changes the light into electrical signals.
5 The brain sends electrical signals to the optic nerve.

ANSWER KEY

1 False. The lens focuses light.
2 True.
3 True.
4 False. The retina does.
5 False. The optic nerve sends electrical signals to the brain.

Exercise 2 3.26

- Explain that the next paragraph will be about taking care of your eyes. Elicit any good advice that students are already aware of. Write these on the board.
- Students read and listen to the paragraph and match the advice 1–6 to the pictures.
- Check answers, then ask students to check their ideas on the board whether they have mentioned any of the same suggestions.

ANSWER KEY

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

Exercise 3

- Read the task together. Ask students to point to their ears to check they understand the context.
- Ask them to brainstorm ideas in small groups for protecting their ears. Provide dictionaries for each group, so they can look up any unfamiliar key vocabulary independently, or walk around and help with vocabulary yourself.
- Ask groups to write four to six pieces of advice, using *should* or *shouldn't*. Elicit ideas from each group and write them on the board for everyone to copy.

POSSIBLE ANSWERS

You should wear ear protection if you use noisy tools.
You shouldn't listen to your MP3 player on a high volume.
You shouldn't use cotton sticks to try and clear blocked ears; you should use clear olive oil.

Optional extra

Alternatively, ask students to rephrase the advice in the paragraph using *should / shouldn't*, *must / mustn't* and *don't have to*. They should use each of these words at least once. They may need to use a bit of creativity to use *don't have to*. Students should write at least six sentences. For a bigger challenge, you could ask them to write eight or ten instead so they are forced to use more information from the paragraph.

POSSIBLE ANSWERS

1 You should have an eye test every two years. If you're not a child or an old person, you don't have to have an eye test every year.
2 You shouldn't read and work in bad light.
3 You should rest your eyes every fifteen minutes.
4 You must wear safety goggles if you're working with chemicals or tools.
5 You should wear sunglasses and a hat in bright sunlight.
6 You mustn't look directly at the sun.

More practice Teacher's Resources Unit 6

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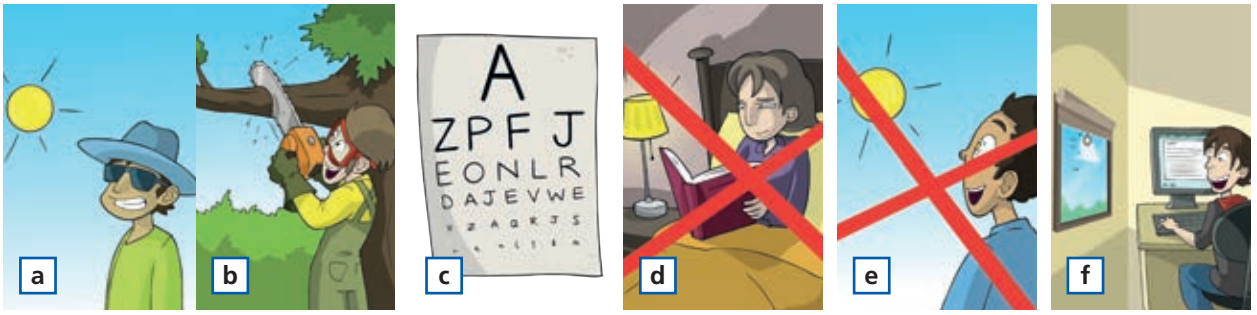
Health: eyes

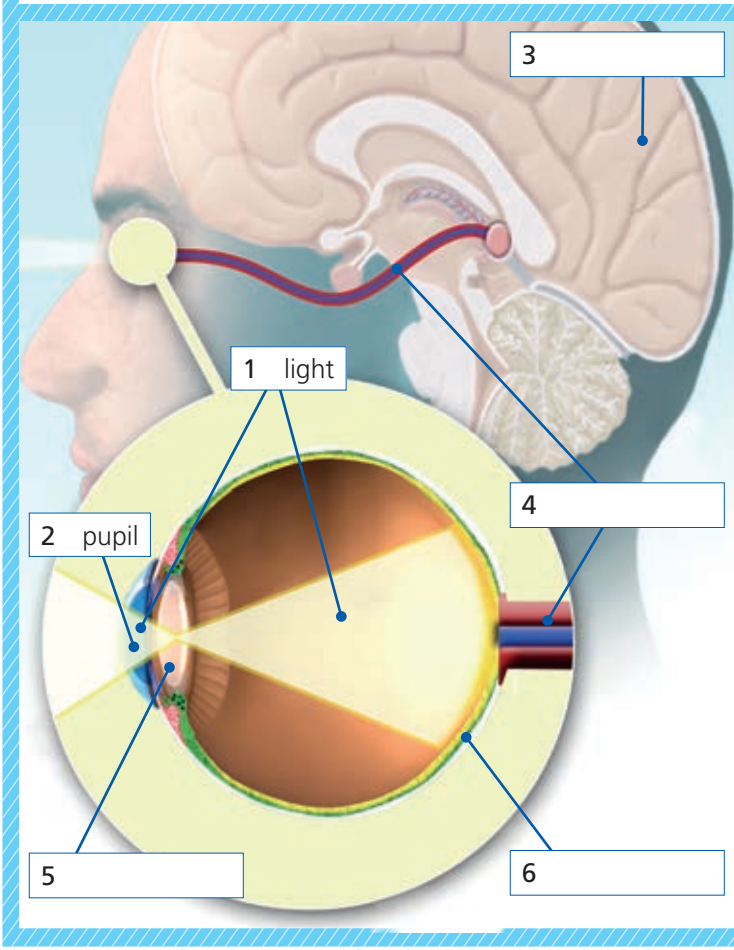
1 3.25 **Read and listen to the first paragraph of the text. Label the diagram with the words in red.**

2 3.26 **Read and listen to the advice about looking after your eyes. Match these pictures to the advice.**



>> HOW DO WE SEE?

Light enters the eye through the pupil. The lens focuses the light onto the retina at the back of the eye. The retina changes the light into electrical signals. The optic nerve sends these signals to the brain.



>> LOOKING AFTER YOUR EYES

Your eyes are very important to you. You should look after them.

1. Have an eye test every two years. Children and old people should have a test every year.
2. Always read and work in good light. Don't read when it's too dark or too bright.
3. Rest your eyes every 15 minutes. Look away from your book or computer screen and look at something in the distance.
4. Protect your eyes. If you're working with chemicals or tools, wear safety goggles. This is very important if you are working above your head, when something can fall into your eye.
5. Wear sunglasses and a hat in bright sunlight.
6. Never look directly at the sun. It can damage your eyes.

3 **Make some advice about protecting your ears.**

You should …
You shouldn't …

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6 Revision

Grammar

1 Look at the signs and read the notices. Complete the sentences with *must*, *mustn't* or *don't have to*.

1 You _____ have a shower before you use the pool.
2 You _____ leave money or jewellery in the changing rooms.
3 You _____ put them in a locker.
4 You _____ put your clothes in a locker.
5 Children under 14 _____ use the pool without an adult.
6 Young people over 14 _____ be with an adult.
7 You _____ dive into the pool.
8 You _____ be careful near the pool.
9 You _____ run round the pool.
10 You _____ take a shower after you use the pool.

2 a Choose the correct word.

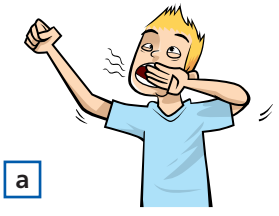
1 • I've got *a* / *the* headache.
  ○ You should take *a* / *some* medicine.
2 • *My* / *The* ear hurts.
  ○ You should go *at* / *to* the doctor's.
3 • You shouldn't sit so close *to* / *on* the TV.
  ○ I know. I probably need *an* / *the* eye test.
4 • Shall we get tickets *of* / *for* the disco?
  ○ Yes. That's *the* / *a* good idea.

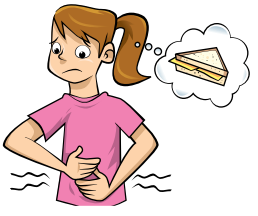
b 3.27 **Listen and check.**

Writing and speaking

3 a Match the expressions to the pictures.

1 I don't understand this book.
2 I haven't got any money.
3 I'm tired.
4 I'm hungry.
5 It's cold in here.
6 I feel sick.


a


b

c

d

e

f

b Look at the pictures and write the advice.

You should … / You shouldn't …

c Work with a partner. Act the dialogues.

• *What's up?*
  ○ *I'm tired.*
• *You should / You shouldn't …*

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6 Revision

Grammar

Exercise 1

- Focus attention on the pool rules at the bottom of the column, and elicit where students might see these signs (*at a swimming pool*).
- Students work on their own to read the notices carefully and complete the sentences.
- Ask them to compare answers in pairs before you check them with the class.

ANSWER KEY

1 must **2** mustn't **3** must **4** must **5** mustn't
6 don't have to **7** mustn't **8** must **9** mustn't **10** must

Exercise 2a

- Students work on their own to select the correct words.
- Ask them to compare answers in pairs.

Exercise 2b 3.27

- Play the recording for students to listen and check their answers in exercise 2a.

ANSWER KEY

1 a, some
2 My, to
3 to, an
4 for, a

Optional extra

Ask a different pair of students to read each dialogue from exercise 2a.

Writing and speaking

Exercise 3a

- Students work on their own to match the expressions to the pictures.
- Check answers with the class.

ANSWER KEY

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

Exercise 3b

- Students work on their own to write some appropriate advice for each situation, using *should* or *shouldn't*.
- Elicit two or three different suggestions for each situation, and ask the class to decide which advice is best.

POSSIBLE ANSWERS

a You should have a rest. / You shouldn't stay up so late at night.
b You should eat something. / You shouldn't skip breakfast.
c You should go to the doctor's. / You shouldn't go to school today.
d You should put on a jumper. / You shouldn't wear only a T-shirt when it's so cold.
e You should choose an easier book to read. / You shouldn't read books in a language you don't speak.
f You should ask your parents for some pocket money. / You shouldn't spend all your pocket money on the day you get it.

Exercise 3c

- In pairs, students use the situations from exercise 3a and the advice they've written to make dialogues in pairs.
- Students in each pair take turns to complain about a problem and offer advice.
- Walk around and monitor the correct use of *should* and *shouldn't*.
- Ask one or two pairs to do their dialogue for each different situation. Ask the class to vote on the best piece of advice they hear.

More practice Workbook pp62–63

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Your Project 6

Develop your writing

Explaining the meaning

Exercise 1

- Explain that when we write something, we sometimes need to interpret or explain what we're saying to make it clearer for the reader.
- Read the two expressions, elicit a translation for each one, then ask students to look back at the text in the Culture lesson on p76 to find a different way of expressing the same meaning.

ANSWER KEY

1 It tells you that … 2 You sometimes find this sign …

Exercise 2

- Students work on their own to complete the explanations, using the expressions from exercise 1. Encourage them to use both variants. Stress that the pairs of expressions with the same meaning are usually interchangeable, so it doesn't normally matter which one they use. In writing, it's always a good idea to use a range of different expressions to convey similar ideas.
- Ask students to compare their answers in pairs before you check them with the class. Elicit which example works with only one of the synonymous expressions (4).

ANSWER KEY

1 sign tells you / means that; sometimes see / find this sign
2 sometimes see / find this sign; tells you / means that
3 sign tells you / means that; sometimes see / find this sign
4 sometimes see / find this sign; It tells you

Project task

Exercise 3

- Read the instructions together. Remind students about their discussions in exercise 2 of the Culture lesson as well as the information about signs in Britain on p76. Ask students to think about where they usually see signs in their own country.
- Students work on their own to make a project. In this case, the planning and preparation stages could be done outside class as homework. There is no real need for a group brainstorm.

Preparation

1 Students find or take photos of signs. Encourage them to include at least eight or ten different types of signs, and have no more than two of the same basic type (e.g. road signs or shop signs).
2 For each photo, students write a short explanation of the meaning and usual location of each sign. They should use the text on p76 as their model.
3 Finally, each student should design two signs of their own for their school and their room at home. Ask them to provide an explanation why they designed it the way they did and what the elements (the picture and the words) try to communicate.

Presentation and follow-up

- Students are free to choose whatever format they feel is best for their projects. Some might make it into a poster, others might go for a computer slideshow presentation instead. Find out beforehand what, if any, equipment is needed, and make sure it is available for the presentation class.
- Allocate time for each student to present their projects.
- If students have all opted for posters or similar formats that you display around the class, you may want to turn the presentation class into an exhibition instead.
- Ask students to choose their favourite project, then have a class vote on the overall best project. Have a separate vote for the best design for both the school sign and the room sign.

Song

Contagious

Background information

Contagious is a song written by Martin Johnson and Brian Howes, and performed by Johnson's band called Boys Like Girls. It appeared on their 2009 album *Love Drunk*.

Exercise 1 3.28

- Explain that students are going to hear the song, but the verses in their books have been jumbled up.
- Ask students to read the song lyrics quickly and underline the key words they will listen for. It is best to choose words that don't appear in other parts of the song and stand out for some reason (Wednesday in b, the brand Mercedes in f, etc.) This will help them identify the jumbled parts of the song more easily.
- Play the song for students to listen and number the parts of the song in the correct order.
- Play the song a second time, so they can check their answers.

ANSWER KEY

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

Exercise 2

- Elicit the answer from the students. Ask them to quote the part of the text that supports their answer.

ANSWER KEY

c He's in love.

More practice Teacher's Resources Unit 6

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Your Project 6

Develop your writing

Explaining the meaning

1 **Look at the texts on page 76. Find another way of saying these things.**

1 It means that …
2 You sometimes see this sign …

2 **Complete the explanations for these signs.**

1

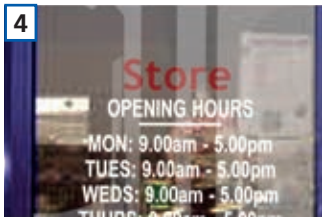
This _____ you mustn't swim. You _____ near lakes and rivers.

2

You _____ on a door. It _____ you must push the door to open it.

3

This _____ you mustn't go out this way. You _____ in car parks.

4 

You _____ in a shop window. _____ when the shop is open.

Project task

3 **Make a project about signs that you see in your country.**

1 Take photos of some signs or download images from the Internet.
2 Explain what each sign means and where you see it.
3 Create a useful sign for each of these places:
- your school
- your room at home

Song

1 3.28 **Listen to the song. Put the verses in the correct order.**

2 **Why is the man feeling sick?**

a He's got a bad cold.
b He's had a car accident.
c He's in love.
d He got caught in the rain.

Contagious

a ☐
I'm jumping on the last train
Got this crazy kind of feeling that I can't explain
Don't know where the hell I'm going
But I'm going after you

b ☐
It was raining on a Wednesday
Doing ninety-five, ninety things left to say
Told myself to keep on driving
'Cause I left my heart with you

c ☐
Would you give me one more minute?
The story's far from finished
We could fill in all the pages
I'm feeling sick, girl, you're so contagious

d ☐
And I know you think I'm crazy
And I dress up like I'm four
I don't do dinner and movies
But if I showed up at your door

e ☐
I'm flying down the fast lane
Doing ninety-five, ninety things on my brain
Don't know where the hell I'm going
But I'm going after you

f ☐
You think all my friends are crazy
And I know you hate my car
Well, I don't drive a Mercedes
Would it be that hard?

g ☐
Just wanna say I miss you
I caught it when I kissed you
And I've been through all the stages
I'm feeling sick, girl, you're so contagious
I'm feeling sick, girl, you're so contagious

h ☐
I never thought that I could walk away
Every second I'm regretting that I didn't stay
How could I just keep on driving
When I left my heart with you?

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Pronunciation

Unit 1

1 Short vowels

a 4.2 **These are short vowel sounds. Listen and repeat. Close your left hand each time.**

/ɪ/	rich	/æ/	bad
/ɒ/	clock	/ə/	centre
/e/	bed	/ʌ/	mum
/ʊ/	book		

b **Write two more words for each vowel sound.**

2 Long vowels

a 4.3 **These are long vowel sounds. Listen and repeat. Open your left hand each time.**

/iː/	me	/ɑː/	far
/ɔː/	door	/uː/	two
/ɜː/	bird		

b **Say the words. Write the vowel sounds.**

1	pack	/æ/	park	/ɑː/
2	shot	/ /	short	/ /
3	this	/ /	these	/ /
4	pull	/ /	pool	/ /
5	had	/ /	hard	/ /
6	fox	/ /	forks	/ /
7	live	/ /	leave	/ /
8	hood	/ /	heard	/ /

c 4.4 **Listen. Which word in each pair do you hear? If it has a long vowel, open your left hand. If it has a short vowel, close your left hand.**

Unit 2

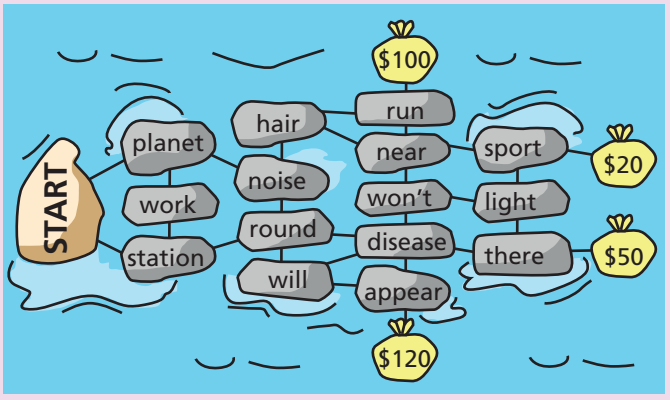
1 Diphthongs

a 4.5 **Some English vowel sounds have two parts. We call these diphthongs. Listen and repeat.**

/eɪ/	make	/aʊ/	down	/eə/	where
/aɪ/	nine	/əʊ/	those	/ɪə/	near
/ɔɪ/	boy				

b **Write two more words for each sound.**

c **Follow the words with diphthong sounds. Which prize do you reach? You must follow the lines.**



2 Odd one out

a **Which word has a different vowel sound from the other two? Circle the odd one out.**

1	day	space	stamp
2	write	think	film
3	go	won	slow
4	send	here	next
5	star	watch	want
6	bus	sun	sure
7	moon	door	cool
8	earth	year	ear
9	found	four	bought
10	rain	hair	wait

b 4.6 **Listen and check.**

Unit 3

1 Consonants

a **Most consonants in the phonetic alphabet are the same as normal letters. Look.**

p = /p/ m = /m/ d = /d/

b **Find the words. Use the list of vowel sounds in the phonetic alphabet on page 79.**

1	/bʌs/	6	/ˌɑːftəˈnuːn/
2	/drɒp/	7	/ˈbrəʊkən/
3	/taʊn/	8	/fænˈtæstɪk/
4	/dæm/	9	/ˈreɪlweɪ/
5	/gʊd/	10	/əˈraʊnd/

c 4.7 **Listen, check and repeat.**

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Pronunciation

Unit 1

1 Short vowels

Exercise 1a 4.2

- Play the recording. Ask students to hold their left hand in front of them, palm up, and close it into a fist each time they pronounce a short vowel sound.

Exercise 1b

- Students write two more words for each vowel sound.
- Check their answers, or ask them to check their answers in a dictionary which contains IPA phonetic transcriptions.

2 Long vowels

Exercise 2a 4.3

- Play the recording. Ask students to hold their left hand in front of them, in a fist, and open it with fingers outstretched each time they pronounce a long vowel sound.

Exercise 2b

- Ask students to say both words in each pair, and write the correct phonetic transcription of the vowel sound.
- Check answers with the class.

ANSWER KEY

2 shot /ɒ/, short /ɔː/
3 this /ɪ/, these /iː/
4 pull /ʊ/, pool /uː/
5 had /æ/, hard /ɑː/
6 fox /ɒ/, forks /ɔː/
7 live /ɪ/, leave /iː/
8 hood /ʊ/, heard /ɜː/

Exercise 2c 4.4 Audio script pT97

- Play the recording. Remind them to use the hand gestures from exercises 1a and 2a to show short and long vowels.

ANSWER KEY

Students should open their left hand for 1 (*park*), 3 (*these*), 4 (*pool*), 7 (*leave*), 8 (*heard*).

Unit 2

1 Diphthongs

Exercise 1a 4.5

- Read the explanation together. Model each diphthong yourself, exaggerating the lip movements for the two connected vowel sounds. Ask students to imitate you.
- Play the recording for students to listen and repeat.

Exercise 1b

- Students write two more words for each vowel sound.
- Check their answers, or ask them to check in a dictionary.

Exercise 1c

- Students say the words aloud and move from stone to stone, but only between words that contain a diphthong.
- Check which final sum they arrive at.

ANSWER KEY

$50: station, round, noise, hair, near, won't, light, there.

Optional extra

Students use the words from exercise 1c to play a word lottery game in groups. Each student writes down six words in a list, then writes a short paragraph with the words, for example a story. As each student reads their own paragraph to the group, the others tick the words they also have in their lists. Who has the most words in common with the storytellers?

2 Odd one out

Exercise 2a

- Students say the words aloud and choose the odd one out.

Exercise 2b 4.6

- Students compare in pairs, then listen and check.

ANSWER KEY

1 stamp 2 write 3 won 4 here 5 star
6 sure 7 door 8 earth 9 found 10 hair

Unit 3

1 Consonants

Exercise 1a

- Read the explanation and examples together.

Exercise 1b

- Students look back at the phonetic symbols for vowels, then try and read each word in the list.
- Ask them to compare their answers in pairs.

Exercise 1c 4.7 Audio script: see answer key

- Play the recording for students to listen and check.
- Play the recording again for students to listen and repeat.

ANSWER KEY

1 bus 2 drop 3 town 4 dam 5 good 6 afternoon
7 broken 8 fantastic 9 railway 10 around

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2 Special consonant symbols

Exercise 2a 4.8

- Read the explanation together.
- Play the recording for students to listen and underline.
- Play the recording again for students to listen and repeat.

ANSWER KEY

1 theatre 2 mother 3 shop 4 beach
5 bridge 6 you 7 sing 8 usually

Exercise 2b

- Students say the words silently and write them down.
- Ask them to compare answers in pairs.

Exercise 2c 4.9 Audio script: see answer key

- Play the recording for students to listen and check.
- Play the recording again for students to listen and repeat.

ANSWER KEY

1 shop 2 jump 3 watch 4 ring 5 throw
6 yes 7 this 8 television 9 fish

Unit 4

1 Silent letters

Exercise 1a

- Read the explanation together.
- Students look at the phonetic transcriptions, then underline the silent letters.
- Ask them to compare answers in pairs.

ANSWER KEY

1 lamb 2 two 3 when 4 friend
5 know 6 plague 7 under 8 walk

Exercise 1b

- Students say the words aloud and write them down.
- Ask them to compare answers in pairs.

Exercise 1c 4.10 Audio script: see answer key

- Play the recording for students to listen and check.
- Play the recording again for students to listen and repeat.

ANSWER KEY

1 who 2 science 3 letter 4 knee 5 answer 6 park
7 what 8 chemist 9 build

2 Voiced and unvoiced consonants

Exercise 2a 4.11

- Play the recording for students to listen and repeat.

Exercise 2b 4.12 Audio script pT97

- Students listen and decide which word they hear from each pair. They clap for each voiced consonant.

ANSWER KEY

Students should clap for 2 (*cub*), 3 (*game*), 6 (*bad*), 7 (*view*).

Unit 5

1 /tʃ/, /ʃ/, /dʒ/ and /s/

Exercise 1a 4.13

- Play the recording for students to listen and repeat.

Exercise 1b

- Ask a few students to try and say the tongue twister.

2 /tʃ/ and /ʃ/

Exercise 2a 4.14

- Play the recording for students to listen and repeat.

Exercise 2b 4.15 Audio script pT97

- Students listen and decide which word of each pair they hear. Repeat the activity if there's too much hesitation or if there are too many errors.

ANSWER KEY

One hand up: 1 (*watch*), 3 (*which*), 4 (*cheese*), 8 (*chop*), 9 (*chair*), 10 (*cheap*). Two hands up for the others.

Unit 6

1 Negative auxiliaries

Exercise 1a 4.16

- Read the instructions and check understanding.
- Play the recording for students to listen, repeat, and clap.

ANSWER KEY

Two syllables: *doesn't, haven't, didn't, shouldn't, isn't, mustn't.*

Exercise 1b

- Students copy and complete the table in their exercise books.

2 Phonetics revision

- Read the instructions together. Elicit that Sweet Sue used the phonetic alphabet as her secret code.
- Ask students to work in pairs to say the sentence aloud and write it out. Check answers with the whole class.

ANSWER KEY

I think you should watch the museum carefully. The thieves are going to steal the treasure on the fourth of January.

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2 Special consonant symbols

a 4.8 **Some consonant sounds have special phonetic symbols. Listen and underline the sound in the word. Then listen again and repeat.**

1	/θ/	theatre	5	/dʒ/	bridge
2	/ð/	mother	6	/j/	you
3	/ʃ/	shop	7	/ŋ/	sing
4	/tʃ/	beach	8	/ʒ/	usually

b **Write the words.**

1	/ʃɒp/	4	/rɪŋ/	7	/ðɪs/
2	/dʒʌmp/	5	/θrəʊ/	8	/'telɪvɪʒn/
3	/wɒtʃ/	6	/jes/	9	/fɪʃ/

c 4.9 **Listen, check and repeat.**

Unit 4

1 Silent letters

a **The phonetic alphabet only shows the sounds. Silent letters are not shown. Look at these words. Which letters are silent?**

1	lamb	/læm/	5	know	/nəʊ/
2	two	/tuː/	6	plague	/pleɪg/
3	when	/wen/	7	under	/'ʌndə/
4	friend	/frend/	8	walk	/wɔːk/

b **Write the words.**

1	/huː/	4	/niː/	7	/wɒt/
2	/'saɪəns/	5	/'ɑːnsə/	8	/'kemɪst/
3	/'letə/	6	/pɑːk/	9	/bɪld/

c 4.10 **Listen, check and repeat.**

2 Voiced and unvoiced consonants

a 4.11 **Listen and repeat.**

Voiced			Unvoiced		
/b/	bull	cub	/p/	pull	cup
/g/	game	bag	/k/	came	back
/d/	do	bad	/t/	two	bat
/v/	view	of	/f/	few	off

b 4.12 **Listen. If you hear the word with the voiced consonant, clap your hands.**

1	bull	pull	5	do	two
2	cub	cup	6	bad	bat
3	game	came	7	view	few
4	bag	back	8	of	off

Unit 5

1 /tʃ/, /ʃ/, /dʒ/ and /s/

a 4.13 **Listen and repeat.**

Sam just has a cheese sandwich, but Suzie usually chooses fish and chips.

b **How fast can you say the sentence?**

2 /tʃ/ and /ʃ/

a 4.14 **Listen and repeat.**

1	watch	wash	6	chip	ship
2	choose	shoes	7	catch	cash
3	which	wish	8	chop	shop
4	cheese	she's	9	chair	share
5	match	mash	10	cheap	sheep

b 4.15 **Listen. Which word do you hear from each pair? If it's the first word, put up one hand. If it's the second, put up two hands.**

Unit 6

1 Negative auxiliaries

a 4.16 **Listen, repeat and clap. Clap once for one syllable, twice for two. Which auxiliary verbs have two syllables in the negative?**

1	does	doesn't	6	will	won't
2	have	haven't	7	do	don't
3	can	can't	8	is	isn't
4	did	didn't	9	are	aren't
5	should	shouldn't	10	must	mustn't

b **Write the negative auxiliaries in the correct column.**

One syllable	Two syllables
can't	*doesn't*

2 Phonetics revision

Sweet Sue has sent Smart Alec a secret message. Can you work it out?

/aɪ θɪŋk juː ʃʊd wɒtʃ ðə mju'ziːəm 'keəfəli. ðə θiːvz ɑː 'gəʊɪŋ tə stiːl ðə 'treʒə ɒn ðə fɔːθ əv 'dʒænjuəri./

I think …

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Reading

Unit 1

1 a 4.17 **Read and listen to the story. Put the pictures in the correct order.**

b What is happening in each picture?

2 Match the halves of the sentences.

1 The man catches the peacock because
2 He unties the peacock because
3 The peacock flies to the jungle because
4 The man comes back to the river because
5 He gives his pearl back to the turtle because
6 The man loses his pearl because

a he wants an identical pearl.
b the turtle gives him a pearl.
c he wants another pearl.
d he is too greedy.
e he wants to sell it.
f the man can't catch him there.

The Peacock and the Turtle

Once upon a time in India, there was a peacock. He lived near a river. A turtle lived in the river. The peacock and the turtle became good friends.

'You're such a lovely bird,' said the turtle. 'I love to look at your beautiful tail.'

The turtle told the peacock interesting stories about the river.

'You're so clever, Turtle,' said the peacock. 'I love to listen to you.'

Then one day, a man caught the peacock.

'I'm going to sell you in the market,' he said, and he tied a rope around the peacock's legs and wings.

Luckily the turtle saw this, and she said to the man: 'Wait! I can get a pearl from the bottom of the river for you. But you must let my friend go.'

'All right,' said the man. He knew that a pearl was worth more than the peacock. The turtle swam to the bottom of the muddy river and soon came back with a large, white pearl. She gave it to the man and he untied the rope.

After he left, the peacock said: 'Thank you. Now we can be happy again.'

'No,' said the turtle. 'I don't trust that man. You must fly to the jungle. It's safer there.'

The peacock didn't want to leave his friend, but he knew that she was right.

Sure enough, the next day the man came back.

'I think the peacock was worth more than one pearl,' he said to the turtle. 'Get me another pearl, or I can easily catch your friend again.'

The turtle knew that the peacock was safe in the jungle, but she wanted to teach the greedy man a lesson.

'Well,' she said. 'There are lots of pearls in the river, but they're all different sizes and colours.'

'That isn't important,' said the man. 'Just get me another pearl.'

'But two identical pearls are worth much more than two different ones,' said the turtle.

'That's true,' said the man. 'Well, get me a pearl exactly the same as this one.'

'That's difficult,' said the turtle. 'It's very muddy down there, and I can't easily remember the exact size and colour of your pearl.'

'Take this pearl with you, then,' said the man.

'That's a brilliant idea!' said the turtle. 'You're a very clever man.' She took the pearl and disappeared into the muddy river.

The man waited and waited, but he never saw the turtle, the peacock or his pearl again.

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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

The Peacock and the Turtle

Background information

The Peacock and the Turtle is an ancient fable from India.

Exercise 1a 4.17

- Elicit or pre-teach *peacock* and *turtle* as well as *rope*, *pearl*, *worth*, *muddy*, *untie*, *trust*, *greedy*, *teach somebody a lesson*, *identical*, *exact*.
- Play the recording for students to read and listen to the story, then put the pictures showing events in the story in order.
- Ask students to compare their answers in pairs before you check them with the class.

ANSWER KEY

1 d 2 b 3 c 4 a

Exercise 1b

- Students use their own words to retell the key events from the story by describing what's happening in each picture.

Exercise 2

- Students match the sentence halves individually, or in weaker classes, in pairs.
- Check answers with the class.

ANSWER KEY

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

Optional extra

Write the following words on the board or write them out and photocopy them on a sheet for each group of three or four: *friends*, *clever*, *caught*, *market*, *rope*, *pearl*, *river*, *untied*, *jungle*, *another*, *identical*, *worth*, *exactly*, *muddy*, *take*, *disappeared*, *never*. With books closed, ask students in groups to retell the story, using the words in the order they appear in the list.

For an extra challenge, write each word on a separate word card, copy one set of all the words for each group, and ask students in groups first to put the words in the best order, then retell the story.

Get one of the groups to start telling the story, then hand over to another group to continue and so on, to try and involve every group. Allow a bit of discussion and negotiation to take place about the order of events or any neglected details – the point is for the students to work together to reconstruct the narrative.

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Unit 2

Theseus and the Minotaur

Background information

Theseus and the Minotaur is a myth from Ancient Greece.

Exercise 1a 4.18

- Play the recording for students to read and listen to the story and match the names to the descriptions.
- Ask them to compare answers in pairs before you check them with the class.

ANSWER KEY

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

Exercise 1b

- Students look at the picture and identify the characters.
- Don't worry too much about the English pronunciation of the Greek names if this is different from the students' own language. These aren't words students are going to use actively, and it's probably best not to confuse them about how to say them. The recording provides a model, though.

ANSWER KEY

The picture shows Theseus, Ariadne and the Minotaur, and the entrance to the Labyrinth. There's a ship in the background.

Exercise 2

- Elicit or pre-teach the words *harbour*, *sail* (noun), *attack*, *cliff*, *sail* (verb), *string*, *rush at*, *horns*, *guard* (verb), *drown*. Encourage students to find the words in the text and work out the meaning from the context before you explain them, or get students to look them up in a dictionary.
- Students read the text carefully and answer the questions.
- Ask them to compare their answers in pairs before you check them with the class.

ANSWER KEY

1 Athens must send seven young men and seven young women to King Minos in Crete every year.
2 She gives him a ball of string, so he can find his way back through the maze.
3 He grabs its horns and breaks its neck.
4 Because King Minos is angry that Theseus killed the Minotaur.
5 Theseus leaves Ariadne behind because he doesn't want to marry her.
6 Theseus forgets to change the black sail to white, and Aegeas thinks Theseus is dead.

Optional extra

Ask students what they think about the story. Do they think Theseus made the right decision when he went to Crete to kill the monster? How do they think Theseus feels about Ariadne? Did he make the right decision to leave her behind on the island? Is there anything students would do differently in the characters' place? Lead a class discussion, or put students in groups of four or five to talk about the questions, and get some feedback from each group.

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Unit 2

1 a 4.18 **Read and listen to the story. Match the names to the descriptions.**

1	Aegeas	a	a huge maze
2	Minos	b	Aegeas's son
3	Ariadne	c	king of Crete
4	Theseus	d	a monster
5	The Minotaur	e	king of Athens
6	The Labyrinth	f	Minos's daughter

b Which of the people and things are in the picture?

2 Answer the questions.

1 Why does the ship go to Crete every year?
2 How does Ariadne help Theseus?
3 How does Theseus kill the Minotaur?
4 Why do Ariadne and Theseus leave Crete?
5 What happens when they stop at an island? Why?
6 Why does Aegeas jump off the cliff?

Theseus and the Minotaur

Theseus lived in Ancient Greece. His father was the king of Athens. One day, Theseus and his father were at the harbour. There was a ship there with a black sail.

'Where is the ship going, Father?' asked Theseus.

'To the island of Crete,' said the king. 'Every year we send seven young men and seven young women to King Minos, the king of Crete.'

'Why?' said Theseus.

'King Minos,' said his father, 'has a terrible monster, called the Minotaur. It's half man and half bull. It lives in a huge maze, called the Labyrinth. And it eats people!'

'Don't send the ship,' said Theseus.

'We must,' said his father. 'King Minos will attack us.'

'Then I'll go,' said Theseus. 'And I'll kill the Minotaur.'

'All right,' said the king sadly. 'I'll wait on the cliffs every day. When you come back, change the black sail to white. Then I'll know you're safe.'

So the ship sailed to Crete with Theseus and the other young people.

'Who will go into the Labyrinth first tomorrow?' asked King Minos.

'I will,' said Theseus.

'You're very brave, but you won't come back!' laughed the king.

But the king's daughter, Ariadne, fell in love with Theseus. She gave him a large ball of string.

'Use this,' she said, 'so that you will find your way out of the Labyrinth.'

The next day, Theseus tied the string to the entrance and went into the Labyrinth. For hours he walked through the dark maze. Suddenly, he heard a terrible noise. It was the Minotaur. The monster rushed at him, but Theseus jumped up and grabbed its horns. He pulled hard and broke the monster's neck. The Minotaur was dead.

Theseus followed the string back to the entrance.

'My father will be very angry,' said Ariadne. 'You must take me with you to Athens.'

They ran to the ship and sailed away from Crete.

'Thank you,' said Ariadne. 'I'm free from my cruel father, and soon we will be married.'

'Married?' thought Theseus. 'Ariadne helped me, but I don't want to marry her!'

A few days later they stopped at an island.

'I'll guard the ship, while you find some food,' said Theseus. When Ariadne was gone, he quickly sailed away from the island.

However, he forgot to change the ship's sail. When his father saw the black sail, he cried: 'My son is dead!' He jumped off the cliff into the sea and drowned. The king's name was Aegeas, and to this day, we call that sea the Aegean Sea.

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Unit 3

1 a 4.19 **Read and listen to the story. Put the pictures in the correct order.**

b **What is happening in each picture?**

2 **How does Lord Bao identify the thief?**

Lord Bao and the Stone

Long ago in China there was a judge. His name was Lord Bao. Everybody loved him, because he was very wise and fair.

One day, Lord Bao and his servant were walking along the street when they saw a young boy. The boy sold oil, but he wasn't selling oil that day. He was sitting on the pavement and he was crying.

'What's wrong, little boy?' asked Lord Bao. 'Why are you crying?'

'Every afternoon,' said the boy,' I put my head on this stone and sleep. I always put my money next to me. But today when I woke up, the money wasn't there.'

'I see,' said Lord Bao and he picked up the stone. 'So this stone is a thief!' He shook the stone and shouted at it: 'Why did you steal the boy's money? Where is it? Come on, stone. Answer me. Where is the boy's money?'

When people heard this, they stopped and looked. Soon lots of people were watching, and they were all laughing.

'Why is Lord Bao shouting at a stone?' they asked. 'He must be mad.'

Suddenly Lord Bao stopped and looked at the people. 'Are you calling me mad?' he said. 'I am a judge, and I'm going to fine all of you for that. You must all pay a one-cent coin.'

Everybody stopped laughing. Lord Bao's servant opened his bag. 'Put your coins in the bag,' said Lord Bao.

As the people put their coins in the bag, Lord Bao was watching carefully. When a man in black put his coin in the bag, the judge looked at him and said: 'You are the thief!'

'But how do you know that?' said the other people.

Lord Bao carefully took the man's coin out of the bag and showed it to the people.

'Look,' he said. 'There is oil on this coin. The boy is an oil seller, so he's always got oil on his hands. This is the boy's coin, and that man is the thief! He stole the money while the boy was sleeping.'

The people turned to the man angrily.

'I'll give the money back,' he said and he quickly gave the boy the bag of coins.

'And you will give the boy your money, too!' said Lord Bao.

The man took some coins from his pocket, gave them to the boy and walked away.

The little boy was very happy. 'Thank you, Lord Bao,' he said, and then he ran home.

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Unit 3

Lord Bao and the Stone

Background information

Lord Bao and the Stone is a fictionalized legend based on a real person, Bao Zheng, a widely respected judge in 11th century China. In China, Bao is regarded today as a symbolic figure of justice. Many stories are circulated about him, and have become part of Chinese opera and drama traditions.

Exercise 1a 4.19

- Elicit or pre-teach *judge*, *wise*, *fair*, *servant*, *mad* and *coin*.
- Play the recording for students to read and listen to the story and put the four pictures in order.
- Ask them to compare their answers in pairs before you check them with the class.

ANSWER KEY

1 c 2 a 3 d 4 b

Exercise 1b

- Ask students to cover up the story. Using the pictures to remind themselves of the key events, students retell the story by describing what is happening in the picture. You may like to write three prompts on the board to remind them of the things they should include: *Who? Where? What?*
- Ask a student to begin describing picture c (that is, the first in the order of events), then have another student continue with picture a, and so on, until the whole story is retold.
- Ask the class to re-read the story quickly to check they haven't missed out any key details.

Exercise 2

- Elicit the answer to the question.

ANSWER KEY

There is oil on the coin the man drops in Lord Bao's bag. The boy is an oil seller, so his hands are always oily.

Optional extra

Ask students to give their own opinions about the story. Do they feel the judge made a fair decision? Why? Was the punishment appropriate for the crime? How would they have punished the thief? How would they have helped the boy? Lead a class discussion, or ask students to discuss your questions in groups, then get each group to feed back to the class with their views.

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Unit 4

Cutty Sark

Background information

The *Cutty Sark*, currently exhibited in dry dock in Greenwich in London, is a Scottish-built clipper ship (a fast sailing ship). It was launched in 1869, and it transported first tea from the Far East, then wool from Australia. The *Cutty Sark* was then sold to a Portuguese company in 1895 and renamed the *Ferreira*. It served as a cargo ship until 1922, when it returned to Britain and was used as a training ship until 1954. It was withdrawn from active service and became a museum in Greenwich. In 2007, the *Cutty Sark* was badly damaged in a fire, and, in 2012, it reopened to the public again following its restoration. The *Cutty Sark* was one of the last as well as the fastest of the tea clippers that used to dominate the sea trade routes to the Far East from Britain. By the time it was built, steam ships had already begun to take over from sailing ships.

Exercise 1a 4.20

- Ask students to look at the pictures, then elicit what, if anything, they know about the *Cutty Sark* or tea clippers in general. Use the information above to provide them some further background to the story.
- Elicit or pre-teach *witch*, *nightdress*, *gallop*, *devil* and *tail*.
- Play the recording for students to read and listen to the story, and put the sentences in order.
- Ask them to compare their answers in pairs before you check them with the class.

ANSWER KEY

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

Exercise 1b

- Elicit the answer from students.

ANSWER KEY

Tam remembered that witches can't cross a river, so he rode his horse across the bridge over the River Doon.

Exercise 2

- Read through the questions. Explain that the *figurehead* is an intricate wooden carving, often featuring a woman, as seen in the second picture.
- Elicit the answers to the questions.

ANSWER KEY

1 *Cutty Sark*.
2 It is in London.
3 Nannie, the youngest witch.
4 Tam's horse's tail.
5 A short, white nightdress (a 'cutty sark').

Optional extra

Ask students if they know about any other famous ships, either historical or fictional, and have them tell their story as they remember it. Ask others to add to the story if they remember any further details about it. Examples may include the *Titanic* (which sank on her maiden voyage in April 1912 and became the basis of many books and films), the *Santa Maria* (together with the *Niña* and the *Pinta*, the three ships under Columbus's command when he sailed across the Atlantic to discover America), the *Black Pearl* (Captain Jack Sparrow's fictional ship in the recent film series *Pirates of the Caribbean*) or the *Nautilus* (the submarine commanded by Captain Nemo in Jules Verne's 1870 novel *Twenty Thousand Leagues Under the Sea*).

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Unit 4

1 a 4.20 **Read and listen to the story. Put the sentences in the correct order.**

a ☐ He shouted 'Well done, Cutty Sark!'
b ☐ He fell in love with Nannie.
c ☐ The witches chased Tam.
d ☐ The tail came off in her hand.
e ☐ Nannie grabbed the horse's tail.
f ☐ Tam and his horse crossed the bridge.
g ☐ Tam was riding home through the forest.
h ☐ He stopped to watch the witches.
i ☐ He saw some witches.

b How did the river save Tam?

2 Look at the pictures of the ship. Answer the questions.

1 What is the ship's name?
2 Where is the ship now?
3 Who is the woman in the figurehead at the front of the ship?
4 What is she holding in her hand?
5 What is she wearing?

Cutty Sark

If you ever go to London, you can visit a famous ship, called *Cutty Sark*. Where does this strange name come from? It comes from an old Scottish story about a man called Tam O'Shanter.

One night, Tam was on his way home on his old horse. He decided to go through the forest. It was quicker than the road, and there was a full moon, so he could see very well.

As he was riding through the forest, he heard some music and saw a light between the trees. When he got closer, he could see a group of witches. They were dancing around a fire.

One of the witches was younger than the others and she was very beautiful. Her name was Nannie, and she was wearing a short, white nightdress. In the old Scottish language this was called 'a cutty sark'. Tam got off his horse and watched the witches. He fell in love with the beautiful young Nannie. When the dance stopped, Tam shouted: 'Well done, Cutty Sark!'

That was a silly thing to do. The witches turned and saw Tam. And they were very angry. Tam immediately jumped on his horse and galloped away through the trees.

'Stop him!' shouted the witches, and they ran after him. They were very fast, and Nannie was the fastest. Tam looked round and saw her in her white cutty sark. She didn't look beautiful now. She looked like an angry devil, and she was faster than Tam's poor old horse.

Then Tam remembered that witches can't cross a river, so he turned and galloped towards the River Doon. When Tam finally reached the bridge over the river, Nannie was just behind him. She jumped forward to grab him, but she only grabbed the horse's tail. Tam shouted: 'Come on, old horse! Don't stop!' Nannie pulled the horse's tail hard. But the horse didn't stop. Its tail came off and Tam crossed the bridge safely. When he looked round, Nannie was standing on the other side of the river with the horse's tail in her hand. Tam and his poor old horse walked slowly home, and Tam never rode home through the forest at night time again.

If you ever go to see *Cutty Sark*, look at the front of the ship. There you will see Nannie in her white nightdress. Look closely at her hand and you'll see she's holding a horse's tail.

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Unit 5

1 a 4.21 **Read and listen to the story. Match the names to the actions.**

1	Simon Yates	a	stays at base camp.
2	Joe Simpson	b	cuts the rope.
3	Richard Hawking	c	breaks his leg.

b Did any of the men die?

2 Complete the sentences.

1 They want to climb the West Face of Siula Grande because …
2 The journey to the top takes a long time because …
3 Simon and Joe reach …
4 Simon has to lower Joe down the mountain on …
5 Joe is pulling Simon towards the cliff, so Simon …
6 Simon can't find Joe, so he thinks …
7 Joe's journey down the mountain takes …
8 Joe knows he has reached the base camp because …

Touching the Void

A true story

The year is 1985, and three young climbers – Simon Yates, Joe Simpson and Richard Hawking – are planning to climb the Siula Grande mountain in Peru. The mountain is 6,344 metres high. They're going to climb the mountain's West Face. Nobody has ever climbed this before.

Richard stays at the base camp, while Joe and Simon set out to climb the mountain. There's a snowstorm on the way up, so the journey takes a long time. But on the third day they reach the top. They've done it!

They start to climb down again. It's slow and difficult; and then disaster happens. Joe falls and breaks his right leg badly. He can't walk. Now Simon has to lower Joe down the mountain on a rope. He lowers Joe 100 metres, and then another 100 metres. It's very slow and painful.

Then another disaster happens. There's a snowstorm. Simon can't see very well with all the snow, and he lowers Joe over a cliff. Joe is hanging in mid-air. He can't climb back up the rope and Simon can't pull him up. Then Simon also starts to slide down towards the cliff. He decides he must save himself or they will both fall over the cliff and die. So he takes his knife and cuts the rope. Joe falls down the cliff into a deep hole in the ice.

By now it's dark. Simon digs a hole in the snow and goes to sleep for the night. The next day he looks for Joe, but he can't find him. He thinks that Joe is dead. So he climbs down the mountain to the base camp.

Joe, however, is not dead. He finds a way out of the hole. He's got no food or water, but for three days he hops and crawls down the mountain. Finally, he can't go any further. It's dark and he can't see anything. He lies down in the snow and falls asleep.

Simon and Richard are still at the base camp, but they're going to leave the next day. So even if Joe reaches the camp, there will be nobody there.

But then a very strange thing happens. Joe wakes up. He can smell something bad. At first he can't understand it. Then he realizes it's their toilet. He's near the base camp. He shouts: 'Help! Help!'

Richard and Simon rush out of their tent and find him. They can't believe it. Joe has survived!

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Unit 5

Touching the Void

Background information

Touching the Void is a 1988 book by mountain climber Joe Simpson, giving a real-life account of his disastrous attempt to climb a peak in the Andes together with fellow mountaineer Simon Yates. In 2003, the book was turned into a documentary film directed by Kevin MacDonald. Both the book and the film won a number of prizes.

Exercise 1a 4.21

- Read the title, tell students the meaning of the words, and ask them to try and interpret and explain the title – if necessary, in their own language.
- Read the first paragraph together, and check comprehension: *When did it happen? How many climbers were there? Where did they go? Why was their plan very dangerous?* Explain, if necessary, the meaning of *West Face* in this context (the vertical surface on the west side of a mountain).
- Play the recording. Students read and listen to the whole story, and match the names to the events on their own.
- Ask them to compare ideas in pairs before you check them with the class.

ANSWER KEY

1 b 2 c 3 a

Exercise 1b

- Elicit the answer.

ANSWER KEY

No, all three climbers survived.

Exercise 2

- Pre-teach or elicit the meaning of *base camp*, *set out*, *snowstorm*, *the way up*, *lower* (verb), *mid-air*, *slide*, *dig*, *hop*, *crawl*, *rush out*.
- Students read the story again and complete the sentences, then compare their answers in pairs before you check them with the class. In weaker classes, you may like to allow students to do the task in pairs.
- When you elicit answers from different students for each sentence, ask the rest of the class to check, correct and help complete the answers if necessary. There may be more than one way to phrase each answer.

POSSIBLE ANSWERS

1 … nobody has ever climbed it before.
2 … there's a snowstorm on the way up.
3 … the top.
4 … a rope.
5 … must cut the rope to save himself, or they will both fall over the cliff and die.
6 … he's dead.
7 … three days.
8 … he can smell their toilet.

Optional extra

This is a very dramatic story, so it is worth following up the reading activity with a discussion about its emotional impact. Ask students in groups of three to imagine that they are each one of the three climbers, and talk about how they felt during the incident. What thoughts, what feelings did they have? Why? How did they feel afterwards? Elicit some ideas from each group.

Follow this up with a class discussion. Ask students: *What would you do if you were Simon, and the accident happened to you? Would you cut the rope? Why? Why not? What would you do if you were Joe? Would you be able to survive?* The discussion may involve using conditionals, which *Project* has not yet covered, so go lightly on the error correction – focus more on what students are trying to say and the ideas they are trying to communicate, not on the accuracy of a grammar form they are unfamiliar with.

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Unit 6

Beauty and the Beast

Background information

Beauty and the Beast (*La Belle et la Bête* in French) is a traditional French fairy tale. It first appeared in printed form in 1740, and there have been several versions and adaptations since then. Some of the most famous adaptations of the story include the 1946 French film starring Jean Marais and Josette Day and directed by Jean Cocteau, the 1991 Walt Disney animated film, which became the first ever animated feature to be nominated for a Best Picture Academy Award, and a musical based on the Disney film which was a success on Broadway between 1999 and 2007.

Exercise 1 4.22

- Ask students how much they know about the story of Beauty and the Beast, and elicit any details they remember. They are most likely to recount the plot of the Disney animated film or any of the print adaptations that appear in collections of fairy tales.
- Explain that there are many different versions of the traditional story, and they will read and see if the story is any different from how they remembered it.
- Elicit or pre-teach *merchant*, *kind*, *beast*, *wicked witch*, *turn somebody into something* and *break a spell*.
- Play the recording for students to read and listen to the story.
- Focus on the picture, and ask students what is happening in the key scene shown, using questions 1–3.

ANSWER KEY

1 The Beast is dying.
2 She is saying, 'Please, don't die. I love you.'
3 The Beast changes back into a handsome young prince.

Exercise 2

- Ask students to cover the text.
- Read the list of adjectives, and ask students to identify who or what they are used to describe.
- Ask students to scan the story again quickly to find the adjectives and check their answers.

ANSWER KEY

kind and helpful: Beauty
huge and ugly: the Beast
handsome and young: the Prince
strange: the Beast's palace
kind: the Beast
wicked: a witch
big and red: a rose
selfish: Beauty's sisters

Optional extra

Fairy tales usually have a moral, an important learning point about personal identity, feelings and emotions, behavioural norms or rules of the society. Ask students to explain in their own words what they think the story of Beauty and the Beast teaches them. Act as a moderator if a discussion develops, especially if there is any disagreement in interpretations. You may need to say that all interpretations can be equally valid. The meaning of a story is not fixed, it develops through the reader's own reflections on it.

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Unit 6

1 4.22 **Read and listen to the story and look at the picture.**

1 What's happening to the Beast in the picture?
2 What is Beauty saying?
3 What happens next? Why?

2 **Who or what do these adjectives describe in the story?**

kind and helpful huge and ugly handsome and young
strange kind wicked big and red selfish

Beauty and the Beast

Once there was a merchant. He had three daughters. The youngest was so beautiful that everybody called her Beauty. She was also kind and helpful, but her sisters weren't. One day the merchant said: 'I'm going away. What can I bring you as a present?'

Her sisters asked for expensive things, but Beauty said: 'Just bring me a rose, please, Father.'

On his way home, it became very foggy and the merchant was soon lost. Then he came to the door of a strange palace. Cold, tired and hungry, he went in. There was nobody there, but there was food on the table. A small sign said: 'Please eat.' After dinner, the merchant went upstairs to sleep.

In the morning, he went into the garden.

'I'll pick a rose for Beauty,' he thought, and he picked a big, red rose.

Suddenly, a huge, ugly beast appeared.

'I gave you food and a bed,' roared the Beast. 'And now you steal my roses! You must die for this!'

'I just wanted one rose for my daughter,' said the merchant.

'Then you can go home,' said the Beast. 'But you must send your daughter to me.'

The merchant went home sadly and told his story.

'You don't have to go, Beauty,' he said.

'Yes, I must,' she said. 'Or the beast will kill you.'

So Beauty went to the Beast's palace. At first she was afraid, but the Beast was kind to her. One day he said:

'You're happy here, Beauty. Will you marry me?'

Beauty looked at the Beast. He was kind, but so ugly, and she said: 'No.'

A few months later, Beauty heard that her father was ill.

'I must go home,' she said to the Beast. 'I promise that I'll come back.'

But Beauty didn't go back. She wanted to go, but her selfish sisters said: 'You mustn't go back, Beauty. Our father needs you. You should stay here.'

So Beauty stayed.

Then one night, she had a dream. She saw the Beast. He was dying. The next day, Beauty went back to the palace. Her dream was true.

'Oh, Beast,' she said. 'Please, don't die. I love you.'

Suddenly, a handsome young prince appeared.

'Where's the Beast?' asked Beauty.

'A wicked witch turned me into the Beast,' said the Prince. 'She said that nobody could love somebody so ugly. But you loved me and broke the spell.'

So Beauty and the Prince were married, and they lived happily ever after.

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Student's Book Audio scripts

Introduction

1.3 p5 Exercise 6a

Layla My name's Layla Morrison. I live in Oak Street and I go to school by bus. My favourite subject is ICT – that's Information and Communication Technology – computers and things. I don't like English. In my free time I go to dance class and I listen to music.

James I'm James Porter. I live in Elm Road. My dad usually takes me to school in the car, because he works near there. Subjects? I like Geography, but I don't like Science. In my free time I play football and I play the guitar, too.

Chloe I'm Chloe Barnes. I live in Baker Street. That's near our school, so I walk to school. What subject do I like best? History. I don't like Art very much. In my free time I play table tennis and I go swimming.

Dylan My name's Dylan Jones. I live in Oxford Road. I cycle to school. My favourite subject is Maths. I don't like French. I'm not very good at it. I like sport, so in my free time I play football and I do karate.

1.5 p7 Exercise 2a

1 Is Sweet Sue holding her mobile in her right hand?
2 Are the painters wearing glasses?
3 What colour is Sweet Sue's car?
4 Is Smart Alec wearing black shoes or brown shoes?
5 What colour jacket is Lady Riley wearing?
6 What is the bird stealing?
7 What is the dog looking at when Sweet Sue arrives?
8 What is Smart Alec carrying upstairs?
9 Is Sweet Sue carrying anything upstairs?

Unit 1 My life

1.8 p9 Exercises 6a and 6c

Beatrix Potter was born in London in 1866, and she grew up there. Her family was rich, but she was a very quiet child and she didn't have any friends. She didn't go to school. She had lessons at home. She loved painting and she often painted beautiful pictures of animals.

Later she started to write stories about the animals. At first she wrote the stories for a child who was ill. Then in 1900, she published her first and most famous story, The Tale of Peter Rabbit. It was about a very naughty rabbit called Peter. He eats the vegetables in Mr McGregor's garden and Mr McGregor nearly catches him. People loved the story, so Beatrix wrote more, including The Tale of Squirrel Nutkin and The Tale of Mrs Tiggy-Winkle.

In 1905, she moved to The Lake District in the north of England. She bought a farm there. Beatrix loved the Lake District and she was very happy there. In 1913 she got married, but she didn't have any children. She died in 1943. Her farm is now a popular museum. Thousands of people from all over the world visit it every year. In 2007 …

1.10 p11 Exercises 6b and 6c

1

Helen Hi, Sanjit.
Sanjit Hi, Helen.
Helen Did you have a good weekend?
Sanjit Yes, it was great.
Helen What did you do?
Sanjit I went to a music festival in the park.
Helen Oh, wow! What was it like?
Sanjit It was fantastic. What about you? How was your weekend?
Helen It was OK. I went to my cousin's wedding on Saturday.
Sanjit Oh, did you enjoy it?
Helen No, it was a bit boring.

2

Hayley Hi, Martha.
Martha Hi, Hayley. How was your weekend?
Hayley It wasn't bad. I didn't do anything exciting. I went to the cinema on Saturday evening. We saw the new James Bond film.
Martha Was it good?
Hayley It was all right. What did you do?
Martha My brother had a birthday party.
Hayley How did it go?
Martha It was fun.
Hayley Good. How many people were there?

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3

Chen Hi, Tom. Did you have a good weekend?
Tom No, it was terrible, Chen.
Chen Why?
Tom I was ill. So I stayed in bed on Saturday and Sunday.
Chen Oh dear. Are you OK now?
Tom Yes, I'm fine now. Anyway, did you have a good time?
Chen Yes, I went to a football match. It was Chelsea and Liverpool.
Tom Was it a good game?
Chen It was brilliant. It was really exciting.
Tom Oh, there's the bell. Come on.

1.12 p13 Exercise 5a and 5b

My grandpa's name is William, but it isn't his real name. His real name is Guillermo. That's G-U-I-double L-E-R-M-O. It's the Spanish name for William. He was born in Spain, but he moved to England when he was six years old, because his father got a job in Manchester. William started school there. His parents changed his name to William, because people in England couldn't pronounce Guillermo properly.

His parents didn't have a lot of money, so Grandpa didn't go to university when he left school. Anyway, he wanted to travel, so he got a job on a ship. He travelled all over the world – to the USA, Australia, India, Brazil and lots of other places. He often tells us about his adventures at sea.

He met my grandma, Heather, when his ship was in London. They got married and he decided to stay in England after that. He needed a job, so he started work in a factory, where they made furniture – tables, chairs and things like that. He worked hard and eventually became the manager of the factory. But he doesn't work there now. About five years ago, he retired.

1.15 p16 Exercise 3a

Nick My name's Nick. I live in a flat in London. My parents are divorced. I live with my dad and my stepmother and my stepsister. I haven't got a pet, but my stepsister's got a hamster. My grandma lives in an old people's home near our flat. My other grandparents live a long way away.
Grace My name's Grace. I live in a house with a big garden. I live with my mum and dad and my brother and sister. We've got a dog and two cats. My granddad lives with us, too.

1.17 p18 Exercise 4

Ryan Hi, Zoe.
Zoe Hello, Ryan. How was your weekend?
Ryan OK. I went to the cinema on Saturday.
Zoe Oh, what did you see?
Ryan Mr Big.
Zoe Did you go with Justin?
Ryan Yes, I did.
Zoe What was the film like?
Ryan It was really exciting. I enjoyed it.
Zoe Good. I'm going to see it this week.
Ryan What did you do? Were you away?
Zoe Yes, I was. I was at my cousin's place in London.
Ryan Oh, right.
Zoe She had two tickets for a pop concert, so I went with her.
Ryan What, on Saturday?
Zoe No, it was on Sunday afternoon.
Ryan Was it good?
Zoe It was brilliant.
Ryan Who was on? …

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Unit 2 The future

1.22 p25 Exercises 4a and 4b

1 I think that in the future children won't go to school. They'll study at home with computers. They'll communicate with their teachers and other students online.
2 I think there will be a lot of problems for animals in the future. There will be more and more people in the world and they'll all need houses and food, so where will the animals live? I think there won't be any wild tigers or elephants soon. We'll only see them in zoos.
3 In the future, I don't think we'll have shops and supermarkets. I think everybody will use the Internet to buy all their food and other things. Then the Internet company will deliver it all to your house.
4 I don't think people will work in factories in the future. Robots will do all the work. People will like this, because they'll have more free time. They'll play more sports and take more holidays.

1.24 p27 Exercise 5b

1
Layla We'll decorate the room for you, James.
Chloe With some balloons and things.
2
Dylan I'll be the DJ. It'll be fun.
3
Emma We'll do the shopping for you, James.
Dave Yeah, that's right!
4
Sayeed I'll make some sandwiches. What sort of sandwiches do you like?
5
Matt I'll bring some CDs. I've got loads of great music.
6
Bella I'll serve the drinks for you.
7
Mick We'll arrange the tables.
Fraser And the chairs!
8
Everyone And we'll all clear up the rubbish after the party.

1.27 p30 Exercise 5a

Interviewer So, Saskia. Where will you live in the future?
Saskia I think I'll live in Africa.
Interviewer And what will you do there?
Saskia I'll be a doctor in a hospital. But I also want to write a book about life there.
Interviewer Do you think you'll be a famous writer?
Saskia No, but I hope I'll help the people in poor countries.
Interviewer Do you think that you'll get married?
Saskia No, I don't think I will.
Interviewer Will the world be a better place in the future?
Saskia No, it won't.
Interviewer Why not?
Saskia Because we'll use up all the oil and then there will be wars to get it.
Interviewer Thank you. What about you, Rory? Where will you live?
Rory I think I'll live in a big city like London or New York.
Interviewer And what will you do there?
Rory Well, I'll get a job in an office. But in my free time I'll play the guitar in a band.
Interviewer Do you think you'll be famous?
Rory I hope I will.
Interviewer Will you get married?
Rory Yes, I will, and we'll have five children.
Interviewer Do you think the world will be a better place for your children?
Rory Yes, it will.
Interviewer Why do you think it will?
Rory Because we won't have diseases like cancer.
Interviewer Thank you.

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Unit 3 Times and places

2.3 p33 Exercise 8

1 How many people were sitting down?
2 What magazine was Austin reading?
3 Were any of the people wearing glasses?
4 What was Gabriel wearing?
5 How many ducks were swimming?
6 What were Maisie and Beth eating?
7 Why was the man talking to Nathan and Sam?
8 What were Zach and Damien throwing?
9 Who was Georgia taking a photograph of?
10 Was Mr Walker wearing a hat?

2.5 p34 Exercises 1b and 1c

1 The bad storms are continuing in Australia. Lightning knocked out a power station in Queensland last night. In other places it has started forest fires.
2 We're getting reports of a new volcanic eruption in Iceland. We'll bring you further news as it comes in.
3 Last night there was a huge explosion at a factory in northwestern Pakistan. We don't have any more news about the explosion at the moment, but we know that it started big avalanches in the mountains near the factory.
4 Earlier today a tornado hit the small town of Oakville in the USA. It destroyed several buildings.
5 There was a large earthquake near the coast of Indonesia last night. The earthquake caused a tsunami that destroyed several villages. Luckily everyone left the villages before the tsunami arrived.
6 A hurricane is moving across the island of Cuba. There are floods in many places on the island.

2.8 p37 Exercises 4a and 4b

Smart Alec Now, Miss Ross. Can I ask you some questions?
Donna Yes, of course.
Smart Alec You were watching television in the living room. Is that right?
Donna Yes. I was watching a very sad film.
Smart Alec Where were you sitting?
Donna In the armchair, near the door.
Smart Alec Did you see anyone before the shot?
Donna Yes, I saw Wilson, the butler. He was carrying some plates to the dining room.
Smart Alec Did you see Adams?
Donna Well, I didn't see him, but I heard him. He was repairing the car outside the living room window . He was listening to the radio and singing.
Smart Alec Did you see Mrs Clare before the shot?
Donna No, I didn't, but I heard her when she arrived. She came in the back door and went to the kitchen.
Smart Alec What time was that?
Donna About quarter to two. She always arrives at that time.
Smart Alec So what happened?
Donna Well, I heard a shot and then I heard a crash. I think Wilson dropped a plate.
Smart Alec And what did you do?
Donna When I heard the shot I ran to the library. I met Wilson and Adams in the hall. When we saw my father, I went to telephone the police. Then I saw Mrs Clare.
Smart Alec What was she doing?
Donna She was in the hall. She was telephoning the police.
Smart Alec Was she wearing gloves?
Donna Erm, yes, she was. She was wearing rubber gloves.
Smart Alec Thank you, Miss Ross.

2.9 p37 Exercise 5b

Smart Alec I know who killed John Ross. It wasn't you, Adams. You were repairing the car. Miss Ross heard you. Anyway, you had oil on your hands. There was oil on the handle of the front door, but not on the gun.
Miss Ross, it wasn't you. You were watching TV. And when you heard the shot you came out of the living room. Both Wilson and Adams saw you.
Wilson, your fingerprints were on the window and the library door. But Miss Ross saw you in the dining room. You also dropped a plate and Miss Ross heard it.
So the killer was you, Mrs Clare. You killed Mr Ross, because he wanted to get a new cook. He didn't like your cottage pie, did he?
Donna But how did she do it?
Smart Alec She went out of the back door, walked round the house, under the dining room window, then she spoke to Mr Ross through the library window. He stood up. She grabbed the gun, shot him, then dropped the gun, ran to the back door and phoned the police.
Wilson But why weren't her fingerprints on the gun? She didn't have time to clean it.
Smart Alec Yes, and there were no fingerprints on the telephone, because Mrs Clare was wearing rubber gloves.
Mrs Clare All right. It's true. I make the best cottage pie in the world, but he didn't like it. So I killed him.
Donna Smart Alec! You're a genius!

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2.12 p40 Exercise 2

David Hi. My name's David and I'm from Cardiff in Wales. I speak English, but we learn Welsh at school. It isn't an easy language. Our favourite sport in Wales is rugby, and we're famous for singing, too.

Molly I'm Molly and I'm from Scotland. We don't like it when people call us English. We aren't English. We're Scottish. We have our own banknotes and our own football league, too. Some people want an independent Scotland again. Scotland is famous for lots of things, like kilts, bagpipes and the Loch Ness Monster!

Colin Hello. I'm Colin and I'm from Northern Ireland. There was a lot of trouble here in the 1970s and 80s. Some people wanted to be part of the Republic of Ireland and some people wanted to stay in the UK. A lot of people died in the troubles, but things are OK now. What are we famous for? Well, some of the best golfers in the world come from Northern Ireland, like Rory McIlroy. He's my hero.

2.14 p41 Exercise 4

At the end of 2011, the small islands of Samoa in the Pacific Ocean decided to move from one side of the International Date Line to the other. They moved from the eastern side of the line to the western side. When the 29th of December 2011 ended, the next day wasn't the 30th December, but the 31st! In Samoa, the 30th of December 2011 didn't happen.

Why did they do it? They wanted to be on the same date as Australia and New Zealand. They do most of their trade with those countries now, so it's better to have the same day and date. Before the change, when it was Friday in Samoa, it was already Saturday in Australia, so nobody was at work there. Then when people in Samoa weren't at work on Sunday, it was Monday in Australia. So it was difficult if you wanted to phone people in offices, banks and so on.

Most people were happy about the change, as they got an extra day's money. Employers paid people for the 30th of December, even though people didn't go to work then. But some people weren't happy – people with birthdays on the 30th of December didn't have a birthday in 2011!

2.15 p42 Exercise 1b

Young Lifesavers

These two young people both saved someone's life in an accident.

Mark Taylor, 13, London

Last November, Mark was on holiday in Scotland with his father. 'One day we were climbing a mountain,' said Mark, 'when a rock fell on my father's leg.' They had a mobile phone, but his father dropped it down a deep hole in the rocks when the accident happened. Mark ran six miles to get help. When he found a telephone, he dialled 999. Twenty minutes later a helicopter arrived and it took Mark's father to hospital.

Jackie Wolfe, 15, Manchester

One day last year, Jackie was travelling in a taxi with her aunt and her cousin. The taxi was taking them to the hospital.

Suddenly, as they were going round the corner to the hospital, the driver had a heart attack. Luckily, Jackie was sitting next to the driver. She quickly grabbed the steering wheel and then stopped the taxi.

2.16 p42 Exercise 4a

Otto
Detective Otto, where were you when you heard the shot?
Otto I was in the library.
Detective What were you doing?
Otto I was writing an e-mail on the computer.
Detective Who were you writing to?
Otto To my friend in Canada.

Petra
Detective Petra, where were you when you heard the shot?
Petra I was in the living room.
Detective What were you doing?
Petra I was watching TV.
Detective What were you watching?
Petra The Simpsons.

Mr Shine
Detective Mr Shine, where were you when you heard the shot?
Mr Shine I was in the kitchen.
Detective What were you doing? Were you cooking?
Mr Shine No, I wasn't. I was making a sandwich.
Detective What kind of sandwich were you making?
Mr Shine It was a cheese and tomato sandwich.

Frank
Detective Frank, which room were you in when you heard the shot?
Frank I wasn't in the house. I was in the garden.
Detective What were you doing?
Frank I was reading.
Detective What were you reading?
Frank A film magazine.

Mrs Pearl
Detective Mrs Pearl, where were you when you heard the shot?
Mrs Pearl I was in the hall.
Detective What were you doing?
Mrs Pearl I was getting ready to go out and I was looking for something.
Detective What were you looking for?
Mrs Pearl An umbrella, because it was raining.

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Unit 4 Cities

2.20 p45 Exercises 7a and 7b

1

Adviser Can I help you?
Father Yes, the weather isn't very good today, so we want to go to a museum.
Adviser Well, there are lots of museums in London. There's the British Museum. That has things from History.
Boy I don't like History.
Adviser Well, there's the Science Museum. They have a display about space – rockets and things like that.
Girl Are the dinosaurs there?
Adviser No, they're in the Natural History Museum.
Girl Oh, can we go there, Dad?
Boy But I want to see the space rockets.
Adviser Well, the two museums are next to each other, so you can go to one in the morning and one in the afternoon.
Girl Great, we'll go to the see the dinosaurs first.
Boy No, the Science Museum first.
Father How much are they?
Adviser They're both free.
Father Oh, OK. Well, how do we get there ?

2

Adviser Can I help you?
Woman Yes, we'd like to go on a sightseeing tour, please.
Man We've only got one day, so we want to see lots of places.
Adviser Well, the best way to see places is on a bus tour.
Man What will we see on that?
Adviser You'll see all the famous places – Buckingham Palace, The Tower of London and so on. Look. Here's a map. You can get on and off the bus to visit the different places.
Woman That looks good. How much is it?
Adviser It's £23 each. That's for the whole day.
Woman That's a bit expensive.
Adviser Well, you can take a boat trip on the Thames. That's £8.
Woman What do you think?
Man That's fine. We'll see all the places on the river. And, I like boats.
Woman OK. Can we have two tickets for the boat trip, please.
Adviser Yes, of course …

2.24 p49 Exercises 6a and 6c

Jimmy Hi, my name's Jimmy. I had a strange dream last night. I was waiting for a train, but when it arrived, it didn't stop. So I walked along the road and I saw a big tree in somebody's garden. It was on the other side of a river and there was a small bridge over the river. I walked over the bridge and I climbed the tree. But, as I was climbing, somebody shouted. I started to fall and as I was falling, I woke up.
Martha My name's Martha. I had a dream last night. I was playing the piano. That's strange, because I can't play a musical instrument. I was in a bank, but there wasn't anybody else there. Anyway, I went out of the bank into the street. On the corner of the street there was a man. He was wearing a big hat. He took his hat off, put it on the pavement and danced round it. Very strange.

Unit 5 Experiences

3.3 p57 Exercise 7a

1

My guest today is a DJ. You'll know his voice not his face. He's been on the radio for many years, but up to now he hasn't been on TV.

2

A What are you reading?
B It's *Oliver Twist*.
A Oh, I haven't read that. I've read *A Christmas Carol*.

3

A Now you and your team have won a lot of competitions.
B Yes. We've won the Europa League.
A What about the Champion's League?
B No, we haven't won that.

4

A Have you ever had an accident?
B Yes, I have. I've broken my arm.
A Oh. Well I've broken my leg.
B Oh, I haven't.

5

A What DVD shall we get?
B Well, we've seen *Star Wars*.
A What about *Casino Royale*? We haven't seen that.
B OK.

6

A Do you do marathons?
B Yes, my sister and I have done the London marathon.
A Oh, right. What about the New York marathon?
B No, we haven't done that.

7

A Have you ever driven a go-kart?
B No, I haven't, but I've driven a racing car. It was the prize in a competition.
A Wow! Was it good?
B Yes, it was brilliant.

8

A Our new neighbour is a writer.
B Really?
A Yes, she's written three books.
B What are they about?
A They're about horses.

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3.7 p61 Exercises 5a and 5b

Last year, Lewis Gordon Pugh completed the coldest swim in history. He swam 1 kilometre in the Southern Ocean near the coast of Antarctica. The water there is very cold – zero degrees Celsius. (The water at your local swimming pool is probably about 27 degrees.) The cold water wasn't his only problem. The Southern Ocean is also the home of leopard seals. They're big, fast and dangerous. They normally eat penguins, so Lewis made sure that there were no penguins near him.

Lewis has also swum at the other end of the world, in the icy waters of the Arctic Ocean. Why does he do it? He wants to make people aware of global warming. 'We can see the effects of global warming very clearly in the Arctic and Antarctic,' he says 'because a lot of the ice has gone.'

Lewis hasn't finished swimming. Next year he's going back to swim in the Arctic Ocean again.

3.11 p65 Exercises 2a and 2b

1 I like to chat on the Internet. My Internet name is Spaceman.
2 Some people at school got my e-mail address and I received a lot of horrible e-mails. I didn't show them to anybody. I just deleted them.
3 I put lots of things on my profile – my pet dog, Billy, and our house. I don't bother with privacy settings. I think it's great when everyone knows about my life. It's like being a celebrity.
4 My password? I'm not going to tell you – or anybody else.
5 Oh, here's an e-mail from Fred Jones. I don't know anyone called Fred Jones, but there's an attachment called 'Free computer games'. That sounds good. I'll open it.
6 I'm just going to have a sandwich. I won't log off, because I'll be back soon.
7 No, I don't write down my password or keep it on my mobile phone. I'm not stupid. Anyway, it's easy to remember. It's the month of my birthday.
8 What's this? That's a horrible thing to write in an e-mail. Mum, come and look at this.

3.12 p66 Exercise 2b

Hi, I'm Megan. I'm twelve years old and I love doing new things. In the last year I've done lots of new things. I like running. I've entered five races in the last four months, but I only won one of them.

My older brother, William, has done some exciting things, too. He's flown in a balloon and climbed a mountain but I haven't. But, I've driven a go-kart. I did that for my birthday with my friends. It was great fun. My mum was worried. 'Don't drive too fast,' she said, 'Or you'll end up in hospital.' But it was OK. I've never been in hospital, actually. I want to go horse-riding next year. I've never done that.

I like music and I've written some songs. My friends and I have sung one or two of my songs at school concerts. I like concerts and shows. When we went to London on a school trip, we saw a great show – *The Wizard of Oz*. It was at the London Palladium, and it was brilliant.

3.13 p66 Exercise 5a

1
A Hi. Sorry I'm late.
B That's OK. I've just arrived, too.
2
A Have you ever played ice hockey?
B No, I haven't, but I've watched it on TV.
3
A Shall we go to the sports centre for a game of table tennis?
B Can we go a bit later? I've just had my lunch.
4
A Ken Noguchi has collected 500 kilograms of rubbish from Mount Everest.
B Yes, I know, but he thinks there are still 50 tonnes there.

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Unit 6 What's up?

3.16 p69 Exercises 6a and 6c

1
A What's the matter?
B I'm tired.
A Well, you should go to bed earlier.
B I know, but I wanted to watch the football.
2
A Haven't you got anything to do?
B No, I haven't and I'm bored.
A Well, you should go and see one of your friends.
B I can't. They're all doing something today.
3
A What's the matter?
B My knee hurts.
A Well, you should go to the doctor's.
B Yes, OK.
4
A What's up?
B I feel sick.
A Well, you shouldn't eat so much.
5
A What's the matter?
Girl I don't feel very well.
A Well you shouldn't go to school today.
6
A Aren't you going to have any breakfast?
B I haven't got time. I'm late.
A Well, you should get up earlier.
B Yes, OK. Bye.
7
A What's wrong?
B I'm cold.
A Well you should put a jumper on.
B Oh, all right.
8
A Are you OK?
B No. I've got toothache.
A Well, you should go to the dentist's. I'll phone and make an appointment.
B OK. Thanks.

3.18 p71 Exercise 6a

Matt School rules? Yes, we've got a lot of rules at our school. We must wear a uniform, but that's OK. We mustn't wear jewellery and some of the girls don't like that. We must be at school by quarter to nine Monday to Friday. We don't have to go to school on Saturdays. We mustn't smoke, of course. What else? Well, we must stand up when a teacher comes into the room, and we mustn't run in the corridors. We must stay in the playground at break time, but we don't have to go outside when it rains. Oh, and we mustn't use mobile phones in lessons.

3.19 p73 Exercise 3b

Ashley decided to escape. He crept into the kitchen and then ran out of the back door.

But the man was now standing outside the back door and Ashley ran straight into him. The man fell backwards onto the garden and Ashley turned to run.

Just at that moment, his mother came round the corner of the house with the shopping. 'Ashley, what are you doing?' she said.

'He's a robber, Mum!' shouted Ashley 'He's in my photos at the bank and he's come to get me!'

'Don't be silly,' said his mother. 'This man hasn't come to get you. He's come to repair the telephone!'

'The telephone?' said Ashley.

'Yes,' said his mother. 'He's a telephone engineer – not a bank robber!'

'But, but … a telephone engineer?' said Ashley.

'Yes,' said his mother. 'I tried to tell you that the phone wasn't working, but as usual you didn't listen.'

The engineer got up and brushed off his clothes.

'But I saw you at the bank this morning,' said Ashley.

'Yes, ha, ha, we were repairing the telephones before the bank opened,' said the man, and he laughed. Ashley's mother laughed, too. They both thought it was very funny. But Ashley didn't. He just thought it was very embarrassing.

3.21 p75 Exercise 3b

Layla Oh, come on, Dylan. You can be my date.
Dylan Huh. You're only asking me, because Matt won't be there. See you.
James What on earth's up with him?
James Dylan, Dylan! Where are you going? What's the matter?
Layla Yes, what do you mean: Matt won't be there?
Dylan I said: You only asked me, because Matt Jenkins won't be there.
Chloe What on earth are you talking about, Dylan?
Dylan When you and Layla were talking, Layla said that the head teacher excluded Matt Jenkins and he's moving to Scotland.
Chloe We weren't talking about Matt Jenkins. We were talking about Matt Daytona.
Dylan Matt Daytona? Who on earth is Matt Daytona?
Layla He's a character in my computer game. I'll tell you about it later.
Dylan But, James, you said you'll miss Matt.
James Yes. I saw him on the way here. His parents are selling their house, because they're moving to Canada.
Dylan Oh, I see. Right. Well, now I understand.
Chloe Anyway, are we going to go to the disco? Because we'll need tickets.
James Yes, we are.
Layla Yes, and maybe this time you'll dance with me, Dylan.
Dylan Yes, maybe.
Chloe Anyway, James, what's this news about Matt Jenkins? …

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3.22 p75 Exercises 6b and 6c

1
A Do you want to get a pizza?
B No, I don't think I'll bother.
A Why not?
B I'm not hungry.
A Oh, OK.

2
A Do you fancy a game of tennis?
B No, thanks.
A Why not?
B My arm hurts.
A Oh, right.

3
A Why don't we go swimming?
B No, thanks.
A Why not?
B I don't feel very well.
A Oh, I see.

4
A Do you want to go shopping?
B No, thanks.
A Why not?
B I just don't feel like it.
A Oh, right.

5
A Are you coming to the cinema with us?
B No, I don't think I'll bother.
A Why not?
B I haven't got any money.
A Oh, I see.

6
A Shall we play a computer game?
B No, I don't think I'll bother.
A Why not?
B I've got a headache.
A Why don't you take a painkiller, then?

3.24 p76 Exercise 3

1
A Come on. Let's have a game of baseball.
B No, we mustn't. Look, the sign there says 'No ball games'.

2
A I heard that Susan is leaving.
B Yes, she's going to live in Manchester. There's a 'For Sale' sign outside their house.

3
A I think I'll get a bar of chocolate from that machine.
B You can't. It's out of order.

4
Station announcer Mind the gap. Mind the gap.

5
A Let's go through here.
B We can't. Look at the sign. It says 'Private property. Keep out'.

6
A I'll go and get the tickets.
B Not that way. Look, it says 'Please queue here' over there.

7
A Oh, look. This is interesting.
B No! Stop! Look, that sign says 'Do not touch. This painting is alarmed'!
A Oops! Sorry.

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Pronunciation

4.4 Unit 1 p80 Exercise 2c

1 park
2 shot
3 these
4 pool
5 had
6 fox
7 leave
8 heard

4.12 Unit 4 p81 Exercise 2b

1 pull
2 cub
3 game
4 back
5 two
6 bad
7 view
8 off

4.15 Unit 5 p81 Exercise 2b

1 watch
2 shoes
3 which
4 cheese
5 mash
6 ship
7 cash
8 chop
9 chair
10 cheap

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Workbook answer key

Introduction

1 **2** first
3 eighteen / 18
4 Harry
5 friend (Anna)
6 fifteen / 15
7 English

2 **2** I don't know the answer.
3 I haven't got anything for that.
4 What about number three?
5 I think it's London.

3 **2** Maths
3 French
4 Geography
5 karate
6 music
7 bus
8 Science
9 ITC
10 Art
11 swimming
12 guitar

4 **2** Do you like / read
3 do you watch
4 do you like / watch
5 does he like / read
6 does he do
7 plays
8 plays
9 Do you play
10 don't play

5 **2** Is Laura playing computer games?
Yes, she is.
3 Are Callum and Jack cycling?
No, they aren't. They're running.
4 Is Dean reading?
No, he isn't. He's swimming.
5 Are Ellie and Jade skiing?
Yes, they are.
6 Is Paul riding a horse?
No, he isn't. He's riding a bike / cycling.

6 **2** go out
3 meet
4 go
5 have
6 'm not having
7 'm looking after
8 're having
9 is watching
10 watches
11 're playing
12 is having
13 are, doing
14 do, do

7 Students' own answers

Unit 1 My life

A A new home

1a **2** e **3** c/a **4** b **5** f **6** a/c

1b **2** get a job
3 start school
4 move house
5 get married
6 be born

2 **2** grew up
3 moved
4 left school
5 got a job
6 met
7 got married
8 was born
9 died

3

Y	E	R	R	E	E	O	A	G	R	Q
Y	Q	P	T	F	R	T	O	L	B	R
I	U	P	P	A	Q	O	R	U	E	Z
R	I	C	H	M	D	A	J	T	A	A
Q	E	Z	Q	O	I	L	L	T	U	Y
J	T	N	A	U	G	H	T	Y	T	H
P	H	G	P	S	I	Q	P	I	I	A
N	I	O	D	L	N	E	A	X	F	P
X	P	H	S	P	X	R	T	D	U	P
P	O	P	U	L	A	R	I	E	L	Y

4 **2** was
3 weren't
4 wasn't
5 were
6 wasn't
7 was
8 weren't
9 were
10 were
11 wasn't

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5 **2** arrived, Students' own answers
3 had, Students' own answers
4 ended, Students' own answers
5 was, Students' own answers
6 wrote, Students' own answers
7 started, Students' own answers
8 was, Students' own answers

6 **2** didn't want
3 wasn't
4 didn't like
5 decided
6 gave
7 went
8 were
9 chose
10 bought
11 carried
12 got on
13 weren't
14 sat
15 stood up
16 happened
17 dropped
18 left
19 didn't know
20 was

7 **2** was
3 didn't see
4 arrived
5 stood / sat
6 bought
7 didn't like
8 was

B A surprise for Smart Alec!

1 **2** wasn't bad, went swimming
3 was terrible, was ill
4 went to the theatre, was a bit boring

2 **2** go, the cinema, like, boring
3 the weekend, wedding, enjoy, brilliant
4 on Sunday, computer game, bad

3 Students' own answers

4 **2** was
3 Was
4 wasn't
5 was
6 were
7 were
8 Were
9 weren't
10 were

5 **2** Did Lucy watch TV last night? No, she didn't.
3 Did your parents go out last night? No, they didn't.
4 Did you and Maria go to Paul's party? Yes, we did.
5 Did Tom walk to school this morning? Yes, he did.

6 **2** Were you ill?
3 Did they enjoy it?
4 Did you tell the police?
5 Did you like the film?
6 Did you speak English?

7 **2** Where was the party? It was at Mark's house / at 14 Canal Road.
3 What time did it start? It started at six o'clock.
4 What time did it finish? It finished at half past nine.
5 What did you eat? We / I ate pizzas.
6 What did you do? We / I danced and played games.
7 How did you get home? I got / took the bus (home).

C My family

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

2 **1** brother, uncle
2 daughter, niece, granddaughter
3 grandmother, wife, mother
4 nephew, son, cousin, grandson
5 grandfather, father, husband
6 sister, daughter
7 children, grandchildren
8 parents, grandparents

3 **2** the eldest / oldest
3 twins
4 the youngest
5 cousin
6 only child
7 grandparents
8 died

4 Students' own answers

5 **2** Now, my father plays tennis, but when he was younger, he played football.
3 Now, my cousins have a cat, but when they were younger, they had a dog.
4 Now, we write e-mails, but when we were younger, we wrote letters.
5 Now, I listen to music, but when I was younger, I collected stamps.
6 Now, my sister eats salad / healthy food, but when she was younger, she ate burgers / unhealthy food.

6 Students' own answers

D Kids

1 **2** moved
3 got
4 leave
5 great
6 party
7 booked
8 loads

2 **2** b No **3** a Yes **4** c No **5** a Yes

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3 **2** I can't
3 Students' own answers
4 you want to
5 I'd love to
6 is it
7 you like to play
8 I can't
9 Students' own answers

4 **2** I like / don't like boxing.
3 I like / don't like going shopping.
4 I like / don't like watching TV.
5 I like / don't like rollerblading.
6 I like / don't like motor racing.
7 I like / don't like dancing (hip hop).
8 I like / don't like cooking.

5 **2** Does your dad like skiing?
Yes, he does. / No, he doesn't.
3 Does your dog like sleeping?
Yes, it does. / No, it doesn't.
4 Do your friends like going to parties?
Yes, they do. / No, they don't.
5 Does your mum like cooking?
Yes, she does. / No, she doesn't.
6 Do you like learning English?
Yes, I do. / No, I don't.
7 Do your teachers like playing computer games?
Yes, they do. / No, they don't.

6 Students' own answers

Progress check

1 **2** single
3 eldest
4 famous
5 up
6 go
7 niece
8 born

2 **2** Joe's very tired, so he's going to go to bed early.
3 Kit's dad has got a big car, so he can take us to the party.
4 Louis always gets good marks because he works very hard.
5 Jack's sister works in London all week, so he only sees her at weekends.
6 Steve goes running every morning because he wants to be healthy.

3 **2** said, played ✓, paid
3 flew, found, tried ✓
4 showed ✓, was, knew
5 got, dropped ✓, told
6 liked ✓, rode, drove
7 spent, sent, ended ✓
8 needed ✓, went, meant
9 cost, met, stopped ✓
10 moved ✓, had, took

4 **2** Where did you go?
3 Was it good?
4 Did we win?

5 **2** He didn't study for the English test.
3 He phoned Grandma.
4 He didn't buy the cinema tickets.
5 He didn't get a DVD.
6 He watched the football match on TV.

6 **1** swimming, doesn't like
2 likes cycling, doesn't like horse riding, swimming
3 like horse riding, don't like cycling, swimming

7 Students' own answers

I can …

1 Students' own answers

2 **1** was
2 lived
3 moved
4 started
5 had
6 didn't like

3 this, plays, Nice

4 Students' own answers

Unit 2 The future

A Journey into space

1 **2** moon
3 satellite
4 astronaut
5 sun
6 earth
7 spaceship (across) / stars (down)
8 rocket

2 **2** stars
3 astronaut
4 planets
5 Earth
6 Sun

3 **2** orbit
3 robots
4 satellites
5 astronaut
6 planet

4 **2** will look
3 will be
4 will have
5 will take
6 will arrive
7 will travel
8 will be
9 will cost
10 will have
11 will carry
12 will take off

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5 **1** b **2** a **3** c **4** b **5** a **6** b **7** c

6 **2** When will the first tourists arrive
3 Will holidays be expensive?
4 How much will they cost?
5 How will people travel
6 Will they need

B Detective of the year

1 **2** ✗ **3** ✓ **4** ✓ **5** ✗ **6** ✗ **7** ✓ **8** ✓

2 **2** I'll phone you about it tonight.
3 I'll see you there at two o'clock.
4 I won't be late.
5 I'll send her an e-mail.
6 I'll watch it later.
7 I'll go.

3 **2** go swimming, 'll meet you
3 phone's ringing, 'll answer
4 milk, 'll get
5 telephone number, 'll text
6 Dad's birthday, won't forget

4 **2** People will / won't have their own cars.
3 We will / won't build more roads.
4 Buses and trains will / won't disappear.
5 There will / won't be electric cars.
6 People will / won't cycle in the city.
7 Transport will / won't be clean.

C Your future

1 **2** go to university
3 twenty-seven
4 kind
5 important
6 big city
7 easier
8 live longer

2 **2** e disease
3 f factory
4 g intelligent
5 d village
6 a aliens
7 c prediction
8 b building

3 **2** hospital
3 shop
4 library
5 farm
6 office
7 factory
8 zoo
9 school / university
10 airport
11 restaurant
12 station
13 supermarket
14 hotel
15 post office

4 **2** in, in
3 in, in
4 on
5 in
6 on
7 on, in
8 in, in, on

5 **2** will travel
3 will go
4 will help
5 will move
6 won't speak
7 will have
8 won't have
9 won't be
10 will meet
11 will get married
12 will have
13 will be

6 Students' own answers

D Kids

1 **2** make
3 ill
4 borrowed
5 number
6 latest
7 decorated
8 like

2 **2** you like a drink
3 the matter
4 love to
5 Would you like to
6 Are you having a

3 **2** I'll clear up the rubbish.
3 I'll make some sandwiches.
4 I'll do the shopping.
5 I'll serve the drinks.
6 I'll decorate the room.
7 I'll bring some CDs.
8 I'll be the DJ.

4 **2** 'm going to be
3 're going to borrow
4 'm going to put
5 'll bring
6 'll text
7 'm going to decorate
8 I'll get

5 Students' own answers

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Progress check

1 **2** fight
3 spaceships, stations
4 robots
5 villages
6 hospitals
7 go

2 **2** goes
3 make
4 having
5 looking
6 like

3 **2** Would you like
3 Would you like
4 Do you like

4 **1** Yes, I'd love to.
OK, I'll see you at the sports centre at two, then.
Yes, I'll see you there.
2 Do you want to watch the film on TV?
I'd love to, but I have to go out.
Well, don't worry. I'll record it for you.
Oh, that will be great. Thanks.

5 **2** will travel
3 will have
4 will be
5 will be
6 won't solve
7 will need

6 **2** I'll feed it.
3 I'll do the shopping.
4 I'll clear up the rubbish.
5 I'll decorate it.
6 I'll bring the equipment.

7 **2** to go, I'll meet
3 I'll e-mail
4 I'm going to stay, I'll do
5 I'll call
6 I'm really looking

I can …

1 Students' own answers
2 Students' own answers with *think / don't think + will, hope + will / won't*
3 'll help, I'll get you a drink.

Unit 3 Times and places

A What was happening?

1 **2** Bev was sending an e-mail.
3 Ben was putting on his pyjamas.
4 Tracy was throwing a ball.
5 Nick and Liz were studying for an exam.
6 My family was having dinner.

2 **2** We were brushing our teeth.
3 I was doing my homework.
4 We were watching TV.
5 We were taking photos / photographs.
6 I was putting on my coat.

3 Students' own answers

4 **2** Was Tom playing the guitar? No, he wasn't.
3 What was Alice doing? She was doing her homework.
4 What were Mr and Mrs Payne doing? They were watching TV.
5 What were Matt and Celine doing? They were taking photos / photographs.
6 What was Gary putting on? He was putting on his coat.
7 What were you doing? Students' own answers.
8 Were you sitting at a computer? Students' own answers.

5 **2** was raining / wasn't raining
3 was sending / wasn't sending
4 was wearing / wasn't wearing
5 were going / weren't going
6 was eating / wasn't eating
7/8 Students' own answers

6 **2** Mr Ball was eating (a sandwich).
3 Ollie was swimming.
4 Jane was reading (a magazine).
5 Toby was throwing a ball. / Toby was playing with the dog.
6 A man was running.

B A dangerous situation

1a Across:
1 earthquake
4 lightning
6 hurricane
8 fire
9 tornado

Down:
2 avalanche
3 eruption
5 tsunami
7 explosion
8 flood

2 **2** explosion
3 eruption
4 avalanche
5 lightning
6 hurricane
7 flood

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3 **2** into
3 round
4 up
5 past
6 down

4 **2** We were crossing a bridge when we met an elephant.
3 We were having a picnic when a horse ate our food.
4 We were cycling through the town when it started to rain.
5 Helen was sending a text message when she dropped her phone in the river.
6 Jeremy was taking a photograph when a ball hit him.

5 **2** heard
3 saw
4 was coming
5 was driving
6 was running
7 was running
8 fell
9 ran
10 opened
11 jumped
12 was
13 was moving
14 stopped

6 Students' own answers

C Murder in the library

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

2 **2** roof
3 garden
4 garage
5 upstairs
6 downstairs
7 (front) door
8 window

3 **1** a cooker
2 a shelf
3 a sink
4 a fridge
5 an oven
6 a table
7 a chair
8 a cupboard
9 the floor
10 a picture
11 the ceiling
12 a light
13 a wall
14 a CD player
15 a sofa
16 a lamp
17 a TV
18 a rug
19 a mobile
20 an armchair
21 a poster
22 a computer
23 a mirror
24 a bed
25 a desk
26 a chest of drawers

4 **2** a shop window
3 a dining (room) table
4 a kitchen cupboard
5 a car radio
6 a bedroom floor
7 a bathroom shelf

5 **2** ✗ **3** ✓ **4** ✗ **5** ✗ **6** ✓ **7** ✗ **8** ✓

6 Students' own answers

D Kids

1 **2** upload
3 characters
4 round
5 go out
6 sort of
7 stories
8 himself
Order of sentences: 2, 4, 1, 9, 6, 7, 5, 3, 8

2 **1** You must be joking, she likes you, Really
2 Are you doing anything at the moment, Do you want to come round to my place
3 here it is, a sort of, the best thing is

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

4 **2** e **3** f **4** c **5** a **6** b

5 Students' own answers

Progress check

1 **2** an earthquake
3 lightning
4 a volcanic eruption
5 an avalanche
6 a flood

2 **2** was playing
3 was throwing
4 was running
5 wasn't raining
6 fell
7 was trying
8 fell
9 shouted
10 saw
11 jumped
12 swam
13 brought

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3 **2** were you reading
3 were you sitting
4 Was it raining?
5 did you leave the living room
6 did you go
7 did you go upstairs
8 Did you see
9 was he doing
10 Was he carrying

4 Students' own answers

5 **1** saw
2 were having, happened
3 was crossing, came
4 wasn't looking, hit
5 saw, took out, phoned
6 arrived, were waiting, asked
7 were talking, came, took
8 was listening, heard

I can …

1 Students' own answers
2 anything, out, come, place, joking
3 sounds, That sounds, looks

Unit 4 Cities

A Our trip to London

1 **2** a park
3 a bridge
4 a palace
5 a river
6 a stadium

2 **2** Buckingham Palace
3 The Natural History Museum
4 Hyde Park
5 The Olympic Stadium
6 The River Thames

3

C	M	L	U	R	S	Q	U	A	R	E	Z
F	O	U	N	T	A	I	N	A	E	T	E
B	C	P	S	A	F	G	S	Q	U	L	T
R	C	W	T	E	I	R	T	U	I	N	H
I	L	A	Y	L	U	X	A	O	F	M	E
D	K	I	S	Y	E	M	T	O	W	I	A
G	O	H	A	T	Z	R	U	N	D	E	T
E	F	A	R	S	L	L	E	G	C	E	R
M	C	L	O	C	K	E	P	O	L	J	E

4 **2** the
3 the
4 –
5 the
6 the
7 –
8 –
9 the
10 –
11 –
12 –
13 the
14 the
15 the
16 the
17 –

5 **2** in
3 at
4 to
5 in
6 on
7 in
8 to
9 in
10 at
11 in
12 to
13 in
14 to
15 at
16 in
17 in
18 on
19 on

6 Students' own answers

B Sweet Sue and the bank robbers

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

2a **1** **2** a **3** the **4** the **5** the **6** a **7** the **8** the **9** the
2 **1** a **2** The **3** the **4** a **5** The **6** the **7** a / the

2b Students' own answers

3 **1** Thank you.
2 Excuse, do I get to the library, Thank you.
3 along here, the first turning on the left, you come to the traffic lights, the traffic lights, right, sports shop is on the left.

4 Students' own answers

C The Tailor of Swaffham

1 **2** a dream / a bridge
3 a / the pavement
4 a spade
5 a wooden box
6 gold and silver

2 **2** the
3 an
4 a
5 A
6 –
7 the
8 the
9 the
10 the
11 a
12 The
13 –
14 an
15 a
16 –
17 a
18 the
19 the
20 a

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3
2 somebody
3 nothing
4 anybody
5 anything
6 everybody

4
2 something
3 Everything
4 somebody
5 nobody
6 somebody
7 anything
8 anything
9 anything / anybody
10 somebody

5 2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ✗ 7 ✓ 8 ✓ 9 ✗

6 Students' own answers

D Kids

1
2 see
3 can't
4 grandparents
5 weekend
6 playing
7 ask
8 wants
9 next
10 school
11 out
12 about
13 going
14 café
15 going
16 talking
17 talk
18 classroom
19 lost

2
2 Fine
3 I'm off to
4 Guess what
5 asked me out
6 What's wrong
7 must be joking
8 there he is
9 How are things
10 Get lost

3
2 on, 's buying Kirk's birthday present
3 At, 's going to the doctor's
4 In, she's playing basketball with Emma and Judy
5 On, Ella, Uncle Brian and baby Zach are coming
6 On, dad are going out with Aunt Ella and Uncle Brian
7 is looking after
8 On, 's meeting Alison and Linda in town
9 On, Ella and Uncle Brian are leaving
10 In, is studying for the Science test

4
Tom Shall we go and see it on Saturday?
Sean No, I can't. We're going to a wedding. What about Sunday?
Tom No, Sunday's no good for me. I'm playing hockey.

5 Students' own answers

Progress check

1
2 the
3 the
4 a
5 the
6 the
7 the
8 the
9 the
10 the
11 the
12 a
13 the
14 the
15 the
16 the
17 the
18 the
19 the
20 the
21 a
22 the
23 the

2 Woman: Excuse me. How do I get to the ABC cinema?
You: Go along here and take the first turning on the right. Then take the second turning on the right. The cinema is on the left.

3
2 statue
3 square
4 buildings
5 palace
6 museum
7 directions
8 theatre
9 roundabout
10 bridge

4
2 nothing
3 something
4 anywhere
5 Somebody
6 nobody

5
1 're meeting
2 are you getting, is taking
3 are you going, aren't going
4 isn't coming, 's going
5 Are you flying, 're leaving
6 are you playing, 're travelling

I can …

1 do I get, along, take
2 statue, bridge, museums, shopping
3 you want, I can't, How, that's OK
4 I'm meeting Jack at the sports centre, I'm studying for the Maths test, I'm going on our school trip

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Unit 5 Experiences

A They've been successful

1 **2** have
3 have
4 has
5 have
6 has
7 has

2 **2** We've helped them in the house.
3 They've given us some money.
4 Aimee's washed the windows.
5 I've cleaned their car.
6 Ben's hoovered the floor.
7 He's taken their dog for a walk, too.

3a **2** a **3** e **4** c **5** f **6** b

3b Students' own answers

4 **2** has been
3 've visited
4 haven't won
5 has driven
6 haven't seen

5 **2** have found gold
3 has caught a fish
4 have seen a ghost
5 has flown in a plane
6 has bought a car

6 Students' own answers

B Have you ever climbed a mountain?

1 Across:
5 climbed
7 met
10 done
11 played
13 seen
14 travelled
15 flown

Down:
1 ridden
2 written
3 read
4 stopped
6 visited
8 been
9 gone
12 fallen

2 **2** A spaceship has / hasn't landed in our street.
3 We've seen / We haven't seen a Grand Prix.
4 I've / I haven't used the Internet.
5 Our class has / hasn't visited a museum.
6 My friends have / haven't flown in a helicopter.

3 **2** Has Kate played
3 Have they eaten
4 Have James and Flora done
5 Have you met
6 Has your friend ridden

4 **2** Have you ever written to a magazine or newspaper?
3 Have you ever sent a Valentine's card?
4 Have you ever phoned a radio station?
5 Have you ever had a party in your house?
6 Have you ever washed your own clothes?
7 Have you ever asked somebody out?
8 Have you ever cooked dinner?
Students' own answers

5a **2** Yes
3 Yes
4 No
5 No
6 Yes

5b **2** Has Adam ever spoken to someone from the USA or Britain? Yes, he has.
3 Has Adam ever written an e-mail in English? Yes, he has.
4 Has Adam ever visited Britain or the USA? No, he hasn't.
5 Has Adam ever read an English magazine? No, he hasn't.
6 Has Adam ever watched a film in English? Yes, he has.

6 Students' own answers

C Making people aware

1 rubbish animals energy transport

2 **a** **1** b **2** c **3** a **4** a **5** c **6** b
b Students' own answers

3a **2** gum
3 packet
4 tray
5 packaging
6 cup
7 can
8 box
9 bag
10 wrapper
11 tissue
12 top

3b **2** a sweet wrapper
3 a cardboard box
4 a drinks can
5 a plastic bag
6 a crisp packet

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

5 **2** Isabel has ridden a horse.
3 Isabel has swum with dolphins.
4 Isabel has never driven a racing car.
5 Isabel has climbed a mountain.
6 Isabel has never done a bungee jump.

6 **2** I've climbed / I've never climbed to the top of a tree.
3 I've seen / I've never seen a ghost.
4 I've been / I've never been late for school.
5 I've been / I've never been on a summer camp.
6 I've swum / I've never swum in the sea.
7 I've left / I've never left rubbish in the park.

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7 **2** has climbed, climbed
3 've seen, saw
4 has done, did
5 've never slept, slept
6 has never flown, flew
7 has been, was
8 've never broken, broke

D Kids

1 **2** waiting
3 late
4 date
5 enough
6 found
7 looking
8 teacher
9 stealing
10 excluded
11 were
12 annoyed
13 move
14 town
15 see
16 thief

2 **2** Sorry I'm late.
3 I don't want to know.
4 You won't believe what's just happened.
5 Tell me all about it.
6 I've just arrived, too.

3a **1** I've just arrived, too.
2 Oh dear!
3 You won't believe what's just happened. Tell me all about it.
4 I don't want to know.

4 **2** I've just called him.
3 I've just got up.
4 I've just cleaned the floor.
5 I've just dropped my camera.
6 I've just sent her an e-mail.

5 **2** He's been there for three days.
3 He's tried four sports.
4 He didn't enjoy horse riding.
5 He's afraid of high places.
6 He's done a bungee jump.
7 He's just received a text message.

6 Students' own answers

Progress check

1 **2** a prize
3 a horse
4 in a balloon
5 a bungee jump
6 an e-mail
7 your finger
8 a museum

2 **2** 've been in some plays
3 's won lots of matches
4 've met Lewis Hamilton
5 've visited them in many different countries
6 has done some work
7 's done a bungee jump and flown in a helicopter
8 've cooked dinner for all my friends

3 **2** Has the plane taken off? Yes, it has.
3 Has she switched off the TV? Yes, she has.
4 Has he missed the train? Yes, he has.
5 Have you done all your homework? No, I haven't.

4 **2** Have you ever done anything to help the environment? Yes, I have.
3 Have you ever tried a dangerous sport? No, I haven't.
4 Have you ever won a trophy? No, I haven't.
5 Have you ever learnt another language? Yes, I have.
6 Have you ever collected rubbish? Yes, I have.

5 Students' own answers

I can ...

1 ever, haven't, never
2 We've just, I've just done, I've just finished
3 Have you ever done a bungee jump? No, I haven't.
Have you ever cooked dinner?
Yes, I have. / No, I haven't.
Have you ever visited someone in Britain?
Yes, I have. / No, I haven't.

Unit 6 What's up?

A What's the matter?

1 **2** a cold
3 sick
4 a headache
5 back hurts
6 a sore throat
7 cold
8 spots

2 **2** feel
3 hurts
4 sore throat
5 hungry
6 itches

3 **2** You should take a painkiller.
3 You shouldn't drink it.
4 You should study more.
5 You should do some outdoor sports.
6 You should put a jumper on.
7 You shouldn't eat so many sweets.

4 **1** stay in bed, touch the spots
2 feel well, take, go
3 itches, should put, shouldn't touch
4 a sore throat, stay in bed, go to school

5 **2** I'm cold.
Well, you should put something warm on.
3 I've got nothing to do.
Well, you should give one of your friends a ring.
4 I feel sick.
Well, you shouldn't eat so much.
5 I'm thirsty.
Well, you should have something to drink.
6 I'm tired.
Well, you shouldn't go out this evening.

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6a sore eyes, hurt my foot, bored, tired all the time, can't sleep, brother uses my computer and takes my things

6b Students' own answers

B A happy ending?

1
2 You mustn't go in here.
3 You must stop.
4 You mustn't touch the statue.
5 You must take your shoes off.
6 You mustn't play football here.
7 You must wear your seatbelt.
8 You mustn't use a mobile phone.

2 Students' own answers

3 Students' own answers

4 **2** ✓ **3** ✓ **4** ✗ **5** ✗ **6** ✗ **7** ✓ **8** ✓ **9** ✗

5 Possible answers:
1 You mustn't play loud music.
2 You mustn't play football.
3 You mustn't let your dog run away. / You must keep your dog on a lead.
4 You mustn't climb the trees.
5 You mustn't pick the flowers.
6 You must only cycle on the path. / You mustn't cycle on the grass.
7 You mustn't leave rubbish / litter. / You must put your rubbish / litter in the rubbish / litter bin.
8 You mustn't swim in the lake / water.

C Ashley's camera

1
2 key
3 radio
4 knocked
5 battery
6 ran away
7 switch off
8 crept

2a **2** a **3** f **4** b **5** c **6** d

2b Students' own answers

3
2 train
3 photo
4 bike
5 camera
6 MP3 player

4 Students' own answers

5
2 sat down, switched on
3 got off, tried on
4 switched off, picked up, went out
5 got on, took off
6 looked for, put on

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

6b
2 Because he had to go to school.
3 Because he wanted to try out his surfboard.
4 He saw his mum and her friends.
5 Because he didn't want his mum to see him.
6 He had a headache.
7 Because he had a very bad cold.
8 He missed the school trip to London.

7 Students' own answers

D Kids

1
2 moving
3 important
4 pity
5 bighead
6 centre
7 date
8 feel
9 asking
10 wrong

2
2 Really
3 Wow
4 Oh, I see
5 Yes, that's true
6 Me too

3 **2** a **3** e **4** d **5** c **6** b

4
1 Sorry, I can't.
Why not?
I haven't got any money.
Oh, I see.
2 Do you want to go to the disco?
Sorry, I can't.
But you wanted to go last week.
Yes, but I'm afraid I can't now.
Oh, that's a pity!

5
2 this
3 I'll
4 in
5 Why
6 to
7 don't
8 bother
9 not
10 just
11 like
12 wanted
13 I've
14 mind
15 see

6a
2 is talking
3 sports centre
4 party
5 wallet
6 thief
7 day
8 can't come
9 dances
10 is moving
11 a (computer) game
12 a boy

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

7 Students' own answers

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Progress check

1
2 He had toothache.
3 He felt sick.
4 She had a cold.
5 She had a sore throat.
6 He had a headache.

2
2 don't have to
3 mustn't
4 don't have to
5 mustn't
6 must
7 must
8 mustn't

3 Students' own answers

4
1 hurts, go to the doctor's
2 matter, stomach ache, eat so quickly
3 wrong, to be late for school, get up earlier

5
2 out
3 down
4 off
5 round
6 up
7 out
8 on

I can …

1 wrong / the matter, sore, hurts, 'm
2 on, down, out, up
3 should go to bed earlier, shouldn't eat sweets
4 mustn't, must, don't have to

Revision

1
1 grew up, moved
2 left school, got a job, got married
3 went to university, had a baby

2
2 What did you do yesterday?
3 Where did they meet?
4 Did you have a good time?
5 When was he born?
6 When did she leave school?

3
2 are going to
3 'll
4 We're going to
5 I'm going to
6 I'll
7 will
8 he's going to

4
2 Ben and Rob were playing on the beach when it started to rain.
3 My brother was crossing the bridge when he slipped.
4 Amy broke her leg when she was skiing.
5 We were playing computer games when we heard a noise.
6 Dad was taking a photo when he dropped the camera.

5
2 the
3 the
4 a
5 a
6 the
7 The
8 a
9 the
10 the

6
2 On Tuesday after school, she's visiting Grandma and cooking dinner for her.
3 On Wednesday, she's practising before the piano concert.
4 On Thursday, she's meeting with Claire and Joanna in town.
5 On Friday evening, she's arranging the chairs and tables for the party.
6 On Saturday, she's making sandwiches and cakes for the party.
7 On Sunday, she's doing her homework and studying for the English test.

7
2 Has a friend ever texted you in the middle of the night?
3 Have you ever forgotten your homework?
4 Have you ever been late for school?
5 Has your English teacher ever given you 100%?
6 Has a tornado ever hit your school?

8
2 weak
3 dreamt
4 cow
5 boot
6 home
7 rule
8 toe
9 win
10 ghost

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Workbook Audio scripts

Introduction

1.2 p2 Exercise 1

Harry Hi! My name's Harry Evans. Are you in class 9C?
Max Hi! Yes, I am. I'm Max Benton. Is it your first day?
Harry Yes. I don't know where the next lesson is.
Max We've got Maths and it's in room 18. Come with me. Where do you live, Harry?
Harry I live in East Street. It's near the park.
Max Oh yes. My friend Anna lives in East Street. Her house is number fourteen. I live in Brenton Road.
Harry Do you walk to school?
Max No. I take the number fifteen bus. It goes to East Street too. We can go home together after school. [pause] Right, here we are. That's Mrs Broadbend over there. She's great, but Maths isn't my favourite subject. What about you?
Harry Maths is OK. But I like English best.

Unit 1 My life

1.3 p6 Exercise 2

1
A What did you do on Saturday?
B I went to a football match.
A Oh, was it good?
B It was terrible!
2
A Where did you go with Sam last night?
B We went to the cinema.
A Did you like the film?
B No, it was boring!
3
A What did you do at the weekend?
B I went to a wedding.
A Did you enjoy it?
B Yes, it was brilliant.
4
A What did you do on Sunday?
B We played a computer game.
A Was it good?
B It wasn't bad.

1.4 p8 Exercise 1

I've got one brother and one sister. Mick is my twin brother. We're both eleven years old. Lucy is my older sister. She's sixteen. My father's name is Jack. He's a bus driver. My mother is Angie. She works in a shop. My grandmother Maggie lives with us because my grandfather died last year. My cousin David is eight years old. He's an only child. His mother is my aunt Elena. She's Italian and she is a fantastic cook. Uncle John is her husband. He's a doctor. They live in the same street as my family.

1.5 p10 Exercise 2

1
A We're going shopping in town after school. Do you want to come with us?
B I'm afraid, I can't. I've got karate then.
2
A Hi, Eliza. Would you like to come to the cinema with us? There's a fantastic film on with Johnny Depp.
B What time?
A At six o'clock.
B Sorry, I can't. I've got basketball practice then.
3
A We're going rollerblading in the park later. Do you want to join us?
B Yes, please. I like rollerblading.
4
A I'm going to the sports centre after school. Do you fancy a game of tennis?
B Sorry, I can't. I've got a lot of homework.
5
A We're going dancing on Saturday. Would you like to come with us?
B Yes, I'd love to. Thanks.

Unit 2 The future

1.6 p15 Exercise 5

Reporter What will the hotel look like?
Engineer Well, it will look like a large bicycle wheel, but inside it will be a normal hotel.
Reporter Will it be in the Moon's orbit?
Engineer No, it won't. The hotel will be in the Earth's orbit.
Reporter How many rooms will the hotel have?
Engineer There will be a hundred bedrooms.
Reporter What about food? Where will people eat?
Engineer There will be two restaurants – a pizza restaurant and an expensive restaurant – and three cafés.
Reporter What about the evening? Will it have activities for visitors?
Engineer Of course, it will have a big cinema with loads of great films.
Reporter Will it have a sports centre for tennis and basketball?
Engineer It won't be possible to play tennis or basketball, but there will be running machines.
Reporter Who will work in the space hotel?
Engineer There won't be any people. All the workers will be robots, like me.
Reporter Oh!

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1.8 p18 Exercise 1

Hi, my name's Jason. When I grow up, I want to be an astronaut, because I like reading about different planets and space travel. At school, my favourite subject is science and I often go to the Space Museum near my home. When I leave school, I think I'll go to university and I'll learn to fly a plane. Later, I think I'll travel into space.

I don't want to get married too soon, so I think I'll wait until I'm twenty-seven. I hope my partner will be a kind and friendly woman. I don't want to be rich or famous, but I want to be important. I also want to live in a big city, not in a village or a small town.

I don't think that the world will change very much. We'll probably have electric cars and bigger, faster planes. I think that life will be easier and people will live longer. We'll build space stations on other planets, but people won't live there or anything like that.

Unit 3 Times and places

1.10 p25 Exercise 3

At seven o'clock yesterday, Joe was at home with his family. Joe and his mother were having breakfast. Joe's cat Bilbo was sleeping. Joe's father was in the bathroom. He was brushing his teeth.

1.12 p28 Exercise 1

1 Alex was repairing his bicycle in the garage.
2 Mrs Bent was watching TV in the living room.
3 Mr Bent was cooking dinner in the kitchen.
4 Sarah was reading in the library.
5 Baby Joe was sleeping upstairs.
6 Benton the dog was playing outside.

Unit 4 Cities

1.14 p34 Exercise 2

I took some photos of Tower Bridge on the first day. I took this photo of the bridge from the bus. After that we went to Buckingham Palace. You can see the Queen's flag in the photo. It means that the Queen was in the palace. On the second day, I went to the Natural History Museum. I took this photo of the dinosaurs at the museum. Then we went to Hyde Park. It's the biggest park in London and I took this photo there. On the last day, we visited the Olympic Stadium. I saw the stadium on television in 2012, so it was fun to visit it. Then, we went on a boat trip on the River Thames. This is a photo of the river near the O2 centre.

1.16 p38 Exercise 1

1 The poor tailor fell asleep under the old oak tree in his garden.
2 While he was sleeping, he had a dream. In his dream a voice told him to go to London Bridge.
3 The tailor was sitting on the pavement on London Bridge when a shopkeeper spoke to him.
4 When he got home, he took a spade and started to dig under the oak tree.
5 Suddenly, his spade hit something. It was a wooden box.
6 The tailor opened the wooden box. There was gold and silver in it. He was rich!

Unit 5 Experiences

1.20 p47 Exercise 5a

Girl Hi. I want to find out how much students use English outside school. Can I ask you some questions?
Adam OK.
Girl Have you ever seen a Shakespeare play?
Adam No, I haven't.
Girl Have you ever spoken to someone from the USA or Britain?
Adam Yes, I have. I've spoken to a few people.
Girl What about e-mails? Have you ever written an e-mail in English?
Adam Yes, I've written lots of e-mails.
Girl Have you ever visited Britain or the USA?
Adam No, I haven't. But I'm going to Britain next summer.
Girl What about magazines? Have you ever read an English magazine?
Adam No, I haven't. I don't read much in English.
Girl And films? Have you ever watched a film in English?
Adam Yes, I have. There are films in English on TV and I've watched DVDs.
Girl That's all. Thank you.

1.21 p48 Exercise 1

A I saw a fantastic TV programme last night.
B What was it about?
A It was about rubbish in the oceans. It was terrible!
B Why?
A Our oceans have become big rubbish dumps. And the rubbish kills animals.
B How?
A Well, plastic bags and other plastic things are very dangerous. Animals eat the plastic and then they die. I'm going to recycle everything I can now.
B I saw a TV programme about new forms of energy.
A Was it interesting?
B Yes. It was about sun and wind energy. It also talked about clean transport. I've asked my dad to get an electric car.
A What did he say?
B He said they're very expensive.

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Unit 6 What's up?

1.24 p55 Exercise 4

1
Doctor What's the matter, Peter?
Peter I feel terrible. I've got red spots everywhere.
Doctor Oh dear. I think you should stay in bed. I'll give you some medicine. You shouldn't touch the spots.
2
Doctor What's the matter, Jane?
Jane I don't feel well, Dr Reed.
Doctor You've got a cold. You should take some medicine. And you shouldn't go outside.
3
Doctor What's the matter, Mark?
Mark My ear itches. It's terrible.
Doctor Let me see. Mmm. It's very red. You should put some cream on it. And you shouldn't touch it.
4
Doctor What's the matter, Joe?
Joe I've got a sore throat. I feel terrible.
Doctor Oh dear. Your throat is very red. You should stay in bed. You shouldn't go to school tomorrow.

1.25 p57 Exercise 4

Lily What's your holiday camp like, Dave?
Dave It's OK, but there are a lot of rules. We must go to bed at half past nine and we mustn't talk in bed after ten o'clock.
Lily Oh dear! It doesn't sound like a holiday. I'm lucky. I don't have to get up or go to bed early.
Dave And we must clean the kitchen after breakfast.
Lily That's horrible! I don't have to help with the housework.
Dave We mustn't go out of the camp without an adult.
Lily There are only two rules here at my grandparents' house. I mustn't wake my grandfather up. He isn't very well and he sleeps a lot. And I must take the dog for a walk every morning.
Dave Your grandparents are cool!

1.26 p58 Exercise 3

1
A What are you looking for, Maria?
B My mobile phone. I can't find it anywhere.
2
A You're nearly two hours late, Tim! Where have you been?
B Sorry, Mum. I got off the train at the wrong station. I had to get another train back!
3
A What are you looking at, Ellie?
B It's a photo of my parents when they were young.
A Wow! Your mum was lovely!
4
A What's the matter, Jordan?
B I was trying out my new bike and I fell off. I've hurt my head.
5
A I can't find my camera.
B Oh, Tom! You had it before we left home. You took it out of your bag. I saw you.
A Perhaps I left it at home.
6
A Is this your MP3 player, Tessie? I picked it up after the Maths class. It was on the floor near your chair.
B Thanks, Oscar. I looked everywhere for it.

1.28 p60 Exercise 3

1
A Shall we have pizza for dinner?
B No, thanks. I don't feel very well.
2
A Do you want to go to the cinema with me?
B I can't. I have to revise for a test.
3
A Shall we watch a DVD?
B I don't think I'll bother. I'm tired.
4
A Shall we go swimming?
B No, I've got a headache today.
5
A I'm going to the disco. Do you want to come?
B No thanks.
A Why not?
B I just don't feel like it.
6
A Shall we play a computer game?
B Sorry, but I haven't got time.

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