

Project

Fourth edition

Teacher's Book
With Online Practice

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5

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 towards 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 5* consist of?

Student's Book

The Student's Book starts with a revision of the main grammar covered in the previous level of the course. There are six main units. Each unit contains:

- eight pages of vocabulary, grammar and skills work.
- 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 the new words for each unit, and their phonetic transcriptions.
- an audio CD for listening practice either at home or in the classroom. There is one listening activity in each lesson of the Workbook.

Class CDs

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

- comprehension texts.
- listening skills activities.
- some grammar drills.
- pronunciation activities, including rhymes and tongue twisters.
- 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 dramatized versions of the photo stories that appear in the Student's Book.

Classroom Presentation Tool

Project Classroom Presentation Tool contains:

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

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

Teacher's Book

The Teacher's Book contains:

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

Teacher's Resources

This is at the back of the Teacher's Book. It contains:

- 48 photocopiable activities (with teaching notes) to cover the grammar, vocabulary and skills taught in the Student's Book.
- 2 Digital workshops – practical step-by-step guides on using technology in the classroom.

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. These are:

- 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, etc. 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 Education

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 very 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 it 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. If possible, get students to provide a photocopy of their project. Put your corrections on the photocopy.

Project Fourth Edition Student's Book

The story is available as a video on the DVD and the CPT.

In this case, new grammar is presented and practised through the amusing photo story of Ruby, Pete and their friends. Such contexts help to make the grammar more memorable for students.

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

Comprehension practice is based around input texts related to the main topic of the unit. Each text introduces an aspect of the unit grammar, and is followed by activities to check students' understanding of the text. These exercises also further the development of reading and listening skills.

6 Protest

6A Pete's trainers

Comprehension

1 a (1-12) Read and listen to the story. What is Ruby doing? What's in Pete's bag?

b Complete the summary of the story.

Pete sees Ruby in town. She's _____ outside a _____.

She's protesting about _____.

She says that the trainers in the shop are _____.

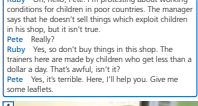
Pete offers to _____.

While they're _____, Pete sees _____.

After Ruby leaves, he _____.

Later he tells Jake that he offered to help Ruby because _____.

2  Pete Hi, Ruby. What are you doing? Ruby Oh, hello, Pete. I'm protesting about working conditions for children in poor countries. The manager says that he doesn't sell things which exploit children in his shop, but I can't trust him. Pete Really? Ruby Yes, so don't buy things in this shop. The trainers here are made by children who get less than a dollar a day. That's awful, isn't it? Pete Yes, it's terrible. Here, I'll help you. Give me some leaflets.

3  Manager Why are you handing out leaflets outside my shop? Ruby I'm protesting about working conditions for children in poor countries. Jake Yes, she always wants to change the world. Pete She said that the trainers there were made by children who got less than a dollar a day! Jake So, what did you do? Pete I said that it was terrible and that I'd help her.

4  Jake I didn't know that you were into politics. Pete Well, I'm not, but Ruby's cool. I really fancy her. Jake Yes, I know. Anyway, what's in the bag? Pete My new trainers. Jake What? Pete Yes, I saw them in the shop window while we were handing out leaflets. So after Ruby left, I went in and bought them!

6A Grammar + reported speech + say / tell + indirect questions

Grammar

2 a Complete these sentences from the story.

Direct speech	Reported speech
Manager: 'I sell things which exploit children in this shop.'	The manager says that '_____ sell things which exploit children in _____ shop.'

b Look at the sentences in the table. What things change in reported speech? Why?

3 Here are some things that Ruby says to Ella. What does Ella say to Jake?

1 I usually see Pete on my way to school.
Ruby says that she usually sees Pete on her way to school.

2 He often smiles at me.
Ruby says that he often smiles at her.

3 He doesn't normally say much to me.
Ruby says that he doesn't normally say much to her.

4 I don't often see him at school, because we aren't in the same class.
Ruby says that she doesn't often see him at school, because they aren't in the same class.

5 I sometimes see him at the sports centre when I go to my dance class.
Ruby says that she sometimes sees him at the sports centre when she goes to her dance class.

6 I think he's quite nice.
Ruby says that she thinks he's quite nice.

7 I don't think he's really into politics.
Ruby says that she doesn't think he's really into politics.

8 He offered to help me on Saturday.
Ruby says that he offered to help her on Saturday.

4 a Complete these sentences from the story.

Direct speech	Reported speech
Pete: 'Yes, it's terrible. Here, I'll help you.'	I said that it was _____ and that I _____ help her.

b What usually happens to the verbs in reported speech when we use said?

5 Here are some things that Pete said to Ruby outside the shop. What does Ruby say to Ella?

1 I agree with you.
Ruby says that she agreed with her.

2 Pete said that he agreed with me.
Ruby says that he agreed with her.

3 It's wrong to exploit poor people.
Ruby says that it's wrong to exploit poor people.

4 I think it's terrible.
Ruby says that she thinks it's terrible.

5 I want to help you.
Ruby says that she wants to help her.

6 I won't buy anything there again.
Ruby says that she won't buy anything there again.

7 I'll tell all my friends.
Ruby says that she'll tell all her friends.

8 I'd like to see you again.
Ruby says that she'd like to see her again.

9 I'll phone you.
Ruby says that she'll phone her.

6 What do you think happens? Does Pete phone Ruby? Does Ruby find out about the trainers? Work in a group. Make a short dialogue to end the story.

Listening and speaking

7 a Read what Pete's mum says to his dad. Pete said he was going into town, because he wanted to buy some new trainers. He said that he wouldn't be home for lunch, because he was meeting his friends in town. He said that they were going bowling in the afternoon. He said that he'd probably get the five o'clock bus back.

b What did Pete actually say to his mum? I'm going into town, because _____.

c (1-3) Listen and check.

8 (1-3) Listen. Report what Ruby and Jake said.

I don't feel well.
Ruby said that she didn't feel well.

6B Saying 'No'

Reading

1 (1-15) Read and listen to the text. Answer the questions.

- What is the woman's name?
- Where did the famous 'bus ride' happen?
- When did it happen?
- What did the woman refuse to do?
- When did she die?

2 Put the events in the correct order.

- The driver called the police.
- Rosa was arrested.
- She said 'No'.
- Martin Luther King was killed.
- A white man got on the bus.
- Black people boycotted the buses.
- Rosa Parks got on the bus.
- Barack Obama was elected US president.
- The driver told Rosa to stand up.
- Rosa and her husband left Montgomery.
- She was fined.
- The US Supreme Court said segregation was illegal.

3 Find words or expressions in the text that mean the same as the following.

- line 6: separated according to colour
- line 15: to say 'No' you won't do something
- line 19: money you pay for breaking the law
- line 21: not using something in protest
- line 23: protests in the streets
- line 26: the highest court in the USA
- line 28: not allowed by the law
- line 32: hit by a bullet from a gun

4 Answer the questions.

- What was the bus driver's name?
- How much was the fine?
- What was Martin Luther King's job?
- How long did the boycott last?
- Why did Rosa leave Montgomery?
- How old was she when she made her protest?

5 Which people in the text said these things?

a You say something to somebody.
They said that they would arrest her.
You tell somebody something.
Rosa told them that she wouldn't give up her seat.

b Complete the sentences to report what the people said. Use said or told and your answers to exercise 5a.

- The driver _____ the four black passengers that they _____.
- Rosa _____ the driver that she _____.
- The police _____ that they _____.
- The judge _____ her that _____.
- The black people of Montgomery _____ that they _____.
- The Supreme Court _____ that _____.
- Some people in Montgomery _____ Rosa that _____.

Listening

6 a (1-5) Listen and choose the correct answers.

- What do the people want to protect?
 - a wood
 - some old buildings
 - a hospital
- What does the local council want to build?
 - a motorway
 - a supermarket
 - a shopping centre
- When are they going to make the decision?
 - next weekend
 - next month
 - on Tuesday

b (1-5) Listen again. Answer the questions.

- What do the people think will happen to:
 - Dingie Dell?
 - the town?
- What are they going to do to stop the development?

6B Grammar + reported speech + say / tell + indirect questions

Grammar say / tell

You say something to somebody.
They said that they would arrest her.
You tell somebody something.
Rosa told them that she wouldn't give up her seat.

5 a Which people in the text said these things?

a You'll have to pay a fine of \$14.
Segregation is illegal.
We won't use the buses.
You have to give up your seats and stand at the back.
We're going to kill you.
I won't give up my seat.

6B

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Reading, listening and speaking activities help students to develop their understanding of the language and gain confidence using it.

Controlled practice activities consolidate students' knowledge of the rules. After controlled practice, students then go on to use the grammar in freer activities.

Grammar exercises are always followed by task-based activities which use one or more of the skills of reading, listening, speaking and writing.

6B Saying 'No'

Reading

1 (1-15) Read and listen to the text. Answer the questions.

- What is the woman's name?
- Where did the famous 'bus ride' happen?
- When did it happen?
- What did the woman refuse to do?
- When did she die?

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- The driver called the police.
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- Martin Luther King was killed.
- A white man got on the bus.
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- Rosa Parks got on the bus.
- Barack Obama was elected US president.
- The driver told Rosa to stand up.
- Rosa and her husband left Montgomery.
- She was fined.
- The US Supreme Court said segregation was illegal.

3 Find words or expressions in the text that mean the same as the following.

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4 Answer the questions.

- What was the bus driver's name?
- How much was the fine?
- What was Martin Luther King's job?
- How long did the boycott last?
- Why did Rosa leave Montgomery?
- How old was she when she made her protest?

5 Which people in the text said these things?

a You say something to somebody.
They said that they would arrest her.
You tell somebody something.
Rosa told them that she wouldn't give up her seat.

6 Complete the sentences to report what the people said. Use said or told and your answers to exercise 5a.

- The driver _____ the four black passengers that they _____.
- Rosa _____ the driver that she _____.
- The police _____ that they _____.
- The judge _____ her that _____.
- The black people of Montgomery _____ that they _____.
- The Supreme Court _____ that _____.
- Some people in Montgomery _____ Rosa that _____.

Listening

6 a (1-5) Listen and choose the correct answers.

- What do the people want to protect?
 - a wood
 - some old buildings
 - a hospital
- What does the local council want to build?
 - a motorway
 - a supermarket
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- When are they going to make the decision?
 - next weekend
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b (1-5) Listen again. Answer the questions.

- What do the people think will happen to:
 - Dingie Dell?
 - the town?
- What are they going to do to stop the development?

6B Grammar + reported speech + say / tell + indirect questions

Grammar say / tell

You say something to somebody.
They said that they would arrest her.
You tell somebody something.
Rosa told them that she wouldn't give up her seat.

5 a Which people in the text said these things?

a You'll have to pay a fine of \$14.
Segregation is illegal.
We won't use the buses.
You have to give up your seats and stand at the back.
We're going to kill you.
I won't give up my seat.

6B

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ABUS RIDE into history books

December 1, 1955 started as a normal day in Montgomery, Alabama. After work, Rosa Parks got on a bus in the downtown area. First, she paid her ten-cent fare. Then, as usual, she went to the section for black passengers. In those days, the buses and other public places in several southern states in the USA were segregated. Only white people were allowed to sit in the front section of the bus. Rosa was mixed race: part African-American, part Native American and part Scots-Irish, but under the law she was black.

10 After a few stops, a white man got on. The bus was full and he couldn't find a seat. Rosa and three other passengers were sitting in the front of the 'coloured' section, and the driver, James Blake, told them to give up their seats and stand at the back. The other three passengers stood up, but 15 Rosa refused to move. The police came. They said that they would arrest her if she didn't move. Rosa told them that she wouldn't give up her seat and she was arrested.

Four days later, she was found guilty of breaking the law. The judge told her that she would have to pay a fine of \$14.

20 While she was appearing in court, however, civil rights leaders organized a boycott of the buses. For 381 days the 42,000 black people of Montgomery said that they wouldn't use the buses. There were demonstrations in the streets, too. A young preacher, called Martin Luther King, led many of these. Finally, just over a year later, the judges of the US Supreme Court said that segregation was illegal.

30 That wasn't the end of the story. It took a long time for things to change. In 1957, Rosa and her husband moved to Detroit after some people in Montgomery said that they were going to kill her. Over the next few years, hundreds of people died in demonstrations, and in 1968 Martin Luther King himself was shot. However, Rosa's 'No' started a revolution that slowly changed American society. In 2008, Barack Obama became the first black person to be elected president of the USA. Unfortunately, Rosa herself didn't live to see it. She died in 2005 at the age of 92.

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Students find and complete sentences from the reading or listening text which illustrate the grammar point. Using their completed sentences, they identify the pattern or rule and complete a table or description of the rule.

There is a strong emphasis on vocabulary. New language is presented at the beginning of a section and then practised and used in relation to the grammar and the skills in the section.

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

6C Indirect questions

Vocabulary

Places and things in a town

1 a Which of these places are there in your town, village or city district?

2 a What other parts of a town or city do you know? Write down eight things.

street, a hospital ...

Listening

2 a (1.57) Listen. Match the people to the questions.

b Complete the reports of the questions with the correct names.

1 _____ wants to know what time the film starts.
2 _____ wants to know whether Mr Wade gave any homework today.
3 _____ wants to know if Kim has got Becky's email address.
4 _____ wants to know when the Battle of Waterloo was.
5 _____ wants to know whether he can stay at Conrad's house tonight.
6 _____ wants to know if Sally is going out with Gus.

3 a (1.57) Listen again. Why does each person want the information?

b Complete the messages.

He wants to know what time the film starts because he can't get to the cinema before 7.30, as he's going swimming with his parents.

6C Grammar • reported speech • say / tell • indirect questions

Grammar: indirect questions

1 Complete the original questions and the reports from exercise 3.

a What time _____?
He wants to know what time _____.

b _____ any homework today?
She wants to know whether _____ any homework today.

2 a What form of the verb do we use in indirect questions? Is it the question form or the statement form?
b What words do we use to introduce:
• an indirect wh-question?
• an indirect yes / no question?

Everyday English

Polite questions

5 (1.53) We often use indirect questions to ask for information. It sounds more polite. Listen and complete the questions.

1 What's the time?
Excuse me. Could you tell me _____, please?
Yes, it's ten to three.

2 Is there a postbox near here?
Excuse me. Can you tell me _____ near here, please?
Yes, there's one just round the corner.

Speaking

6 a Work with a partner. Make dialogues like the ones.

1 a cash machine / near here? ☐ Yes ☐ No
Excuse me. Could you tell me if there's a cash machine near here, please?
Yes, there's one at the bank over there.
Thank you.

2 the art gallery / open today? ☐ Yes ☐ No
Where / the town hall? ☐ Yes ☐ No
How much / this sweater? ☐ Yes ☐ No

3 the train to London / go from platform one or two? ☐ Yes ☐ No
Where / I can buy some stamps? ☐ Yes ☐ No
How / get to the bus station? ☐ Yes ☐ No
Where / the nearest underground station? ☐ Yes ☐ No

b Choose two other places from exercise 1. Make dialogues about them.

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

Students are given the opportunity to personalize the text and to act out the stories themselves wherever possible.

The extensive reading texts provide a lively and engaging context for students to practise and familiarize themselves with new lexical sets.

6D Romeo and Juliet

Extensive reading

1 (1.54) Read and listen to the text. Answer the questions.

1 Who wrote the play?
2 When did he write it?
3 Where does it take place?
4 Who are the Montagues and Capulets?
5 What happens to Romeo and Juliet in the end?

2 Match the names to the correct family.

Montague	Capulet
Romeo	Tybal
Juliet	Benvolio
Rosaline	Mercutio

3 Put the events in the correct order.

a Tybalt kills Mercutio.
b Juliet stabs herself.
c Romeo goes to the ball to see Rosaline.
d Romeo kills Tybalt.
e Romeo thinks Juliet is dead and takes poison.
f Romeo and Juliet get married.
g Juliet takes a drug and goes into a coma.
h Juliet wakes up and finds that Romeo is dead.
i The two families agree to be friends.
j Romeo has to leave Verona.
k Romeo and Juliet fall in love.

4 Who are these people? What do they do in the story?

1 The Prince 2 Tybalt 3 Paris 4 Rosaline 5 Mercutio 6 Friar Lawrence

5 Match the words and phrases to their meanings.

1 a ball a to attack with a knife
2 in disguise b if you drink this, you'll die
3 a balcony c someone who takes a message
4 a secret d only a few people know this
5 a tomb e sadness
6 a messenger f dreamed so that nobody can recognize you
7 poison g a big party where people dance
8 stab h You can stand on this outside a window.
9 voice i Dead people are put here.

6 Answer the questions.

1 What is the moral of the story?
2 What part would you like to play? Why?

6D Grammar • reported speech • say / tell • indirect questions

The story of Romeo and Juliet is one of the most famous love stories in the world. The play was written by William Shakespeare in 1595.

The story takes place in the city of Verona in northern Italy. Two rich families who live there – the Montagues and the Capulets – hate each other, and the play starts with a fight between their men. The Prince of Verona arrives and tells the two families to stop fighting.

That night, the Capulets hold a ball. The Montagues, of course, haven't been invited, but Romeo, Lord Montague's son, decides to go to the ball in disguise with his cousin Benvolio and friend Mercutio. Romeo is in love with Rosaline, Lord Capulet's niece, and he wants to see her. However, while he's at the ball he sees Juliet, Lord Capulet's daughter, and he falls in love with her instead.

Later that night, Romeo goes to the Capulet's garden, although it's very dangerous. He sees Juliet on her balcony and he hears her saying that she loves him. Romeo climbs up to the balcony and they say that they love each other. Together they go to see a priest, Friar Lawrence, who marries them secretly.

There is a problem waiting for the young couple, however. Juliet's cousin, Tybalt, knows Romeo was at the ball. Although Romeo was in disguise, Tybalt recognized his voice. He's angry with Romeo because he entered the Capulets' house without an invitation. He wants to fight Romeo, but Romeo doesn't want to fight him, because they are now related. However, Romeo can't say that, because his marriage to Juliet is still a secret. Mercutio fights Tybalt instead. Romeo tries to stop the fight, but then Mercutio is wounded by Tybalt and dies. Romeo is so angry that he chooses Tybalt and kills him.

The Prince tells Romeo to leave Verona. Juliet is very unhappy about this. Then her father tells her that in three days' time she's going to marry another man. His name is Paris and he's in love with Juliet. Juliet is now desperate and she goes to see Friar Lawrence. He gives her a drug and tells her that if she takes it, she'll go into a deep sleep for a few days and people will think that she is dead. However, when she wakes up, she'll be able to go to Romeo.

Juliet takes the drug. Her parents believe she's dead and put her in the family's tomb. Friar Lawrence writes a letter to tell Romeo what has happened and

tells a messenger to take it to Romeo. However, the messenger doesn't reach him. Instead, Romeo hears news from his servant that Juliet is dead. As a result, he buys some poison so that he can kill himself if the news is true. Then he returns to Verona and goes to the tomb, where he meets Paris. The two men fight and Romeo kills Paris.

After that, Romeo enters the tomb and finds Juliet. He thinks that she is dead, so he drinks the poison and dies. Later, Juliet wakes up. When she sees that Romeo is dead, she is so upset that she takes his knife and stabs herself.

Friar Lawrence comes to the tomb, but he is too late. The young lovers are already dead. Finally, members of the two families arrive. They are all very sad and they agree to stop fighting. The Prince ends the play with the words:

'For never was a story of more woe than this of Juliet and her Romeo.'

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

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

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 History, Geography, Biology and Economics, through the medium of English.

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

6 Culture

1 Read and listen to the text. Which university is older: Oxford or Cambridge?

2 Match these things to the correct university, Oxford or Cambridge.

1209 the Nobel Prize dark blue 31 1096 prime ministers light blue scientists 46

b Which famous people does the text mention? What were they famous for?

Oxford and Cambridge

Oxford and Cambridge are the two oldest and most famous universities in the English-speaking world. We don't know exactly how old Oxford University is, but we know that there were students there in 1096. In 1209, after an argument between the students and the townspeople in Oxford, some of the students and professors went to Cambridge and started a new university there.

Both universities consist of a number of colleges where students live and study. Oxford has got forty-six colleges and Cambridge thirty-one. At first, only men could study at the two universities. At the end of the 19th century, however, some colleges were built for women but they did not give degrees to them until the 1920s. Now all Oxford colleges are mixed, but Cambridge still has one for women only.

Many famous people have studied at Oxford and Cambridge. Twenty-six of Britain's prime ministers, including Margaret Thatcher, Tony Blair and David Cameron, studied at Oxford. The former US president, Bill Clinton, also studied there. Cambridge has produced a lot of famous scientists, including Isaac Newton, who discovered gravity, and Charles Darwin, who developed the theory of evolution. Nearly ninety Nobel Prize winners studied or worked at Cambridge University.

Millions of tourists visit the two cities every year to see the beautiful old university buildings. People often go punting on the river, too.

3 Read the text again and look at the pictures. What are these things?

colleges the Varsity Match Tom Tower the Boat Race mixed colleges punting

4 Find out and write about a famous university in your country.

Christ Church College, Oxford. The tower is called Tom Tower.

Oxford and Cambridge are traditional rivals in sport. The two most famous events between the two universities are the Boat Race, which takes place on the River Thames, and the Varsity Match, which is a rugby match. Sports teams from Oxford always wear dark blue, while Cambridge teams wear light blue.

King's College Chapel, Cambridge. This has been called the most beautiful building in Britain.

Students learn about aspects they can easily relate to, such as famous British and American people, sports, traditions, etc.

English Across the Curriculum 6

Politics: government

1 Read and listen to the text. Complete the text with the missing numbers.

2 Find these things in the text.

- two examples of things that the states control
- two things that the president can't do
- three differences between the House of Representatives and the Senate
- two animals that are important in American politics

3 Listen. You will hear about the political system in the UK. Copy and complete the chart with these words.

the prime minister	Labour
Commons	the king or queen
Head of state	
Head of the government	
Parliament	the House of Lords
Parties	the '_____' party the Conservative party

b Who does these things?

- becomes prime minister
- makes and changes laws
- chooses the government ministers
- signs all laws
- checks all laws

c Answer the questions.

- Is the UK a republic or a monarchy?
- What is an MP? How many are there?
- How often are there elections?

d Listen again and check.

The USA

The states
The USA is a federal republic. There are _____ states in the USA. Each state has its own government, its own state capital and its own governor. The states control things like education, the police, roads, marriage, drinking laws and so on. Some things (for example, gambling) can be legal in one state and illegal in another. The USA also has a federal government in Washington DC.

The president
The president is elected for _____ years and he or she can't be elected for more than _____ terms. The president is the head of state and the head of the government. He or she can't make laws, but can veto them.

Congress
Congress makes and changes laws. There are two houses of Congress: the House of Representatives and the Senate. They are elected for _____ years. The states with more people have more representatives than the ones with smaller populations. California, for example, has got _____ representatives, while Alaska has only got _____.

Political parties
There are two big political parties - the Republicans and the Democrats. The symbol of the Republican party is an elephant; the symbol of the Democrats is a donkey. The same party doesn't always control all parts of the government. There might be a Republican president, while the majority of Congress members are Democrats, for example.

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

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.

6 Revision

Grammar

1 Report what the people said.

1 Bob: "I'm going to a pop concert with my friends."
Bob said he was going to a pop concert with his friends.

2 Gina: "I need some help with my homework."
Gina said she needed some help with her homework.

3 Tim: "I'll be home by nine o'clock."
Tim said he would be home by nine o'clock.

4 Alice: "My sister's going to get a tattoo."
Alice said her sister was going to get a tattoo.

5 Max: "There's a good film on at the cinema."
Max said there was a good film on at the cinema.

6 Kate: "I can't find my tennis racket."
Kate said she couldn't find her tennis racket.

7 Fred: "We don't play rugby at my school."
Fred said they didn't play rugby at his school.

8 Sue: "My parents want to move to Canada."
Sue said her parents wanted to move to Canada.

2 Here are some more things that the people in exercise 1 said. Read the reports. What did they actually say?

1 Bob said they were taking the bus. We're taking the bus.

2 Gina said that it was very difficult and she didn't understand it. It was very difficult and she didn't understand it.

3 Tim said he would phone if he was going to be late. He would phone if he was going to be late.

4 Alice said that her parents wouldn't be happy about it. Her parents wouldn't be happy about it.

5 Max said he was going to see it with his brother. He was going to see it with his brother.

6 Kate said she needed it for her PE lesson. She needed it for her PE lesson.

7 Fred said that they played football, but he preferred rugby. They played football, but he preferred rugby.

8 Sue said she didn't want to leave all her friends. She didn't want to leave all her friends.

3 Complete the sentences with said or told.

- I _____ my friends that I was going to have a party.
- They all _____ that they would come.
- Then Yasmin _____ me that she couldn't come after all.
- She _____ that she was going to her grandparents' on Sunday.
- She _____ me that she was really disappointed.
- _____ her that I was sorry she wouldn't be there, too.

4 Listen and complete Daniel's questions.

Mum, where's the remote control for the TV?

1 Open _____ start at 8.30?

2 Is Leah using _____?

3 What time will _____ for home?

4 Did Nick _____ the bus?

5 Where does Harry _____?

6 How long is it till _____?

7 Is Marco going _____ too?

b Say what Daniel wants to know. He wants to know where the remote control for the TV is.

Speaking

5 Use the photos and cues. Make dialogues to ask and answer questions about the places.

Excuse me, can you tell me...?

1 near here? 2 where...? 3 open tomorrow?

opposite the town hall in the shopping mall closed on Mondays

Study skills

Being a good learner
You've come to the end of Project, but it isn't the end of learning English. You can help yourself a lot if you remember the ideas about learning that you've met in Project. Look at these topics. Work in a group. Write down two pieces of advice for each topic.

- 1 Reading and listening
- 2 Vocabulary
- 3 Speaking
- 4 Reviewing and doing exams
- 5 Using a dictionary
- 6 Learning grammar

Good luck with learning English in the future!

Your Project 6

Develop your writing

Sentence linkers
When we tell a story we often use linking words. Find these words in the story of Romeo and Juliet on page 75. How do you say them in your language?

while later then finally however as a result when

2 Use the words in exercise 1 to complete the summary of Rosa Parks' story. Sometimes more than one of the words can be used.

Rosa Parks was going home from work. _____ she got on the bus there were empty seats in the middle of the bus. She sat on one of them in the 'coloured section', with three other black people. _____ a white man got on and couldn't find a seat, so the bus driver asked them all to move. _____ Rosa refused. _____ the police arrived and she was arrested. _____ she went to court and was fined \$14. _____ she was appearing in court, civil rights leaders organized a boycott of the buses. The boycott lasted one year. _____ the Supreme Court decided that segregation was illegal.

Project task
Write a project about an important event in your country's history. Follow this pattern.

- Set the scene.
- How did the situation arise?
- What happened?
- What happened after the event?
- What was the result?

Illustrate your project with pictures.

Song

1 Read and listen to the song. Answer the questions.

- Does the singer see the world as a happy place?
- Who does he think created the problems?

2 What do you think are the biggest problems with the world today?

Is this the world we created?

Just look at all those hungry mouths we have to feed. Take a look at all the suffering we breed. So many lovely faces scattered all around. Searching for what they need.

Is this the world we created? What did we do it for? Is this the world we invaded? Against the law? So it seems in the end, Is this what we're all living for today? The world that we created.

You know that every day a helpless child is born Who needs some loving care inside a happy home. Somewhere a wealthy man is sitting on his throne. Waiting for life to go by.

Is this the world we created? We made it on our own. Is this the world we devastated, Right to the bone? If there's a God in the sky looking down, What can he think of what we've done to the world that he created?

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.

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

Pronunciation activities practise important aspects of English pronunciation, such as silent letters, word stress and word linking.

The phonetic alphabet is taught systematically throughout the pronunciation activities.

For each unit 1–6, there is a page of extended reading practice based on classic tales from around the world.

A focus on the language from the text will increase students' vocabulary.

A good resource for consolidation, the reading activities can be set for homework, or used in class as an opportunity for additional practice.

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

Pronunciation

Unit 1

1 Phonetic alphabet revision: vowels

a (1.1.1) These are the vowel sounds of English. Listen and write the missing vowels.

/i/	happy	/a/	father	/e/	day
/u/	week	/o/	now	/ɪ/	it
/æ/	red	/ʊ/	put	/ə/	about
/ɔ/	car	/ɒ/	lot	/ʌ/	strut

b What are these words?

1 /pleɪn/ plain	5 /kʌsəl/	9 /mʌsbʊl/
2 /pʊkət/	6 /θrʌl/	10 /flʌt/
3 /pʊtʃrɪz/	7 /pɛpɪsɪz/	11 /rɪst.ənt/
4 /baʊ/	8 /fʊtboʊl/	12 /glʌsɪz/

2 Silent letters

a Which consonant in each group of words is not pronounced?

1 wrong	write
2 knock	know
3 bomb	thumb
4 which	when
5 sign	foreign

b (1.1.7) Listen, check and repeat.

c For each group of words, make a rule. In words beginning /ending with _____ we don't normally pronounce the _____.

Unit 2

1 Phonetic alphabet revision: consonants

a Some consonant sounds have special symbols. Match the symbols to the correct words.

1 /p/	5 /w/	a brother	e join
2 /f/	6 /v/	b treasure	f yes
3 /t/	7 /j/	c song	g three
4 /k/	8 /ʃ/	d shop	h punish

b (1.2.1) Listen, check and repeat.

Unit 3

1 Voiced and unvoiced consonants

a Some consonants are voiced. They vibrate in your throat. Unvoiced consonants don't.

1 voiced: /b/, /d/, /g/, /v/, /z/, /ʒ/

2 unvoiced: /p/, /t/, /k/, /f/, /s/, /ʃ/

b (1.3.2) Listen and repeat these pairs.

1 van	6 wide	white
2 bag	7 bad	bat
3 gave	8 leave	leaf
4 down	9 bull	pull
5 rise	10 zip	sp

c (1.3.2) Listen. Which word do you hear?

2 Word stress

a Put the words in the correct column.

infectious	difficult	overweight	medical	disaster
temperature	graduation	emergency	California	poisonous
hospital	situation	disaster	attention	electrocute
atmosphere	international	immediately		

First syllable **Second syllable** **Third syllable**

b (1.3.2) Listen, check and repeat.

Unit 4

1 Question intonation 1

a (1.4.2) Listen. Match the sentences to the correct intonation pattern.

Have you got a weekend job?

Yes, I work in a cafe.

b (1.4.2) Listen to these words and phrases. Which ones are questions? Write **Q** or **A**.

1 Coffee	5 Sugar
2 At the sports centre	6 On the table
3 OK	7 Your football boots
4 In Park Street	8 By train

c (1.4.2) Listen to the dialogues and check.

2 Question intonation 2

a (1.4.2) Listen and repeat these wh- questions. Does the intonation go up or down?

1 Where are you going?

2 How much is this shirt?

b Look at the dialogue. Will the intonation go up or down in each sentence?

Are you going out tonight?

Yes, we're going to the cinema.

What time will you be back?

About half past ten.

Do you need a lift?

No. We're taking the bus.

c (1.4.2) Listen, check and repeat.

Unit 5

1 Sentence stress

a (1.4.2) Not all the words in a sentence are stressed. Listen and repeat.

I'm going back to the supermarket.

b (1.4.2) Listen. Which words are stressed? There are three in each sentence.

1 This present's for Mary's birthday.

2 We bought a lot of things.

3 The hotel is built of ice.

Unit 6

1 Prepositions: strong and weak forms

a (1.5.2) We normally reduce the vowel sound in some prepositions to a weak /ə/. At the end of a sentence, however, we use the strong form because it's stressed. Listen and repeat.

Where are these oranges from? From

They're from Florida. From

b (1.5.2) Listen to the sentences. Write **s** if the preposition is strong or **w** if it's weak.

1	3	5	7	9
2	4	6	8	10

c (1.5.2) Listen again and repeat the sentences.

Unit 6

1 Word linking

a (1.5.2) When we speak, we don't always pronounce each word separately. Listen. What happens to the parts that are underlined?

1 Do you want to dance?

2 I'm going to phone Beth.

3 Have you paid a rent?

4 Are you waiting for John?

b (1.5.2) Listen again and repeat.

c (1.5.2) Listen to the sentences. How many words are there in each sentence? Note: short forms count as one word.

1 Where's he going? 3 words

d (1.5.2) Listen again and write the sentences.

2 Consonant clusters

a (1.5.2) Listen and repeat the pairs. Make sure you pronounce the 'w'.

1 friend	Fred	6 link	sick
2 hand	had	7 tongue	tug
3 went	we	8 bang	bag
4 window	widow	9 send	said
5 aunt	art	10 want	what

b (1.5.2) Listen. Which word do you hear?

Unit 5

1 (1.5.4) Read and listen to the story.

Answer the questions.

- Where is Tom now?
- Why is he there?
- Why does he want to ask Carol and Melanie some questions?

2 Match the statements to the places.

- 1 Venice
- 2 Zagreb
- 3 Burnham-on-Sea
- 4 Los Angeles
- 5 Belgrade
- 6 Sofia
- 7 Bala Palanka
- 8 A small village
- 9 Australia

South for the Winter

Sometimes we get a job – hardly, much. Me, too, I said. I'm going to Bulgaria now for about a month. Then I'm going to go to Cyprus or North Africa.

They were nice girls. I passed their names to the restaurant. Carol said, 'Why don't you and I go along to the restaurant on the train? I want to sleep. It's fairly expensive on the train, I said. And I've only got a few coins. That's OK, said Melanie. I'll buy you a meal.'

When we came back to the carriage, Carol was still alone. A few hours later, Melanie said, 'We're nearly in Bala Palanka. Time to get off! Why are you getting off in Bala Palanka?' I asked. 'There's nothing to do there.' 'Who knows?' said Carol. 'But look, we think you're a great guy. Tom. Why don't we come to Sofia at the weekend and meet up?'

'Sure, I said. 'Cost about 100,000, said Melanie. 'We'll see you at 2 o'clock on Saturday at the hotel.' 'Mumma!'

The girls got off in Bala Palanka and the train crossed into Bulgaria. Then at 2 o'clock in the morning the train stopped at a small village. Suddenly there were a lot of policemen on the train.

'Perhaps they're looking for someone,' said one of the women. 'Look, some people have been taken off the train.' Two policemen came into the carriage. They looked at everyone.

Unit 6

1 (1.6.1) Read and listen to the story. Who or what are these?

Lyle Zennor Morven Ruth

2 Answer the questions.

- Why did Morven want to go onto the land?
- How did her father help her?
- What happened when Matthew and Morven saw each other?
- How did Matthew's singing continue to help the villagers?

The Mermaid

Zennor is a small village on Cornwall's rocky northern coast. Long ago, a handsome young man called Matthew lived there. Like most of the local men, he was a fisherman. It was a hard and dangerous job. At the end of each day, the villagers walked to their little old church to pray for good weather and good fishing the next day. The people sang, and everyone agreed that Matthew had the most beautiful voice in the world.

The church was very close to the shore, and out in the cold, dark sea someone heard Matthew singing. Her name was Morven, but she was one of the villagers. She was a mermaid, the daughter of Lyle, King of the Ocean. 'What is that beautiful sound?' she wondered, as she sat upon a rock and watched her long blonde hair. Every night after that, she came a little closer to the shore and listened.

One night, when she returned to her home at the bottom of the sea, she asked her father if he could go and see who the singer with the wonderful voice was. Lyle replied that it was too dangerous for a mermaid to go onto the land. 'But Morven refused to listen. She asked again and again. So finally the old king agreed. He gave her a net to cover her hair and a long dress to hide her fish tail. The dress was decorated with shells and pearls from the bottom of the ocean.

'The next night, the mermaid dragged herself and the heavy dress out of the water and up the path to the old church. She looked through the half-open door at all the people inside. When she saw Matthew, she felt instantly in love with him. She watched and listened, but when the people finished singing, Morven dragged herself back to the shore. Night after night she came, but she always left before anyone noticed her.

2 Look at the picture. Find the paragraph that illustrates the story that it illustrates.

Matthew Morven the villagers Ruth

By this time, the villagers were chasing after them. Matthew picked the mermaid up in his strong arms and ran down to the shore. The villagers were getting closer. 'so Morven pulled some of the pearls from her dress and threw them on the ground. When they saw the precious stones, the people stopped to pick them up, and the two young lovers reached the sea. Only Matthew's mother, Ruth, continued to run after them. 'Stop, Matthew! 'Stop,' she cried, but she was too late. She could only watch sadly from the shore, as Matthew and Morven disappeared into the dark waves. They were never seen again.

Time passed, but the people of Zennor didn't forget Matthew. They often said that they could still hear his beautiful voice, as he sang to Morven day below the waves. He was singing to them, too, they said. Sometimes his songs told the fishermen that it was all right to go out in their boats, and at other times the songs warned them that it was too dangerous. On those occasions the fishermen said, 'Thank you, Matthew.' Then they tied up their boats and stayed safely on the shore.

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Introduction Tvi

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 5 starts with a revision of the main grammar covered in the previous levels. 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 students 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 the activities without extra help from the teacher. Many of the activities are competitions as this is a great motivator for young students. Also most activities allow students some choice and this can help motivation. It can be a good idea to make the most difficult students (e.g. the noisiest, the most disruptive or the most reluctant) the 'leaders' in a group to keep them occupied.

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

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

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

Warmer activities

1 Who's the singer?

Select a song from a future unit of *Project* or a song from YouTube. Tell your students to close their eyes, then play a small snippet of the song: just twenty or thirty seconds will be enough. Ask students to write a short description or, for a lower level class, ask them to draw a picture of the person they imagine is singing the song. Give students enough time to do this, then ask them to compare their ideas with a partner. Get some feedback from the students. Remember the ideas are as important as correct grammar.

2 Acrostic

Put students into groups of three or four. Write a word on the board vertically, then ask students to try to think of a word that begins with each letter of the word. Explain that this is called an 'acrostic' (a text in which particular letters, such as the first letters of each line, spell a word or phrase).

Give each group some paper and coloured pens and ask them to make an acrostic poster. Once students have completed it, pin all posters to the walls and let students wander around and look at other groups' posters. For feedback, they could ask about any word they do not know, or they could tell the class their favourite words.

As a variation, the letters could come in the middle of the word, as in example 2 below.

Example 1

H	o	s	p	i	t	a	l	
E	a	r	a	c	h	e		
A	c	c	i	d	e	n	t	
L	e	g						
T	o	o	t	h	a	c	h	e
H	e	a	d	a	c	h	e	

Example 2

	t	e	n	n	i	S				
						P	l	a	y	e
				f	o	O	t	b	a	l
					t	R	a	c	k	
c	r	i	c	k	e	T				

3 Connections (active version)

Give each student a word written on a piece of paper. Ask them to mingle around the room until you say 'Stop'. They should then work with the person next to them to come up with sentences using both words.

Give students enough time to do this, then say 'Go'. They should mingle again to find a new partner and write a new sentence. Do this two or three times, then ask students for some examples. The rest of the class say if the sentence is correct or not. Remember the ideas are as important as correct grammar.

Cooler activities

1 Correct the errors

Choose a text from a previous lesson or unit and re-write it to include some mistakes. Put students into teams of four or five. Read the text, or a part of it, with the mistakes. Tell students to listen carefully and ask them to put their hands up when they hear a mistake. Award a point for the team who can correct the mistake first. You can either ask the person who put their hand up to answer themselves, or you can allow them to nominate someone else from their team to answer.

2 Alternative spelling test

This is not really a test, but an activity that helps students to develop their spelling. Choose some words from a previous lesson or unit that have difficult spelling.

In class, ask the students to draw a table in their books with two columns. In column one, they should write 'sure' and in the other column write 'not sure'.

Read out each word and ask students to write it in the column marked 'sure' if they think they know how to spell it, and in the other column if they are not sure.

Once you have read out all the words, ask students to check the spelling with their partners, in a dictionary or on the Internet.

3 Connections (quiet version)

Write a list of words on the one side of the board and the same number of unrelated words on the other side of the board, for example:

plane	chocolate
car	teenager
bus	money
hotel	cat

Ask students to individually write a sentence using both words in each pair, for example:

I felt sick because I ate chocolate on the plane.

For a lower level class, allow students to work with a partner.

For a higher level class, choose more challenging combinations of words.

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

Introduction

A Welcome



Listening

1 a Look at the photo. What do you think is happening?

b 1.2 Listen and choose the correct answers.

1 Who are the people in the photo?

Carlos Alicia Marie Dora Pete Ella

2 Where is the visitor from?

Spain the USA France Slovakia



2 1.2 Listen again and answer the questions.

- How long is the visitor going to be in England?
- Where is she staying?
- Where does she live?
- How long has she been in England?
- Did she have a good journey?
- How did she travel?

Everyday English

Asking for clarification

3 a What does Marie say when she doesn't understand? Complete the expressions.

- P_____?
- What _____ 'whereabouts' _____?
- How do you _____ that word?
- I'm _____. I don't _____.
- Can you _____ that, please?

b 1.2 Listen again and check.

4 When someone doesn't understand, you can try to say things in a different way. Match the questions with similar meanings.

1	How long have you been here?	a	When are you going home?
2	Did you fly?	b	Have you been to ... before?
3	How long are you going to stay?	c	When did you arrive?
4	What do you think of ...?	d	Where do you live?
5	Is this your first visit to ...?	e	How was your journey?
6	Did you have a good journey?	f	Do you like it here?
7	Whereabouts are you from?	g	Did you come by plane?

5 a Work with a partner. Student A: you meet an English-speaking visitor to your country. Student B: you are the English-speaking visitor. Make the dialogue. Use the expressions in exercises 3 and 4.

- Hi, I'm ... Nice to meet you.
- Hi, ... My name is ... Nice to meet you, too.
- Is this your first visit to ...?

b Change roles and make a new dialogue. Try to use different expressions from exercise 4.

Introduction

Unit overview

Grammar: Present simple and present continuous; stative verbs

Vocabulary: Sport: places and equipment; Everyday English: asking for clarification; likes and dislikes

Skills: Reading: comprehension; Speaking: exchanging information and asking for clarification; talking about activities that you like and dislike; Listening: comprehension, completing a text; Writing: describing a sport

A Welcome

Listening

Exercise 1a

- Ask students to look at the photo on page 4 and describe it. Prompt them by asking: *Who are the people? What are they doing? Which people don't know each other yet? How do you know?*

Exercise 1b 1.2 Audio script pT88

- Play the recording for students to check their ideas from exercise 1a.
- Play it again for students to listen and choose the correct answers.
- Check answers as a class.

ANSWER KEY

- From left to right: Pete, Marie, Ella
- France

Exercise 2 1.2 Audio script pT88

- Give students a minute or two to read the questions and ask if they can answer them without listening to the recording again.
- Play the recording again for students to listen, check the answers they have already and answer the questions they do not know.
- Check answers as a class. Ask students to respond using full sentences so that they get a chance to practise the different tenses.

ANSWER KEY

- She is going to be in England for a couple of weeks.
- She is staying with Ella / at Ella's house.
- She lives in Paris / France.
- She has been in England for two days.
- Yes, she did. It was quite long, but it was OK.
- She travelled / came by coach.

Everyday English

Asking for clarification

Exercise 3a

- Ask students to complete the expressions from memory first.

Exercise 3b 1.2 Audio script pT88

- Play the recording again for students to listen and check their answers.
- Ask students if they can think of any other expressions they could use to ask for clarification, e.g. *What do you mean exactly? Could you explain that?*

ANSWER KEY

- Pardon?
- What does 'whereabouts' mean?
- How do you spell that word?
- I'm sorry. I don't understand.
- Can you repeat that, please?

Exercise 4

- Look at the example with the class. Students work with a partner to match the questions.
- Check answers as a class.

ANSWER KEY

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

Exercise 5a

- Ask students to read the example and make suggestions about how to continue the dialogue. Elicit expressions that the visitor could use if he / she has not understood, e.g. *I'm sorry, I don't understand*. Write them on the board. If necessary, remind students to look at the expressions in exercise 3a.
- Put students into pairs and ask them to prepare and role-play their own dialogues referring to the questions in exercise 4.

Exercise 5b

- Students change roles and make a new dialogue.
- Ask two or three stronger pairs to perform their dialogues for the class.

Comprehension

Exercise 6a

- Ask students to look at the photos and describe them. Remind them to cover the three basic questions for picture description: *Who? Where? What?* Elicit that we usually use the present continuous to describe what is happening in a photo. Can they guess why the girl is talking to the class in the first photo?
- Continue with the other two photos.

Exercise 6b 1.3

- Ask students to read the texts. Then look at the gaps in each text together and ask students what part of speech (noun, verb, adjective, adverb, etc.) is needed to complete each one. Elicit the tense we use to describe what someone does as a habit (present simple).
- Play the recording for students to listen and complete the gaps.
- Ask students to compare ideas with a partner.
- Check answers as a class.

ANSWER KEY

- 1 Geography
- 2 Oxford
- 3 tram
- 4 Sunday
- 5 tomatoes
- 6 fruit

Grammar

Present simple and present continuous

Exercise 7a

- Ask students to identify the two tenses and ask them to explain why the different tenses are used. Ask: *What is the rule?*

ANSWER KEY

We use the present simple (*teaches*) for habitual actions.
We use the present continuous (*isn't teaching*) for actions in progress at the moment of speaking.

Exercise 7b

- Focus attention on the verbs in the box. Ask students if they can remember what is special about them. (Stative verbs express a permanent state or feeling, not an action, so they are not usually used in the present continuous.)
- Students find examples of the verbs. Ask what tense they are in.
- Check answers as a class.

ANSWER KEY

I like bacon and eggs ...
They want to know about ...
I prefer my normal breakfast.
My friends think Marie is great.
I have to be very careful ...
These verbs are in the present simple, because they express a state, not an activity.

Exercise 8a

- Look at the examples with the class. Students work in pairs to think of more questions to ask Marie. Walk around, monitor and help where necessary.
- Elicit some examples to write on the board, e.g. *What do you eat for lunch at home? Do you like travelling?*

Exercise 8b

- Students work in pairs to make dialogues.
- Ask confident pairs to perform their dialogue for the class.

Exercise 9 1.4 Audio script pT88

- Look at the example with the class and elicit what tense it is in (present continuous). Ask students why this tense is used (it describes an action which is happening now).
- Play the recording for students to listen and write what the people are doing. Pause after each dialogue to give students time to write their answers.
- Ask students to compare ideas with a partner.
- Check answers as a class.

POSSIBLE ANSWERS

- 2 Ella is introducing Marie to Jake.
- 3 They are going to London by train.
- 4 They are shopping / buying a T-shirt.
- 5 They are eating fish and chips.
- 6 They are looking at Marie's Facebook page.

Optional extra

Play a guessing game. Students take it in turns to imagine they are either a famous person (e.g. a singer, sportsperson or film star) or someone everyone knows (e.g. a teacher or class member). Ask students to tell the rest of the class what they usually do at this time and what they are doing now, e.g. *I usually train at Real Madrid, but today I'm flying home to Madeira in Portugal*. The other students try to guess who the person is (Cristiano Ronaldo).

Revision idea

Students write six sentences about a member of their family or a friend. Three sentences should use the present simple (e.g. *My brother works as an architect*) and three should use the present continuous (e.g. *He's working in Manchester today*). Their partner reads the sentences to see if they are correct.

Comprehension

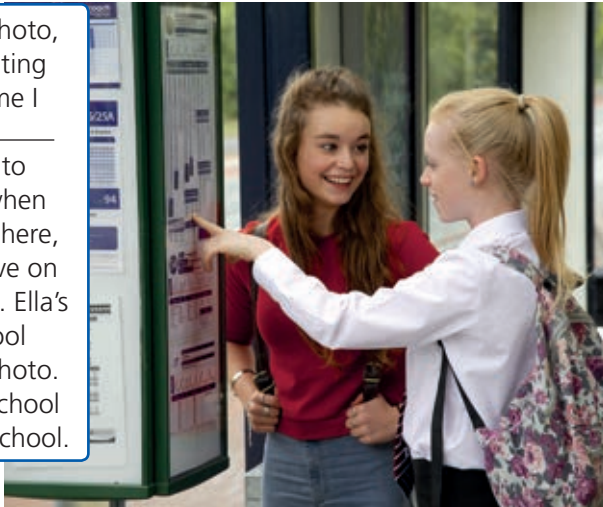
6 a Look at the photos. What are the girls doing?

b  **1.3** Read and listen to the texts. Find the missing information.



Ella It's Tuesday afternoon and we're having a ¹ _____ lesson. Mr Simons usually teaches us at this time, but he isn't teaching the lesson today. Marie is giving a talk to our class instead. Marie lives in Paris, in France, but she's staying with me in ² _____ for two weeks. My friends think Marie is great. They want to know about her country, her school and her home.

Marie In this photo, Ella and I are waiting for a bus. At home I usually take a ³ _____ to school. I have to be very careful when I cross the street here, because they drive on the left in Britain. Ella's wearing her school uniform in this photo. We don't wear school uniforms at my school.



Marie In this photo, I'm sitting in Ella's kitchen. It's ⁴ _____ morning and we're having a traditional English breakfast of bacon and eggs with fried mushrooms and ⁵ _____. Ella says that she doesn't have a big, cooked breakfast every day – just at the weekend. I never have one in France. At home I always eat ⁶ _____, yoghurt and croissants with jam for breakfast. I like bacon and eggs, but I prefer my normal breakfast.

Grammar

Present simple and present continuous

7 a Look at the sentence. What are the two tenses? Why is each tense used?

*Mr Simons usually teaches us at this time, but he **isn't** teaching the lesson today.*

b Find examples of these verbs in the texts. What tense are they in? Why?

like want prefer think have to

8 a What questions do you think Ella's friends ask Marie? Use these verbs.

live stay travel wear eat like prefer

Where do you live?

Are you staying in a hotel?

b Work with a partner. Make the dialogue with Marie. Use your questions and the information in exercise 6.

- *Where do you live?*
- *I live in ...*

9  **1.4** Listen. What are Marie, Ella and her friends doing?

1 They're watching a soap opera on TV.



B What do you like?

Vocabulary

Sport: places and equipment

1 a Match the sports to the places.

1 football hockey
rugby cricket

2 boxing wrestling

3 athletics
motor racing

4 tennis badminton
basketball volleyball

a court
a pool
a track
a rink
a pitch
a course
an alley
a ring

5 swimming

6 bowling

7 golf

8 ice hockey
skating

b Check your ideas in a dictionary.

c Which sports use this equipment?



1 a goal



2 a net



3 a racket



4 clubs



5 bats



6 a stick



7 a shuttlecock



8 a puck



9 skates



10 goggles

d Work with a partner. Student A: describe a place or thing from exercise 1. Don't mention the sport itself. Student B: try to guess what it is.

- *This is long and you hit a ball with it.*
- *It's a hockey stick.*
- *No, they play the sport a lot in the USA.*
- *Is it a baseball bat?*
- *Yes, it is.*

2 a Complete the text with the words in the boxes.



referee teams net ball sport players badminton

Sepaktakraw is a popular ¹_____ in South East Asia. You play it with a small, hard ²_____ on a large court like a ³_____ court. Across the middle of the court there's a high ⁴_____. There are two ⁵_____, and there are three ⁶_____ in each team. A ⁷_____ sits next to the net.

hands scores two over match kick racket

Each team tries to put the ball ⁸_____ the net, as in volleyball. Players don't use a ⁹_____ or a bat. They have to ¹⁰_____ the ball or head it, as in football. They mustn't touch the ball with their ¹¹_____ or arms. There are three sets in a ¹²_____. When a team ¹³_____ fifteen points, they win the set. The team that wins ¹⁴_____ sets wins the match.

b 1.5 Listen and check.

Writing

3 Describe a sport that you know. Use the questions to help you.

- Where do you play it?
- What equipment do you need?
- How many players are there?
- How do you play the game?
- What can't you do in the game?
- How long does a game last?
- How do you win?

B What do you like?

Vocabulary

Sport: places and equipment

Exercise 1a

- Ask students the name of the place where you play football, hockey, rugby and cricket (a pitch). You may need to clarify that *hockey* here refers to field hockey, not ice hockey.
- Students work in pairs to match the other sports to the places.

Exercise 1b

- Tell students to check if they are right by looking up the names of the places in a dictionary.
- Check answers as a class.

ANSWER KEY

- 1 a pitch
- 2 a ring
- 3 a track
- 4 a court
- 5 a pool
- 6 an alley
- 7 a course
- 8 a rink

Optional extra

Ask students which of these places they have in their city or town, and whether they play sports there.

Exercise 1c

- Focus attention on the pictures and the words. Students work with a partner to say which sports use the equipment.
- Check answers as a class.

POSSIBLE ANSWERS

- 1 football, hockey, ice hockey
- 2 tennis, badminton, volleyball
- 3 tennis, badminton, squash
- 4 golf
- 5 table tennis, baseball, cricket
- 6 hockey, ice hockey
- 7 badminton
- 8 ice hockey
- 9 ice hockey, skating
- 10 swimming, skiing, snowboarding

Exercise 1d

- Read the instructions together and make sure students understand what they have to do.
- Students work in pairs to play the guessing game.
- Walk around, monitor and help.
- When students have finished playing the game with one partner, they can change partners and play it again.

Exercise 2a

- Ask students to look at the picture and guess what the text is about. Give them time to read through it, look at the gaps and think about what part of speech (noun, verb, adjective, adverb, etc.) might complete each one.
- Students complete the text on their own and then compare ideas with a partner.

Exercise 2b 1.5

- Play the recording for students to listen and check their answers.

ANSWER KEY

- 1 sport 2 ball 3 badminton 4 net 5 teams
6 players 7 referee 8 over 9 racket 10 kick
11 hands 12 match 13 scores 14 two

- Explain to students that when they learn new vocabulary, it is a good idea to record it in 'sets', or categories, to help them revise and remember it in the future. Copy the table below onto the board:

Sport	Place	People	Equipment
tennis	court	tennis player umpire ball boy / girl	net racket ball
football	pitch	football player / footballer referee linesman	ball nets football boots shin guards

- Ask students to copy the table into their notebooks and add as many words from the lesson as they can. You could ask them to try to expand their vocabulary sets for homework and then compare them in the next lesson.

Writing

Exercise 3

- Read through the prompt questions with the class. If time allows, ask students to talk through their answers in pairs before they start writing on their own.
- Walk around, monitor and help.
- When students have finished writing, ask them to exchange texts with a partner. They read their partner's text and make a note of any corrections or suggestions for improving it. Students then discuss ways to improve their texts.
- Ask students to rewrite their texts for homework.

Reading and listening

Exercise 4

- Students work in pairs to ask and answer the questions.
- Ask a few students to report back to the class about their partner.

Exercise 5a 1.6

- Give students time to read the speech bubbles. Ask them if they can guess what words might complete the gaps.
- Play the recording for students to listen and complete.
- Check answers as a class.

ANSWER KEY

- 1 tennis, swimming
- 2 rugby, athletics, running
- 3 hockey, shopping
- 4 football, computer games

Optional extra

Students work in pairs to ask and answer questions about the different sports in exercise 1a to find out each other's likes and dislikes, e.g. 'Do you like playing golf?' 'I love it, but I don't play very often.'

Exercise 5b

- Ask students which person they are most like: Ruby, Pete, Ella or Jake. Encourage them to explain in full sentences.

Everyday English

Likes and dislikes

Exercise 6a

- Tell students to copy the chart in their notebooks and complete it with expressions from the speech bubbles in exercise 5a. Encourage them to put the expressions in order of strength.
- Point out that these expressions are followed by the *-ing* form of the verb, but that *love*, *prefer* and *hate* can also be followed by the infinitive.
- Check answers as a class.

ANSWER KEY

- 😊 I love playing tennis; I enjoy swimming, too; I'm really into sport; I like to keep fit; I like going shopping; I adore looking at all the clothes; I like playing football; I really like playing computer games.
- 😐 I'm not interested in other sports very much; I don't mind sport.
- 😞 I can't stand sport; I hate playing hockey at school.

Exercise 6b

- Read the instructions and the example sentence together. Students write their sentences on a piece of paper.
- You could extend the activity by asking students to walk around the class saying the sentences to each other. Tell them that they can respond to other students' sentences with *Me too / So do I* or *Me neither / Neither do I*.
- When they have finished, ask a few students to tell you what they liked or disliked and which other students liked or disliked the same things.

Speaking

Exercise 7

- Focus attention on the photos and look at the example with the class.
- Ask students to work in pairs to talk about the things using the expressions in exercise 6.
- Walk around, monitor and help.
- Ask some students to report back to the class.

Exercise 8a

- Put students into small groups. Then go through the questions with the class. Elicit more questions and write them on the board, e.g. *Have you ever been to a sporting event? Which one? Do you have a favourite sportsperson? What do you like about them?*
- Give students time to prepare their survey questionnaires. They then ask and answer the questions in groups.
- When they have finished, ask students to collate the information to get the results of their survey. Explain that they must be prepared to report their findings to the rest of the class.

Exercise 8b

- Students report their findings. Collate all the information as a class to answer the questions.

Optional extra

Ask students to write down a few sentences about the class's likes and dislikes. Stronger classes could write and present a brief four-paragraph report (approximately 180 words), e.g.:
Introduction: *We conducted a survey of the sporting likes and dislikes of (number) students. The most popular sport was ...*
Likes: *We found that (number) liked (sport names) ...*
Dislikes: *(Number) of students didn't like ... The most unpopular sport was ...*
Other information: *We also found that ... It is interesting that ...*

Revision idea

Students work in groups of five or six. Each student speaks for one minute about his / her likes and dislikes. Give students two or three minutes to prepare what they are going to say. After each talk, the rest of the students in the group ask the speaker one question.

Reading and listening

4 What sports do you play or watch? Do you enjoy them? What other things do you do in your free time?

5 a  **1.6** Read and listen to what these people say about sport. Complete the speech bubbles.

b Which opinion do you agree with most?



1 Ruby

Sport? Well, I love playing _____. I play two or three times a week in summer. It's great fun. I enjoy _____, too. But I'm not interested in other sports very much.

I'm really into sport. I play _____ for the school team on Saturday mornings. I do _____ in summer, too. I like to keep fit, so I go _____ a couple of times a week.



2 Pete



3 Ella

I can't stand sport. I think it's boring. I hate playing _____ at school. It's always cold and muddy, but we have to do it. In my free time, I like going _____. I adore looking at all the clothes and trying them on.

I don't mind sport. I like playing _____ with my mates, but I'm not very good at it. I prefer watching it on TV. I know it isn't really a sport, but I really like playing _____.



4 Jake

Everyday English

Likes and dislikes

6 a Find all the expressions in the speech bubbles for expressing likes and dislikes. Put them in a chart like this.

	<i>I love playing tennis.</i>
	
	

b Choose two expressions from each part of the chart. Write sentences about yourself.

I love chatting on the Internet.

Speaking

7 How do you feel about these things? Ask and answer with a partner. Use the expressions in exercise 6.

- *Do you like shopping?*
- *Yes, I love it. It's fun. / No, I can't stand it.*



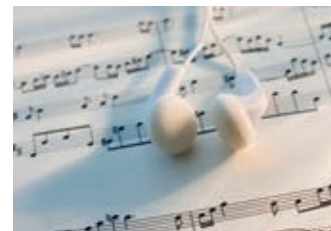
1 shopping



2 computer games



3 winter sports



4 music



5 reading books



6 animals



7 water sports



8 roller coasters

8 a Work in a group. Do a survey about your free-time activities. Discuss these questions and note down the answers.

- 1 What are your favourite free-time activities? Why do you like them? How often do you do them?
- 2 What activities don't you like? Why not?

b Tell the class about your group's ideas. What are the most / least popular free-time activities in your class? Why?

1A Jake's party



Comprehension

1 **1.7** Read and listen to the story. Why is Jake in trouble?

It's Friday evening. Jake's parents are going away for the weekend. They're going to a wedding. Jake has invited all his friends to his house for a party, but he hasn't told his parents.

1 OK. They've gone. They went about ten minutes ago.

2 I've never had a party at my house.
Me neither, Pete. But my parents have left me in the house on my own for a weekend.

3 I'm really sorry, Jake. I've broken this china dog. I knocked it with my hand while I was dancing.
Oh no, Ruby! That was my great-grandfather's. It's been in the family since the 1930s.

4 A red car has just stopped outside.
Isn't that your parents' car?
Oh no! They've come back. Quick, everybody, hide in the kitchen.

5 Hi, Mum, Dad. What have you come back for?
Well, while we were driving down the motorway, your mum suddenly remembered the wedding present. So we turned round and came back.

6 Oh, I'll get it for you. Where did you leave it?
It's all right, dear. I'll get it. I left it in the kitchen.

7 Jake!!
Oh no!

Unit overview

Grammar: Talking about the past: past simple and past continuous, present perfect, present perfect and past simple; articles

Vocabulary: Describing people (appearance and personality); problems with objects; Everyday English: talking about a problem

Skills: Reading: comprehension, ordering events, multiple matching (topics to texts), completing statements, extensive reading; Speaking: radio interviews, describing an event, topic discussion, situational role-play; Listening: gist, identifying things mentioned, comprehension, completing a chart, completing a dialogue; Writing: writing about music

Culture: Pop music

The Culture page can be studied after lesson 1B or at the end of the unit.

English Across the Curriculum: History: the Silk Road
The English Across the Curriculum page can be studied after lesson 1A or at the end of the unit.

Your Project: Develop your writing: giving a list of reasons
Project: Music

Song: *C'mon Everybody*

Optional extra

Students role-play the story in small groups. If possible, they should do the role-play from memory rather than by reading out their lines. If they like, they can continue the story, for example by getting Jake to come up with an excuse.

Ask for two or three groups to perform the story for the class. Ask the rest of the class to listen and identify what has been added to the story. Afterwards have a vote on the best role-play.

Optional extra

Ask students if they have ever been in a similar situation. Discuss what their parents would do if they had a party at their house without their permission.

Exercise 2

- Students read the text again and put the events in the correct order.
- Check answers as a class.

ANSWER KEY

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

1A Jake's party**Comprehension****Exercise 1** **1.7**

- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Tell students to look at the photos for one minute without reading the story and then to close their books.
- Ask them what they think the story is about and to try to guess the answer to the question. Elicit their ideas and write them on the board.
- Students open their books to read and listen while you play the recording. Make sure they understand that a *china dog* is a small ornamental porcelain figure of a dog, and that someone's *great-grandfather* is the father of their grandfather or grandmother.

POSSIBLE ANSWER

He is having a party while his parents are away (but they have come back unexpectedly and found out). Someone has broken an old china dog.

Exercise 2

See page T8.

Grammar

Talking about the past

Exercise 3a

- Students match the verbs to the tenses.
- Check answers as a class.

ANSWER KEY

past simple: knocked

past continuous: was dancing

present perfect: 've broken

Exercise 3b

- Put students into groups of three. Assign one tense to each student in a group. Ask them to underline all the examples of their tense and share their answers with their group.
- Check answers as a class.

ANSWER KEY

past simple: went, knocked, was, remembered, turned round, came back, did (you) leave, left

past continuous: was dancing, were driving

present perfect: has invited, hasn't told, 've gone, 've (never) had, have left, 've broken, 's been, has (just) stopped, 've come back, have (you) come back

Past simple and past continuous

Exercise 4a

- Students try to complete the sentences without looking at the text. They can then look back to check.

ANSWER KEY

1 were driving 2 remembered 3 turned round
4 came back

Exercise 4b

- Ask students what tenses the verbs are in and when we use each tense. Check answers as a class.

POSSIBLE ANSWER

1 Past continuous: to describe an action or state that was happening in the past but was not complete. In the example sentence, the action (driving) was interrupted by another event (Mum remembering the wedding present).
2, 3, 4 Past simple: to talk about actions and states which happened at a particular time in the past and are now complete.

Exercise 5

- Students complete the sentences. Check answers as a class.

ANSWER KEY

2 stopped 3 told 4 ran 5 opened 6 were getting
7 reached 8 was waiting 9 were hiding 10 came
11 saw

Present perfect

Exercise 6

- In pairs, students match the sentences to the rules. Check answers as a class.

ANSWER KEY

1 b 2 a 3 d 4 c

Exercise 7a

- Focus on the example sentences. Ask: *Why do we use the present perfect?* (There is a connection between something that happened in the past and the present time.)
- Ask students to read the prompts and help with vocabulary if necessary, e.g. *ground* (to punish a young person by not allowing them to go out with their friends for a period of time).
- Students do the exercise individually. Check answers as a class.

POSSIBLE ANSWERS

3 His parents have grounded him.

4 He hasn't watched TV.

5 Jake and his friends have cleaned the house.

6 Ruby has repaired the china dog.

7 Jake and his friends haven't been to the cinema.

8 His parents have stopped his pocket money.

Exercise 7b

- Students work with a partner to ask and answer questions based on the sentences in exercise 7a.
- Walk around, monitor and help as necessary.

Listening and speaking

Exercise 8a 1.8 Audio script pT88

- Explain to students that they are going to hear Marcus and Sandy telling stories. Play the recording for students to find out what they have done. Check answers as a class.

ANSWER KEY

Marcus has seen a UFO. Sandy has saved someone's life.

Exercise 8b 1.8 Audio script pT88

- Explain to students that not all the items are mentioned and they should only mark the ones they hear. Play the recording.
- Check answers as a class. Help with vocabulary if necessary.

ANSWER KEY

Marcus: a party, a UFO, an aeroplane

Sandy: a helicopter, the tide, a bike

Exercise 8c

- In pairs, students describe the two stories. Focus on the tenses in the questions and tell students to use these when they give their answers. Walk around, monitor and help.

Optional extra

Ask students to think of (or invent) something unusual that has happened to them. In pairs, students interview each other. Walk around, monitor and help.

2 Put the events in the correct order.

- ☐ a Jake phones his friends.
☐ b Jake meets his parents at the door.
☐ c Ruby breaks a china dog.
☒ 1 d Jake invites his friends to a party at his house.
☐ e Everybody runs to the kitchen to hide.
☐ f Jake's parents leave.
☐ g Jake's mum finds the teenagers in the kitchen.
☐ h Pete sees a red car arriving.
☐ i Everybody is dancing at the party.

Grammar**Talking about the past****3 a Look at the pictures and the sentences from the story. Which verb is in:**

- the past simple?
- the past continuous?
- the present perfect?



I've broken this china dog.



I knocked it with my hand while I was dancing.

b Find more examples of each tense in the story.**Past simple and past continuous****4 a Complete the sentences from the story.**

*While we ¹_____ down the motorway, your mum suddenly ²_____ the wedding present.
 So we ³_____ and ⁴_____.*

b What tenses are the verbs in? When do we use each tense?**5 Complete the sentences. Use the past simple or the past continuous.**

- While Pete ¹*was looking* (look) out of the window, a car ²_____ (stop) outside the house. He ³_____ (tell) Jake and everybody ⁴_____ (run) to the kitchen.
- Jake ⁵_____ (open) the front door while his parents ⁶_____ (get) out of the car. When they ⁷_____ (reach) the house, Jake ⁸_____ (wait) for them.
- Jake's friends ⁹_____ (hide) in the kitchen when his mum ¹⁰_____ (come) in. She was very surprised when she ¹¹_____ (see) all the teenagers there.

Present perfect**6 Match the example sentences to the rules.**

We use the present perfect to talk about these things.

- 1 experiences up to now
- 2 a past action or event with a result in the present
- 3 an activity or situation that started in the past and continues into the present
- 4 a recent event

- a *Jake has invited all his friends to his house.*
 b *I've never had a party at my house.*
 c *A red car has just stopped outside.*
 d *It's been in the family since the 1930s.*

7 a What do you think has happened since Jake's party? Make sentences. Use the cues.

- 1 Jake / go to school
Jake has been to school.
- 2 He / have another party
He hasn't had another party.
- 3 His parents / ground him
- 4 He / watch TV
- 5 Jake and his friends / clean the house
- 6 Ruby / repair the china dog
- 7 Jake and his friends / go to the cinema
- 8 His parents / stop his pocket money

b Work with a partner. Ask and answer.

- *Has Jake been to school?*
- *Yes, he has.*

Listening and speaking**8 a 1.8 Listen to Marcus and Sandy talking to a DJ. What has each of them done?****b 1.8 Listen again. Which things does each person talk about? Write M or S.**

- | | |
|---------------------------------------|-----------------------------------|
| ☐ a car | ☐ a UFO |
| ☐ a party | ☐ a ghost |
| ☐ a helicopter | ☐ the tide |
| ☐ the lottery | ☐ the moon |
| ☐ an aeroplane | ☐ a bike |

c Describe what happened. Answer the questions.

- 1 What has the person done?
- 2 What were they doing at the time?
- 3 What happened?
- 4 How did the person feel?

1B Bullying

Vocabulary

Describing people

1 a Look at the adjectives. Do they describe appearance or personality? Write *a* or *p*. Use a dictionary to help you.

☒ <i>p</i> angry	☐ helpful	☐ quiet
☒ <i>a</i> plain	☐ nice	☐ gorgeous
☐ confident	☐ generous	☐ overweight
☐ attractive	☐ careful	☐ shy
☐ slim	☐ horrible	☐ well-built
☐ pretty	☐ ugly	☐ mean
☐ friendly	☐ handsome	☐ honest
☐ stupid	☐ cheerful	☐ funny

b What other words and expressions do you know for describing people?

popular, wears glasses ...

c Describe these people.

- a famous person that you like
- a famous person that you don't like
- the ideal friend
- the least ideal friend
- the ideal boyfriend / girlfriend

Reading

2 Look at the texts and the photos. Answer the questions.

- What is bullying?
- Do you think all schools have this problem?

3 **1.9** Read and listen to the texts. Which of these topics do they talk about? Match four of the topics to the texts.

- What is a typical bully like?
- What should schools do about it?
- Who are typical victims?
- A story about bullying
- I was a bully.
- How big is the problem?

4 a Read text 1 again. Tick (✓) the things the bullies did to Toby.

☐ punched him	☐ called him names
☐ went to his house	☐ pulled his hair
☐ asked for money	☐ sent text messages
☐ stole his trainers	☐ kicked him

b Read texts 2–4. Copy the chart. Put the words and phrases in the correct column.

quiet intelligent new at the school
different not part of a group good-looking
have lots of friends small fashion leaders
wear glasses popular overweight

Bullies	Victims
	<i>quiet</i>

c Look at your chart. What do you notice about the words used to describe bullies? Do you find them surprising?

Grammar: present perfect and past simple

We use the present perfect for an unspecified time up to now.

I've seen the two boys who were expelled, but they haven't done anything.

We use the past simple for a specific time in the past.

I saw them in town yesterday, in fact, but they just ignored me.

Listening and speaking

5 **1.10** Listen to two more stories about bullying. Copy and complete the chart.

	Elsie	Connor
1	Why were they bullied?	
2	Who were the bullies?	
3	What did the bullies do?	
4	What did the victims do?	
5	What has happened since?	

6 a Work in a group. Discuss the questions.

- Do you think the stories are typical?
- What should people do about bullying?

b Present your ideas to the class.

1B Bullying

Vocabulary

Describing people

Exercise 1a

- Check that students know the meaning of *appearance* and *personality*. Do one or two examples together.
- Students work with a partner to label the adjectives.
- Walk around, monitor and help.
- Check answers as a class.

ANSWER KEY

appearance: plain, attractive, slim, pretty, ugly, handsome, gorgeous, overweight, well-built

personality: angry, confident, friendly, stupid, helpful, nice, generous, careful, horrible, cheerful, quiet, shy, mean, honest, funny

Exercise 1b

- Elicit other words that describe appearance or personality and ask students to write them in their notebooks, e.g. *slender, dark-haired, sociable, irritable*.

Exercise 1c

- Put students into groups of five. Each student chooses one of the five headings and writes a description. Tell them not to use names in their descriptions.
- Students swap their descriptions with other members of their group to check and correct any mistakes.
- Ask a few students to read their description to the class and get the class (excluding the student's own group) to guess which person they have written about.

Reading

Exercise 2

- Focus attention on the texts and the photos on page 11. Ask: *Who can you see in the photos? How old are they? What are they doing? How are they feeling?*
- Read the questions and elicit some comments from the class.

POSSIBLE ANSWER

Bullying is when a person uses their strength or power to frighten or hurt a weaker person.

Exercise 3 1.9

- Elicit or explain the meaning of *victim* (someone who is bullied or hurt by another person).
- Play the recording for students to read and listen, and match the topics to the texts.
- Check answers as a class. Help with vocabulary if necessary.

ANSWER KEY

a 4 b not mentioned c 3 d 1 e not mentioned f 2

CULTURE NOTE Bullying in the UK is most common in secondary schools (schools for young people between the ages of 11 and 18). Most schools have anti-bullying policies. They often have classes where students talk about bullying, why it is wrong, and the effects of bullying on the victim. Vulnerable students are often given a 'buddy' – an older, responsible pupil who makes sure they are safe at break times. It is common for students to be suspended or even expelled from school for bullying.

Exercise 4a

- Refer students back to the text about Toby (text 1). Help with vocabulary if necessary, e.g. *punch* (to hit with your fist), *call someone names* (to make rude comments about someone).
- Students work individually, then compare with a partner.
- Check answers as a class.

ANSWER KEY

punched him, asked for money, stole his trainers, sent him text messages, kicked him

Optional extra

Have a class or a group discussion about bullying (depending on the size and ability of your class). Read out the Culture note about bullying in schools in the UK. Ask students: *Do schools in your country do anything to stop bullying? What do they do? Do they do enough?*

Exercise 4b

- Refer students to texts 2–4. Ask them to copy the chart into their notebooks and do the exercise individually. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

Bullies: intelligent, good-looking, have lots of friends, fashion leaders, popular

Victims: new at the school, different, not part of a group, small, wear glasses, overweight

Exercise 4c

- Ask students to discuss the question briefly in pairs. Elicit their answers. Encourage them to give reasons for their answers.

POSSIBLE ANSWER

All the words used to describe bullies are positive.

Grammar: present perfect and past simple

- Read the rules with the class. Ask students to find other examples in text 1, e.g. present perfect: *Things have been OK since they left and I haven't had any more text messages*; past simple: *The next day she went to the school to see the head teacher*.

Exercises 5, 6a, 6b

See page T11.

Listening and speaking

Exercise 5 1.10 Audio script pT88

- Read the instructions with the class and ask students to copy the chart into their notebooks.
- Play the recording, pausing after the first story, for students to write their answers.
- You may want to play the recording more than once.
- Check answers as a class.

POSSIBLE ANSWERS

Elsie

- 1 Her friend saw her with a boy she liked.
- 2 Katrina, a school friend.
- 3 She said Elsie was ugly. She told people that Elsie tried to steal some of her jewellery. She wrote horrible things and put embarrassing photos of her on the Internet.
- 4 She was on her own all the time and she was unhappy. She did badly at school and her parents sent her to another school.
- 5 Katrina has started to bully another girl.

Connor

- 1 He wore thick glasses.
- 2 Two boys and a girl.
- 3 They called him names. They punched him, took his bag and threw his books on the ground.
- 4 He learned judo and threw one of the boys on the ground.
- 5 They have left him alone.

Exercise 6a

- Put students into small groups to discuss the questions.
- Ask one of the students in each group to keep notes.
- Walk around the class as students talk, noting any useful vocabulary, corrections or suggestions to give during feedback.

Exercise 6b

- Ask a confident student from each group to share their group's ideas to the class.
- Give feedback and write useful vocabulary on the board.

Optional extra

Students role-play a conversation between Toby and a friend. Toby tells the friend about his problem and the friend gives advice. Students can change roles, and if they finish quickly, they can role-play a similar conversation between Elsie or Connor and a friend.

Revision idea

Without looking at the texts, students write five sentences about bullies.

BULLYING

Bullying is a big problem in many schools. Read our special report.

1 Toby was a typical victim of bullying. This is his story.

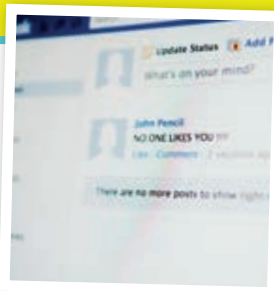
'We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers. A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money."

Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

2

- Almost half of all young people say that they have been bullied.
- Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'.
- With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys.
- Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.



3

Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

4

A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the fashion leaders in a school.
- A lot of bullies have also been bullied themselves.



1C There's something wrong

Vocabulary

Problems

1 a Look at the pictures. Name the objects.

b  1.11 Listen. Then match the pictures to the expressions.

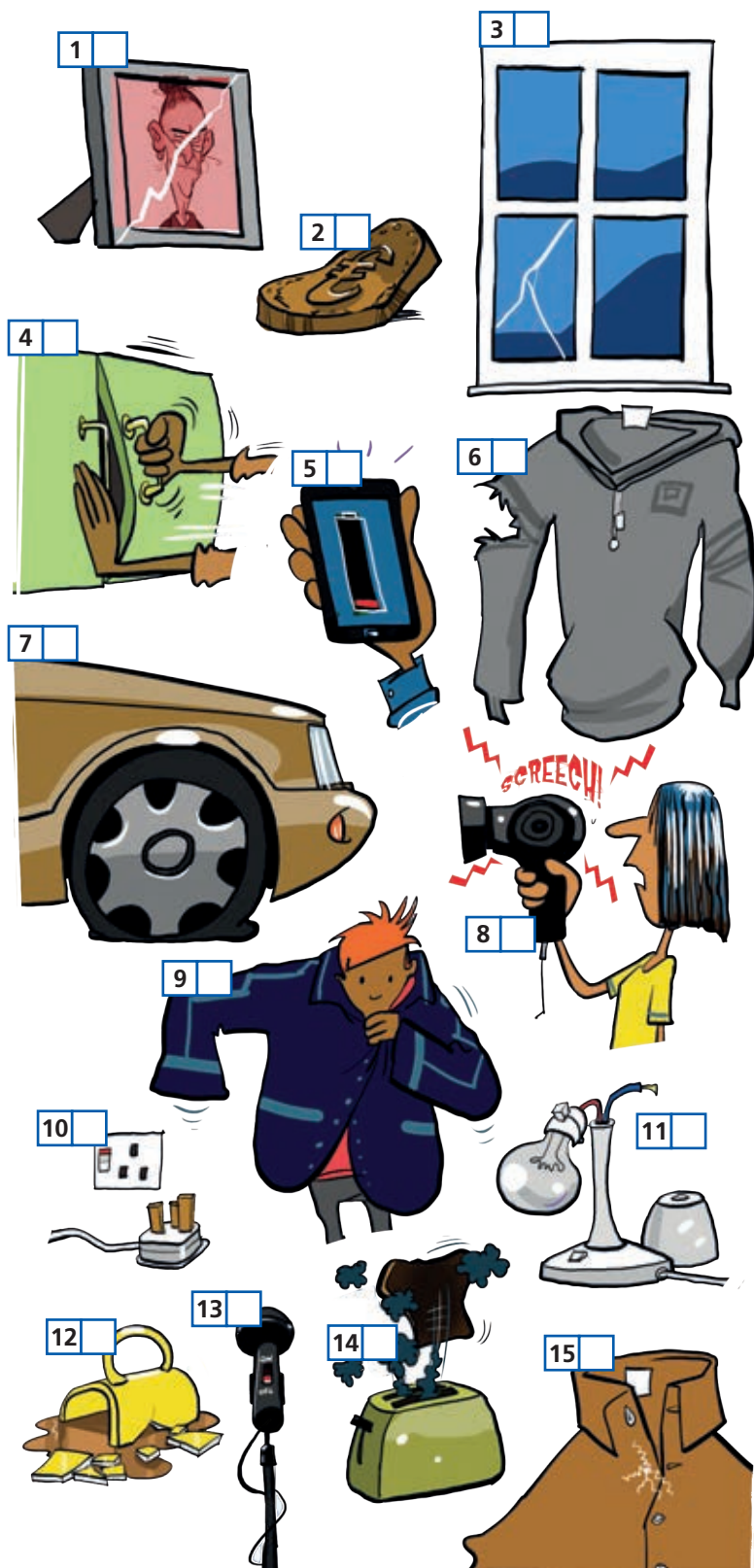
- a It's bent.
- b It's the wrong size.
- c It isn't switched on.
- d It's scratched.
- e It's torn.
- f It's jammed / stuck.
- g It's broken.
- h It's burnt.
- i The battery's dead.
- j It's flat.
- k It's missing.
- l It's cracked.
- m It's making a funny noise.
- n It isn't plugged in.
- o It's damaged.

Grammar: articles

- 1 A singular noun normally has:
 - an article: **a / an, the**
 - a determiner: **this / that**
 - a possessive adjective: **my, your, etc.**
- 2 We use an indefinite article for a general statement.
What's this?
*It's **a** mobile phone.*
- 3 We use a definite article for a specific thing.
*What's wrong with **the** mobile phone?*
 (i.e. the mobile phone in the picture)
***The** battery's dead.*
 (i.e. the battery in the phone)

2 Test your memory. Look at the pictures and the expressions for one minute.
 Student A: close your book. Student B: ask questions about what's wrong with the things.

- *What's wrong with the mobile phone?*
- *The battery's dead.*



1C There's something wrong

Vocabulary

Problems

Exercise 1a

- Put students into small groups, books closed. When you say *Go!*, they open their books at page 12 and write a list of the items they can see in the pictures.
- The winner is the first team to write all the items correctly.
- Check answers as a class.

ANSWER KEY

- | | |
|----------------------|-------------------------------------|
| 1 a photo frame | 9 a coat |
| 2 a coin | 10 a plug (and a socket) |
| 3 a window | 11 a lamp |
| 4 a cupboard | 12 a mug |
| 5 a mobile phone | 13 a microphone |
| 6 a sweatshirt | 14 a toaster (and a slice of toast) |
| 7 a car / a car tyre | 15 a shirt |
| 8 a hairdryer | |

Exercise 1b 1.11 Audio script pT88

- Focus attention on the expressions. Put students into pairs and ask them to try and work out the meaning of each expression.
- Elicit the meanings or explain the meaning of any expressions students couldn't work out.
- Check that students understand that they will need to match these expressions to the pictures from exercise 1a.
- Play the recording for students to listen, look at the pictures and match the expressions.
- Check answers as a class.

ANSWER KEY

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

Grammar: articles

Read the rules with the class. Focus attention on the fact that the article, the determiner and the possessive adjective are mutually exclusive, i.e. only one of these can go before a singular noun.

Optional extra

Ask students to read the speech bubbles in the first three photos of the photo story on page 8 again (not the introduction) and find all the singular nouns. For each noun, discuss whether it is preceded by an article, a determiner or a possessive adjective. Ask if the articles are indefinite or definite, and why.

ANSWER KEY

a party: indefinite article – general statement
my house: possessive adjective
my parents: possessive adjective
the house: definite article (the house I live in)
a weekend: indefinite article – general statement
this china dog: determiner
my hand: possessive adjective
my great-grandfather's: possessive adjective
the family – definite article (the family I belong to)

Exercise 2

- Read the instructions and the example with the class.
- Students work in pairs to ask and answer what is wrong with the things. Walk around, monitor and help.
- To check answers, ask questions about the objects in the pictures.

Optional extra

Ask students if they have had any similar problems with things in their home or school recently. What were they?

Listening

Exercise 3a 1.12

- Read the questions with the class.
- Play the first dialogue and ask the questions to the class.
- Do the same for the second dialogue.

ANSWER KEY

Dialogue 1: Ella bought slippers. They're the wrong size.

Dialogue 2: Jake bought a DVD player. It's making a funny noise.

Exercise 3b 1.12

- Ask students to read the dialogues. Make sure students understand *exchange*, *refund* (n) and *receipt*. Demonstrate and practise the pronunciation of *receipt*.
- Elicit where the dialogues are taking place (in shops) and what is happening (there is a problem with the object they bought).
- Ask students if they can remember any of the words or phrases that complete the gaps.
- Play the recording again for students to listen and complete the dialogues. Stop after each dialogue to give students time to write their answers. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

Dialogue 1

1 help you 2 slippers 3 the wrong size 4 size
5 That's OK

Dialogue 2

1 DVD player 2 the problem 3 making a funny noise
4 exchange it 5 Certainly 6 Just a moment

Exercise 4

- Students work individually to read the dialogues again and answer the questions. Stronger classes could try answering the questions without reading again.
- Check answers as a class.

ANSWER KEY

1 Her father.
2 Yesterday.
3 Ten.
4 On Saturday.
5 The sales assistant, to find out how much Jake paid.
6 £26.50.

Exercise 5

- Students role-play the first dialogue; one student takes the role of the assistant and the other student takes the role of the customer. They change roles for the second dialogue.
- Walk around, monitor and help with pronunciation as necessary.
- Give students time to practise the dialogue and then try to role-play it without reading.
- Confident pairs could perform their dialogues for the class.

Optional extra

Put students into pairs. Ask them to think of a time when they returned something to a shop because there was a problem with it. If they can't think of such a time, they can invent one. Ask them to write the dialogue between them and the shop assistant. When they have finished, and if they feel confident enough, they can perform the dialogue for the class.

Everyday English

Talking about a problem

Exercise 6a

- Students work individually to complete the expressions. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

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

Exercise 6b

- Ask students to read out each sentence from exercise 6a before answering.
- Check answers as a class.

ANSWER KEY

Assistant: 1, 2, 3, 5, 6, 8

Customer: 4, 7

Speaking

Exercise 7

- Put students into pairs. Each pair chooses three of the situations and writes dialogues for them. When they have finished, they practise their dialogues.
- Walk around, monitor and help as necessary.
- Confident pairs could perform their dialogues for the class.

Revision idea

Choose a household item, e.g. a television, and ask: *What's wrong with your television?* In pairs, students write as many suggestions as they can in one minute, e.g. *It's broken. It isn't plugged in.* Ask the pair with the most suggestions to read them out. Then ask for other ideas. You can also ask students what they should do in each case, e.g. *phone a repair man, plug it in.* Repeat with different items, e.g. a cooker, a computer, a window.

Listening

3 a  **1.12** Listen to the dialogues in two different shops. What did Ella and Jake buy? What's wrong?

b  **1.12** Listen again. Complete the dialogues.

A = Assistant B = Ella or Jake



1

A Can I ¹_____?
 B Yes, I bought these ²_____ yesterday. They're a present for my dad, but they're ³_____.
 A Would you like to exchange them or have a refund?
 B I'd like to exchange them, please.
 A OK. What ⁴_____ do you want?
 B Ten, please ... if you've got it.
 A Just a moment ... Yes, here you are. Size ten.
 B Thank you very much.
 A ⁵_____. I hope your father likes them.
 B Thanks. Bye.
 A Goodbye.



2

A Can I help you?
 B Yes, I bought this ¹_____ on Saturday, but there's something wrong with it.
 A I'm sorry about that. What's ²_____
 B It's ³_____.
 A Oh, I see. Can I take a look at it?
 B Yes, of course.
 A Hmm. I see what you mean. Would you like to ⁴_____
 B No. Could I have a refund, please?
 A ⁵_____. Have you got the receipt?
 B Yes, here you are.
 A OK. ⁶_____. That's £26.50.
 B Thank you. Bye.
 A Goodbye.

4 Answer the questions.

- Who is Ella's present for?
- When did she buy it?
- What is the correct size?
- When did Jake buy the appliance?
- Who asks to see a receipt? Why?
- How much is the refund?

5 Work with a partner. Act the dialogues.

Everyday English

Talking about a problem

6 a Match the halves of the expressions.

- | | |
|---------------------------|---------------------|
| 1 Can I _____ | a what you mean. |
| 2 Would you like to _____ | b exchange them? |
| 3 Just a _____ | c the receipt? |
| 4 There's something _____ | d help you? |
| 5 Can I take a _____ | e wrong with it. |
| 6 I see _____ | f moment. |
| 7 Could I have _____ | g look at it? |
| 8 Have you got _____ | h a refund, please? |

b Who says each expression – the customer or the assistant?

Speaking

7 Work with a partner. Choose three of these situations. Make the dialogues.



- You ordered a pizza to take away, but it's burnt.
- You bought a calculator this morning, but it isn't working.
- You bought some batteries yesterday, but they're the wrong size.
- You bought a shirt on Saturday, but it's torn.
- You bought a sports bag at the weekend, but the zip is stuck.
- You bought a camera yesterday, but the instructions are missing.

1D Be careful what you wish for

Extensive reading

1 a  **1.13** Read and listen to the story. Which things does Frank wish for?

He wishes that:

- a he could ride a horse.
- b his parents would go away.
- c he and his friends had a fast car.
- d he had something to eat.
- e Molly was his girlfriend.
- f it was Saturday morning again.

b What happens after each wish?

2 a Look at the pictures. Who are the people? What is happening in each picture?

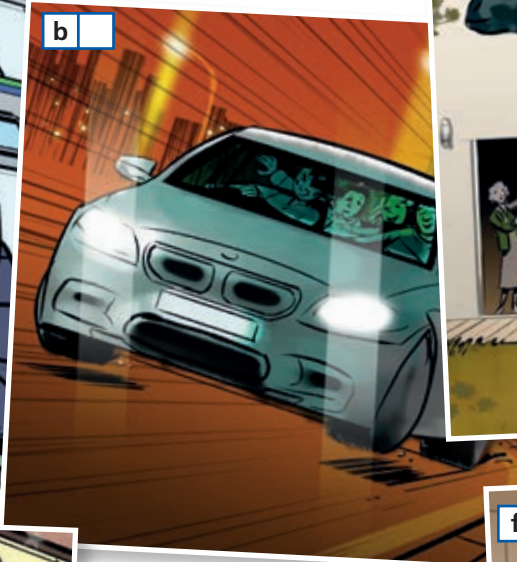
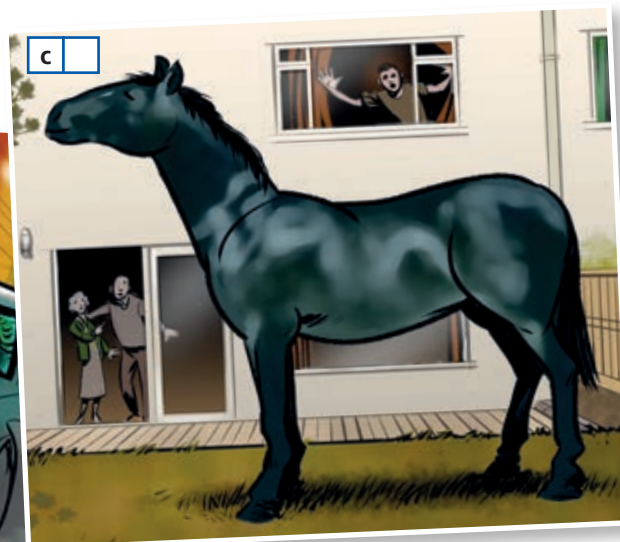
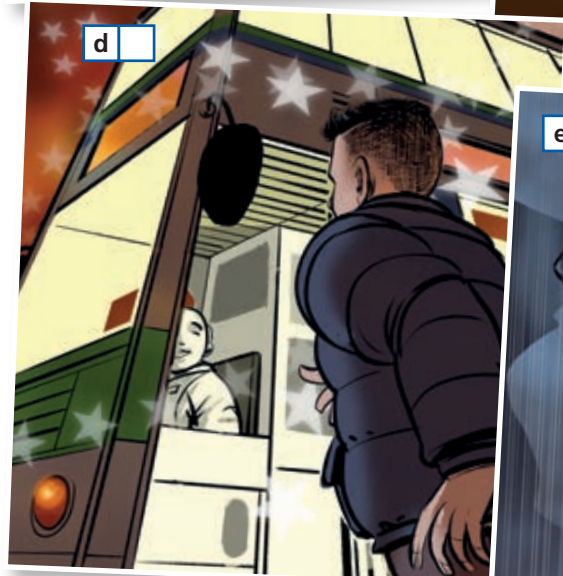
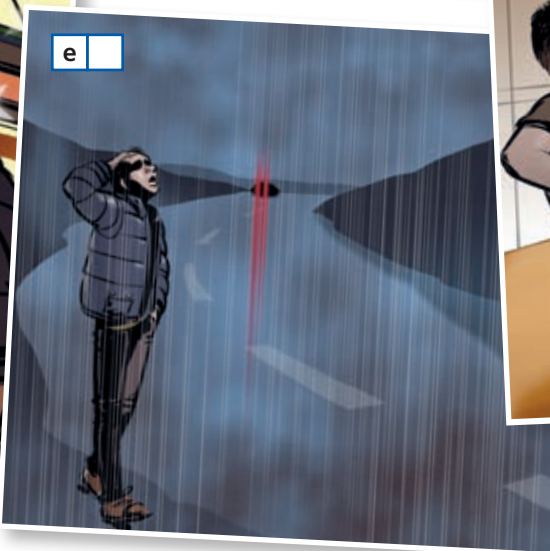
b Put the pictures in the correct order.

3 a Complete the sentences.

- 1 No, I don't think that's a good _____.
- 2 Your clothes are all over the _____.
- 3 We've decided to go on a trip round the _____.
- 4 I could eat a _____.
- 5 Oh, he's a good _____.
- 6 Yes, don't be a _____.
- 7 I wish it was Saturday _____ again.
- 8 I'm not going into _____.
- 9 We've had a _____ about the party.
- 10 Maybe I will go to the _____ after all.

b Who says each sentence? Why?

4 Tell the story. Use the pictures to help you.



1D Be careful what you wish for

Extensive reading

Exercise 1a 1.13

- Tell students to look at the pictures quickly and tell you who they think the main character is. Ask them to describe him. Then ask them to quickly look at the text and see if they can find his name (Frank). Elicit or explain the meaning of *careful* and *wish*.
- To generate interest, tell students to read the first paragraph on page 15. Ask: *What does Frank want to do? What do his parents think about it? Is this a common problem for you? What do you think will happen?*
- Play the recording for students to read and listen.
- Students do the exercise and then compare answers with a partner.
- Check answers as a class. Elicit or explain that *I could eat a horse* is an informal English expression meaning 'I'm very hungry' and *wimp* is used to describe a person who is not strong, brave or confident.

ANSWER KEY

b, d, f

Exercise 1b

- Put students into pairs to discuss what happens.
- Ask confident pairs to choose one wish and explain what happens to the class.

POSSIBLE ANSWERS

Frank wishes his parents would go away and when he gets home, he finds out that they have gone on a trip round the world for a year.

When he wishes he had something to eat, a large, black horse appears in the middle of the kitchen.

After he wishes it was Saturday morning again, he finds himself at the bus stop again, talking to the driver of the bus, but he doesn't get on the bus this time.

Exercise 2a

- Ask students to describe each picture. To encourage a full description, ask: *Who are the people? Where are they? What are they doing? How do they feel? Why?* Help with vocabulary if necessary.

Exercise 2b

- Students work with a partner to put the pictures in order. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

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

Exercises 3a, 3b, 4

See page T15.

Exercise 3a

- Students work individually to complete the sentences, then compare their answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 idea
- 2 floor
- 3 world
- 4 horse
- 5 driver
- 6 wimp
- 7 morning
- 8 town
- 9 talk
- 10 party

Exercise 3b

- Students work in pairs to identify who said each sentence, and why.
- Check answers as a class.

POSSIBLE ANSWERS

- 1 Frank's father: because there will be alcohol at the party.
- 2 Frank's mother: because she wants him to tidy his room.
- 3 Frank's parents: this is not spoken; it is in the note. Frank wishes they would go away.
- 4 Frank: because he is hungry.
- 5 Molly: because she wants Frank to go for a drive with them.
- 6 Sam: because he wants to seem brave and grown up.
- 7 Frank: because he wishes all the bad things hadn't happened.
- 8 Frank: because he doesn't want to go on the bus again.
- 9 Frank's father: because he wants Frank to know that he can go to the party.
- 10 Frank: because he thinks the idea of a magic bus is crazy and he must have imagined it.

Exercise 4

- Students work in pairs to tell the story using the pictures as prompts. Give them time to practise and make sure they understand that this is a speaking task; they should not write or read from the story. Encourage them to use their own words and to add details if they want to.
- Ask confident students to tell the story to the class.

Revision idea

Put students into four teams. Each team writes six questions about the story. They then work with another team to ask and answer questions without looking at their books. The teams with the most correct answers win. The two winning teams then play the game again against each other to find the overall winner.

There's a party at Sam's place tonight. It's his brother's eighteenth birthday. Can I go?

'His brother's eighteenth?' said Frank's father. 'So there'll be alcohol there, I suppose. No, I don't think that's a good idea.'

'And you haven't tidied your room,' said his mother. 'Your clothes are all over the floor.'

'I'll do it when I get back,' said Frank angrily, and he went out to get the bus into town to meet his friends.

'Tidy your room! Clean your shoes! Go to bed! Get up!' Frank muttered, as he was waiting for the bus.

'I wish my parents would just go away and leave me alone!'

'Are you sure that's what you want?'

Startled, Frank looked up. The bus driver was smiling at him. 'Strange,' he thought. He didn't hear the bus arriving.

'Pardon?' he said.

'If you hop on the magic bus,' said the driver, 'you can have your wish – and two more as well. But be careful what you wish for. You don't always get what you think you'll get.'

'Well, I definitely want my first wish,' said Frank, and he got on the bus and went into town.

The house was very quiet when he got home again at 4.30. 'Mum? Dad?' he called, but there was no reply. 'Where have they gone?' he wondered. Then he saw a piece of paper on the kitchen table. 'Dear Frank,' he read, 'We've decided to go on a trip round the world. See you next year. Love, Mum and Dad.'

He couldn't believe it. The magic bus was real. First he phoned Sam and told him that he was going to the party.

Then he took his coat off. He was hanging it up when he remembered: no parents. So he just dropped it on the floor instead. Then he turned his stereo on very loud. 'Wow! This is great!' he thought.

Half an hour later, however, he started to feel very hungry. No parents was good, but no dinner was not.

'I'm starving,' he thought. 'I wish I had something to eat. I could eat a horse.' In a flash, a large, black horse was standing in the middle of the kitchen.

'What? Oh no!' said Frank. 'That was my second wish. I must be more careful.' He took the horse out into the back garden. 'I'll deal with you tomorrow,' he said.

'Great party, isn't it?'

'Yes. Really cool,' said Frank. He was dancing with Sam's cousin, Molly. Suddenly, Sam grabbed his arm.

'My brother's going to take us for a ride in his car. It was his birthday present.'

'Is that a good idea?' said Frank. 'Your brother's had a lot to drink.'

'Oh, he's a good driver. Don't worry,' said Molly. 'Come on.'

The tyres squealed and the car shot into the road. They were travelling very fast, and the car almost turned over on the corners. Frank felt sick.

'This is really dangerous,' he said. 'Slow down!'

'No, it's great. I've never had so much fun!' said Molly.

'Yes, don't be a wimp,' said Sam.

'No. I've had enough. I want to get out,' shouted Frank.

'Stop the car!'

The car screeched to a stop and Frank got out. Then the car drove off into the night. Frank looked around. He didn't know where he was. It was cold and dark, and now it was raining, too. 'How did I get into this?' he cried. 'Why did I get on that stupid magic bus? I wish it was Saturday morning again!'

The next moment, Frank was standing at the bus stop, blinking in the bright morning sunshine.

'Well, are you going to get on, or aren't you?'

It was the bus driver, but he wasn't smiling now. He looked very impatient.

'What?' said Frank. 'Er, no. No, I'm not.' Then he turned and ran home.

His parents were sitting at the kitchen table.

'I'm not going into town,' he said. 'I've decided to tidy my room instead.'

Mr and Mrs Smith looked at each other. They couldn't believe their ears. Frank turned to go upstairs.

'Oh, Frank,' said his father. 'We've had a talk about the party and we think it will be all right, but ...'

'No, it's OK,' said Frank. 'I've changed my mind. I don't want to go!'

He went up to his bedroom. 'That was really weird,' he thought. 'Was it a dream? Huh, a magic bus! Crazy!' And he laughed. 'Maybe I will go to the party after all.'

Then he heard his mother's voice – very loud. She was calling his father. 'Quick!' she shouted. 'Quick! Look! There's a big, black horse in our back garden!'



1 a Read the text. Write the names in the correct places.

ABBA Guns N' Roses Elvis Presley
The Spice Girls The Beatles

b 1.14 Listen and check.

2 Read the text again. Find these things.

- the three ingredients that made pop music
- all the different kinds of music that are mentioned
- all the different kinds of fashion that are mentioned

3 What has happened to music since 2010? Write a paragraph about these things.

- a band or singer that has become famous since 2010
- the kind of clothes they wear

POP music

Modern pop music

was born in the USA because of a number of things. Firstly, there was the music of Africa, which was taken to the USA by black slaves. Rhythm was very important in black music. Secondly, the folk music of Britain and Ireland was taken to the USA by white settlers. White songs had a strong melody and usually told a story. Thirdly, a new and exciting musical instrument appeared – the electric guitar.

In the 1950s, a good-looking young man called ¹_____ brought the three things together, and rock and roll was born. Other singers soon appeared, such as Buddy Holly, Chuck Berry, Eddie Cochran and Jerry Lee Lewis. (Jerry Lee Lewis was unusual, because he didn't play the guitar, like the others. He played the piano – usually standing up!)

Today, rock music is everywhere, but when it first appeared in the 1950s, people said: 'It won't last.' By the early sixties, it looked as if they were right. Most of the heroes were gone: Elvis Presley was in the army. Buddy Holly and Eddie Cochran were dead. Chuck Berry was in prison.

However, in 1963 a new band appeared – not in the USA this time, but in Liverpool, England. They were ²_____. With other British bands like The Rolling Stones and The Who, they brought new life to the music scene. Since then, pop music has continued to evolve and every generation has added something new.



Pop music has also developed in different directions. Heavy metal bands like ³_____ used huge amplifiers and speakers to produce their loud, aggressive music. In contrast, the 1990s produced girl bands, like ⁴_____, and boy bands. They didn't play their own instruments. They danced and sang easy, sing-along songs. In the first part of this century, rap music became very popular.

The different kinds of pop music have often changed teenage fashions, too. Rock and roll made jeans, T-shirts and leather jackets fashionable. Then the hippies of the late 1960s had long hair and wore colourful 'flower power' clothes. Next came the 1970s, which produced glam rock bands (short for 'glamour rock') like Slade and Queen. The Swedish group ⁵_____ were also very popular. They were as famous for their colourful costumes as for their music. In the late 1970s, punk groups like The Sex Pistols tried to shock people with their clothes as well as their angry music. They dyed their hair bright colours like green or orange, and put pins in their ears and noses.

Pop music has come a long way since its start in the 1950s, and now we know that rock and roll will never die.



Pop music

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, and then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Background information

Elvis Presley, often referred to as 'the King', was one of the most popular musicians of the twentieth century. In the 1950s his 'sound' was unique because he was influenced by a mix of African and American musical styles, including rhythm and blues and country music. His first single, *Heartbreak Hotel*, was an immediate success, reaching number one in the charts in 1956. He had several more hit singles before he was called up to do military service in 1958. He re-launched his career in the 1960s and concentrated on making a series of Hollywood musicals. He returned to the stage in the late 1960s, performing mainly in Las Vegas. He died in 1977 at the age of 42.

The American musician **Chuck Berry** is one of the pioneers of rock and roll music. From the mid-fifties onwards, he wrote and performed over fifty chart hits, including *Johnny B. Goode*, *Rock and Roll Music*, and *Roll Over Beethoven*. He is now in his eighties but still plays live music.

Buddy Holly, who wrote many popular songs such as *Peggy Sue*, *That'll be the Day* and *Heartbeat*, and **Eddie Cochran** (*Summertime Blues*) were also pioneers of rock and roll. Both stars died young. Buddy Holly died in a plane crash in 1959 at the age of 22, while Eddie Cochran died in a car accident in 1960, aged 21.

'**Flower power**' was an expression used in the late 1960s and 1970s to mean peace and non-violence, mainly in opposition to the Vietnam War. The expression was first used by the American poet Allen Ginsberg in 1965 in an attempt to encourage war protesters to be peaceful and positive. Hippies supported the 'flower power' movement by wearing flowers in their hair and colourful clothes, and by giving out flowers to members of the public during protest marches.

Exercise 1a

- Tell students to look at the photos. Ask: *Do you recognize any of the musicians? What do you know about them?* Write their ideas on the board.
- Students read the text and try to complete the gaps with the names.

Exercise 1b 1.14

- Play the recording for students to listen and check their answers.
- Check answers as a class.

ANSWER KEY

- 1 Elvis Presley
- 2 The Beatles
- 3 Guns N' Roses
- 4 The Spice Girls
- 5 ABBA

Exercise 2

- Students read the text again to find the things.
- Check answers as a class.
- Ask students if they can describe the kinds of music and fashion in more detail.

ANSWER KEY

Ingredients of pop music: rhythm; melody; the electric guitar
Kinds of music: pop music; the music of Africa / black music; the folk music of Britain and Ireland / white music; rock and roll; heavy metal; easy, sing-along songs; rap music; glam rock ('glamour' rock); punk
Kinds of fashion: rock and roll (jeans, T-shirts and leather jackets); hippie (long hair and colourful, flower-power clothes); glam (colourful costumes); punk (dyed hair and pins in ears and nose)

Optional extra

Ask students to add new types of music to the list, e.g. hip hop, drum 'n' bass, disco, emo, R&B. Ask them to choose their favourite type of music and talk about it. Prompt them by asking *Why do you like it? What does it sound like? Who are the best bands / singers / performers?*

Exercise 3

- Put students into pairs or groups of three. Tell them to write the paragraph together. Give them time to discuss their ideas before writing. Help them by writing prompt questions on the board:
Where are they from?
What kind of music do they perform?
What was their first big hit?
 Tell them not to write the name of the band or singer when they write their paragraph because the class is going to try and guess who the band / singer is.
- Each group reads their text to the rest of the class. The class tries to guess the name of the band.

English Across the Curriculum

1

History: the Silk Road

Background information

Kublai Khan, the grandson of Genghis Khan, was the ruler of the Mongol Empire between 1260 and 1294 and the founder of the Yuan dynasty in China. He was the first non-Chinese Emperor to conquer the whole of China.

Vasco da Gama was a Portuguese explorer and the commander of the first ship to sail from Europe to India via the south and east coasts of Africa. In 1498 he arrived in Calicut in India, where he was able to access the spice markets and bring spices such as cinnamon and pepper back to Europe. He died of malaria in India in 1524.

Bartholomew Diaz (Bartolomeu Dias) was another Portuguese explorer and the first European to sail around the south coast of the African continent. His expedition reached a cape which he named Cape of Storms in 1488. The cape was later renamed Cape of Good Hope by King John II of Portugal. Ironically, Diaz died in a sea storm near the Cape of Good Hope in 1500.

Christopher Columbus (Cristoforo Colombo) was born in the Republic of Genoa, which is now part of Italy. He completed four voyages across the Atlantic Ocean. Although he was not the first European explorer to reach the Americas, his voyages were the beginning of regular contact between the Old World and the New World.

Exercise 1 1.15

- Ask students to look at the photo, the map and the title and ask if they know what the Silk Road was (the route used to bring silk and spices from China to Europe during ancient and medieval times).
- Play the recording for students to read and listen to the text. They then complete the paragraph.
- Check answers as a class.

ANSWER KEY

- 1 about 115
- 2 China
- 3 Lebanon
- 4 over 8,000 kilometres
- 5 the fifteenth century

Exercise 2

- Students read the text again to find the things. You could make this a game to see who can find all the information first.
- Ask students to compare their answers in pairs.
- Check answers as a class.

ANSWER KEY

Mediterranean civilizations: Egyptian, Greek, Roman

things the Romans got from the Silk Road: silk clothes, spices

kinds of spice: cinnamon, nutmeg, ginger

things that made the journey difficult: deserts, high mountains, burning hot in summer, freezing cold in winter, attacks by local tribes

inventions from China: paper, printing, gunpowder, the compass, larger ships

kinds of transport: ships, (caravans of) camels

Exercise 3

- Ask students to work in pairs and discuss what each person did or tried to do. They should do so without referring to the text.
- When they have finished, they can look at the text to check whether they were right.
- Check answers as a class.

ANSWER KEY

Roman emperors liked to wear silk clothes from China and put Indian spices in their food.

Marco Polo travelled from Venice to China in the thirteenth century. He then wrote a book about his travels and the empire of Kublai Khan.

Local tribes attacked the caravans. They sometimes demanded high taxes and they sometimes stole goods and killed the merchants.

Vasco da Gama looked for a new route from Europe to the East by sea.

Exercise 4

- Students could do this exercise for homework. They can find information on the Internet or in books.
- Encourage students to find answers to the following questions:
What was his nationality? / Where was he born?
When did he live?
Where did he travel?
How did he travel there?
What did he discover?
Why is he important?
Students can use the questions as a framework to write a paragraph of up to 180 words.
- In the next lesson, ask one or two students to read out their paragraphs in class. Alternatively, stick their writing on a wall for everyone to read.

History: the Silk Road

1 1.15 Read and listen to the text. Complete the paragraph.

The Silk Road started in ¹ _____ BC. It went from ² _____ to ³ _____. It was ⁴ _____ long. It closed in ⁵ _____.

2 Find these things in the text.

- three Mediterranean civilizations
- two things that the Romans got from the Silk Road
- three kinds of spice
- five things that made the journey difficult
- five inventions that came from China
- two kinds of transport

We often think that the great civilizations of the Mediterranean world (Egypt, Greece and Rome) had no contact with the other great civilizations in China, India and Japan. However, this is wrong. From about 115 BC there was regular trade between these parts of the world. Rich Romans loved to wear silk clothes from China and to put spices from India, such as cinnamon, nutmeg and ginger, in their food.

For several centuries, long caravans of camels brought these things along the Silk Road to the ports in what is now Lebanon. From there, ships took the things to cities all over the Roman Empire. The road was over 8,000 kilometres long. It went from the Pacific Ocean across Central Asia to the Mediterranean Sea.

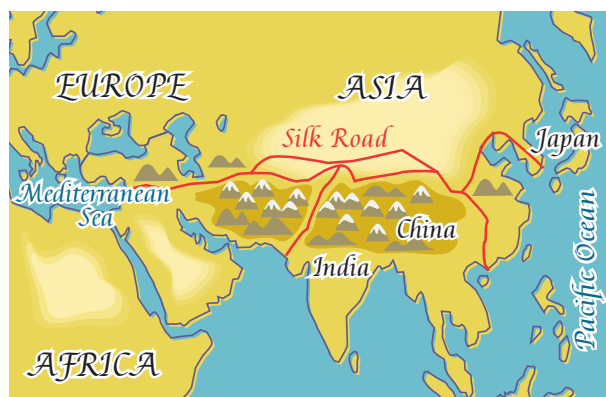
The journey across Central Asia wasn't easy. The merchants had to cross deserts and high mountains. In the summer it was burning hot and in the winter it was freezing cold. So the things that they brought were very expensive. (At one time Roman emperors tried to stop the trade because so much gold was leaving the empire to pay for the things.)

Even when the Roman Empire collapsed, trade along the Silk Road continued. It wasn't just goods that came along the road. Travellers also brought some important inventions from China to the West – paper, printing, gunpowder and the compass all came to Europe this way.

3 What did these people do or try to do?

Roman emperors Marco Polo
local tribes Vasco da Gama

4 What do you know about Vasco da Gama, Bartholomew Diaz and Christopher Columbus? Find out more about one of them. Write about his voyages of exploration.



Sometimes travellers from Europe went to the Far East. The most famous was Marco Polo, who travelled from Venice to China in the 13th century. When he returned, he wrote a book about his journey and about the fabulous empire of Kublai Khan.

Eventually, however, the Silk Road became too dangerous. Local tribes attacked the caravans. Sometimes they asked for high taxes. Sometimes they simply stole the goods and often killed the merchants, too. By the end of the 15th century, the Silk Road was closed and the caravans stopped.

Europeans didn't want to lose the good things that came from the East. One of the things they learnt from China was how to build larger ships. With these larger ships and compasses, explorers from Spain and Portugal, like Vasco da Gama, Bartholomew Diaz and Christopher Columbus, looked for new routes from Europe to the East by sea. But that's another story!



Grammar

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



Last weekend, Chris Grimes, 17, ¹_____ (fly) his kite near a local river, when suddenly, the wind ²_____ (blow) very hard and the kite ³_____ (lift) Chris up into the air. 'It ⁴_____ (be) scary,' ⁵_____ (say) Chris. 'I ⁶_____ (not want) to land in the river, because it's very deep.' At one point, however, he ⁷_____ (come) down in the river. As the kite ⁸_____ (drag) him along the top of the water, the water ⁹_____ (pull) his trousers down. Then the wind ¹⁰_____ (pick) him up again and ¹¹_____ (take) him right across the river. Some people ¹²_____ (walk) along by the river, when they ¹³_____ (see) him. 'We ¹⁴_____ (can't) believe it,' said one witness. 'He was up in the air and he ¹⁵_____ (fly) across the river.' Chris finally ¹⁶_____ (land) on the other side in a different town. Luckily, he ¹⁷_____ (not hurt) himself.

- 2 a** **1.16** Listen. What things has Lorna done this week? Tick (✓) the things in column 1.

	1 Yes / No	2 What?	3 When?
bought something			
watched her favourite programme			
finished something			
played sports			
been to the cinema			
lost something			

- b** **1.16** Listen again and complete columns 2 and 3.

- c** Work with a partner. Ask about Lorna's week.

- *Has she bought anything?*
- *Yes, she has.*
- *What did she ...? / When did she ...?*

- d** Ask your partner about the activities in exercise 2a.

Have you ... this week?
What / When did you ...?

- 3** Complete the text. Use *a / an* or *the*.

I got ¹_____ radio and ²_____ camera for my birthday. ³_____ camera was great, but ⁴_____ radio was making ⁵_____ funny noise, so I asked my parents for ⁶_____ receipt and I took it back to ⁷_____ shop. As I was going into ⁸_____ shop, I saw ⁹_____ interesting computer game, so I didn't exchange ¹⁰_____ radio. I asked for ¹¹_____ refund and I bought ¹²_____ computer game. Later my grandparents brought ¹³_____ present for me, too. When I opened ¹⁴_____ present, I got ¹⁵_____ big surprise. It was ¹⁶_____ same computer game!

Vocabulary

- 4 a** Think of some problems related to these items.



- b** **1.17** Listen to the dialogues. Which items do the people mention? What are the problems?

Study skills

Recording vocabulary

Here are some ways to help you remember words. Which do you use?

- 1 labelled drawings → See page 6, exercise 1c.
- 2 word families → See page 35, exercise 6.
- 3 mind maps / spidergrams → See page 24, exercise 1a.
- 4 a list on a topic or situation → See page 12, exercise 1a.
- 5 your own mini-dictionary:

party (n) /'pɑ:ti/ (pl. parties): have a party; invite s.o. to a party

Grammar

Exercise 1

- Focus attention on the photo and ask: *What can you see? What is the boy holding?* (a kite)
- Elicit the rules about the two tenses (past simple: to talk about actions and states which happened at a particular time in the past and are now complete; past continuous: to describe an action or state that was happening in the past but was not complete when another action happened).
- Complete the first gap together as an example.
- Students work individually to complete the sentences, then compare answers with a partner. Check answers as a class.

ANSWER KEY

1 was flying 2 blew 3 lifted 4 was 5 said
6 didn't want 7 came 8 was dragging / dragged
9 pulled 10 picked 11 took 12 were walking 13 saw
14 couldn't 15 was flying 16 landed 17 didn't hurt

Optional extra

Ask students to close their books and retell the story in their own words. Begin with *Last weekend Chris was flying his kite by a river.* Then each student adds a bit more of the story.

Exercise 2a 1.16 Audio script pT88

- Ask students to look at the chart and say what they think the recording is about.
- Students copy the chart into their notebooks. Play the recording for them to listen and tick things in column 1.
- Check answers as a class.

ANSWER KEY

bought something, finished something, played sports, lost something

Exercise 2b 1.16 Audio script pT88

- Ask students to try to complete the *What?* and *When?* columns before they listen to the recording again.
- Play the recording again for students to check and compare their answers.
- Ask confident students to report their answers to the class. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

She bought a pair of jeans and a birthday present for her brother on Monday after school.
She finished her history project on Wednesday.
She played volleyball at the sports centre on Thursday evening.
She lost her mobile phone on Friday morning.

Exercise 2c

- Read the example dialogue together and elicit the missing words for the two questions (*What did she buy? When did she buy it / them?*).
- Using the chart as a prompt, students work with a partner to ask and answer questions about Lorna.
- Walk around, monitor and help.

Exercise 2d

- Ask students to draw another chart like the one in exercise 2a in their notebooks.
- They then work with a partner to ask and answer questions about their activities this week and complete the chart for their partner.
- When they have finished, ask a few students to tell the class about their partner's week.

Exercise 3

- Students complete the text with the correct articles.
- Check answers as a class.

ANSWER KEY

1 a 2 a 3 The 4 the 5 a 6 the 7 the 8 the
9 an 10 the 11 a 12 the 13 a 14 the 15 a 16 the

Vocabulary

Exercise 4a

- Ask students what they can see in the pictures (a key, a T-shirt, a radio, a window, a remote control, a bike).
- Then ask them what problems they might have with each item and write their suggestions on the board, e.g. *Maybe the key is bent. Perhaps the batteries are dead.*

Exercise 4b 1.17 Audio script pT88

- Play the recording for students to listen, identify the items mentioned and discuss the problems.
- Check answers as a class.

ANSWER KEY

- 1 The man bought the radio yesterday, but the instructions are missing.
- 2 The remote control for the TV isn't working because it needs new batteries. (The ones on the shelf are the wrong size.)
- 3 The window is stuck / jammed.

Study skills: Recording vocabulary

- Read the information in the box with the class.
- Put students into pairs to discuss which ways they use. Encourage them to say why each method is useful.
- Ask pairs for their ideas. Suggest that students try all these methods and see which ones they prefer.

Your Project

1

Develop your writing

Giving a list of reasons

Exercise 1a

- Before looking at the text, ask students if they know the listing words. Then ask them to look back at the text to check.
- Ask if they can add other words they could use when writing a list, e.g. *next, finally, lastly*.

ANSWER KEY

1st – Firstly 2nd – Secondly 3rd – Thirdly

Exercise 1b

- Students look at the text again to search for the expression.
- Check the answer as a class.

ANSWER KEY

because of a number of things

Exercise 2

- Students work individually or in pairs to complete the expressions and insert the listing words.
- Check answers as a class.

ANSWER KEY

- 1 for (a) number; Firstly, you can play ...; Secondly, you can sing ...; Thirdly, it's very loud.
2 result (of) several; Firstly, they had a ...; Secondly, they explored ...; Thirdly, John Lennon ...

Optional extra

Ask students to choose their favourite song and write three reasons why they like it. They can use the paragraphs in exercise 2 as a model.

Project task

- Read the instructions and make sure that students understand what they have to do. You could refer them back to the research they did for exercise 3 on page 16.
- In pairs or small groups, students brainstorm ideas and possible sources of information and pictures.
- They should decide how they are going to present their projects, e.g. as a leaflet, a web page, or a slideshow.
- Remind them to use the five questions as a basis for their text but encourage them to add any interesting details they like.

Preparation

- 1 Students do the research in pairs or small groups.
- 2 They write their texts individually and then swap with a partner to check for errors.
- 3 They write the final draft and illustrate their project with pictures that are relevant to the subject.

Presentation and follow-up

- Make sure that any necessary equipment is available for the presentations. Allow enough time for all students to present their projects, or organize an exhibition for the class to explore. Have a vote to decide on the best project.

Song

C'mon Everybody

Background information

C'mon Everybody was written and first recorded by Eddie Cochran in 1958. It was later covered by many artists, including Led Zeppelin, Humble Pie and Cliff Richard. The song was also used by Levi Strauss & Co. to promote their 501 denim range in the 1980s.

Exercise 1 1.18

- Play the recording for students to listen and order the lines.
- Students compare in pairs before you check with the class.

ANSWER KEY

Verse 1: 4, 3, 1, 5, 2

Verse 2: 2, 4, 1, 3, 5

Verse 3: 3, 5, 2, 1, 4

Exercise 2a

- Explain that pop songs often use colloquial forms in spoken, not written language.
- Ask students to say the long form for each word or expression.

ANSWER KEY

1 come on 2 I have got 3 going to 4 doing
5 shaking 6 slapping 7 have got to 8 running

Exercise 2b

- Elicit ideas and ask the class to say if they agree or disagree.

ANSWER KEY

1 my parents 2 my girlfriend 3 my friends

Optional extra

Put students into small groups to discuss what design they would choose for a CD cover for this song. Each group describes its cover to the class and explains why they chose it.

Your Project

1

Develop your writing

Giving a list of reasons

- 1 a** Look at the first paragraph of the text on page 16. Find the listing words which mean:

1st _____
2nd _____
3rd _____

- b** Find the expression in the paragraph that you can replace with these expressions.

for a variety of reasons
as a result of several things

- 2** Rewrite the paragraphs. Follow the instructions.

- Complete the expressions.
 - Insert the correct listing words (*firstly* etc.) in the right places.
- 1 The electric guitar made rock and roll possible _____ a _____ of reasons. You can play a simple tune quite easily on a guitar. You can sing and play the guitar at the same time. You can't do that with something like a trumpet. It's very loud.
- 2 The Beatles changed pop music as a _____ of _____ things. They had a fresh, exciting sound. They explored lots of different kinds of music. For example, they used Indian music in some of their songs. John Lennon and Paul McCartney wrote a huge number of songs that became famous around the world.

Project task

Write a project about today's pop music. Answer these questions.

- Who are your favourite bands and singers?
- What kind of music do they play?
- What kind of fashions do they wear?
- When did they become famous?
- What records have they made?

Illustrate your project with pictures of the bands and singers.

Song

- 1**  **1.18** Listen to the song. Put the lines of each verse in the correct order.

- 2 a** What are these words short for?

1 c'mon 3 gonna 5 shakin' 7 gotta'
2 I got 4 doin' 6 slappin' 8 runnin'

- b** Who are these people?

1 the folks 2 my baby 3 the usual crew

C'mon Everybody

- ☐ Now the house is empty and the folks are gone.
- ☐ Well, been doin' my homework all week long.
- ☐ Well, c'mon everybody and let's get together tonight.
- ☐ Ooo c'mon everybody.
- ☐ I got some money in my jeans and I'm really gonna spend it right.
- ☐ And the house'll be shakin' from my bare feet slappin' on the floor.
- ☐ If your brother won't rock, then your sister will.
- ☐ Ah well, my baby's number one, but I'm gonna dance with three or four.
- ☐ Well, when you hear that music, you just can't sit still.
- ☐ Ooo c'mon everybody.
- ☐ There'll be no more movies for a week or two.
- ☐ Who cares. C'mon everybody.
- ☐ If the folks come home, I'm afraid they're gonna have my hide.
- ☐ Ah well, we'll really have a party, but we gotta put a guard outside.
- ☐ No more runnin' round with the usual crew.



2A Ambitions



Vocabulary

Jobs

1 a 2.2 Listen and repeat the jobs.



1 a lorry driver



2 a pilot



3 a secretary



4 an architect



5 a vet



6 a flight attendant



7 a nurse



8 an engineer



9 a chef



10 an electrician



11 a builder



12 a cleaner

b Work with a partner. Think of six more jobs.

2 a Work in a group. Think about all the jobs in exercise 1. Choose:

- the most interesting
- the easiest
- the most boring
- the hardest

b Tell the class about your ideas. Give reasons.

Comprehension

3 2.3 Read and listen to the story. Who:

- 1 is coming to talk to the students this morning?
- 2 wants to make a lot of money?
- 3 doesn't know what he / she wants to do?
- 4 wants to be a doctor?
- 5 thinks that money isn't important?
- 6 is just getting off the bus?
- 7 can't go to the cinema? Why not?



Ruby We aren't having lessons this morning, are we?

Jake No, we aren't. The Careers Adviser's coming to talk to us about what we want to do when we leave school.

Pete I already know what I want to do. I want to make a lot of money.

Jake And how will you do that?

Pete I'll probably start an Internet company. I imagine I'll make my first million pounds before I'm twenty-five.

Ruby And what will you do with all that money?

Pete I'll buy a big house and an expensive car. I'll buy a yacht, too, and sail round the world.

Jake Those things won't make you happy, you know.

Pete So, what are you going to do when you leave school?

Jake I don't know yet. I'll probably go to university, but I don't know what I'll do after that.

Ruby Well, I've decided what I'm going to do. I'm going to train as a doctor and then I'm going to work in a hospital in Africa or somewhere like that.

Pete You won't make much money doing that.

Ruby No, but I'll help a lot of people and make the world a better place.

Jake Yes, good for you, Ruby. Money isn't everything, Pete. There are more important things in life.

Ruby Yes, that's right. Oh, look. There's Ella getting off the bus. I'll wait for her. See you later.

Pete OK. Oh, by the way, are you two doing anything this evening? The new James Bond film's on at the cinema.

Jake No, thanks. I think I'll just stay in and watch TV.

Ruby And Ella's coming round to my place tonight.

Pete Well, I'm sure she'll want to come, too. Come on. It's Friday.

Jake I know. I'd like to go, but ...

Pete But what?

I haven't got any money.



Me neither.

4 a Who do you agree with in the story? Why?

b Work in a group of three. Read the story.

Unit overview

Grammar: Talking about the future: *will* for predictions and spontaneous decisions, *going to* for plans and intentions, present continuous for arrangements; first conditional; time expressions

Vocabulary: Jobs; time and time prepositions; Everyday English: talking about arrangements

Skills: Reading: reading for specific information, matching, comprehension, true or false, prediction, ordering events, extensive reading; Speaking: group discussion, structured role-play, talking about plans and ambitions; Listening: multiple choice, listening for specific information, multiple matching, comprehension, ordering a dialogue, chart completion

Culture: Education in the USA

The Culture page can be studied after lesson 2C or at the end of the unit.

English Across the Curriculum: Biology: body clock
The English Across the Curriculum page can be studied at the end of the unit.

Your Project: Develop your writing: making generalizations
Project: Education in your country

Song: *In Only Seven Days*

Optional extra

Play *What's my job?*. Students work in groups of three. One student thinks of a job but does not say what it is. The others take turns to ask yes / no questions to find out the job, e.g. *Do you work in an office? Do you wear a uniform?*

Exercise 2a

- Put students into pairs or small groups to discuss their opinions about the jobs. Encourage them to give reasons for their opinions (e.g. *I wouldn't like to be a vet because I don't like animals*) and to ask follow-up questions (e.g. *Why don't you like them?*).

Exercise 2b

- Ask a few students to share their group's ideas with the class.

Comprehension**Exercise 3** **2.3**

- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Focus attention on the photo at the top. Elicit the names of the people (Ruby, Jake, and Pete) and ask what they are doing.
- Students read the questions. Ask them what they think the listening will be about.
- Play the recording for students to read and listen.
- Students work individually to answer the questions.
- Check answers as a class.

ANSWER KEY

- the Careers Adviser
- Pete
- Jake
- Ruby

- Jake and Ruby
- Ella
- Jake and Ruby, because they haven't got any money

Exercise 4a

- Put students into groups of three to discuss who they agree with. Encourage them to give reasons for their answers and to ask questions to keep the conversation going, e.g.:
Student A: *I agree with Jake – money won't make you happy.*
Student B: *Why not? You can buy lots of things and have a good lifestyle.*
Student C: *You can have a good lifestyle without money!*

Exercise 4b

- Ask students in their groups to role-play the story.

Optional extra

Write the following questions on the board:
Which profession makes the most money?
Which profession helps people / the environment the most?
Ask students to discuss their ideas in groups and then report back to the class. Write useful vocabulary on the board.

2A Ambitions**Vocabulary****Jobs****Optional extra**

You could introduce exercise 1a by enlarging and photocopying the twelve images with the labels covered. Then do the above activity on worksheets handed out to pairs or small groups.

Exercise 1a **2.2**

- Play the recording for students to listen and repeat the jobs. Review the pronunciation of any words they are having problems with.
- Ask students to explain what each person does, e.g. *A pilot flies aeroplanes. A vet looks after sick animals.*

Exercise 1b

- Put students into pairs to think of six more jobs. Allow them to share ideas with another pair.
- Ask a few students to share their ideas with the class and describe what the person does.
- Write the new vocabulary on the board so that students can copy it into their notebooks.

Grammar

Talking about the future

Exercise 5a

- Ask students to look back at the text and complete the rules. Elicit or teach the meaning of *intentions*, *predictions*, *spontaneous decisions* and *arrangements*.
- Point out that we often use *will* after *I think*, *I believe* and similar expressions.
- Check answers as a class.

ANSWER KEY

- going to: 'm going to
- will: won't; 'll
- the present continuous: is coming

Exercise 5b

- Students scan the text for examples of each future form. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

going to: what are you going to do; I'm going to do; I'm going to work

will: how will you do; I'll (probably) start; I'll make; what will you do; I'll buy; Those things won't make; I'll (probably) go; (I don't know what) I'll do; I'll help; I'll (just) stay in (and) watch; she'll want

present continuous: We aren't having; The Career Adviser's coming; are you (two) doing

Exercise 6a

- Ask students to skim-read the dialogues and tell you the topic of each one. (A: weekend plans; B: plans for after university; C: predictions about life in ten years' time)
- Students do the exercise individually.
- Check answers as a class.

ANSWER KEY

A arrangements B intentions C predictions

Exercise 6b

- Students do the exercise individually. Monitor and help.

Exercise 6c 2.4

- Play the recording for students to listen and check their answers. Check answers as a class.

ANSWER KEY

- A 1 Are you doing 2 'm going 3 'm meeting
4 are coming 5 're having 6 'm not doing
7 are playing 8 'm helping
- B 1 are you going to do 2 'm not going to get
3 'm going to look for 4 is going to do
5 're going to travel 6 aren't going to fly
7 're going to visit
- C 1 will be 2 'll be 3 won't have 4 'll have 5 won't be
6 'll move 7 'll look for 8 'll win 9 won't need

Exercise 7

- Students do the exercise individually and then compare with a partner.
- Check answers as a class.

ANSWER KEY

- | | |
|-----------------|-----------------------|
| 1 are you doing | 5 'm not going to eat |
| 2 won't use | 6 probably won't get |
| 3 'll pass | 7 'm going to learn |
| 4 'm meeting | 8 Are you doing |

Listening and speaking

Exercise 8a 2.5 Audio script pT88

- Read the question with the class and elicit the meaning of *ambition*.
- Play the recording for students to listen and match the people to the ambitions.
- Students compare answers with a partner. Then play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

- Melanie: work abroad
- Harry: be a pilot
- Isobel: be a fashion designer
- Mike: be in a band

Exercise 8b 2.5 Audio script pT88

- Ask students to work with a partner and answer any questions they remember from the recording.
- Play the recording again for students to listen and confirm their ideas.
- Check answers as a class.

ANSWER KEY

join the air force – Harry
take a year out – Mike
study Chemistry at university – Melanie
go to college – Isobel

Exercise 9a

- Read the instruction and the sentence prompts with the class. Point out that the prompts will guide them to use the correct future forms.
- Give students five minutes to think of ideas and make notes. Encourage them to think of details (e.g. which city / university they want to go to, and why) and reasons (e.g. why a gap year would be a good idea).

Exercise 9b

- Ask confident students to share their ideas.
- To review the future forms, write some sentences containing errors on the board and ask students to correct them.

Grammar

Talking about the future

5 a Complete the sentences from the story. Then complete the rules.

- 1 We use _____ for intentions and plans.

I _____ train as a doctor.

- 2 We use _____ for general predictions and spontaneous decisions.

*You _____ make much money doing that.
There's Ella getting off the bus. I _____ wait for her.*

- 3 We use _____ with future time expressions for arrangements.

Ella _____ round to my place tonight.

b Find more examples of each future form in the story.

6 a Each dialogue is about a different aspect of the future. Write these words in spaces A–C below.

intentions predictions arrangements

b Complete the dialogues. Use the most appropriate future form (*will*, *going to* or *present continuous*).

A _____

- ¹_____ (you / do) much at the weekend?
- Well, I ²_____ (go) to the cinema this evening. Then I ³_____ (meet) Donna in town tomorrow morning. My grandparents ⁴_____ (come) to see us in the afternoon. We ⁵_____ (have) a family meal for my dad's birthday. I ⁶_____ (not do) anything on Sunday morning, but Jack and I ⁷_____ (play) tennis in the afternoon. Then in the evening I ⁸_____ (help) my brother with his school project.

B _____

- What ¹_____ (you / do) when you finish university?
- Well, I've decided that I ²_____ (not get) a permanent job straightaway. I ³_____ (look for) a holiday job to earn some money. My friend, Mark, ⁴_____ (do) the same. Then, when we've got enough money, we ⁵_____ (travel) to Australia. We ⁶_____ (not fly) straight to Australia. We ⁷_____ (visit) some other countries on the way.

C _____

- What do you think your life ¹_____ (be) like in ten years' time?
- I imagine I ²_____ (be) married, but we probably ³_____ (not have) any children yet. I hope I ⁴_____ (have) a good job, but that ⁵_____ (not be) easy around here. So I think I ⁶_____ (move) to London or another big city. Or maybe I ⁷_____ (look for) a job abroad. But who knows? Perhaps I ⁸_____ (win) the lottery and then I ⁹_____ (not need) a job at all!

c 2.4 Listen and check.

7 Choose the correct verb form.

- What *are you doing* / *will you do* after school today?
- According to this article, we *aren't using* / *won't use* money in the future.
- Don't worry. I'm sure you're *passing* / *'ll pass* the test.
- I'm *meeting* / *'ll meet* my friends in town at 11.30.
- For my New Year's resolution I'm *not going to eat* / *won't eat* any sweets.
- I *probably won't get* / *'m probably not going to get* married till I'm 30.
- I've decided that I'm *learning* / *'m going to learn* Spanish.
- Will you do* / *Are you doing* anything this evening?

Listening and speaking

8 a 2.5 Listen. What do the people want to do? Match them to the ambitions.

1 Melanie



2 Harry

work on a ship
be a fashion designer
be in a band
work abroad
be an actor / actress
be a pilot
be a nurse



3 Isobel



4 Mike

b 2.5 Listen again. Which person is going to:

- join the air force?
- study Chemistry at university?
- take a year out?
- go to college?

9 a What do you want to do when you leave school? Write your ideas.

I want to be ...

When I leave school, I'm going to ...

After that, I'll probably ...

b Tell the class about your ambitions.

2B Make your dreams come true

Reading

1 2.6 Read and listen to the text. Are the statements true or false?

- 1 The article is about achieving success in your job.
- 2 There are four steps to the model.
- 3 You should only write down your ideas in Step 1.
- 4 Your ambitions in Step 1 can be general or specific.
- 5 You shouldn't try to do too many things in Step 2.
- 6 You must have a time limit.
- 7 You shouldn't think about practical questions until Step 4.
- 8 The plan of action should give specific times for doing things.

How to be **SUCCESSFUL**

Hopes, ambitions, dreams. How many of yours will you achieve? When you look back at your life in the future, will you have good memories of all the things that you did? Or will you regret all the things that you didn't do?

Of course, there's no easy road to success, but one thing is certain: success won't come if you don't do anything. If you look at successful people – scientists, writers, business people, sports stars, musicians – you'll see that they all worked hard to get what they wanted. So how do you do it? This four-step model will help you to turn your dreams into reality. Remember: at every stage, write your ideas down and put them somewhere where you'll see them every day – on your bedroom wall, for example. If you do this, it will be more difficult to ignore them.

STEP 1: THINK ABOUT YOUR AMBITIONS

What would you like to do? Write down all your ideas. They may be very general, such as *I would like to be fitter. I want to be famous. or It would be nice to have more friends.* Or they may be more specific, like *I've always wanted to play a musical instrument. or I would really like to go windsurfing.*

STEP 2: CHANGE I WOULD LIKE TO ... TO I WILL ...

Now you need to do two things:

- 1 Choose one or two ambitions. If you try to do everything, you won't do anything.
- 2 Set a time limit. This is very important, because you will have a goal to aim at and you will also know when you have reached it.

So, for example, *I would like to be fitter.* in Step 1 now becomes *I will be fit enough to join a half-marathon race by the end of August.*



STEP 3: CHANGE I WILL ... TO I'M GOING TO ...

Now that you've made your choice, what are you actually going to do to achieve your goal? So, in our example, *I will be fit enough to join a half-marathon race by the end of August.* becomes *I'm going to join a running club. or I'm going to go jogging three times a week.*

At this stage, you need to think about practical things like time and money. If you decide to do something that you or your parents can't afford, for example, it won't work.

STEP 4: CHANGE I'M GOING TO ... TO I'M DOING ... ON ... AT ...

This is when you change your intentions into specific actions. Make an arrangement to do something at a specific time. If you don't do this, nothing will actually happen. Your dreams and plans will just stay as dreams and plans. So now *I'm going to join a running club.* becomes *I'm meeting the president of the Cheetahs Running Club on Monday evening at 5.30.*

Don't let your ambitions die. Follow this four-step plan and make your dreams come true. You won't regret it.

2B Make your dreams come true

Reading

Exercise 1 2.6

- Ask students to look at the picture and the title of the text. Elicit what they think the text is about.
- Put students into groups of three or four. Ask them to brainstorm ideas for how to be successful. Tell them to prepare their best three suggestions to share with the class. Encourage them to think of reasons and examples for each suggestion.
- Elicit ideas from each group and write their suggestions on the board.
- Play the recording for students to read and listen to the text. They then decide if the statements are true or false.
- Check answers as a class.
- Refer back to your notes on the board and ask students:
Are the suggestions in the text similar to or different from your suggestions? How? Do you think the four-step plan would work for you?

ANSWER KEY

1 False. 2 True. 3 False. 4 True. 5 True. 6 True.
7 False. 8 True.

Exercise 2

- Ask students to work individually to put the steps in order. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

a 3 b 2 c 4 d 1

Grammar: first conditional

- Students complete the example sentences without looking at the text. They then scan it to check their answers.
- Ask for a translation for each sentence and then elicit the rules for the first conditional. Point out that we use a comma when the *if* clause comes first but no comma if the main clause comes first.
- Check answers as a class.

ANSWER KEY

1 won't come, don't do

2 do, will be

We use the present simple in the *if* clause (the condition) and the future with *will* in the main clause (the consequence).

Exercise 3

- Students do the exercise individually. They then compare answers with a partner.
- Check answers as a class. Elicit translations for each sentence to check that students understand which clause expresses the condition and which is the main clause.

POSSIBLE ANSWERS

- 2 You won't do anything if you choose a lot of ambitions.
- 3 If you give yourself a time limit, you'll have a goal to aim at.
- 4 It won't work if you don't think about time and money.
- 5 If you don't make specific arrangements to do things, nothing will actually happen.
- 6 If you follow the four-step plan, you won't regret it.

Speaking

Exercise 4

- Read out the example. Ask students to listen and repeat to get the rhythm of the sentence. Elicit the question for 2: *What will you do if your computer gets a virus?* Encourage students to give answers, e.g. *If my computer gets a virus, I'll take it to a computer shop*, and again ask the class to listen and repeat.
- Put students into pairs and ask and answer the remaining questions using the first conditional. They should do this verbally first and only write their answers when they are satisfied with their sentences.
- Elicit answers and write some of them on the board. Do more fluency drills if necessary.

Exercise 5

- Read the instructions with the class.
- Ask students to look at the sentences in exercise 2 again. Tell them to think of an ambition and remind them it can be a very general one or more specific. Elicit several examples.
- In pairs, students write a plan how to achieve the ambition.
- Ask students to compare answers with another pair before you check with the class.

Listening

Exercise 6a

- Give students time to read through the quiz and then check comprehension by asking:
What is the quiz about? (six questions about situations that might arise in life)
Who studied the questions? (psychologists)
- Students choose their answers.

Exercise 6b

- In pairs, students read the quiz again and discuss their ideas.
- Elicit their answers and debate as a class any that they disagree on.

Exercise 7a 2.7 Audio script pT88

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

ANSWER KEY

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

Exercise 7b 2.7 Audio script pT88

- Play the recording again for students to listen and note down the reasons. They then compare ideas with a partner.
- Check answers as a class.

ANSWER KEY

- 1 Babies make people more caring.
- 2 Doing things for other people will make you happier.
- 3 When you lie down, your body produces less of the stress hormone, noradrenaline, so you feel more relaxed. It's easier to have good ideas when you feel relaxed.
- 4 People feel closer if they agree on things and people that they dislike rather than things that they like.
- 5 If you don't do it, you'll have to explain to everyone, and you won't like that.
- 6 If you work on something for just a few minutes, it will create stress, and you'll only get rid of the stress if you finish the job.

Revision idea

Practise the first conditional. Start by saying *If you don't eat breakfast, ...* Then ask a student to finish the sentence, e.g. *If you don't eat breakfast, you'll feel hungry all morning.* Use this to prompt the next response: *If you feel hungry all morning, ...* Then ask another student to complete the conditional sentence, and so on.

2 Put the sentences in the correct order to match the steps in exercise 1.

- ☐ a I'm going to look for places that offer cheap or free guitar lessons.
- ☐ b I will be good enough to join a band by the end of next year.
- ☐ c I'm joining the guitar class at the music shop on Tuesday at 7.30.
- ☐ d I would like to learn how to play the guitar.

Grammar: first conditional

Complete the sentences. What tense is used in:

- the *if* clause? • the main clause?

- 1 Success _____ if you _____ anything.
- 2 If you _____ this, it _____ more difficult to ignore them.

3 Complete the clauses with these verbs. Then complete the sentences with ideas from the text.

choose not think follow put give not make

- 1 If you _____ your ideas on your bedroom wall, ...
If you put your ideas on your bedroom wall, you'll see them every day.
- 2 ... if you _____ a lot of ambitions.
- 3 If you _____ yourself a time limit, ...
- 4 ... if you _____ about time and money.
- 5 If you _____ specific arrangements to do things, ...
- 6 If you _____ the four-step plan, ...

Speaking

4 What will you do if these things happen tomorrow? Tell a partner. Use the first conditional.

- 1 not feel well
If I don't feel well tomorrow, I won't go to school.
- 2 computer / get a virus
- 3 it / rain
- 4 a friend / invite me for a meal
- 5 the TV / break down
- 6 grandparents / give me some money
- 7 get / the afternoon off
- 8 go / to the shops

5 Work with a partner. Think of an ambition. Write a four-step plan to achieve it. Use the plan in exercise 2 to help you.

Listening

6 a Read the quiz. Choose your answers.

b Discuss your answers with a partner.

Hmmm ... That's interesting.

Here are some interesting questions about everyday life that psychologists have studied. What do you think they found?

- 1 If you lose your wallet or purse, you'll be more likely to get it back if it contains a photograph of
- a yourself. c a baby.
- b your house. d a dog.

- 2 If you win a small amount of money, which will probably make you happier?
- a buying something for yourself
- b buying something for somebody else
- c buying a lottery ticket to win some more
- d putting the money in a bank

- 3 You will find it easier to solve a problem if you think about it while you are
- a lying down. c walking.
- b standing up. d eating.

- 4 You will be more successful on a first date if you talk about
- a people that you both know.
- b your ambitions.
- c things that you both like.
- d things that you both dislike.

- 5 If you decide to do something difficult, you will be more successful if you
- a don't tell anyone about it.
- b only tell your best friend.
- c tell a lot of people about it.
- d write it down.

- 6 When you've got a big job to do, you'll be more likely to finish it if you
- a wait till you have plenty of time to do it.
- b just start it.
- c make a plan and then do a bit at a time.
- d do it early in the day.

7 a 2.7 Listen and check your ideas.

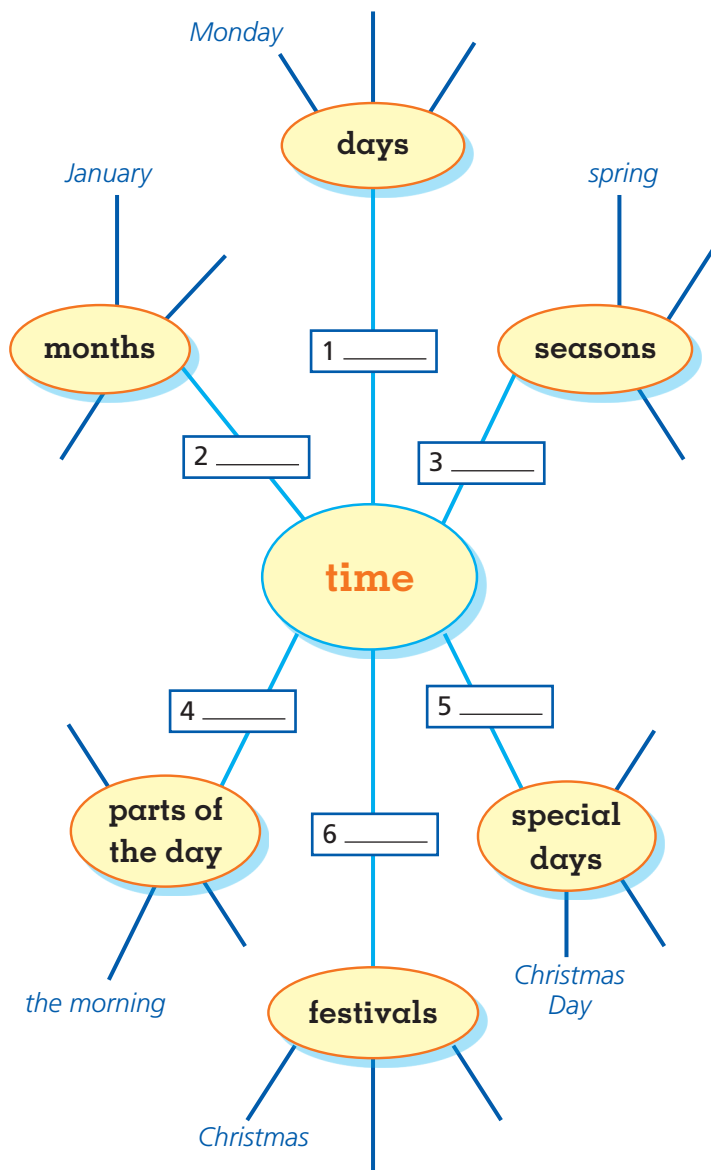
b 2.7 Listen again. What reasons does the speaker give for the answers?

2C Changing an appointment

Vocabulary

Time and time prepositions

1 a Copy and complete the spidergram.



b Write *in*, *on* and *at* in spaces 1–6 in the spidergram.

2 Say the dates.

- | | |
|---------------------|----------|
| 1 12 / 6 | 5 2 / 7 |
| the twelfth of June | 6 30 / 3 |
| 2 3 / 11 | 7 5 / 12 |
| 3 21 / 9 | 8 24 / 2 |
| 4 16 / 1 | 9 1 / 5 |

Listening

3 a Look at the photos and the dialogue. What is happening?



b Put the dialogue in the correct order.

P = Pete R = Receptionist

- ☐ P Yes. Thank you. Goodbye.
- ☐ R Let me see ... Can you come today – at half past two this afternoon?
- ☐ R OK. So we'll see you at 3.45 on Monday, 2 February.
- ☐ P Hello. My name's Pete King. I've got an appointment at four o'clock tomorrow afternoon, but I'm afraid I can't make it now. I'm playing in a football match after school.
- ☐ P No, I'm sorry, but that's no good for me. We don't finish school till ten past three.
- ☐ R Goodbye.
- ☐ P Yes, it is.
- ☒ 1 R Hello. Dental surgery.
- ☐ R I see. Would you like to make another appointment?
- ☐ P Yes, any day next week will be fine.
- ☐ R Oh, of course. Well, just a minute. We haven't got anything else this week. What about quarter to four next Monday?
- ☐ R Is it for a check-up?
- ☐ P Yes, please.

c 2.8 Listen and check.

d Work with a partner. Practise the dialogue.

4 Why can't Pete make the appointments this afternoon and tomorrow afternoon?

2C Changing an appointment

Vocabulary

Time and time prepositions

Exercise 1a

- Students copy and complete the spidergram in their notebooks. Tell them to ignore the numbered boxes 1–6 for now. Point out that the number of arms on the spidergram is notional, and students should write as many items for each category as they can.
- Ask them to compare their ideas with a partner. Then elicit answers in class.
- Explain that visual organizers like spidergrams can be an effective way of recording and organizing vocabulary, and remind students that they should use the memorization techniques that suit them personally because this will help them to become autonomous learners.

POSSIBLE ANSWERS

days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

months: January, February, March, April, May, June, July, August, September, October, November, December

seasons: spring, summer, autumn, winter

parts of the day: the morning, the afternoon, the evening

special days: Christmas Day, New Year's Day, Easter Day, St Valentine's Day

festivals: Christmas, Easter, Halloween

Exercise 1b

- Students complete the numbered boxes with the prepositions.
- Check answers as a class.

ANSWER KEY

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

Optional extra

- Ask students to suggest further categories for the topic of time and write them on the board, e.g. parts of the school year, important times in history.
- Put students into pairs or groups and ask them to write two sentences for each of the categories on the board, e.g. *In Japan they celebrate Children's Day on 5th May every year.*
- Elicit students' ideas and write them on the board. Encourage them to add at least one extra piece of information about the time, date, season, festival or event in each, e.g. *On Children's Day, families fly a kite for each of their children. They also wear special clothes and eat rice cakes to celebrate.*

Exercise 2

- Demonstrate the example and ask students to listen and repeat. Repeat this for 2 and 3. If students are confident enough to continue, put them in pairs to practise saying the dates. If they are less confident, do more pronunciation practice.

ANSWER KEY

- the third of November
- the twenty-first of September
- the sixteenth of January
- the second of July
- the thirtieth of March
- the fifth of December
- the twenty-fourth of February
- the first of May

Listening

Exercise 3a

- Focus attention on the photos and elicit who the people might be and what they might be talking about. Then focus attention on the title *Changing an appointment* and elicit an explanation for its meaning.

Exercise 3b

- Students do the exercise individually. Remind them to look for logical as well as grammatical clues to help them find the correct order.

Exercise 3c 2.8 Audio script: see answer key

- Play the recording for students to listen and check their answers.

ANSWER KEY

- R Hello. Dental surgery.
- P Hello. My name's Pete King. I've got an appointment at four o'clock tomorrow afternoon, but I'm afraid I can't make it now. I'm playing in a football match after school.
- R I see. Would you like to make another appointment?
- P Yes, please.
- R Is it for a check-up?
- P Yes, it is.
- R Let me see ... Can you come today – at half past two this afternoon?
- P No, I'm sorry, but that's no good for me. We don't finish school till ten past three.
- R Oh, of course. Well, just a minute. We haven't got anything else this week. What about quarter to four next Monday?
- P Yes, any day next week will be fine.
- R OK. So we'll see you at 3.45 on Monday, 2 February.
- P Yes. Thank you. Goodbye.
- R Goodbye.

Exercise 3d

- Students work in pairs to practise the dialogue.
- Ask a pair to perform the dialogue for the class.

Exercise 4

- Students quickly scan the dialogue to find the information.
- Check answers as a class.

ANSWER KEY

This afternoon he doesn't finish school till ten past three.
Tomorrow afternoon he's playing in a football match.

Everyday English

Talking about arrangements

Exercise 5

- Students complete the expressions without looking at the dialogue.
- Check answers as a class.

ANSWER KEY

1 come 2 about 3 good 4 can't 5 see 6 Just
7 fine

Exercise 6a 2.9 Audio script pT88

- Focus on the pictures and elicit what they show.
- Tell students that they will hear three conversations, each involving one of three people: Delia, Arthur and Olivia. They have to match three pictures to each of the names. Explain that not all the pictures are needed.
- Play the recording for students to listen and match.
- Check answers as a class.

ANSWER KEY

Delia: i, l, c

Arthur: e, h, a

Olivia: f, k b

Exercise 6b 2.9 Audio script pT88

- Tell students to copy the chart in their notebooks.
- Play the recording again, pausing after each dialogue to give students time to write their answers. Play the recording again if necessary.
- Give students another minute or two to check their answers.
- Check answers as a class. You could ask some students to complete the chart on the board or interactive whiteboard.

ANSWER KEY

	Delia	Arthur	Olivia
1	four o'clock this afternoon / 4 pm	ten past four / 4.10 pm next Wednesday	Sunday afternoon
2	going to the doctor's	playing basketball	visiting grandparents
3	four o'clock / 4 pm on Thursday, 12th May	half past ten / 10.30 am tomorrow / Saturday morning	tomorrow evening
4	going on a school trip	going to a wedding	babysitting for neighbours
5	six o'clock / 6 pm this Friday	half past four / 4.30 pm on Friday 18th October	Monday after school

Exercise 6c 2.10 Audio script pT88

- Read the instructions with the class and make sure that students understand what they have to do.
- Play the recording while students study their charts to think about what they have to say.
- Ask a strong student do the first dialogue as a model. Tell them to use their own words to respond.
- Do the same with the other two dialogues, choosing different students for each.

Grammar: time expressions

- Students copy and complete the table in their notebooks.
- Check answers as a class.

ANSWER KEY

1 this 2 tomorrow 3 today 4 this 5 next

Speaking

Exercise 7

- Read the instructions with the class and make sure that students understand what they have to do. Encourage them to use the expressions in this lesson as well as their own ideas, and to be creative. If you are pressed for time, ask each pair to choose two of the four situations.
- Students practise the dialogues in pairs, taking turns to be the person calling to change the appointment and the person answering the call. Walk around, monitor and help as necessary.
- Ask a few pairs to perform one of the dialogues for the class. Ask the other students to listen carefully and complete a chart as in exercise 6b about the details they hear for each dialogue.

Revision idea

Use the recording from exercise 6c, but ask students to prepare their own responses to the speaker's questions. Play the recording, pausing after each question to allow students to write a response. Give them time to compare responses and rewrite if necessary. Then play the recording again, stopping after each question and eliciting students' responses. Weaker classes could do this exercise in pairs. When they have finished, write some good examples on the board for students to copy.

Everyday English

Talking about arrangements

5 Complete the expressions.

Suggesting

Can you ¹_____ today?What ²_____ 3.45 next Monday?

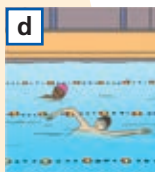
Refusing

I'm sorry, but that's no ³_____ for me.I'm afraid I ⁴_____ make it at 2.30.

Thinking

Let me ⁵_____.⁶_____ a minute.

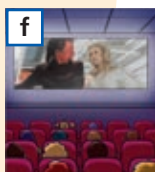
Accepting

Yes, that will be ⁷_____.6 a 2.9 Listen to the dialogues. Choose three pictures for each name.

Delia

Arthur

Olivia

b 2.9 Listen again. Copy and complete the chart.

		Delia	Arthur	Olivia
1	Original time			
2	Reason for changing			
3	New time: first suggestion			
4	Reason for refusing			
5	New time: second suggestion			

c 2.10 Listen again. This time you will only hear the person who answers the phone. Use the information in your chart to take the role of Delia, Arthur and Olivia.

Grammar: time expressions

Copy and complete the table.

Past	Present	Future
yesterday morning afternoon evening	¹ _____ morning afternoon evening	² _____ morning afternoon evening
last night	tonight	tomorrow night
yesterday	³ _____	tomorrow
last Monday week weekend month year	⁴ _____ Monday week weekend month year	⁵ _____ Monday week weekend month year

Speaking

7 Work with a partner. Make dialogues to change these things. Follow the pattern.

- an appointment at the doctor's
- an arrangement to go swimming with a friend
- the time for an interview for a Saturday job
- an arrangement to play tennis with a friend

A Phone to change an appointment or arrangement. Give a reason.

B Suggest another day / date / time.

A Refuse. Give a reason.

B Suggest another day / date / time.

A Accept.

B Confirm the new appointment or arrangement.

A Say goodbye.

2D A Christmas Carol

Extensive reading

1 a Look at the pictures. Who is the main character? Find his name in the story.

b What do you think is happening in each picture?

c What do you think the story is about?

2 **2.11** Read and listen to the story. Put the pictures in the correct order.

3 a Match the names to the descriptions.

- | | |
|----------------|---------------------|
| 1 Bob Cratchit | a Scrooge's fiancée |
| 2 Fred | b Scrooge's partner |
| 3 Jacob Marley | c Bob's son |
| 4 Belle | d Scrooge's nephew |
| 5 Tiny Tim | e Scrooge's clerk |

b Find the people in the pictures.

4 Answer the questions.

- What were the three spirits called?
- What did each spirit show Scrooge?
- Why did Marley's ghost visit Scrooge?
- What was Marley like when he was alive?
- Why didn't Scrooge marry Belle?
- Why was Scrooge ashamed when he saw the Cratchits' Christmas?
- Who was 'the dead man'?
- Why was the boy in the street surprised?

5 a How did Scrooge change after the spirits' visit? Copy and complete the chart.

Before	After
He didn't pay Bob much money.	He doubled Bob's wages.

b What is the moral of the story?

A *Christmas Carol* is one of the most popular stories about Christmas of all time. It was written by Charles Dickens in 1843 and was an instant success. Since then it has been adapted many times for the theatre, cinema and television.

It was Christmas Eve, and Ebenezer Scrooge was sitting in his cold, miserable office. In the next room, his clerk, Bob Cratchit, was working. Cratchit's office didn't have a fire, so it was even colder than his boss's.

'Merry Christmas, Uncle!' cried a happy voice. It was Scrooge's nephew, Fred.

'Bah, humbug!' said Scrooge. He was a mean, cold-hearted old man and he hated Christmas.

'Are you going to join us for our Christmas dinner tomorrow, Uncle?' said Fred. 'We're eating at one o'clock.' But Scrooge didn't think people should celebrate, even on Christmas Day, so he refused.

As Fred was leaving, two gentlemen came to the office. They were collecting money for the poor. Scrooge was very rich, but he didn't give them any money. 'I'm not going to give money to people who don't work – even at Christmas!' he told the gentlemen.

When the time came to close the office, Scrooge spoke to his clerk.

'I suppose you want a day off tomorrow.'

'If you don't mind, sir. It will be Christmas Day.'

'Well, I do mind. Why should I pay you for a day's work in the office, when you won't be here? But I suppose you must have it.' With that, Scrooge went home to his cold, dark house.

That night, as Scrooge was eating a bowl of soup, he heard a strange noise. He heard someone pulling some heavy chains across the floor. Suddenly, a ghost walked straight through his door. It was Jacob Marley, Scrooge's old business partner.

'Marley!' cried Scrooge, 'But you died seven years ago!'



2D A Christmas Carol

Extensive reading

Background information

Charles Dickens (1812–1870) is a very famous Victorian English author. His novels include *Oliver Twist*, *David Copperfield* and *Great Expectations*. His stories are often about the social conditions and problems of his time. He is particularly well known for his vivid descriptions of his characters.

Exercise 1a

- Tell students they are going to read a story adapted from a famous novel called *A Christmas Carol* by Charles Dickens.
- Elicit or explain the meaning of *carol* (a Christian religious song sung around the Christmas holidays, especially in a church or outdoors, and often to collect money for charity). Ask students if their country has a similar tradition.
- Ask them to read the introduction to the story on page 26. Ask: *Have you heard of Charles Dickens? Do you know the names of any other famous English writers?*
- Ask students to look at the pictures and tell you who the main character is. Ask them to describe him. They then scan the text to find his name (Ebenezer Scrooge).

Exercise 1b

- Put students into pairs and ask them to discuss what is happening in each picture. To encourage full descriptions, write the following questions on the board:
Who are the people?
Where are they?
What are they doing?
How do they feel? Why?
Help with vocabulary if necessary.
- Ask confident students to describe each picture.

Exercise 1c

- Students work in groups to guess what the story is about.
- Ask one student from each group to share their group's ideas with the class.

Exercise 2 2.11

- Play the recording for students to read and listen. They then work with a partner to put the pictures in order.
- Check answers as a class. Discuss any new vocabulary.

ANSWER KEY

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

Exercise 3a

- Students work individually to match the names to the descriptions. They then compare their answers with a partner.
- Check answers as a class.

ANSWER KEY

1 e 2 d 3 b 4 a 5 c

Exercise 3b

- Students work in pairs to identify the people in the pictures.
- Check answers as a class.

ANSWER KEY

Bob Cratchit: e, f (in the background)

Fred: c, f (in the background)

Jacob Marley: d

Belle: b

Tiny Tim: e

Exercise 4

- Students read the text again and answer the questions.
- Check answers as a class.

POSSIBLE ANSWERS

- 1 The three spirits were the Ghost of Christmas Past, the Ghost of Christmas Present and the Ghost of Christmas Future.
- 2 The Ghost of Christmas Past showed Scrooge himself as a young man enjoying himself, dancing and singing with his fiancée.
The Ghost of Christmas Present showed him Bob Cratchit and his family having Christmas dinner.
The Ghost of Christmas Future showed him people crying because Tiny Tim was dead, but nobody crying or caring about Scrooge's own death.
- 3 He visited Scrooge to tell him about his (Marley's) punishment after his death (carrying chains), and to warn Scrooge that he must change.
- 4 He was never good or generous.
- 5 He became more interested in money and Belle married someone else.
- 6 He was ashamed because the Cratchits were enjoying Christmas even though they were poor, whereas he was mean and unhappy.
- 7 The dead man was Ebenezer Scrooge.
- 8 He was surprised because Scrooge didn't know it was Christmas Day.

Exercises 5a, 5b

See page T27.

Exercise 5a

- Ask students to copy the chart into their notebooks, then work in groups to complete it.
- Check answers as a class.

POSSIBLE ANSWERS

Before	After
He was mean.	He was generous.
He refused Fred's invitation.	He went to Fred's house for dinner.
He didn't give any money for the poor.	He gave a lot of money for the poor.
He was miserable.	He was cheerful.
He didn't like Christmas.	He enjoyed Christmas.

Exercise 5b

- Check that students understand *moral* (a practical lesson that a story, an event or an experience teaches you). Ask students for their ideas. They may have different ideas.

POSSIBLE ANSWERS

Money doesn't bring you happiness. If you are kind and generous to other people, you will have a happy life.

Optional extra

Put students into groups of four or five. Encourage each group to choose a different scene from the story and write the dialogue for that scene. Walk around, monitor and help as necessary. When they have finished, ask each group to perform its scene for the rest of the class. Have a class vote for the best performance.

Revision idea

Play a game. Put students into four teams. Each team writes six questions about the story. They then work with another team to ask and answer each other's questions without looking at their books. The teams with the most correct answers win. The two winning teams then play the game again against each other to find the overall winner.

'Yes,' said the ghost, 'and for seven years I have carried these chains that I made in my lifetime. I cannot rest, because I was never good or generous when I was alive.' 'But why are you here?' said Scrooge. 'What do you want?' 'I am here to warn you, Ebenezer. If you don't change your ways, you, too, will carry chains like these for eternity. Three spirits will visit you tonight. Remember what I have told you.'

With that, the ghost disappeared through the window. Scrooge ran to the window and looked out. The air was full of spirits, all carrying chains and crying sadly. Scrooge closed the window and went to bed. He soon fell asleep, but, just as Marley's ghost said, three spirits visited Scrooge that night. Each one took him on a journey.

The first spirit was the Ghost of Christmas Past. The spirit took Scrooge back to a time when he was a young man. He saw himself at Christmas at a party. He was singing and dancing. The spirit then showed him his beautiful fiancée, Belle, too. When he was young, he wanted to get married, but as he got older, Scrooge started to love money more than people. Gradually he lost all his friends. Belle married someone else, and Scrooge became a mean, lonely old man. Scrooge didn't enjoy seeing all this.

The second visitor was the Ghost of Christmas Present. He took Scrooge to see Bob Cratchit and his family. They were very poor, because Scrooge didn't pay Bob very much. They only had a very small chicken for Christmas dinner, but they were laughing and smiling – even Tiny Tim, who was very sick and weak. Scrooge felt ashamed. The Cratchits were enjoying Christmas even though they were poor. He had lots of money, but he was mean and unhappy.

The last spirit was the Ghost of Christmas Future. He showed Scrooge Christmas in the future – and it was a terrible future. Tiny Tim was dead, because his parents couldn't afford medicine for him. The Cratchits were heartbroken and Bob was crying. Someone else was dead, too, but nobody cried for him. In fact, a lot of people were happy.

'Who has died?' asked Scrooge. The spirit said nothing, but he took Scrooge to a cemetery.

'Why have you brought me here?' he asked. Again, the spirit said nothing. He just pointed to the dead man's grave. On it was the name – Ebenezer Scrooge.

Scrooge was terrified. 'Spirit. Listen! I'm going to change my ways. I promise. I've seen many things tonight and I've learnt my lesson. Please tell me that the future won't be like this. Please! Please!' The spirit didn't reply.

Suddenly, Scrooge was back in his own bed again and it was morning. He jumped up and ran to the window.

'What day is it?' he called to a boy in the street.

'Today?' The boy was very surprised. 'Why, it's Christmas Day.'

'So I haven't missed it,' thought Scrooge. 'God bless you, Jacob Marley. And God bless Christmas!'

From that moment Scrooge was a different man. First he sent the boy to buy an enormous turkey and take it to the Cratchits. Then he went out into the street and said 'Merry Christmas' to everyone that he met. As he was walking along, he saw the gentlemen who had come to his office. 'If you come to my office tomorrow, I'll give you some money for the poor – a lot of money,' he told them. The gentlemen were very surprised. His nephew, Fred, and his wife were surprised, too, when Scrooge arrived for Christmas dinner. After Christmas when Bob Cratchit returned to work, Scrooge said: 'I'm going to double your wages, Bob. And I'm going to give you some money to help Tiny Tim.' So Tiny Tim didn't die, and Scrooge didn't have any more visits from spirits. He was always cheerful at Christmas and he lived happily for the rest of his life.





1 a 2.12 Read and listen to the text. Put the schools in the correct order.

- | | |
|---|---|
| ☐ a Senior High School | ☐ c College |
| ☐ b Junior High School | ☐ d Grade School |

b How old are the students at each place?

2 a What events do the photos show? What happens there?

b Do you have events like these in your country?

3 Answer the questions.

- 1 How long is the school day in American schools?
- 2 Why are sport and music important in American schools?
- 3 What happens when students leave school?
- 4 What kinds of education aren't free? How are they paid for?

4 Compare education in the USA with education in your country. What things are similar? What things are different?

EDUCATION IN THE USA

Children in the USA start Grade School when they are six years old. When they are eleven, they go to Junior High School, and at the age of fourteen to Senior High School.

The school day usually runs from seven or eight o'clock in the morning to half past two or three o'clock. Pupils have homework to do after that. In most schools, the day starts with a flag ceremony. Pupils and teachers stand with their hand on their heart and make a pledge of loyalty to the flag and the country while the American flag is raised.

American schools try to create a strong sense of community. Schools have their own teams for American football, baseball, ice hockey and basketball. They usually have bands and drama groups, too. When sports teams play against other schools, it's a big event. Pupils and their parents come to watch. The cheerleaders dance and the school band plays, too.



Pupils can leave school when they are sixteen, but most stay at school till they are eighteen. Then they go to university. (Americans normally call it 'college'.) They usually spend four years at university. They don't always go to a local university. A lot of students study in cities hundreds of miles from their home.

State education in the USA is free up to the age of eighteen. There are some private schools that parents pay for, but most children go to state schools. College isn't free. Parents have to pay, and students often have a part-time job, too. They work in shops, restaurants and petrol stations.

When students leave school (including Grade School and Junior High School) or university, they have a Graduation Day. This is a very big event. The students who are graduating wear gowns and caps. Their parents come to watch their children receiving their graduation certificates. At the end of High School there's usually a big dance, too. It's called the 'High School Prom'.





Education in the USA

Culture materials on the DVD or the Classroom Presentation Tool

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

Exercise 1a 2.12

- Elicit any knowledge students might already have about the American education system from films or TV programmes. Ask them to try and put the four types of school in order.
- Play the recording for students to read and listen to the text.
- Check answers as a class.

ANSWER KEY

1 d 2 b 3 a 4 c

Exercise 1b

- Students scan the text to find the ages.
- Check answers as a class.

ANSWER KEY

Grade School: 6–11

Junior High School: 11–14

Senior High School: 14–18

College: 18(+)

Exercise 2a

- Elicit or pre-teach *ceremony, make a pledge, loyalty, raise, (sense of) community, cheerleader, state, graduate (verb), graduation, gown* and *certificate*.
- Students read the text again to find the information about the events. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- a Graduation Day: This takes place when students leave school or college. The students wear gowns and caps and parents come to watch their children receive their graduation certificates.
- b sport teams playing against other teams: Pupils and their parents come to watch. Cheerleaders dance and the school band plays, too.
- c flag ceremony: This takes place at the start of the school day. Students make a pledge of loyalty to the flag and the country while the flag is raised.
- d the High School Prom: This takes place when students leave High School. It's a big dance.

Exercise 2b

- Ask students if they have similar events in their country and what happens at them.

Exercise 3

- Ask students to try to answer the questions without looking at the text. They then scan the text to check their answers.
- Check answers as a class.

ANSWER KEY

- The school day starts at seven or eight o'clock in the morning and ends at half past two or three o'clock.
- They are important because they help to create a strong sense of community. American schools have sports teams and bands. Parents come along to watch sports and other school events.
- There is a graduation ceremony and students receive a certificate.
- Private schools and universities are not free. Parents pay for them and students often have a part-time job to help pay for college.

Exercise 4

- Lead a class discussion about the similarities and differences between the American education system and the education system in the students' own country. Write ideas on the board for students to comment on and copy.
- Alternatively, put students into groups. Ask each group to find three similarities and three differences. They then share their ideas with the class.

Optional extra

In class or as homework, students choose three key school events in their country and write a short description of each event. They should explain why the events are important.

Optional extra

You could use the Culture reading text as the starting point for a class or group discussion. Choose from the following suggestions:

- Which education system do students prefer: their own or the American? Why? What is good and not so good about each one, in their opinion?
- How important is sport at the students' own school? How do they feel about competitiveness in school sports?
- Should university education be free for everyone? What arguments are there for and against free higher education?

Biology: body clock

Exercise 1

- Tell students to look at the pictures and the title *Biology: body clock*. Elicit what they think the text will be about. Accept any suggestions, but do not reveal the answer.
- Put students into small groups and ask them to discuss the questions.
- Elicit ideas from each group and write some statistics on the board. Ask students whether they think they are typical of their age group as far as their sleeping habits are concerned.

Exercise 2 2.13

- Ask students to describe the two pictures. Ask: *Do you think the scenes are typical of your age group?*
- Elicit or explain the meaning of *hormone* and *brain*, giving translations if necessary.
- Play the recording for students to read and listen. As this is a long text, allow them to listen once all the way through and check what they remember before moving on to the question.
- Students read the text again and find the information about each time. They then compare ideas with a partner.
- Check answers as a class.

ANSWER KEY

10 am: This is the time that some scientists think teenagers should start their school day.

7 hours: This is the amount of time that most teenagers normally sleep for.

7 am: This is the natural time for a child to wake up.

9 am: This is the natural time for a teenager to wake up.

midnight: This is the natural time for a teenager to go to sleep.

6 am: This is the time that American teenagers get up to go to school.

9 hours: Teenagers need nine hours of sleep a night.

Exercise 3

- Play the recording again for students to read and listen to the text. They then work with a partner to match the sentence halves.
- Check answers as a class. Refer students back to the statistics on the board. Ask: *Are they similar to or different from what you read in the text? How are they similar or different? Did any of the information in the article surprise you?*
- Ask students to summarize what their body clock does. (It controls how you feel at certain times of the day by regulating the production of two hormones: melatonin and adrenalin.)

ANSWER KEY

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

Exercise 4

- Refer students back to their discussions at the beginning of the lesson. Put them into the same groups to discuss the questions.
- Allow at least five minutes for the discussions.
- Elicit ideas from each group and invite comments from the rest of the class.

Biology: body clock

1 Work in a group. Discuss these questions.

- 1 How long do you sleep every night?
- 2 What time do you go to bed?
- 3 Do you feel tired in the morning?
- 4 Do you switch off your mobile phone at night?

2 2.13 Read and listen to the text. What does it say about these times?

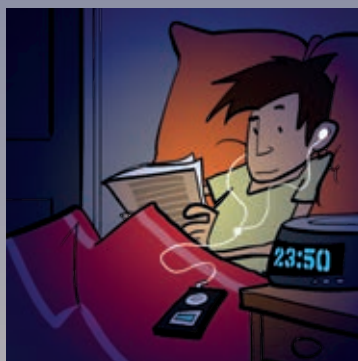
10 am	7 hours	7 am	9 am
midnight	6 am	9 hours	

3 Match the halves of the sentences.

- 1 Melatonin is a hormone
 - 2 People wake up in the morning
 - 3 Your body clock
 - 4 Teenagers are tired in the morning
 - 5 It isn't a problem for children
 - 6 Bright light and loud noise
 - 7 It's worse for American students
 - 8 Some scientists think that
- a stop you falling asleep.
 - b because they start school earlier.
 - c controls the production of melatonin.
 - d because they wake up naturally at 7 am.
 - e teenagers shouldn't go to school till 10 am.
 - f because their body stops producing melatonin.
 - g because they don't get enough sleep.
 - h that makes you feel sleepy.

4 Work in a group. Do you agree with the ideas in the text? Discuss these questions.

- 1 Should parents take all modern technology out of teenagers' bedrooms?
- 2 Should the school day start later for teenagers? Why? / Why not?



Why do you wake up in the morning and go to sleep at night? The answer is that we all have a body clock. Your brain produces hormones, like melatonin and adrenaline, which control the way your body works. The body clock controls the production of these hormones, so that your body produces more at some times of the day and less at other times. As a

result, you wake up and feel sleepy at different times of the day.

When light hits your eyelids in the morning, your brain switches off the sleep hormone, melatonin, your temperature rises and you wake up. In the evening, when it's dark, your brain starts to produce melatonin again, and your body gets ready to go to sleep.

If you don't get enough sleep, you will feel tired the next day. According to a recent survey, most teenagers say that they don't get enough sleep. They need about nine hours, but they normally only get about seven hours. However, teenagers say that they go to bed at about 10 or 10.30 in the evening and they get up at about 7.30. That's nine hours, so why don't they get enough sleep?

The problem is that the body clock doesn't stay the same all through your life. When you're a child, you wake up naturally at about seven o'clock, but when you become a teenager, your body clock changes. The natural time for a teenager to wake up is nine o'clock in the morning and the natural time to go to sleep is midnight. When you become an adult, the body clock will go back to the early time again. Scientists don't know why.

Modern technology makes the problem worse. A lot of teenagers have TVs, computers, MP3 players and mobile phones in their bedrooms. The bright light from a TV or computer screen stops the production of melatonin and so keeps you awake. Loud music and texts from friends will also make it difficult to sleep.

Dennis, 14, is one of the teenagers in the survey. 'I go to bed at 10.15 every night, but I don't get nine hours sleep,' says Dennis. 'I know that I won't go to sleep if I switch the light off straightaway. So, I normally read and listen to music or the radio for an hour and a half. My parents don't understand. When I'm awake in the evening, they say: "Go to bed." Then at 7.30 in the morning when I'm asleep, they say: "Get up."'

Another teenager in the survey, Anita, says: 'It's bad for me in England. I start school at 8.45, but it's worse for my friend, Suzie, in the USA. She has to get up at 6, because she starts school at 7.15!'

Some scientists now think that the school day for teenagers should start later – at about 10 am.



Grammar

1 Complete the sentences. Use the most appropriate future form (*will*, *going to* or *present continuous*).

- 1 • What _____ (you / do) after school today?
 - I _____ (play) tennis with Mark at five o'clock.
- 2 I hope I _____ (get) a good job when I leave school.
- 3 • Do you think you _____ (win) the match on Sunday?
 - No. They're very good, so I think we _____ (lose).
- 4 I can't go out tonight. I've decided that I _____ (practise) for my piano exam.
- 5 How can I get some money? I know. I _____ (wash) the car and maybe Dad _____ (give) me something for it.
- 6 • Do you think you _____ (go) to university when you leave school?
 - Yes. I've decided that I _____ (study) Biology.
- 7 • _____ (you / do) anything on Saturday morning?
 - Yes, Jack and I _____ (go) shopping. I _____ (buy) a new coat.

2 Make advice with conditional sentences. Use the cues.

So you want to decorate your room?

Here are a few tips.

- 1 **Choose your colours carefully.**
use dark colours / room look smaller
If you use dark colours, the room will look smaller.
- 2 **What furniture will you need?**
need a desk and chair /
do your homework there
- 3 **How much time have you got?**
be quicker / use paint rather than wallpaper
- 4 **Do you want to do it on your own?**
friends help you / have a lot of fun
- 5 **Clear the room first.**
be easier / take everything out of the room
- 6 **Be careful with ladders.**
fall off / hurt yourself
- 7 **Wear old clothes.**
get paint on your clothes /
not come off easily
- 8 **Make the room a nice place to be in.**
room look brighter /
put a mirror in a corner



Listening

3 2.14 Listen to the dialogues. Complete the sentences with the correct times.

- 1 The film starts _____.
- 2 The graduation party is _____.
- 3 The school trip is _____.
- 4 Roger was born _____.
- 5 The museum is closed _____.
- 6 The appointment is _____.
- 7 They're going to the park _____.
- 8 They're going skiing _____.

Writing and speaking

4 a Work with a partner. Read the information and write the dialogues.

- 1 You phone the dentist's surgery to make an appointment with Mr Jones. The receptionist suggests 3.15 on Wednesday. However, you don't finish school till 3.30. The receptionist then suggests 4.45 on Thursday. You accept.
- 2 You phone the optician's to change an appointment. Your appointment at the moment is at 10 am on 8 November, but you're in a swimming competition that day. The receptionist suggests five o'clock on 10 November. You accept.

b Work with a partner. Practise your dialogues.

Study skills

How to do your best in exams

Exams are very important. Match the explanations to the advice.

- 1 Plan your revision.
 - 2 Don't revise late the night before the exam.
 - 3 Read the instructions for each task carefully.
 - 4 Don't panic.
 - 5 Don't waste time.
 - 6 Always answer everything.
 - 7 If you finish early, don't just stop.
- a Make sure you understand what you have to do.
 - b You'll be tired the next day.
 - c Use the time to check all your answers again.
 - d Give yourself enough time to revise everything.
 - e You can't think clearly if you're worried.
 - f If you really don't know something, make a guess.
 - g If you don't know something, move on and come back to it later.

SILENCE
EXAMINATION
IN PROGRESS

Grammar

Exercise 1

- Students do the exercise individually, then compare answers with a partner.
- Check answers as a class, asking students to say the full sentences for practice.

ANSWER KEY

- 1 are you doing, 'm playing
- 2 'll get
- 3 'll win, 'll lose
- 4 'm going to practise
- 5 'll wash, will give
- 6 'll go, 'm going to study
- 7 Are you doing, are going, 'm going to buy

Exercise 2

- Go through the example with the class and make sure students understand what they have to do.
- Students do the exercise individually, then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 2 You'll need a desk and a chair if you do your homework there.
- 3 It'll be quicker if you use paint rather than wallpaper.
- 4 If your friends help you, you'll have a lot of fun.
- 5 It'll be easier if you take everything out of the room.
- 6 If you fall off, you'll hurt yourself.
- 7 If you get paint on your clothes, it won't come off easily.
- 8 The room will look brighter if you put a mirror in a corner.

Exercise 3 2.14 Audio script pT88

- Explain to students that they will hear a recording of people talking about arrangements.
- Play the recording for students to listen and complete the sentences. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 The film starts at quarter to seven.
- 2 The graduation party is on 30th June.
- 3 The school trip is in March.
- 4 Roger was born in 1991.
- 5 The museum is closed on Mondays.
- 6 The appointment is at half past three on Saturday afternoon.
- 7 They're going to the park in the morning.
- 8 They're going skiing at Christmas.

Writing and speaking

Exercise 4a

- Students work in pairs to write the dialogues for both situations. Walk around, monitor and help as necessary.

Exercise 4b

- Students practise one dialogue and then change roles and practise the second.
- Ask some confident pairs to perform each dialogue in front of the class.

Study skills: How to do your best in exams

- Put students into pairs and ask them to discuss the advice for how to do their best in exams. Encourage them to say why each piece of advice is useful.
- Ask students to share their ideas with the class and write any useful advice on the board.
- Ask students to do the exercise individually and then compare answers with a partner.
- Check answers as a class. Ask students if they agree with the advice and whether they already follow some of it. If students have not tried some of the strategies, suggest that they try them and see which ones work for them.

ANSWER KEY

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

Your Project

2

Develop your writing

Making generalizations

Exercise 1a

- Point out that the expressions in the chart give an approximate idea of quantity, from the biggest (*All*) to the smallest (*No*). Write *100% = all* on the board.
- Ask students which word or expression they would use for:
99% (almost all) 20% (a few)
75% (most) 5% (not many)
50% (a lot of) 0% (no)
35% (some)
- Students work in pairs to make sentences with the expressions and phrases in the chart.

Exercise 1b

- Students complete the sentences. Explain that more than one answer is possible.
- Check answers as a class. Discuss which words and phrases are possible or impossible in each case, and why.

POSSIBLE ANSWERS

- Most / A lot of / Some / A few
- Some / A few
- Almost all / Most / A lot of
- Some / Most

Exercise 1c

- Ask students how the words in bold in exercise 1b are used.

ANSWER KEY

We use them to connect contrasting ideas.

Exercise 1d

- Students write sentences individually or, in weaker classes, in pairs. Walk around, monitor and help as necessary.
- Give students time to compare ideas and make corrections or suggestions, before asking them for example sentences.
- Ask some students to read out their sentences for the class.

Project task

- Read the instructions and make sure students understand what they have to do.
- In pairs or small groups, students brainstorm ideas and possible sources of information and pictures.
- They should decide how they are going to present their projects, e.g. as a leaflet, a web page or a short video.

Preparation

- Students do the research in pairs or small groups.
- They write their texts individually and then swap with a partner to check for errors. Remind them to focus on what is relevant and specific to the system and not go into unnecessary detail. Elicit how many main paragraphs there should be, apart from a short introduction and, if appropriate, a summary (four paragraphs, i.e. one for each question).
- They write the final draft and illustrate it with pictures, tables and diagrams.

Presentation and follow-up

- Make sure any necessary equipment is available for the presentations. Allow time for all students to present their projects, or organize an exhibition for the class to explore.
- Have a class vote for the best project.

Song

In Only Seven Days

Background information

In Only Seven Days is a song written by John Deacon and performed by Queen on their 1978 album *Jazz*.

Exercise 1 2.15

- Ask students to read the song lyrics.
- Play the song for students to listen and choose the correct words. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- start
- good
- on the beach
- looked
- tomorrow
- My luck
- name
- hundred
- Friday
- there
- on Sunday
- sad

Exercise 2

- Ask students to read the song again and find the information. They should also find out which day 'today' is in the song. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

Monday: the start of his holiday
Tuesday: he saw her down on the beach and she smiled at him
Wednesday: he didn't see her
Thursday: she was there on her own and he asked her name
Friday: he held her close to him
Saturday ('today'): it's only twenty-four hours more
Sunday: he's going back home

Your Project

2

Develop your writing

Generalizations and contrast

1 a Use the chart. Make sentences.

All	Almost all	parents have to pay.
Most	A lot of	schools start at 7.30.
Some	Not many	students leave at 16.
A few	No	

b Complete the sentences with words from the chart. More than one answer is possible.

- _____ students bring sandwiches, while others buy lunch at the cafeteria.
- _____ schools finish at three o'clock, but most finish at 3.30.
- _____ schools in Britain have a school uniform. In the USA, **on the other hand**, very few schools have one.
- In the USA, _____ students stay at school till they are 18. **However**, a lot of students leave at 16.

c How do we use the words in bold?

- Where does each word go in the sentence?
- What punctuation does it need?

d Use the expressions to make sentences about school life in your country. Write about:

starting school the school day lunch
uniforms leaving school

Most children start school when they are ... years old, but a few start when they are ...

Project task

Write a project about your country's education system. Answer these questions.

- What are the different kinds of schools, colleges and universities?
- Who pays for education?
- What is a typical day like?
- Apart from teaching, what other things do schools do?

Illustrate your project with pictures and diagrams.

Song

1 2.15 Listen and choose the correct words.

2 What happened on each day of the week?

IN ONLY SEVEN Days

Monday, the ¹first day / start of my holiday
Freedom for just one week
Feels ²good / great to get away, ooh

Tuesday, saw her down ³on the beach /
by the pool
I stood and watched a while
And she ⁴turned / looked and smiled at me

Wednesday, I didn't see her
I hoped that she'd be back ⁵next day / tomorrow
And then on Thursday
⁶The weather / My luck had changed
She stood there all alone
I went and asked her ⁷name / for a date
I never thought that this could happen to me
In only seven days
It would take a ⁸hundred / thousand or more
For memories to fade

I wished ⁹Friday / the week would last forever
I held her close to me
I couldn't bear to leave her ¹⁰arms / there

Saturday just twenty-four hours
Oh no, I'm going back home ¹¹today / on Sunday

Ooh so ¹²sad / soon alone



3A Would you dare?



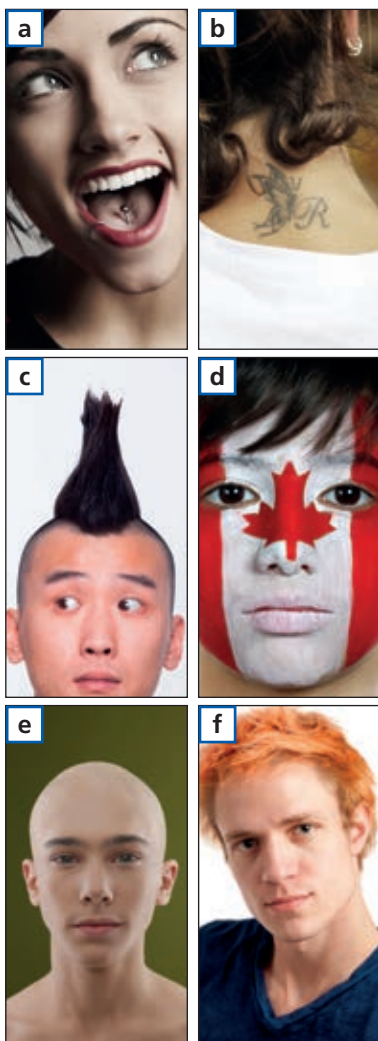
Vocabulary

Body art

1 a Match the expressions to the photos below.

- 1 painted their face in their team's colours
- 2 had their tongue pierced
- 3 dyed their hair orange
- 4 shaved their head
- 5 had an unusual hairstyle
- 6 had a tattoo

b Do you know anyone who has done any of these things?



Comprehension

2 a 2.16 Read and listen to the dialogue. Which of the things in exercise 1 do Jake and Ella talk about?

b Copy and complete the chart.

	would do	wouldn't do	reason
Jake			
Ella			

c What do they dare each other to do? Do you think they will do it?

d Has anyone ever dared you to do something? Did you do it?



Jake Hey, look. There's a new tattoo place here.

Ella Oh, yes. If I had a tattoo, I'd have a little butterfly on my shoulder. What about you?

Jake A tattoo? My parents would go mad if I did anything like that. Would you have your tongue pierced?

Ella No, I wouldn't do that. I'd have my eyebrow pierced, but not my tongue. Ugh.

Jake No, me neither. It would feel really weird.

Ella Would you shave your head?

Jake Yes, I would. My hair would grow again, wouldn't it? But I'd do it in summer, so that it wouldn't be too cold. How about you? Would you shave your head?

Ella No, I wouldn't. What would I look like with no hair? Anyway, I don't believe you. You wouldn't do it, either.

Jake Yes, I would.

Ella Well, there's a hairdresser's over there. Go on. I dare you.

Jake OK. I'll do it if you go in here and have a tattoo.

Ella Well ...

Unit overview

Grammar: *would*; second conditional; *so ... that*; reflexive pronouns

Vocabulary: Body art; verbs and nouns (word formation); warning signs; nouns and adjectives (word formation); Everyday English: giving warnings and advice

Skills: Reading: comprehension, ordering events, completing a chart, true / false or doesn't say, identifying things mentioned, identifying reference to numerical information, extensive reading; Speaking: completing a quiz, describing a picture, role-play, retelling a story, talking about hypothetical situations; Listening: ordering events, multiple matching, listening for gist

Culture: Activity centres

The Culture page can be studied after lesson 3C or at the end of the unit.

English Across the Curriculum: Geography: plate tectonics
The English Across the Curriculum page can be studied after lesson 3B or at the end of the unit.

Your Project: Develop your writing: expressing addition
Project: A brochure for an activity centre

Song: *Don't Sit Down 'Cause I've Moved Your Chair*

POSSIBLE ANSWERS

Age: A person goes through physical and emotional changes during their teenage years. Many teens choose to create an identity for themselves by changing their appearance. They might try to separate themselves from their parents and other authority figures by dressing in a way that they feel is shocking or unacceptable, or by getting a piercing or tattoo.

Culture: In Borneo, tattoos show a person's life history; in Maori culture, they show a person's status in society.

Piercings are common amongst some African and Amazonian tribes, who use them to show status.

Social class: In some countries, people of a certain social class or profession can be identified by tattoos. For example, it was common for English sailors to have tattoos. In Japan, tattoos are common amongst members of the Yakuza (Japanese organized crime gangs).

Comprehension**Exercise 2a** **2.16**

- This photostory is available as video on the DVD and on the Classroom Presentation Tool.
- Ask students to look at the photo and suggest what Jake and Ella might be talking about.
- Play the recording for students to read and listen for the things that are mentioned. They then compare answers with a partner before you check with the class.

ANSWER KEY

tattoo, pierced tongue, shaved head

Exercise 2b

- Students copy the chart into their notebooks. Play the recording again, pausing for students to write their answers.
- Give students another minute or two to check and finalize their answers. Play the recording again if necessary.
- Check answers as a class. You could ask some students to complete the chart on the board or interactive whiteboard.

ANSWER KEY

Jake would shave his head. He wouldn't get a tattoo (his parents would go mad) or have his tongue pierced (it would feel weird). Ella would get a tattoo. She wouldn't have her tongue pierced (she says 'Ugh') or shave her head (she thinks she would look silly with no hair).

Exercises 2c

- Students discuss the questions in pairs. Have a show of hands to determine the class's opinion.

ANSWER KEY

Jake says he'll shave his head if Ella gets a tattoo.

Exercise 2d

- Put students into small groups to discuss the questions.
- Ask them to share their ideas with the class.

3A Would you dare? **Vocabulary****Body art****Exercise 1a**

- Focus attention on the photos and ask students if they know the English words for any of the 'looks'. Write any useful vocabulary on the board.
- Students work in pairs to match the expressions to the photos.
- Check answers as a class.

ANSWER KEY

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

Exercise 1b

- Put students in groups to discuss the question.
- Ask a few students to share their ideas with the class. Ask if they would like to do any of these things, and why (not).

Optional extra

To further explore the topic, ask students to discuss why people sometimes change their appearance radically. Write the following points on the boards for them to consider: *Age, Culture, Social class or profession*. Encourage them to give reasons for their answers and examples and to ask follow-up questions to keep the discussion going. If they are stuck for ideas, read through the possible answers below and ask students if they can think of more examples.

• Grammar

would

Exercise 3a

- Students complete the dialogue on their own and then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

1 Would 2 would 3 would 4 wouldn't 5 'd
6 wouldn't 7 Would 8 wouldn't 9 would

Exercise 3b

- Students answer the questions on their own, then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

c

Exercise 3c

- Students discuss the forms in pairs and then compare ideas with another pair.
- Check answers as a class. You could ask students for example sentences.

ANSWER KEY

1 *would + not + base form*
2 *'d (affirmative); wouldn't (negative)*
3 *Would + subject + base form*

Exercise 4a

- Students discuss the question in pairs or small groups.
- Ask confident students to report some of their group's answers.

Exercise 4b

- Students write their list and then share their ideas with a partner. Encourage them to give reasons for what they would and wouldn't do.
- Elicit some of their ideas. Write some of them on the board as examples.

Second conditional

Exercise 5

- Read the explanation with the class and give students time to study the example sentences. Elicit the rule for the second conditional: we use the past simple in the *if* clause, and *would* + base form in the main clause. Point out that we only use a comma if the *if* clause comes first. Also, emphasize that although a past verb form appears in the *if* clause, the second conditional never refers to the past.
- Elicit how the students' own language expresses the second conditional. Is it similar or different?

Exercise 6

- Students complete the sentences on their own, then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

1 dared
2 shaved, would feel
3 wouldn't mind, dyed
4 would send, painted
5 had, would be
6 wouldn't tell, decided
7 dyed, would do
8 dared, wouldn't do

Speaking

Exercise 7a

- Students complete the questions with a suitable verb. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

2 Would you do
3 Would you go
4 Would you sleep
5 Would you eat
6 Would you swim
7 Would you have
8 Would you run

Exercise 7b

- Students work in pairs to ask and answer the questions.
- Walk around, monitor and help as necessary.
- Ask a few students to share their partner's ideas with the class.

Exercise 8a

- Put students into groups to discuss the questions. Encourage them to give details and to ask follow-up questions to extend their discussions.
- Walk around, monitor and help. Make a note of any interesting ideas for the feedback stage.

Exercise 8b

- Ask individual students to share their group's ideas with the class.

Grammar

would**3 a** Complete this part of the dialogue.

Ella ¹ _____ you shave your head?
 Jake Yes, I ² _____. My hair ³ _____
 grow again, ⁴ _____ it? But I
⁵ _____ do it in summer, so that it
⁶ _____ be too cold. How about
 you? ⁷ _____ you shave your
 head?
 Ella No, I ⁸ _____. What ⁹ _____ I look
 like with no hair?

b The sentences in exercise 3a all use **would**. What are the sentences about?

- a things that happened in the past
- b things that will probably happen in the future
- c things that are imaginary or unreal

c Look at the sentences with **would** again. How do we make these forms?

- 1 a negative form
- 2 short forms
- 3 a question

4 a Look at the photos in exercise 1. Which things would you do?

I'd have / I wouldn't have my tongue pierced.

b What would your ideal holiday be like? Write five things that you would do and five things that you wouldn't do.

I'd stay in a five-star hotel.

I wouldn't go with my parents.

Second conditional

5 We use the second conditional to talk about unreal or imaginary situations in the present or future. Look at these sentences from the dialogue. What verb form do we use:

- in the *if* clause? • in the main clause?

- 1 *If I had a tattoo, I'd have a little butterfly on my shoulder.*
- 2 *My parents would go mad if I did anything like that.*

6 Complete the sentences. Put the verbs in brackets into the correct form.

- 1 I *wouldn't have* a tattoo if someone _____ me to do it. (not have / dare)
- 2 If you _____ your head in winter, you _____ cold. (shave / feel)
- 3 My parents _____ if I _____ my hair orange. (not mind / dye)
- 4 The head teacher _____ you home if you _____ your face red and white. (send / paint)
- 5 If I _____ my tongue pierced, my parents _____ very angry. (have / be)
- 6 I _____ my parents if I _____ to have a tattoo. (not tell / decide)
- 7 If I _____ my hair orange, I _____ it in the summer holidays. (dye / do)
- 8 If my friends _____ me to steal something, I _____ it. (dare / not do)

Speaking

7 a Complete the questions. Use these verbs.

have sleep swim run
do hold eat go

- 1 *Would you hold* a tarantula?
- 2 _____ a bungee jump?
- 3 _____ skydiving?
- 4 _____ in a haunted house?
- 5 _____ raw eggs?
- 6 _____ with sharks?
- 7 _____ your eyebrow pierced?
- 8 _____ a marathon?



b Work with a partner. Student A: ask the questions. Student B: reply and give your reasons.

- *Would you hold a tarantula?*
- *Yes, I would. I'm not afraid of spiders. / No, I wouldn't. It might bite me.*

8 a What would you do if these things happened?

- Someone tried to steal your mobile phone.
- You found a wallet with some money in it.
- You saw people bullying your friend.
- You saw your friend's boyfriend / girlfriend with someone else.

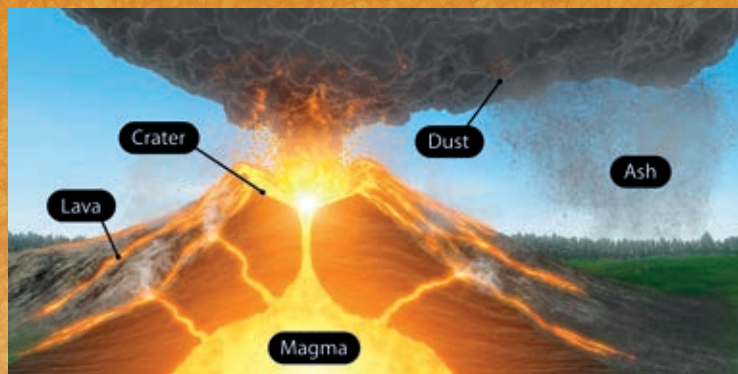
b Tell the class your ideas.

3B A dangerous world

Reading

1 2.17 Read and listen to the text. What are these?

- 1 a supervolcano 2 a volcanic winter



SUPERVOLCANO

Under the quiet green forests of Yellowstone National Park in the USA is a sleeping monster. Nobody knows its exact size, but it's about 80 kilometres long and 45 kilometres wide, and it looks like a peaceful valley covered in forests. In fact, it's a huge crater full of magma, or molten rock. If it erupted, the explosion would be bigger than 1,000 atomic bombs. Scientists call it a 'supervolcano'.

Volcanoes don't often cause damage over a wide area, but the eruption of a supervolcano would be a global disaster. It would destroy everything within 1,000 kilometres. Lava would cover an area as big as Europe. The explosion would be so strong that it would cause earthquakes, tsunamis and hurricanes. The hot lava would start forest fires all over North America.

People in the rest of the world wouldn't escape the destruction. The supervolcano would pollute the atmosphere with billions of tons of ash and dust. The wind would blow this pollution around the world and we would enter 'a volcanic winter'. When the ordinary volcano Tambora in Indonesia erupted in 1815, it produced 'the year without a summer' of 1816. There was so much dust in the atmosphere that even in Europe people didn't see the sun for several weeks that year. A supervolcano would be much worse. We wouldn't see the sun for a couple of years. Temperatures would fall by up to 15°C in North America and 3–5°C worldwide. Food production would stop, because plants wouldn't grow and animals would die. Famine and wars would follow.

If the monster under Yellowstone woke up, it would be the end of life as we know it. And it isn't the only one. There are supervolcanoes in California, near Naples in Italy, in Indonesia and in New Zealand. But could it really happen? Scientists at Yellowstone don't think it will happen soon, but it has erupted before. In fact, it usually erupts every 600,000 years, and the last eruption was 640,000 years ago!

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

- Yellowstone is in the USA.
- The supervolcano there is exactly 80 kilometres long and 45 kilometres wide.
- If it erupted, it would cover Europe in lava.
- The Yellowstone supervolcano produced 'the year without a summer'.
- Tambora was a supervolcano.
- If Yellowstone erupted, it wouldn't affect any other continent.
- The supervolcano in Indonesia is the biggest in the world.
- Yellowstone has never erupted before.

3 a Read the text again. Tick (✓) the disasters that it mentions.

- | | |
|---------------------------------------|---|
| ☐ pollution | ☐ hurricanes |
| ☐ tsunamis | ☐ drought |
| ☐ famine | ☐ disease |
| ☐ forest fires | ☐ wars |
| ☐ floods | ☐ earthquakes |
| ☐ tornadoes | ☐ climate change |

b What would cause each disaster?

pollution – ash and dust

4 Find these numbers in the text. What do they refer to?

1,000 (x2) billions 600,000 45 15 80

Grammar: so ... that

The explosion would be so strong that it would cause earthquakes.
There was so much dust in the atmosphere that people didn't see the sun for several weeks.

5 Join the sentences. Use **so (much) ... that ...**

- The explosion would be loud. You would hear it hundreds of kilometres away.
- There would be lava. It would cover most of the USA.
- There would be ash. It would block out the sun.
- Temperatures would be low. Nothing would grow.
- 1816 was cold. People called it 'the year without a summer'.

3B A dangerous world

Reading

Exercise 1 2.17

- Focus attention on the picture and the title of the text. Ask students what a *supervolcano* and a *volcanic winter* might be.
- Elicit or pre-teach *crater*, *magma*, *molten rock*, *erupt*, *eruption*, *lava*, *ash* and *dust*. Are any of the words similar in the students' own language?
- Play the recording for students to read and listen for the answers. They then compare ideas with a partner. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

- 1 A supervolcano is a huge volcano.
- 2 When a big volcano erupts, there is so much ash and dust in the air that people can't see the sun for a long time. Temperatures fall. This is known as a volcanic winter.

Exercise 2

- Students read the text again and decide if the statements are true or false. Remind them to use only the information in the text and not any other knowledge they might have about the subject. If there is no information in the text, the answer is *doesn't say*.
- Check answers as a class.

ANSWER KEY

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

Optional extra

Students rewrite the false statements to make them true using the information in the text.

POSSIBLE ANSWERS

- 2 Nobody knows the exact size of the volcano.
- 3 It would cover an area the size of Europe.
- 4 The eruption of Tambora in Indonesia caused 'the year without summer'.
- 5 Tambora was an ordinary volcano.
- 6 The rest of the world would be affected by pollution from the eruption.
- 8 Yellowstone has erupted before. (The last eruption was 600,000 years ago.)

Exercise 3a

- Elicit the meaning of *disaster*. Read through the words with the class and make sure students understand them. Use examples in English rather than translations.
- Elicit which disasters are man-made and which are natural.
- Students scan the text to find which disasters are mentioned.

ANSWER KEY

pollution, tsunamis, famine, forest fires, hurricanes, wars, earthquakes

Exercise 3b

- Ask students to study the text carefully to find out the causes of each disaster. They then compare ideas with a partner.
- Check answers as a class.

ANSWER KEY

Ash and dust from volcanic eruptions cause pollution.
The strength of volcanic eruptions can cause tsunamis,
hurricanes and earthquakes.
Plants cannot grow in a volcanic winter, which leads to famine.
Famine and food shortages can lead to war.
Hot lava from an erupting volcano causes forest fires.

Optional extra

Ask students to explain in their own words what might cause the five disasters the text does not mention (floods, tornadoes, drought, disease and climate change).

Exercise 4

- Students work in pairs to find the numbers in the text and work out what they refer to.
- Check answers as a class.

ANSWER KEY

1,000: The Yellowstone supervolcano explosion would be bigger than 1,000 atomic bombs. It would destroy everything within 1,000 kilometres.
billions: Billions of tons of ash and dust would pollute the atmosphere.
600,000: The Yellowstone supervolcano usually erupts every 600,000 years.
45: The supervolcano is 45 kilometres wide.
15: The temperature in the USA would drop by 15°C if the Yellowstone supervolcano erupted.
80: The Yellowstone supervolcano is about 80 kilometres long.

Grammar: *so ... that*

Exercise 5

- Ask students to read the examples and explain their meaning. Elicit that we use *so* before an adjective and *so much* before a noun. The structure expresses a cause and effect relationship.
- Students work individually to join the sentences.
- Check answers as a class.

ANSWER KEY

- 1 The explosion would be so loud that you would hear it hundreds of kilometres away.
- 2 There would be so much lava that it would cover most of the USA.
- 3 There would be so much ash that it would block out the sun.
- 4 Temperatures would be so low that nothing would grow.
- 5 1816 was so cold that people called it 'the year without a summer'.

Vocabulary

Verbs and nouns

Exercise 6

- Students copy and complete the chart in their notebooks without looking at the text. They then compare answers with a partner.
- Check answers as a class. Review pronunciation of the words, asking students to listen and repeat. Point out that the syllable before the *-tion* ending is stressed.

ANSWER KEY

Verb	Noun
erupt	eruption
explode	explosion
pollute	pollution
produce	production
destroy	destruction

Optional extra

Ask students to work in pairs to think of similar pairs of words, e.g. *inform* – *information*, *relate* – *relation*, *connect* – *connection*, *invite* – *invitation*. You may need to provide the verbs.

You could also turn the activity into a game. Set a time limit of 90 seconds. The student who thinks of the most pairs of words wins.

To introduce an error correction element to the game, you could award one point for each correct pair but deduct a point for an incorrect pair, e.g. *preparate* – *preparation*. The winner is the student with the most points.

Listening and speaking

Exercise 7a

- Read out the title of the quiz and elicit the meaning of *survivor* (someone who continues to live after a dangerous event).
- Ask students to scan the text for any unfamiliar words (e.g. *shipwrecked*, *desert island*, *crawl*, *underneath*, *bandage*, *cellar*, *grab*) and elicit or explain the meaning.
- Students work in pairs to ask and answer the questions. They should note down whether they answer a, b or c for each question.

Exercise 7b

- Ask some students to share their answers with the class. Write some of their ideas on the board.

Exercise 8a 2.18 Audio script pT88

- Explain to students that they will hear someone giving advice about the best thing to do in each situation in the quiz. Ask them to listen for the best course of action and also why it is the best.
- Pre-teach *rabies* (a disease of dogs and other animals that causes madness and death. An animal that has rabies can pass the disease to humans by biting them) and elicit the translation in the students' language.
- Play the recording, stopping after each quiz question to give students time to think about the answer options and compare them with their own ideas. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

- b: The biggest danger is from things falling on you.
- c: You wouldn't survive for more than two days without water.
- c: The safest place is inside the car as the (electric charge from the) lightning would travel around the outside of the car to the ground.
- b: You shouldn't go back to sleep because smoke might kill you.
- c: You must find out if it's possible that the dog has rabies and then go to hospital.
- a: Tornadoes are strong enough to throw a car around. A person wouldn't stand a chance outside.
- a: You could be hurt if you don't give your mobile to an attacker.

Exercise 8b 2.18 Audio script pT88

- Play the recording again for students to listen and write the points for each possible answer.
- Ask students to calculate their own score and then read what it means. They can then discuss in pairs or groups whether they agree or disagree with the description.

ANSWER KEY

- b 3, c 1, a 0
- c 3, b 1, a 0
- c 3, c 0, a 0
- b 3, c 2, a 0
- c 3, b 2, a 0
- a 3, b 2, c 0
- a 3, c 1, b 0

Vocabulary

Verbs and nouns

- 6 Copy and complete the chart with words from the text.

Verb	Noun
erupt	
explode	
pollute	
	production
	destruction

Listening and speaking

- 7 a Work with a partner. Complete the quiz. Ask each other the questions and write down the answers.
- b Tell the class your ideas.
- 1 If there was an earthquake and I was indoors, I would ..., because ...
- 8 a  2.18 Listen. What is the best thing to do in each situation? Why?
- b  2.18 Listen again. Note down the scores for each question. Read what your score means below.

17-21: In a dangerous situation, you would be cool and calm. You would survive accidents, earthquakes and fires, because you would know what to do.

12-16: You would stay calm in most situations, so you would probably survive. However, you might sometimes put yourself in danger, because you would make the wrong choice.

7-11: You aren't really a survivor. You wouldn't know what to do, so you would probably panic in a dangerous situation. You can't think clearly when you panic.

0-6: You aren't a survivor at all. In most dangerous situations, you would have to think very quickly. You wouldn't know what to do, so you would probably do the wrong thing.

Are you a survivor?

Dangerous situations are rare, but they sometimes happen. Would you know what to do? Would you survive?

Try this quiz.

- If there was an earthquake and you were indoors, would you ...
 - run outside immediately?
 - get under a desk or table?
 - stand next to a wall?
- If you were shipwrecked on a desert island, what would you do first?
 - try to build a boat
 - look for food
 - look for fresh water
- If you were in a car and you saw lightning, would you ...
 - get out of the car and stand a long way away from it?
 - get out of the car and crawl underneath it?
 - stay in the car?
- If you smelt smoke in the middle of the night, would you ...
 - go back to sleep?
 - get up and look for the fire?
 - telephone the fire brigade?
- If a dog bit your leg, would you ...
 - put a bandage on it and forget about it?
 - go to the nearest hospital?
 - try to find the owner of the dog?
- If you were outdoors and there was a tornado coming towards you, would you ...
 - run indoors and go down to the cellar?
 - run indoors and get as close to the centre of the building as possible?
 - get into the nearest car?
- If someone with a knife tried to steal your mobile, would you ...
 - give them the phone?
 - try to grab the knife?
 - run away?

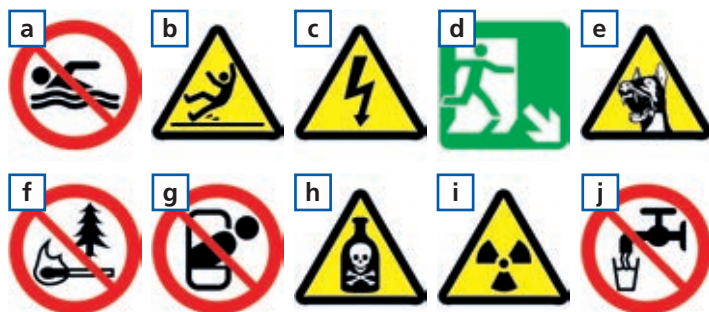


3C Warnings and advice

Vocabulary

Warning signs

1 Match the warnings to the signs.



- 1 Danger! High voltage electricity.
- 2 Beware of the dog.
- 3 Not drinking water.
- 4 Poison. For external use only. If swallowed, seek medical attention immediately.
- 5 Fire risk. No camp fires. Dispose of cigarettes and matches safely.
- 6 Radioactive hazard. Do not enter. Authorized personnel only.
- 7 Warning. Strong currents. No swimming.
- 8 Do not lean out of the window.
- 9 Caution! Floor is slippery when wet.
- 10 Emergency exit. Keep clear.

2 Copy the chart and complete it with adjectives from the nouns. Use a dictionary to help you.

Noun	Adjective	Noun	Adjective
danger	dangerous	luck	lucky
fame		risk	
poison		health	
hazard		ease	
caution		anger	
infection		dirt	

3 Work in a group. Make a list of things that could:

- 1 cut you
- 2 burn you
- 3 sting you
- 4 bite you
- 5 attack you
- 6 run you over
- 7 scratch you
- 8 poison you
- 9 hit you
- 10 electrocute you

Listening

4 a Match the warnings to the reasons.

- 1 *You shouldn't lie in the sun too long.*
- 2 *I wouldn't go in there if I were you.*
- 3 *I don't think it's a good idea to cross the road here.*
- 4 *I'd put some shoes on if I were you.*
- 5 *You shouldn't wave your arms around like that.*
- 6 *Don't do that! It's dangerous.*
- 7 *I don't think it's a good idea to stand there.*
- 8 *I'd switch the electricity off first if I were you.*



- a You could burn yourself.
- b You might cut yourself.
- c You could get bitten.
- d You might get electrocuted.
- e You might get stung.
- f You might get sunburnt.
- g You might get hit by the ball.
- h You could get run over.

b 2.19 Listen and check.

c 2.19 Listen again. Do the people take the advice?

3C Warnings and advice

Vocabulary

Warning signs

Exercise 1

- Focus on the lesson title and elicit a translation.
- Students work in pairs to match the warning signs to the pictures. Encourage them to do this without getting stuck on any unfamiliar vocabulary; you will deal with that later.
- Check answers as a class.
- Now elicit explanations for what people should or should not do when they see each sign. Stress to students that they need to recognize the words rather than use them actively.
- Elicit or teach *danger, high voltage, beware of, poison, external, seek, medical attention, risk, dispose of, radioactive hazard, enter, authorized personnel, current, lean out, caution, slippery* and *emergency exit*. Alternatively, provide dictionaries so that students can look up the key vocabulary.

ANSWER KEY

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

Exercise 2

- Students copy and complete the chart in their notebooks and then work in pairs to make adjectives.
- Ask them to compare ideas with another pair.
- Check answers as a class. Pay special attention to spelling.

ANSWER KEY

Noun	Adjective
danger	dangerous
fame	famous
poison	poisonous
hazard	hazardous
caution	cautious
infection	infectious
luck	lucky
risk	risky
health	healthy
ease	easy
anger	angry
dirt	dirty

Optional extra

Ask students to choose ten words from the table and write a short paragraph. At least five of the ten words should be adjectives. The paragraph can be a story or a description. When students have finished writing, ask volunteers to read their stories to the class. The rest of the class listen and make a list of the ten words used.

Exercise 3

- Elicit or pre-teach the meaning of the key verbs in the list. Alternatively, put students into pairs and provide them with monolingual dictionaries. One student in each pair looks up the verbs in 1–5 and the other looks up the verbs in 6–10. They then teach each other the meanings.
- Set a time limit of three minutes for the activity.
- Elicit ideas and write the things on the board.

POSSIBLE ANSWERS

- 1 a knife, paper, broken glass
- 2 a fire, a cigarette, a hot pan, the sun
- 3 a bee, a wasp, a jellyfish, a sea urchin
- 4 a dog, a wild animal
- 5 an animal, a person
- 6 a vehicle (car, bus, lorry etc.)
- 7 a cat or other animal, thorns on a bush
- 8 household chemicals, radiation
- 9 a flying object such as a ball, a person, something falling on a building site
- 10 faulty electrical equipment, overhead power cables

Listening

Exercise 4a

- Students work individually to match the warnings and reasons, using the pictures to help them.

Exercise 4b 2.19 Audio script pT88

- Explain to students that they will hear eight short dialogues in which one of the speakers gives the other person advice and the reason for it.
- Play the recording for students to listen and check their answers.

ANSWER KEY

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

Exercise 4c 2.19 Audio script pT88

- Play the recording again, pausing after each dialogue to give students time to make notes about whether the person follows the advice.
- Check answers as a class.

ANSWER KEY

- 1 Yes. The person puts on some sunscreen.
- 2 Yes. The person puts the letter in the box.
- 3 Yes. At first, the person doesn't want to take the advice but then she decides to cross where the road is straight.
- 4 No. The person doesn't put on shoes but he decides to avoid the area with the broken glass.
- 5 No, she doesn't.
- 6 No. The person doesn't stop playing with matches and burns himself.
- 7 Yes. The person moves so the ball doesn't hit him.
- 8 Yes. The person switches off the electricity.

Grammar: reflexive pronouns

- Read the grammar box with the class. Check comprehension by indicating yourself and saying 'my-' and getting students to tell you the reflexive pronoun (myself). Repeat this by indicating different groupings of students and eliciting the other reflexive pronouns.
- Practise the pronunciation of the reflexive pronouns and point out that the -ves ending is pronounced with a 'voiced' /vz/ sound, not /fs/.

Revision idea

To review reflexive pronouns, play a game of charades. Get confident students to come to the front of the class and role-play a situation from the lesson, e.g. cutting their finger when chopping vegetables. The other students watch and make a sentence using a reflexive pronoun, e.g. *He's cut himself!* Weaker or less confident classes could do this activity in groups.

Everyday English

Giving warnings and advice

Exercise 5a

- Ask students to complete the expressions. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 out
- 2 Be
- 3 wouldn't, were
- 4 shouldn't
- 5 idea
- 6 dangerous
- 7 get
- 8 yourself

Exercise 5b

- Focus on the expression *You could get bitten*. Elicit what form of the verb follows *get* in this context (past participle). Explain, without going into detail, that we can use *get* + past participle to talk about things that happen to us when we suffer the consequences of an action rather than doing the action ourselves.

Exercise 5c

- Focus on the expression *You might cut yourself*. Elicit what other modals we can use to replace *might* (*could*, *may*).

Speaking

Exercise 6

- Focus attention on the picture and ask students to describe it. Ask: *Who is in the scene? What objects are there are? What's happening?*
- Elicit or pre-teach any unfamiliar vocabulary, e.g. *axe*, *Frisbee™*, *camping stove*, *kettle*.
- Read the example with the class and elicit two more dangers. Then ask students to work with a partner to find other potential dangers.
- Elicit ideas and write them on the board. Encourage students to use *might* or *could* and *get* + past participle where appropriate.

POSSIBLE ANSWERS

- 2 The boy and girl in the boat might fall into the water.
- 3 The woman might burn herself on the hot kettle.
- 4 The man might cut himself with the axe.
- 5 The boys who are playing Frisbee™ might get sunburnt.
- 6 The children running up the hill could get hit by the bicycle.
- 7 The little girl could get hit by a Frisbee™.
- 8 The girl might get stung by a bee.
- 9 The girl on the bicycle might fall off and hurt herself.
- 10 The man might put too much wood on the fire and the tent might get burnt.
- 11 The girl might eat too many berries and make herself ill.
- 12 The boy might get bitten by the snake.

Exercise 7

- Read the instructions with the class and make sure students know what they have to do.
- Students work in pairs to talk about one of the dangers in the picture. They then swap roles and talk about a different danger. Walk around, monitor and help.
- Ask a few pairs to perform their dialogues in front of the class. The rest of the class listen and make a note of the dangers and reasons in each dialogue.

Revision idea

Find some pictures of warning signs and bring them to class. Show them to students and ask: *What danger does this warn about? What should / shouldn't you do when you see this sign?* You can find signs on the Internet or you can look them up and copy them from a driving instructor's handbook or the country's equivalent of the Highway Code. (Note: Standard warning road signs are triangular with a red border.)

Grammar: reflexive pronouns

When the subject and object of a sentence are the same person or thing, we normally use a reflexive pronoun.

I cut myself. We might burn ourselves.
You might hurt yourself. You'll cut yourselves.
He burnt himself. They hurt themselves.
She might burn herself.

Everyday English**Giving warnings and advice****5 a Complete the expressions.**

- | | |
|---------------------|-----------------------------|
| 1 Look ____! | 5 I don't think it's a good |
| 2 ____ careful. | ____ to do that. |
| 3 I ____ do that if | 6 Don't do that! It's ____. |
| I ____ you. | 7 You could ____ bitten. |
| 4 You ____ do that. | 8 You might cut ____. |

b What form of the verb do we use after *get*?

c What verb can we use instead of *might*?

Speaking**6 Look at the picture. What dangers are there?**

1 *The boy might fall and hurt himself.*

7 Work with a partner. One of you is a person in the picture in exercise 6. Make the dialogue. Follow this pattern.

A Give a warning.

B Ask Why? / Why not?

A Give a reason.

B Respond.

- *I'd put a T-shirt on if I were you.*
- *Why? It's hot today.*
- *Yes, but you might get sunburnt.*
- *Maybe you're right.*



3D The skydiver

Extensive reading

1 2.20 Read and listen to the story.

- 1 What is the man's name?
- 2 What happened to him?
- 3 Where did it happen?

2 Put the events in the correct order.

- ☐ a He couldn't reach the strings.
- ☐ b He slowed down a little.
- ☐ c He tried to unfasten the main canopy.
- ☐ d He tried to cut the strings of the parachute.
- ☐ e He pulled the cord to open his canopy.
- ☐ f He hit the ground.
- ☐ g He opened the reserve parachute.
- ☒ h He jumped from the plane.
- ☐ i The strings of the canopy were caught in his backpack.
- ☐ j The canopy didn't open properly.

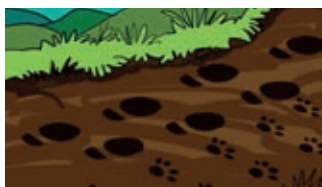
3 Find the numbers in the story. What do they refer to?

25 16 4,000 60 200 1,000 220 130 5

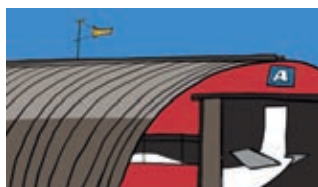
4 a The man didn't die. What do you think happened to him?

b 2.21 Listen to the end of the story. Choose the correct answers.

- 1 What saved him?



a soft mud



b the roof of the hangar



c thick bushes



d a hot-air balloon

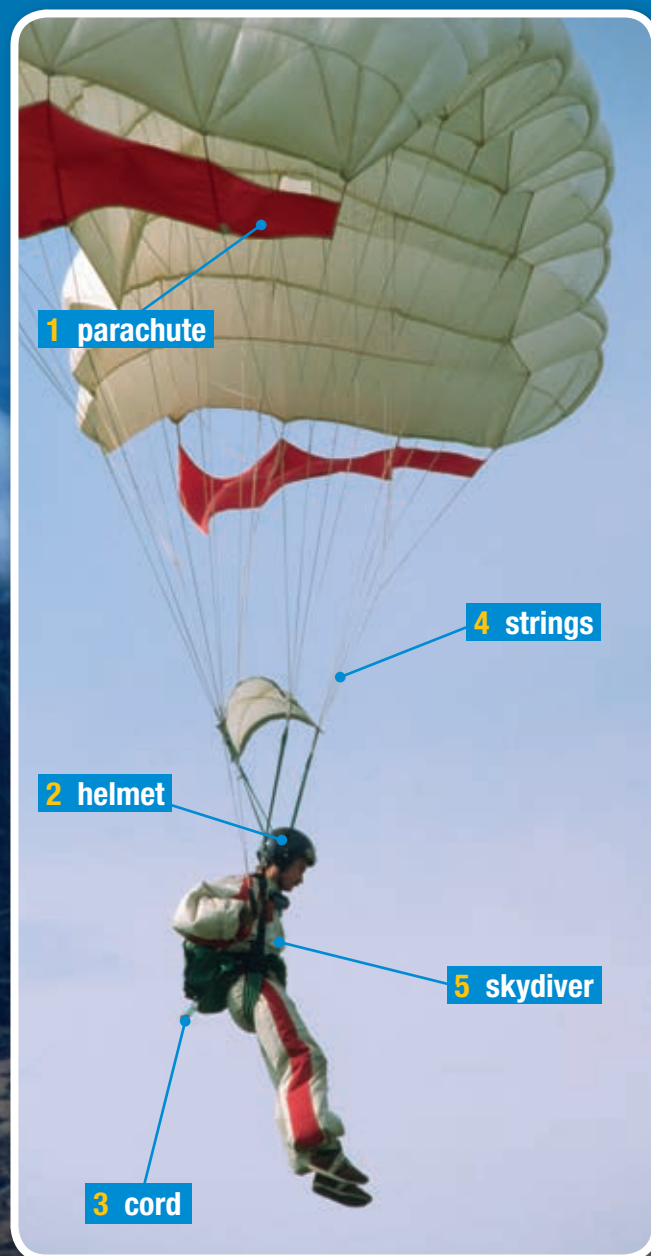
- 2 What did he injure?

- a his neck and hip
- b his back and knee
- c his ankle and lung
- d his liver and shoulder

- 3 What did he do after the accident?

- a He spent two years in hospital.
- b He soon started skydiving again.
- c He gave up skydiving.
- d He designed a safer parachute.

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3D The skydiver

Extensive reading

Exercise 1 2.20

- Focus attention on the photos and ask: *What's the man doing?* (skydiving) *Have you, or anyone you know, ever done this?* *Would you like to? Why? / Why not?*
- Elicit or explain the function of the parachute, strings, helmet and cord. (The parachute fills with air allowing the skydiver / parachutist to float slowly to the ground. The helmet protects the parachutist's head in case of an awkward landing. The strings attach the parachute to the parachutist's harness. The parachutist pulls the cord to release the parachute.)
- Tell students that something happened to the man in the photo while he was skydiving and they are going to read and listen to find out what it was. Play the recording.
- Students discuss the answers in pairs.
- Check answers as a class.

ANSWER KEY

- 1 Michael Holmes
- 2 His parachutes failed to open while he was skydiving and he fell to the ground.
- 3 It happened in New Zealand, near an airfield / Lake Taupo.

Exercise 2

- Students work in pairs to put the events in the correct order.
- Check answers as a class. Play the recording again if necessary.

ANSWER KEY

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

Exercise 3

- Students work on their own to find the numbers and what they refer to. They then compare their answers with a partner.
- Check answers as a class.

ANSWER KEY

25: This was Michael's age when the accident happened.
 16: There were 16 other skydivers in the group.
 4,000: Michael was 4,000 metres above the lake when he jumped from the plane.
 60: He tried to pull the cord to open his parachute after 60 seconds.
 200: He was falling at 200 kilometres per hour when he realized he couldn't open his parachute.
 1,000: He was 1,000 metres above the ground when he tried to cut the parachute strings.
 220: He was 220 metres from the ground when he tried to open his reserve parachute.
 130: He was falling at 130 kilometres per hour after the reserve parachute slowed him down.
 5: He was five seconds from the ground when he filmed his goodbye message.

Exercise 4a, 4b

See page T39.

Exercise 4a

- Put students into small groups and ask them to speculate about what happened to Michael. Give them a time limit of five minutes to decide on an ending.
- Ask students to share their group's ideas with the class. Write them on the board so you can see which ending is closest to the real story.

Exercise 4b **2.21** Audio script pT88

- Look at the pictures with the students and elicit or explain the meaning of *mud* and *hangar* (a large warehouse where aircraft are kept).
- Give them time to look through the questions. You may want to pre-teach or translate *liver* and *lung*.
- Play the recording for students to listen to the ending and answer the questions.
- Check answers as a class.

ANSWER KEY

1 c 2 c 3 b

Optional extra

Put students into pairs or groups of three. Each group chooses one of the tasks below:

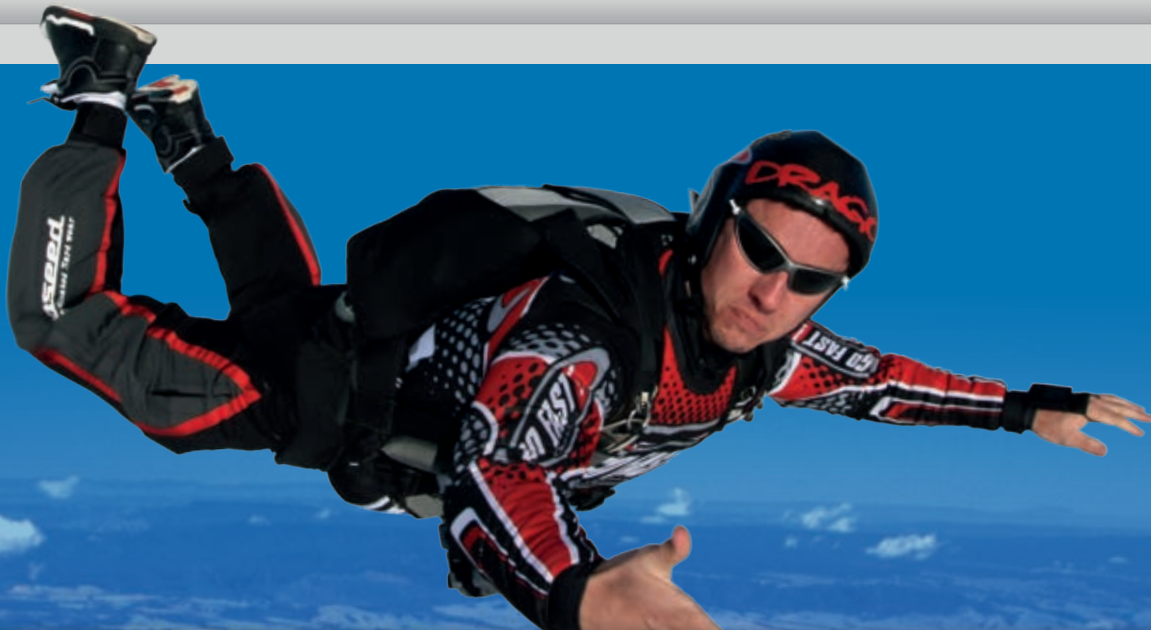
- 1 Write the story. (approximately 250 words)
- 2 Write a picture story. (cartoon-style with pictures)
- 3 Write and read out a news report. (The group writes the report and one person reads it out.)

When they have finished, ask a few students to read their story or report to the class. If they have written a picture story, you can display this on a classroom wall.

Revision idea

Students work in pairs to write a questionnaire. Ask them to write four *Would you ...?* questions and four *What would you ... if ...?* questions based on the content of the unit, e.g. *Would you do a parachute jump? What would you do if you saw smoke coming out of a volcano?*

When they have finished, they go around the class asking and answering questions. Ask pairs to share some of the most interesting answers they got with the class.



Michael Holmes is a skydiving instructor and a champion skydiver. He has done thousands of successful jumps in many parts of the world.

In December 2006, the twenty-five-year-old took off in a plane with sixteen other skydivers from an airfield near Lake Taupo in New Zealand. It was a beautiful, sunny day. At 4,000 metres above the lake, he jumped from the plane into the clear, blue sky. That day, he had a camera on his helmet to record his fall.

After 60 seconds, Michael pulled the cord to open his parachute (or canopy, as skydivers prefer to call it). But the canopy didn't open properly. Michael knew immediately that something was wrong, because he didn't slow down. He just kept falling very fast. He wasn't worried. Skydivers always carry a reserve parachute in case the main canopy doesn't open properly. It had happened to him a few times before, so he knew what to do. First he had to get rid of the main parachute. If he didn't, the reserve would get caught in the strings of the main one.

So, he pulled the cord to unfasten the main canopy. Nothing happened. He pulled it again. Again nothing happened. The strings of the main parachute were caught in the bag on his back. All the time he was falling at nearly 200 kilometres per hour. He was spinning out of control, too, and he almost became unconscious. He had to think fast.

By now, he was only about 1,000 metres above the ground. In less than 30 seconds he would hit the ground travelling faster than a train. If that happened, he would certainly die. He took out his knife to cut the parachute strings, but he couldn't reach them. He tried again and again, but it was no use. The strings were too far away from him.

He looked down. He could see the airfield and the lake. They were rushing towards him at terrifying speed. 'If I landed in the lake, I'd probably survive,' he thought. But then he realized that the lake wouldn't save him. If he hit the water at that speed, it would knock him unconscious and he would drown before anybody could reach him. In any case, he couldn't steer the half-open canopy. He had no idea where he would land.

Just 220 metres from the ground, he had no choice. 'If I try to open the reserve parachute now, perhaps it won't get caught in the strings,' he thought. It was his only chance, so he pulled the cord to open the reserve parachute. But he was unlucky. The reserve got caught in the strings and didn't open properly. It slowed him down a little, but he was still falling at 130 kilometres per hour.

He was now just five seconds from the ground. 'This is it. I'm going to die,' he thought. He waved to the camera on his helmet and shouted: 'Goodbye!'

Then BANG! And everything went black.



1 2.22 Read and listen to the text. Match these topics to the correct paragraphs.

- | | |
|----------------------|-----------------------------|
| a evening activities | d places |
| b benefits | e working with other people |
| c outdoor activities | |

2 a Find all the names of the things mentioned in the text for these categories.

- 1 water activities
- 2 things that involve riding or driving
- 3 activities where you are up in the air
- 4 evening activities
- 5 popular places for activity centres

b How do activity holidays help young people?

c Which activities would you like to do? Why?

3 2.23 Listen to some young people talking about their holidays at an activity centre. Find this information for each person.

- 1 Where was the centre?
- 2 What things did he / she do?
- 3 What was his / her favourite activity?
- 4 What did he / she like best about the holiday?



What do you do in the school holidays?

1 In Britain, activity holidays are very popular. Teenagers spend a week or two at an activity centre (or summer camp, as they're sometimes called). Here you can do all sorts of exciting and interesting things, such as horse riding, canoeing, rock climbing, mountain biking, archery, go-karting and sailing. At some centres you can also ride a motorbike or a quad bike, and even drive a car (but not on ordinary roads, of course, because you have to be 17 to take your driving test).

2 Most young people today live in cities, so these holidays are a great opportunity to do exciting things and to enjoy fresh air in the countryside or by the sea. In addition, the activities help you to become more confident, because they challenge you to do things that you wouldn't normally do. On the Skywalk, for example, you have to walk along a rope high up in the trees. It's all very safe, of course. Everyone has to wear a helmet and a safety harness, but you still need a lot of confidence to step out onto a rope 30 metres above the ground with just another rope to hold onto. Another very popular activity is the Zip Wire, where you hold onto a small bar or a strap and slide down a long cable.

3 There are activity centres all over Britain. Many of them are in Wales and the Lake District. There are hills, mountains, forests and lakes here, so you can do a lot more things. Cornwall and Devon in the south-west of England are popular places as well, because there are a lot of beaches for water activities and cliffs for climbing there. Newquay in north Cornwall is excellent for surfing, too.

4 A holiday in an activity centre isn't just about getting lots of exercise. The social side is very important as well. You make a lot of new friends, and for many of the activities you have to work together. A good example of this is raft-building. In this, groups have some materials – barrels, pieces of wood and ropes. Each group has to design and build a raft from these things and then cross a river or lake on it. It's very exciting, as each group wants to be first. And not all of the rafts get to the other side!

5 After an active day in the fresh air, everyone is ready for a good meal. Then after dinner, they get together to sing songs or play indoor games, such as table tennis, pool or darts. Some people prefer to just chat about the day's activities. And after that everyone sleeps very well!



Activity centres

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, and then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Background information

Activity centres have become increasingly popular in the UK over the past few decades for several reasons. One is that psychologists have publicized the benefits of outdoor activities for team-building and developing confidence, self-esteem and social skills such as leadership, co-operation and collaboration. Many centres are marketed specifically at schools, teen groups and businesses. They have also become more popular in Britain's countryside and wilderness areas, bringing much-needed revenue to the local communities.

Exercise 1 2.22

- Ask students to look at the photos and identify or describe the activities in English if possible, or in their own language. If they find this difficult, explain that the first photo (on the left) shows people crossing a rope bridge (this is sometimes called a *skywalk*); the second shows people making a raft (raft-building); the larger photo shows them rock climbing. The photo at the bottom shows a girl on a zip wire. Find out whether any of the students have tried the activities or would like to.
- Put students into groups and ask them to discuss what they think the text will be about. When they have finished, elicit ideas and write them on the board.
- Play the recording for students to read and listen and match the topics to the correct paragraphs. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

a 5 b 2 c 1 d 3 e 4

Exercise 2a

- Put students into pairs to find the things in the text.
- Check answers as a class.

ANSWER KEY

- 1 canoeing, sailing, surfing, raft-building
- 2 horse riding, mountain biking, go-karting, riding a motorbike or a quad bike, driving a car
- 3 rock climbing, the Skywalk, the Zip Wire
- 4 singing songs, table tennis, pool, darts
- 5 Wales, the Lake District in England, Cornwall, Devon, Newquay

Exercise 2b

- Students discuss the question in small groups.
- Check answers as a class.

ANSWER KEY

They are a great opportunity to do exciting things and to enjoy the fresh air. They help people to become more confident, make friends and learn to work together.

Exercise 2c

- Discuss this question as a class and encourage students to give reasons for their answers.

Exercise 3 2.23 Audio script pT88

- Read the instructions and questions with the class.
- Play the recording for students to listen. Pause after each speaker to allow students to write their notes. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 Cornwall
 - 2 sailing, canoeing, and surfing, the Zip Wire
 - 3 the Zip Wire
 - 4 the fresh air
- 1 the Lake District
 - 2 mountain biking, horse riding, archery, raft-building
 - 3 raft-building
 - 4 She made lots of new friends.
- 1 the south coast of Devon
 - 2 canoeing, water skiing, riding a motorbike, climbing
 - 3 climbing
 - 4 He feels much more confident now.
- 1 Wales
 - 2 swimming, windsurfing, riding on quad bikes, the Skywalk
 - 3 the Skywalk
 - 4 She liked the evenings when they got together and sang songs and played games.

Optional extra

Put students into small groups and ask them to write a list of all the activities mentioned in the text. They discuss each one and say whether they have done it. If they have, did they enjoy it? If they haven't, would they like to do it, or not? Encourage them to give details and reasons for their answers and ask follow-up questions to keep the conversation going.

Geography: plate tectonics

Background information

Alfred Wegener was a meteorologist who, in 1912, put forward the theory that the continents move. Wegener had noticed that the Earth's continents have shapes that almost fit together like a jigsaw puzzle, and that the rocks, geological structures and fossils of continents that 'fit' together are similar in many ways. He suggested that the continents were once joined together but had drifted apart and called this phenomenon 'continental drift'. He expanded his theory for his 1915 book *The Origin of Continents and Oceans*. The theory was not widely accepted among geologists until the 1950s, partly because Wegener's scientific background was in weather forecasting, not geology. In the 1960s, independent studies by many eminent scientists found a vast amount of evidence to support the basic principles of the theory. It is now generally accepted by the international scientific community.

Exercise 1

- Ask students to look at the pictures and try to guess the meaning of the title. Prompt by asking questions, e.g. *In geography, what is a plate?* (one of the very large pieces of rock that form the Earth's surface and move slowly) *What causes earthquakes?*
- Explain, if necessary, what we mean by *plate tectonics* (the study of the formation and movement of the large sheets of rock that form the surface of the Earth).
- Elicit what students know about this subject.

Exercise 2 2.24

- Ask students to skim-read the text. They should scan it for the following words: *continent, shape, position, layer, float* and *magma*. Elicit or explain the meaning of these words.
- Read through the statements with the class and make sure students understand them.
- Play the recording for students to read and listen. Pause after each paragraph to give them time to mark the statements *true, false* or *doesn't say*. Remind them that an answer must be marked *doesn't say* if the text has no information about it, whether or not it is otherwise true.
- Ask students to compare answers with a partner.
- Check answers as a class.

ANSWER KEY

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

Exercise 3a 2.25 Audio script pT88

- Tell students that they are going to hear someone talking about plate tectonics.
- Read the list of topics with the class. Put students into groups to brainstorm how they think each topic might be related to plate tectonics.
- Elicit their ideas and write them on the board.
- Play the recording for students to listen and mark the topics they hear.
- Check answers as a class.

ANSWER KEY

volcanoes and earthquakes, climate change, life on Earth

Exercise 3b 2.25 Audio script pT88

- Ask students to discuss possible answers in pairs before listening again.
- Play the recording for students to listen and match the places and items.
- Check answers as a class. Ask students to explain the connections between the items and the places. (The San Francisco earthquake of 1905 was caused by the movement of the Pacific plate against the North American plate. The area around the Pacific Ocean is known as the Ring of Fire because of the many earthquakes and volcanoes there. Antarctica used to be covered in tropical forests millions of years ago. Australia has many unique animals because it broke away from the continent of Gondwana such a long time ago.)

ANSWER KEY

1 d 2 b 3 a 4 c

Geography: plate tectonics

1 Look at the title of the text. What do you know about this topic?

2 2.24 Read and listen to the text. Are the statements true or false, or doesn't it say?

- 1 South America and Africa used to be part of the same continent.
- 2 There were three continents 210 million years ago.
- 3 The Earth's crust is five kilometres thick.
- 4 Magma is very hot.
- 5 The plates move five centimetres a year.
- 6 India was part of Gondwana.
- 7 The Alps were created 20 million years ago.
- 8 Only the African plate is moving now.

3 a 2.25 Listen. You will hear more about plate tectonics. Which of the topics does the speaker talk about?

- | | |
|---|--|
| ☐ climate change | ☐ life on Earth |
| ☐ other planets | ☐ how oil is formed |
| ☐ dinosaurs | ☐ volcanoes and earthquakes |

b 2.25 Listen again. Match the places to the items.

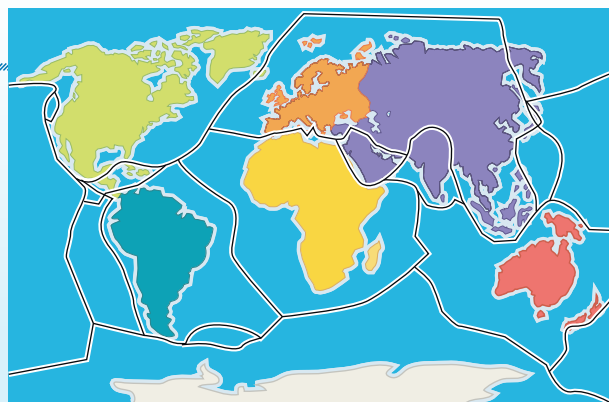
- | | |
|---|--------------------------------|
| 1 the Pacific and North American plates | a tropical forests |
| 2 the Pacific Ocean | b the Ring of Fire |
| 3 Antarctica | c unique animals |
| 4 Australia | d the San Francisco earthquake |

PLATE TECTONICS

If you look at a map of the world, you'll see oceans and continents. Their shapes and positions look permanent, but they aren't. Look closely at the east coast of South America and the west coast of Africa. They have a very similar shape. This is because at one time they were part of the same continent. If you had a time machine and you went back 180 million years, you wouldn't find today's continents; you would find just two large continents – Laurasia in the north and Gondwana in the south. Thirty million years before that you would find only one continent – Pangaea.

The continents are part of the Earth's crust. This is a thin hard layer of rock 5–50 kilometres thick. It consists of several large plates. These plates float on the hot, soft magma below the crust. The heat in the magma makes the plates move. They move very slowly – only a few centimetres a year, but over millions of years, they can travel thousands of kilometres.

Plate tectonics, as this process is called, has produced the Earth that we see today. When the Indian plate broke away from Gondwana, it moved north and slid under the Eurasian plate. This pushed up the mountains of the Himalayas. The African plate created the Alps when it crashed into the European plate.



The continents are still moving. Africa is splitting into two parts. The Mediterranean will probably disappear, as the northern part of Africa joins Europe. If your time machine took you to the future, you would see a very different world from today.



Grammar

- 1 a** How would you spend an ideal day? What would you do? What wouldn't you do?
- b**  **2.26** Listen. How would Bryan and Sonia spend their ideal day? Copy and complete the chart.

		Bryan	Sonia
1	get up?		
2	spend the day with?		
3	eat?		
4	do during the day?		
5	do in the evening?		
6	go to bed?		

- c** Work with a partner. Use the chart to make questions. Ask your partner about their ideal day.
When would you get up?

2 What would you do in these situations? What wouldn't you do?

- become famous
If I became famous, I'd ... / I wouldn't ...
- my favourite sports star / visit my school
- find someone's mobile phone
- my friend / win a lot of money
- hear a noise in the middle of the night
- burn myself

3 Complete the sentences with the correct reflexive pronoun.

- That dog's looking at _____ in the mirror.
- Be careful, children. You'll burn _____.
- Ow! I've scratched _____.
- We're looking at _____ in these photographs.
- Don't touch that, Mary! You'll electrocute _____.
- The two boys fell off the bike and hurt _____.
- John has cut _____ on some glass.
- Jane was surprised when she saw _____ on TV.



Everyday English

- 4 a** Complete the dialogues with expressions from the box. You can use some more than once.

I suppose you're right. Yes, OK then. There's some broken glass over there.
 You should use the footbridge. Don't fuss. We'll be all right.
 You shouldn't go near a strange dog. Don't worry. We might get stung. You might get run over. You could fall and hurt yourself.
 Why not? You could cut yourself. There are lots of insects here.
 Why? You might get bitten.
 You might burn yourself. They're very hot. The traffic here is very fast.
 The floor's slippery.

- I'd use a cloth to hold those plates if I were you.
 - Why?
 - They're very hot. You might burn yourself.
 - I suppose you're right.
- I don't think it's a good idea to have our picnic here.
- We shouldn't play frisbee here.
- I wouldn't cross the road here if I were you.
- You shouldn't run near the swimming pool.
- I wouldn't touch that dog if I were you.

- b** Work with a partner. Practise your dialogues.

Study skills

Dealing with unknown words

When you read, you often meet an unknown word. What should you do? Choose the best word or expression from the brackets to complete the advice.

- _____ a dictionary immediately. (Use / Don't use)
- _____ the whole text to get the general meaning first. (Read / Don't read)
- _____ words are important for understanding the text. (All / Not all) So you _____ ignore some words while you are reading. (can / shouldn't)
- You _____ try to work out the meaning of an unknown word from the context. (should / shouldn't)
- At the end, _____ the unknown words in a dictionary and record them. (check / don't check)

Grammar

Exercise 1a

- Students discuss the questions in pairs or small groups.
- Ask them to share their ideas with the class and write some of their ideas on the board as example sentences.

Exercise 1b 2.26 Audio script pT88

- Students copy and complete the chart in their notebooks. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

Bryan	Sonia
1 very late / midday	seven o'clock
2 his mates	Claire (her best friend)
3 steak and his mum's mashed potatoes	spaghetti bolognese
4 go to a theme park and go on all the roller coasters; get a tattoo on his arm	play tennis and win every game; go shopping and buy designer clothes
5 go to a party and have a great time	invite all her friends for a sleepover
6 he wouldn't go to bed, he'd stay up all night	about two o'clock in the morning

Exercise 1c

- Ask students to look at the questions in the chart in exercise 1b again. Students ask and answer the questions in pairs.
- Ask a few students to share their partner's ideas with the class.

Exercise 2

- Give students time to work individually to think about their responses. They then ask and answer in pairs.
- To check answers, ask students to share some of their partner's answers with the class.

ANSWER KEY

- If my favourite sports star visited my school, I'd ... / I wouldn't ...
- If I found someone's mobile phone, I'd ... / I wouldn't ...
- If my friend won a lot of money, I'd ... / I wouldn't ...
- If I heard a noise in the middle of the night, I'd ... / I wouldn't ...
- If I burnt myself, I'd ... / I wouldn't ...

Exercise 3

- Ask students to work individually to complete the sentences. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- itself
- yourselves
- myself
- ourselves
- yourself
- themselves
- himself
- herself

Everyday English

Exercise 4a

- Students work in pairs and choose expressions to complete the dialogues.

Exercise 4b

- Students practise the dialogues. Walk around, monitor and help.
- Ask a few pairs to perform their dialogues in front of the class.

Study skills: Dealing with unknown words

- Discuss the first question as a class and elicit some ideas (suggested strategies: try to work out the meaning from context; ask someone else to explain the meaning in English; look it up in a monolingual dictionary).
- Students complete the sentences individually and then compare answers with a partner.
- Check answers as a class. Discourage students from using direct translation and electronic translators – these should only be used as a last resort.

ANSWER KEY

- Don't use
- Read
- Not all; can
- should
- check

Your Project

3

Develop your writing

Expressing addition

Exercise 1

- Students complete the rules on their own.

ANSWER KEY

too, as well; in addition; also

Exercise 2

- Read the instructions and the example sentence with the class. Elicit an alternative to the example, e.g. *You can go mountain biking. You can ride a quad bike as well.*
- Students do the exercise individually. Check answers as a class.

POSSIBLE ANSWERS

- The days are full of activities. There are also evening activities. / There are evening activities too/as well. / In addition, there are evening activities.
- My favourite thing was the Skywalk. I also liked the Zip Wire. / I liked the Zip Wire too/as well.
- You get lots of exercise. The activities also build your confidence. / The activities build your confidence too/as well. / In addition, the activities build your confidence.
- We had a great time. I also made a lot of new friends. / I made a lot of new friends too/as well.
- The centres do lots of outdoor activities. Some centres also do things like music and art. / Some centres do things like music and art too/as well. / In addition, some centres do things like music and art.
- You do some things on your own. There are also a lot of team activities. / There are a lot of team activities too/as well. / In addition, there are a lot of team activities.

Project task

- This project can be done as group work, with each member of the group writing one section of the brochure.
- Make sure students understand what they have to do.
- In pairs or small groups, students brainstorm ideas and possible sources of information and pictures.
- They should decide whether they are going to present their projects as a brochure or a web page.

Preparation

- Students do some research on the Internet or read about activity centres in leaflets. They then brainstorm ideas.
- Students use the prompt questions to write their project individually, based on the following structure:
Introduction: name and location
Paragraph 2: What (outdoor) activities can people do there?
Paragraph 3: How does the centre help young people?
Paragraph 4: What (evening/indoor) activities are there?

Students should think about what would persuade them to go to their centre.

- They swap their texts with a partner to check for errors, then write their final draft.
- As a group, students choose photos and design a layout. They then put their texts together with the visual materials.

Presentation and follow-up

- Make sure any necessary equipment is available for the presentations. Allow time for all students to present their projects, or organize an exhibition for the class to explore.
- Ask students to choose which activity centre they would most like to visit, and why.

Song

Don't Sit Down 'Cause I've Moved Your Chair

Background information

Don't Sit Down 'Cause I've Moved Your Chair is a song by British indie rock band Arctic Monkeys, released in 2011.

Exercise 1a

- Students work in pairs to complete the song.

Exercise 1b 2.27

- Play the song for students to listen and check their answers.

ANSWER KEY

1 mirror 2 scissors 3 grizzly bear 4 fight 5 bonfire
6 hole 7 lightning 8 roller skates 9 devil

Exercise 2a

- Elicit or teach *chip pan, go into business, hard man, shell suit, bonfire night, circular, peg, Macarena, devil's lair*.
- Ask students to write a list of the dangerous actions mentioned.

ANSWER KEY

break a mirror; run with scissors through a fire; go into business with a grizzly bear; start a fight; wear a shell suit near a fire (on bonfire night); bite the lightning; do kung fu fighting on roller skates; dance (do the Macarena) in the devil's lair

Exercise 2b

- Students work in pairs to find which things are illustrated.

ANSWER KEY

a broken mirror, a grizzly bear, a bonfire, lightning, roller skates

Your Project

3

Develop your writing

Expressing addition

- 1** We can use these words and phrases to express addition. Find examples in the text on page 40 and complete the rules.

also too in addition as well

- 1 We put _____ or _____ at the end of the sentence or clause.
- 2 We put _____ at the beginning of a sentence.
- 3 We put _____ before a main verb but after an auxiliary or *be*.

- 2** Link the pairs of sentences. Try to use all the words and phrases in exercise 1.

- 1 You can go mountain biking. You can ride a quad bike.
You can go mountain biking. You can also ride a quad bike.
- 2 The days are full of activities. There are evening activities.
- 3 My favourite thing was the Skywalk. I liked the Zip Wire.
- 4 You get lots of exercise. The activities build your confidence.
- 5 We had a great time. I made a lot of new friends.
- 6 The centres do lots of outdoor activities. Some centres do things like music and art.
- 7 You do some things on your own. There are a lot of team activities.

Project task

Design your own activity centre and create a brochure or web page about it. Answer these questions. Try to use the expressions in exercise 1.

- Where is the centre?
- What's its name?
- What things can you do there?
- How does your centre help young people?
- What social activities are there?

Illustrate your brochure / web page with some pictures or drawings.

Song

- 1 a** Complete the song with these words.

bonfire hole devil lightning fight
roller skates mirror scissors grizzly bear

- b**  2.27 Listen and check.

- 2 a** Make a list of all the dangerous things to do in the song.

- b** Which ones can you find in the pictures?

Don't Sit Down 'Cause I've Moved Your Chair

Break a ¹_____, roll the dice
Run with ²_____ through a chip pan fire fight
Go into business with a ³_____
But just don't sit down 'cause I've moved your chair
Find a well-known hard man and start a ⁴_____
Wear your shell suit on ⁵_____ night
Fitting a circular ⁶_____ with a peg that's square
But just don't sit down 'cause I've moved your chair
Bite the ⁷_____ and tell me how it tastes
Kung fu fighting on your ⁸_____
Do the Macarena in the ⁹_____ 's lair
But just don't sit down 'cause I've moved your chair



4A Using the media



Vocabulary

The media

1 a How many different kinds of media can you think of?

You watch *a film* ...You listen to *the radio* ...You read *a newspaper* ...You go on *the Internet* ...b 3.2 Which preposition do we use with these types of media? Listen to the dialogues. Complete the chart with *in*, *at* and *on*.

_____	the theatre	the cinema	a concert
_____	TV	the radio	the Internet
_____	a website	a CD	
_____	a newspaper	a play	a programme
_____	a film		

Comprehension

2 a 3.3 Read and listen to the dialogue and the questionnaire. What is the questionnaire about?

b 3.3 Listen again. Complete the questionnaire with Pete's answers.

c Work with a partner. Ask and answer the questions.

Lisa Excuse me. My name's Lisa. Can I ask you some questions, please?

Pete Why? Are you doing a survey or something?

Lisa Yes, it's about how young people use computers.

Pete Will it take very long?

Lisa No, only a few minutes.

Pete OK, then.

- 1 Have you got your own computer?
Yes ☐ No ☐
If YES: Is it a desktop, a laptop or a tablet?

- 2 How often do you use your computer?
Every day ☐ Every 2-3 days ☐
Once a week ☐ Less than once a week ☐
- 3 Were you using the Internet at 8 pm yesterday?
Yes ☐ No ☐
If YES: What were you using it for?

- 4 Are you going to use the Internet this evening?
Yes ☐ No ☐ Maybe ☐
- 5 Do you use the Internet to find information for your schoolwork?
Yes ☐ No ☐
- 6 Does anyone in your family buy things online?
Yes ☐ No ☐
- 7 Have you ever downloaded a TV programme from the Internet?
Yes ☐ No ☐
If YES:
a What did you download?

b Will you download TV programmes from the Internet again?
Yes ☐ No ☐ Maybe ☐



Unit overview

Grammar: Question forms; gerunds; separating phrasal verbs

Vocabulary: The media; personality adjectives; phrasal verbs; Everyday English: making requests

Skills: Reading: reading for gist, matching, scanning, predicting, true / false or doesn't say, comprehension, extensive reading, completing a questionnaire, completing statements; Speaking: topic discussion, a survey, situational role-play, a stage play; Listening: comprehension, listening for specific information, multiple choice, multiple matching, completing a chart; Writing: a formal email

Culture: Teenagers and money

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

English Across the Curriculum: Social studies: TV

The English Across the Curriculum page can be studied after lesson 4B or at the end of the unit.

Your Project: Develop your writing: a formal email

Project: Teenage life in your country

Song: *On The Radio*

Optional extra

Put students into pairs or groups of three. Each student thinks about one of the following:

- a play or concert they have been to
- an interesting news story
- a film or TV programme they liked (or didn't like)

They then tell their partner or group about it. Explain that they should talk for approximately one and a half to two minutes. The other student(s) should listen carefully and ask at least two follow-up questions.

Comprehension**Exercise 2a** **3.3** Audio script pT88

- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to look at the photos and describe the people and things in them. Write any useful topic-related vocabulary on the board, e.g. *clipboard, laptop, tablet computer, camera, newspapers, radio*.
- Play the recording for students to read, listen and identify the topic of the questionnaire.
- Check the answer as a class.

ANSWER KEY

The questionnaire is about how young people use computers.

Exercise 2b **3.3** Audio script pT88

- Put students into pairs and ask them to read the questions and discuss any answers they can remember.
- Play the recording again for students to listen and complete the questionnaire.
- Check answers as a class.

ANSWER KEY

- 1 Yes; a desktop
- 2 Every 2–3 days
- 3 No
- 4 Yes
- 5 Yes
- 6 Yes
- 7 Yes; (a) a documentary about volcanoes (b) Maybe

Exercise 2c

- Students work in pairs to ask and answer the questions.
- Ask a few students to report their partner's answers to the class.

4A Using the media **Vocabulary****The media****Exercise 1a**

- Focus on the lesson title. Elicit what the media is (the main ways that people receive information and entertainment, e.g. through television, radio, newspapers, and the Internet) and explain that they will learn more about it in this lesson.
- Ask students to cover exercise 1b. Then ask them to work in pairs to write a list of all the different media they know.
- Ask a few students for their ideas and write them on the board for the class to copy and add to their lists.

Exercise 1b **3.2** Audio script pT88

- Ask students to copy the chart into their notebooks. They then work in pairs to discuss which prepositions are used.
- Play the recording for students to listen, check their ideas and complete the chart.

ANSWER KEY

at: the theatre, the cinema, a concert

on: TV, the radio, the Internet, a CD, a website

in: a newspaper, a play, a programme, a film

Grammar

Question forms

Exercise 3a

- Elicit some questions from the students. Write their suggestions on the board. Encourage them to come up with different types. Say, for example: *That's a good example of a question beginning with 'would'. Now can you give me an example using a question word / modal verb / the continuous tense?*
- Ask students to match the types of verbs to the patterns.
- Check answers as a class.

ANSWER KEY

1 B 2 C 3 A

Exercise 3b

- Students work individually to find the question patterns and mark them A, B or C.
- Check answers as a class.

ANSWER KEY

A: How often do you use your computer? Do you use the Internet to find information for your schoolwork? Does anyone in your family buy things online? What did you download?

B: Is it a desktop or a laptop?

C: Can I ask you some questions, please? Are you doing a survey or something? Will it take very long? Have you got your own computer? Were you using the Internet at 8 pm yesterday? What were you using it for? Are you going to use the Internet this evening? Have you ever downloaded a TV programme from the Internet? Will you download TV programmes from the Internet in the future?

Exercise 4a

- Students do the exercise individually.
- Check answers as a class.

ANSWER KEY

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

Exercise 4b

- Students write the questions and then compare and correct answers with a partner.
- Check answers as a class.

POSSIBLE ANSWERS

- How do you (usually) go to school?
- Why did you go to the dentist?
- Which ones are you going to buy?
- What time will you arrive?
- How many brothers and sisters have you got?
- How far is it to the city centre?
- Where was she born?
- How long have you lived here?
- When did you start working here?

Exercise 4c

- Students work in pairs to ask and answer the questions.

Speaking

Exercise 5a

- Explain to students that they are going to play 'Find someone who ...'.
- Read the example question with the class and elicit the question for item 2.
- Give students time to write the questions on their own and then compare with a partner.
- Check answers as a class.

POSSIBLE ANSWERS

- Did you go to the cinema yesterday?
- Can you play the guitar?
- Have you been in a newspaper?
- Would you like to be a radio DJ?
- Were you using the Internet yesterday evening?
- Are you going to play a computer game this evening?
- Are you going away this weekend? / Will you be at home this weekend?
- Have you got a Facebook profile?
- How old are you? / When's your birthday?

Exercise 5b

- Students go around the class asking and answering their questions. Stronger classes can ask follow-up questions after each positive answer, e.g. 'Can you play the guitar?' 'Yes, I can.' 'What type of guitar music do you play?'

Exercise 6a

- Focus attention on the photo and elicit what the woman's job is and what it involves.
- Read the instructions with the class and make sure they understand what they have to do.
- Put students into groups of four. Ask two students in each group to work together to write questions 1–4, while the other two students write questions 5–8. They then get together and finalize their questions in preparation for the survey.

Exercise 6b

- Students ask and answer questions around the class. Walk around, monitor and help.
- When they have finished, the groups can exchange information and compile answers.

Exercise 6c

- Ask one student from each group to report their findings to the class.

Optional extra

Put students into pairs and ask them to choose a famous person they both admire, e.g. a sportsperson, actor or singer. Ask them to imagine that they are going to interview that person and write some questions. You could extend this into a role-play of the interview with one student being the interviewing journalist and one taking the role of the celebrity.

Grammar

Question forms

3 a How do we make questions? Match the types of verbs to the patterns.

	Types of verbs
1	the verb <i>be</i> (present simple and past simple) <i>am, is, are was, were</i>
2	verbs with two parts (auxiliary + verb): • with a modal (<i>can, must, should</i>) • the present perfect (<i>have</i> + past participle) • continuous tenses (<i>be</i> + <i>-ing</i>) • the future with <i>will</i> • passive voice (<i>be</i> + past participle)
3	verbs with only one part: • the present simple • the past simple

	Patterns
A	<i>do / does or did</i> subject verb
B	verb subject
C	auxiliary subject verb

b Find all the questions in the dialogue and the questionnaire. Which pattern does each follow? Mark them A, B or C.

4 a Choose the best answer for each question word.

- | | |
|---------------------|--|
| 1 <i>What?</i> | a <i>I've got two brothers and a sister.</i> |
| 2 <i>How?</i> | b <i>My keys.</i> |
| 3 <i>Why?</i> | c <i>It's about ten kilometres.</i> |
| 4 <i>Which?</i> | d <i>We'll arrive at six.</i> |
| 5 <i>What time?</i> | e <i>She was born in London.</i> |
| 6 <i>How many?</i> | f <i>I usually go on the bus.</i> |
| 7 <i>How far?</i> | g <i>I'm going to buy the green ones.</i> |
| 8 <i>Where?</i> | h <i>Two years ago.</i> |
| 9 <i>How long?</i> | i <i>Because I had toothache.</i> |
| 10 <i>When?</i> | j <i>Since 2009.</i> |

b Write a question to match the answer for each question word in exercise 4a.

1 *What are you looking for?*

c Work with a partner. Ask and answer your questions.

Speaking

5 a Look at items 1–10. What questions will you ask to find the information? Find someone in the class who:

- watches the news on TV.
Do you watch the news on TV?
- went to the cinema yesterday.
- can play the guitar.
- has been in a newspaper.
- would like to be a radio DJ.
- was using the Internet yesterday evening.
- is going to play a computer game this evening.
- won't be at home this weekend.
- has got a Facebook profile.
- is older than you.

b Go round the class. Ask the questions.

6 a Work in a group. You are going to do a survey for a local radio station. Write a questionnaire. Use the cues.

- Have you got ...?
- What radio station / listen to?
- When / normally listen ...?
- Were / listening at 8 pm last night?
- ... ever phoned / emailed ...?
- If so, what did ...?
- What like / dislike about the radio station?
- ... you like to work ...?

b Go round the class and interview people.

c Tell the class what you find out.



4B Jobs

Vocabulary

Personality

- 1 a Match these words to the correct descriptions. Use a dictionary to help you.

charming loyal patient enthusiastic
hard-working reliable polite easy-going
ambitious tidy sensible cheerful

- 1 Martha always wants to do lots of things. She's very *enthusiastic*.
- 2 Jim doesn't worry about things. He's very _____.
- 3 April doesn't get angry when she has to wait. She's a very _____ person.
- 4 Jack never does anything silly. He's very _____.
- 5 Becky always does what she says she will. She's a _____ person.
- 6 Ryan works very hard. He's very _____.
- 7 Everything in Maria's bedroom is in the correct place. She's a very _____ person.
- 8 Mark always speaks to people very nicely. He's very _____.
- 9 Everybody likes talking to Jane. She's very _____.
- 10 Russell wants to be rich and famous. He's very _____.
- 11 Sally laughs a lot. She's very _____.
- 12 Raj always supports his friends. He's very _____.

- b  3.4 Listen and check.

- c Can you add more words to the list in exercise 1a?

friendly, ...

- 2 What qualities do you think are the most important for these people? Choose four things for each person.

- a good friend
- a good teacher
- a good parent
- a good shop assistant

- 3 Look at the words in exercise 1. Match them to their opposites below.

miserable rude unreliable impatient
negative disloyal unpleasant lazy
silly messy unambitious anxious

enthusiastic – negative

Reading

- 4 a Look at the advertisements. What kind of jobs are they for?

- b Write the names of the jobs.

TEENSCENE

JOBS

ADVERTS

To get further details of any of these jobs or an application form, [click on the advert.](#)

A CUTTING TIME

Saturday's our busiest day of the week, so we're looking for an enthusiastic and hard-working assistant (male or female). Duties include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.

The hours are 8.30–6.30 every Saturday with a one-hour lunch break.

We'll pay you £4 an hour and we'll give you a free hairstyle once a month, too.



B FILM EXTRAS WANTED

Have you ever wanted to be in the movies? Are you interested in acting? We're making a film in the local area during July and August and we'll need several young people as extras. We're looking for attractive and confident 14–18-year-olds. £50 a day plus meals.

Please attach a recent photograph to your application.



C NEWSPAPER BOYS / GIRLS

We're looking for reliable young people to deliver newspapers and magazines. We need one person for morning deliveries (7–8 am) and two people for evening deliveries (5–6 pm). You must be at least 13 years old and have your own bicycle. For morning deliveries you need to be good at getting up early, too!

Pay: £30 p.w.

When you apply, please say whether you prefer mornings or evenings.



4B Jobs

Vocabulary

Personality

Exercise 1a

- Focus attention on the words in the box. Ask students to discuss their meanings in pairs. Elicit their ideas and explain any that they are unsure about. Discourage the use of dictionaries at this stage.
- Look at the example with the class. Students then match the remaining words and descriptions. Ask them to compare their answers with a partner.

Exercise 1b 3.4

- Play the recording for students to listen and check their answers.
- Check answers as a class.

ANSWER KEY

2 easy-going 3 patient 4 sensible 5 reliable
6 hard-working 7 tidy 8 polite 9 charming
10 ambitious 11 cheerful 12 loyal

Exercise 1c

- Students work in pairs to add as many words to the list as they can. Students may want to add translations of words in their own language. Encourage them to ask other students if they know the adjectives in English before using their dictionaries.
- Ask pairs to compare lists in groups. Then elicit their lists and write any useful topic-related vocabulary on the board.

Exercise 2

- Elicit or teach the meaning of *qualities*. Put students into small groups to discuss the question. You might want to suggest that they brainstorm the qualities and record them as four different spidergrams with the following head words: *a good friend, a good teacher, a good parent, a good shop assistant*. If necessary, do an example spidergram on the board and elicit words for it.
- Ask one student from each group to share their group's ideas with the class.

Exercise 3

- Ask students to work individually to find the opposites. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

easy-going – anxious; patient – impatient; sensible – silly;
reliable – unreliable; hard-working – lazy; tidy – messy;
polite – rude; charming – unpleasant; ambitious – unambitious;
cheerful – miserable; loyal – disloyal

Reading

Exercise 4a

- Focus attention on the title and ask students what kind of people the advertisements are hoping to attract (teenagers).
- Ask them to read the advertisements through quickly to find out what kind of jobs they are for (part-time jobs).

Exercise 4b

- Students write the names of the jobs and then compare ideas with a partner.
- Check answers as a class.

ANSWER KEY

A hairdresser's assistant
B film extra
C newspaper boy / girl
D Saturday restaurant assistant
E dog walker
F part-time supermarket assistant

Optional extra

Ask students to read the job advertisements again and decide which of the three jobs they would apply for. Tell them to make notes of their choice and think of at least two reasons why they would choose it. Then put students into groups to compare ideas. When they have finished, have a class vote to see which is the most popular job, and why.

Exercise 5

- Students work individually to do the exercise. They then compare ideas with a partner. Check answers as a class.

ANSWER KEY

- newspaper boy / girl
- newspaper boy / girl; dog walker; supermarket assistant
- film extra
- dog walker; supermarket assistant
- film extra; newspaper boy / girl; restaurant assistant; supermarket assistant; dog walker
- hairdresser's assistant; film extra; restaurant assistant
- hairdresser's assistant; restaurant assistant; supermarket assistant

Exercise 6a

- Students discuss the question in pairs or groups.
- Check answers as a class.

ANSWER KEY

- dog walker
- hairdresser's assistant; restaurant assistant; supermarket assistant
- hairdresser's assistant; newspaper girl
- film extra
- newspaper girl
- film extra; supermarket assistant
- evening newspaper girl; evening supermarket assistant
- hairdresser's assistant; restaurant assistant; supermarket assistant

Exercise 6b

- Put students into small groups to discuss the questions. Encourage them to give reasons and details to make their answers more interesting, and to ask follow-up questions. Walk around, monitor and help.

Exercise 6c

- Students remain in their groups to brainstorm the personal qualities required for each job.
- Ask students to share their group's ideas with the class.

Grammar: gerunds

Exercise 7

- Read the box with the class. You may want to draw attention to the collocations *duties include* and *job involves*, and the use of dependent prepositions *good at* and *interested in*.
- Read the instructions and example with the class.
- Students work together to describe and guess the jobs.

Listening

Exercise 8a 3.5 Audio script pT88

- Ask students to copy the chart into their notebooks. Make sure students understand what they have to do.
- Play the recording, pausing after each speaker to give students time to write their answers. Check answers.

ANSWER KEY

See key for exercise 8b.

Exercise 8b 3.5 Audio script pT88

- Play the recording again for students to listen and complete the table. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

	Andy	Bella	Jason	Mary
where?	wildlife centre	café	bookshop	hairdresser's salon
hours?	Sundays from ten to five	Saturdays from half past nine to half past four	Saturdays from nine to six	Saturdays from half past eight to half past six
duties?	cleaning the animals' houses; feeding the animals; helping in the souvenir shop	sets and clears tables; serves customers	putting books on the shelves; keeping the shelves tidy; helping customers to find books	getting things ready; clearing up at the end of the day; washing customers' hair; sweeping the floor; making tea and coffee for hairdressers and customers
likes?	the animals; being outdoors	meeting people	tidying up; learning about books; getting books at a cheaper price; the money	the people she works with; earning her own money; getting a free hairstyle
doesn't like?	cold or wet weather	the work's tiring; some customers can be difficult	being on his feet all day	it's a long day and she feels too tired to go out

Optional extra

Ask students to write about a job they have or one they would like to do. They should use the following prompts to help them:

- Where is the job?
- Which days do you work? Which hours?
- How much do you get paid? Do you get any extra things?
- What qualities do you need to do the job?
- What do you like about the job?
- Is it difficult?

5 Match the descriptions to the jobs. Some descriptions match more than one job.

- 1 You must have your own transport.
- 2 You have to work outdoors.
- 3 You have to send a photograph.
- 4 They don't say how much you get paid.
- 5 They need more than one person.
- 6 You get more than money.
- 7 You have to work on Saturdays.

D



The Coffee Pot Restaurant

We're looking for Saturday assistants to help in our busy town centre restaurant. Duties will include setting and clearing tables, serving customers and helping in the kitchen. We're looking for polite, patient and friendly people who can work under pressure.

Hours: 10–4, including a half-hour lunch break.

Pay: Minimum wage + lunch

E

Walkies 🐾🐾🐾

A lot of people have got a dog, but they haven't got time to give it enough exercise. That's where we come in. We take their dogs for a walk and we're looking for young people to be dog walkers.



You must be sensible and reliable. Dogs need exercise whatever the weather. So if you're fond of animals and you like walking, we'd like to hear from you.

F

PART-TIME ASSISTANTS WANTED

Shop 'n' Save Supermarket needs two young people (14–18) for evening and weekend work. The job involves helping customers, putting things on the shelves, collecting trolleys, etc.

Hours: 5–7 evenings or 10–5 Saturdays and Sundays.

You must be tidy, honest and good at Maths.



6 a Which jobs can't these people do?

- 1 Patty doesn't like animals.
- 2 Mark plays football on Saturday mornings.
- 3 Henrietta doesn't like getting up early.
- 4 Bob is going on holiday in August.
- 5 Freya hasn't got a bike.
- 6 Martin is thirteen years old.
- 7 Katrina goes to dance class on Wednesdays and Fridays at 5.30 pm.
- 8 Alice doesn't like doing housework.

b Which job(s) couldn't you do? Why? Which one would you choose? Why?

c Describe the ideal person for each job. Use the words in exercise 1 to help you.

Grammar: gerunds

When we talk about an activity, we normally use the gerund (-ing form).

Duties will include *sweeping the floors*.
Are you interested in *acting*?
You need to be good at *getting up early*.
The job involves *helping customers*.

7 What's my job? Work with a partner. Student A: think of a job. Say what it involves. Student B: say what job it is.

- My job involves *serving food and drinks to passengers on a plane*.
- You're a *flight attendant*.

Listening

8 a **3.5** Listen. You will hear four people talking about their weekend jobs. Copy the chart and write the correct places.

a bookshop a dance school a hairdresser's salon
a wildlife centre an ice cream parlour a café

	Andy	Bella	Jason	Mary
where?				
hours?				
duties?				
likes?				
doesn't like?				

b **3.5** Listen again and complete the chart.

4C Requests

Vocabulary

Phrasal verbs

- 1 a** Phrasal verbs are very common in English. Complete the sentences with these words.

down on (x2) off up
away back in over out

- Could you switch **on** the TV, please?
- Please pick _____ your litter before you go.
- I'm sorry. I've knocked _____ my glass of milk.
- Don't throw _____ these magazines, please.
- Have you put _____ the rubbish?
- Please take _____ your shoes before you come in.
- Can I try _____ these trousers, please?
- Could you fill _____ this form, please?
- Can you turn _____ the volume, please? It's very loud.
- Is it OK if I give _____ the DVD tomorrow?

- b** 3.6 Listen and check.

Grammar: separating phrasal verbs

A phrasal verb consists of:

a verb + a particle
switch on

When a phrasal verb has got an object, the particle can go before or after the object. (But if the object is a pronoun, the particle **must** go after it.)

John switched on the radio
John switched the radio on.
John switched it on.
John switched on it.

- 2** Rewrite the sentences in exercise 1a. Separate the verbs.

1 *Could you switch the TV on, please?*

- 3 a** Give examples of two more phrasal verbs for each of these verbs.

put take turn give

put away

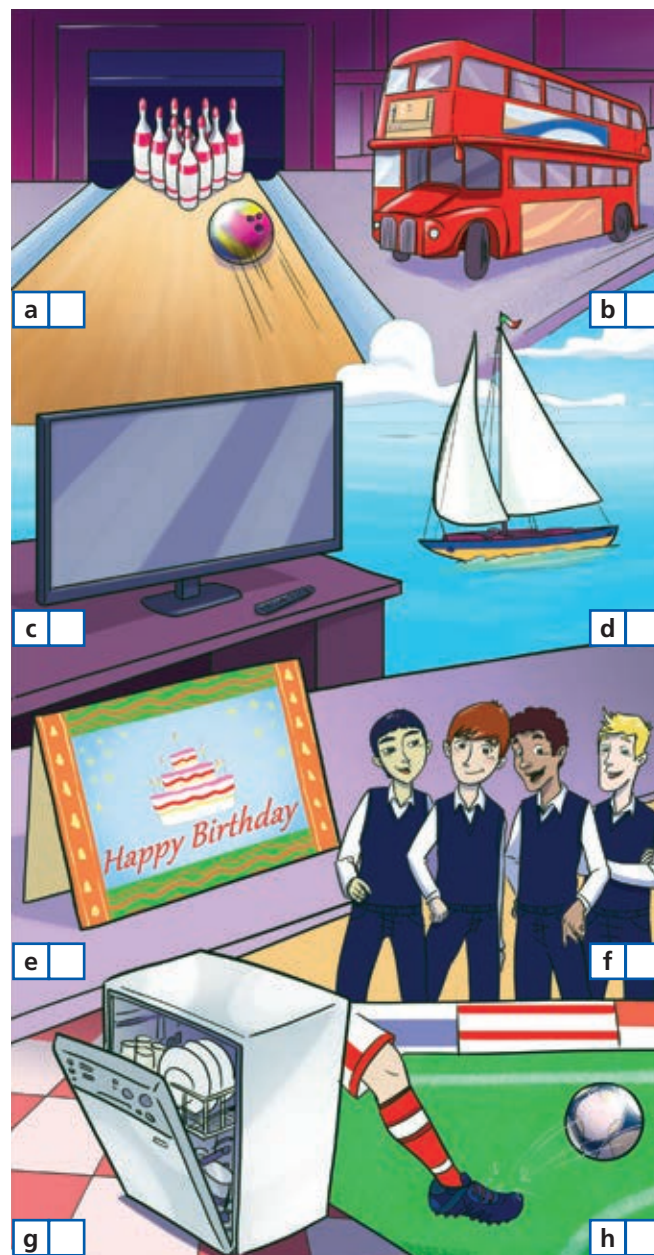
- b** Write a sentence for each of your phrasal verbs.

Don't leave your bag there. Put it away.

Listening

- 4 a** Look at the pictures. What do they show?

- b** 3.7 Listen. Number the pictures to match the dialogues 1–4. There are two pictures for each dialogue.



- c** 3.7 Listen again. Answer the questions for each dialogue.

- What is the relationship between the people?
- Who wants something?
- What does he / she want?

4C Requests

Vocabulary

Phrasal verbs

Exercise 1a

- Explain that *switch on* is an example of a phrasal verb. Elicit more common phrasal verbs and write them on the board.
- Students work on their own to complete the sentences.

Exercise 1b 3.6

- Play the recording for students to listen and check.
- Check answers as a class.

ANSWER KEY

2 up 3 over 4 away 5 out 6 off 7 on 8 in
9 down 10 back

Grammar: separating phrasal verbs

Exercise 2

- Read the explanation with the class.
- Students rewrite the sentences on their own.
- Check answers as a class.

ANSWER KEY

- 2 Please pick your litter up before you go.
3 I'm sorry. I've knocked my glass of milk over.
4 Don't throw these magazines away, please.
5 Have you put the rubbish out?
6 Please take your shoes off before you come in.
7 Can I try these trousers on, please?
8 Could you fill this form in, please?
9 Can you turn the volume down, please?
10 Is it OK if I give the DVD back tomorrow?

Exercise 3a

- Put students into pairs and give them time to think of examples.
- Ask pairs to share their ideas with the class and write them on the board.
- Check answers as a class.

POSSIBLE ANSWERS

put down, put somebody up, put away
take on (challenge somebody to do something), take off,
take away
turn out, turn down, turn up, turn over
give up, give away

Exercise 3b

- Read the example sentence with the class. Remind students that the best way to remember new vocabulary is to use it in context, which will also help them to remember how to use it.
- Students work in pairs to write example sentences.
- Elicit some sentences and write them on the board.

Optional extra

- Put students into pairs and give them two minutes to write as many new phrasal verbs as they can.
- Ask the pair with the most examples to read them out. Ask the other pairs to add any other phrasal verbs.
- Elicit example sentences for some of the phrasal verbs and write students' ideas on the board.

POSSIBLE ANSWERS

break down, break in, break up, call off, calm down, check in, check out, cheer up, clean up, come across, come from, fall down, find out, get on, get away, get back, get up, give away, give up, go back, go out, grow up, hand in, hang up, look after, look for, look out, look up, make up, pay back, pay for, put on, run away, send back, switch off, take after, turn off, turn on, turn up, wake up, work out

Listening

Exercise 4a

- Ask students to say what they can see in the pictures.
- Check answers as a class.

POSSIBLE ANSWERS

- | | |
|-------------------|--------------------------|
| a a bowling alley | e a birthday card |
| b a bus | f boys in school uniform |
| c a TV | g a dishwasher |
| d a sailing boat | h a football |

Exercise 4b 3.7 Audio script pT88

- Read the instructions with the class and make sure students understand what they have to do.
- Play the first dialogue and explain that *Sis* is a colloquial form of *sister*.
- Play the rest of the recording. Pause after each dialogue for students to note their answers.
- Check answers as a class.

ANSWER KEY

1 d, f 2 c, h 3 a, e 4 b, g

Exercise 4c 3.7 Audio script pT88

- Play the recording again, pausing after each dialogue for students to answer the questions.
- Check answers as a class.

ANSWER KEY

Dialogue 1

- 1 father and son
- 2 the son
- 3 He wants to go on a school sailing trip.

Dialogue 2

- 1 brother and sister
- 2 the brother
- 3 He wants to watch the news for his homework.

Dialogue 3

- 1 mother and son
- 2 the mother
- 3 She wants him to get a birthday card for his uncle.

Dialogue 4

- 1 mother and daughter
- 2 the mother
- 3 She wants the daughter to put things in the dishwasher.

Exercise 5a

- Elicit or pre-teach the meaning of *request*, *objection* and *response*.
- Students copy and extend the chart in their notebooks so that they can record the answers for all four dialogues.
- Ask them to work in pairs or groups to complete the chart using their answers to exercise 4c.

Exercise 5b 3.7 Audio script pT88

- Play the recording again for students to listen and check their answers.
- Check answers as a class.

ANSWER KEY

	Dialogue 2	Dialogue 3	Dialogue 4
1	The boy wants to put Channel 4 on.	The mother wants her son to buy a birthday card for his uncle.	The mother wants her daughter to put things in the dishwasher.
2	His sister wants to watch a game show.	He isn't going to be back until the evening.	The daughter's bus is coming in two minutes.
3	He needs to watch the news for his homework.	She needs to post the card today.	It's the daughter's turn to do it.
4	His sister records the game show while her brother watches the news.	Her son will write it and post it.	The mother does it today and the daughter will do it tomorrow.

Optional extra

Students can use the chart to role-play the dialogues.

Everyday English

Making requests

Exercise 6a

- Ask students to look at the questions. They are from the dialogues in exercise 4.
- Students label the questions.
- Check answers as a class.

ANSWER KEY

1 b 2 a

Exercise 6b

- Elicit what verb form is used after *Would you mind ...?*
- Ask students to complete the sentence.
- Check the answer as a class.

ANSWER KEY

the *-ing* form

Would you mind putting these things in the dishwasher?

Exercise 7a

- Students work individually or in pairs to put the dialogue in the correct order.

Exercise 7b 3.8

- Ask students to compare their answers with a partner.
- Play the recording for students to listen and check their answers. If necessary, play it again.

ANSWER KEY

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

Exercise 7c

- Students practise role-playing the dialogue in pairs. They then swap roles and practise it again.

Exercise 7d

- Elicit or explain that the underlined expressions in the dialogue in exercise 7a can be replaced by expressions from exercise 6. Then elicit some example requests. Each time, ask the rest of the class if the same request could be expressed differently and elicit possible alternatives.
- Remind students that, when we make a polite request in English, we use *please* more often than in other languages.
- Students work with a partner to write a new dialogue. Give them time to write and practise their dialogues. Walk around, monitor and help as necessary.
- Ask a few confident pairs to perform their dialogues in front of the class.

Speaking

Exercise 8a

- Ask students to read the four situations. Focus attention on the photo and elicit which situation it might be (1 or 4).
- Students work in pairs to write dialogues. Walk around and monitor their use of the expressions for making, accepting and rejecting requests.

Exercise 8b

- Give students time to practise their dialogues.
- For each situation, ask a few pairs to perform their dialogue in front of the class. Encourage them to speak as naturally as they can.

Revision idea

Ask students to think of a conversation they have had at home when they requested something from their parents, brother or sister. Students write the dialogue. When they have finished, ask some students to share their dialogues with the class.

5 a Copy and complete the chart for dialogues 2–4.
Use the pictures and your answers in exercise 4.

		Dialogue 1	Dialogue 2
1	Request	<i>The son wants to go on a school sailing trip.</i>	
2	Objection	<i>His father thinks it might be expensive.</i>	
3	Response	<i>He says that all his friends are going.</i>	
4	Result	<i>He will find out how much it's going to be.</i>	

b 3.7 Listen again and check your ideas.

Everyday English

Making requests

6 a Label the pairs of sentences a or b.

- a asking someone to do something
b asking for permission

1 _____

Can I go on the sailing trip?
Is it all right if I do it tomorrow?

2 _____

Do you think you could get a birthday card?
Could you put Channel 4 on?

b What form of the verb do we use after *Would you mind ...?* Complete the request.

Would you mind _____ these things in the dishwasher?

7 a Put the dialogue in the correct order.

- ☐ a Yes, but only if you've finished your homework properly first.
☐ b Yes, I will, but is it all right if I do it on Sunday afternoon?
☐ c Will you have any homework to do?
☐ d OK. I will.
☐ e Can I go and stay over at Mike's place this weekend, Mum?
☐ f No. Your grandparents are coming over for the day.
☐ g Oh, OK. I'll do it after school on Friday then. Could you give me a lift to Mike's, please?

b 3.8 Listen and check.

c Read your dialogue with a partner.

d Replace the underlined expressions with other expressions from exercise 6. Read your new dialogue.

Speaking

8 a Work in groups of three. Make dialogues for situations 1–4 below. Follow this pattern.

A Make a request

B State an objection.

A Propose a solution to the objection.

B Accept or refuse the solution.

A End the conversation.

b Practise your dialogues.



- 1 Your parents are going out. They want you to stay in and look after your younger brother / sister. But you've been invited to a party. You need a lift there, too. Talk to your parents.
- 2 You want to go out with a boy / girl, but you don't know what to say. Ask a friend to do it for you. Your friend doesn't think it's a good idea.
- 3 Your friends are coming round to your house for the evening. Your younger brother / sister wants to watch something on TV. Talk to him / her.
- 4 You want to go to the cinema with your friends. You haven't got any money. You didn't help with the housework this week, so you didn't get any pocket money. Talk to your parents.

4D Murder at the theatre

Extensive reading

1 **3.9** Read and listen to the extract from a play. Who are the people in the pictures?

2 a Find these things in the pictures.

the stage the curtain a bullet
the cast the gun the audience

b What is happening in each picture?

3 Complete the sentences with the correct names or titles.

- 1 _____ was recording the performance.
- 2 _____ died on the stage.
- 3 _____ fired the gun.
- 4 _____ normally puts the bullets in the gun.
- 5 _____ was in love with John Russell.
- 6 _____ and _____ had an argument this afternoon.
- 7 _____ recorded the conversation between John and Ursula.
- 8 _____ wanted £1,000 from Ursula.
- 9 _____ used to be an actor.

4 Choose the correct preposition.

- 1 This is a special performance *to / of / from* 'The Jealous Lover'.
- 2 Rose pointed the gun *to / on / at* her husband.
- 3 There were real bullets *at / in / on* the gun.
- 4 A police inspector interviewed the people *on / to / at* the theatre.
- 5 The director left the gun *on / in / at* a table *at / to / on* the stage.
- 6 Fiona heard John talking *to / at / in* Ursula.
- 7 Fiona said she was *on / at / in* love *for / with / of* John.
- 8 Only Fiona's fingerprints were found *at / on / to* the gun.
- 9 Ursula spent some time *to / at / in* prison.
- 10 John Russell got a big part *in / to / on* a film.

5 a Three people had a motive for killing John Russell. Who are they? What were the motives?

b Who do you think was the murderer? Why?

c **3.10** Listen and check your ideas.



4D Murder at the theatre

Extensive reading

Exercise 1 3.9

- Ask students: *Do you read detective stories or watch films about crime? Which ones?*
- Focus attention on the first picture (below exercise 5c). Then focus attention on the title of the play and the cast list on page 51 and ask: *What has happened?* Elicit ideas.
- Check that students understand the meaning of *murder, scene, cast, stage manager, jealous, motive* and *constable*.
- Explain that they are going to read and listen to a play about a murder.
- Play the recording for students to listen and read. Help with vocabulary as necessary.
- Focus attention on the first picture again and ask students to try to identify the four people in it.
- Now focus on the second picture and ask students who they think the people are.

ANSWER KEY

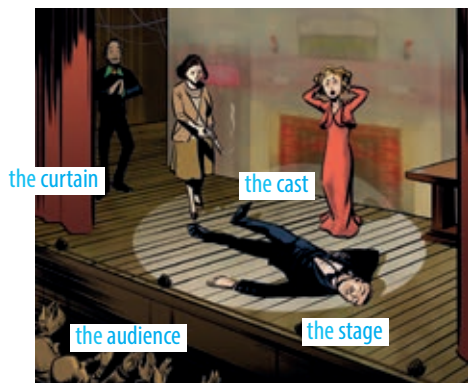
First picture, from left to right: the director, Rose (played by Fiona May), George (played by John Russell), Martina (played by Ursula Twain)

Second picture, from left to right: the director, the inspector, the stage manager, the constable

Exercise 2a

- Students find the things in the pictures.
- Check answers as a class.

ANSWER KEY



Exercise 2b

- Students work in pairs to describe the pictures. Walk around, monitor and help.

Exercise 3

- Students work individually to do the exercise. They then compare answers in pairs.
- Check answers as a class.

ANSWER KEY

- 1 The director, Martin Lock
- 2 John Russell
- 3 Fiona May
- 4 The director, Martin Lock
- 5 Fiona May
- 6 John Russell (and) Ursula Twain
- 7 The stage manager
- 8 John Russell
- 9 The director, Martin Lock

Exercise 4

- Students work on their own to circle the correct prepositions and then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 of
- 2 at
- 3 in
- 4 at
- 5 on; on
- 6 to
- 7 in; with
- 8 on
- 9 in
- 10 in

Exercises 5a, 5b, 5c

See page T51.

Exercise 5a

- Put students into groups of three to discuss the questions.
- Ask a few students to share their group's ideas with the class. Prompt them with additional questions if necessary to get all the information, e.g. *Do you think the director Martin Lock liked John Russell? Why? Why not?*

POSSIBLE ANSWERS

Fiona May, Ursula Twain and Martin Lock all had a motive for killing John Russell.

Fiona May was jealous because John Russell was talking to Ursula Twain. She threatened to kill him before the murder.

Ursula Twain had been in prison for robbery and John Russell was blackmailing her to keep her secret.

Martin Lock didn't like John Russell. He used to be an actor, but John had got a big part in a film that he wanted to be in.

Exercise 5b

- Students discuss their ideas in groups. Encourage them to give reasons for their suspicions.
- Ask a student from each group to share their group's ideas with the class and write them on the board.

Exercise 5c **3.10** Audio script pT88

- Play the end of the story for students to listen and see whether they guessed the murderer correctly.

ANSWER KEY

The murderer was Ursula Twain.

Optional extra

- Students role-play the story. Put students into groups, one group for each scene. Each group should have a director and enough students for the actors in the scene.
- Students rehearse the scenes. Walk around, monitor and help with ideas and language.

Revision idea

Put students into four groups. Assign to each group one of these characters: the stage manager, Fiona May, the inspector, Ursula Twain. Ask students to imagine they are lawyers for the trial of Ursula Twain. They write the questions they are going to ask their character at the trial.

Choose four students to play the stage manager, Fiona May, the inspector and Ursula Twain. Groups take turns to ask the characters their questions and the characters answer them.

'The Jealous Lover'

Directed by Martin Lock

George

Rose

Martina

John Russell

Fiona May

Ursula Twain

Scene 1

The Grand Theatre. It's the tenth performance of the play 'The Jealous Lover'. It's a special night, because the director, Martin Lock, is recording the play. It's near the end of the first act. Rose, George and Martina are on the stage. The director is watching them from the side. Rose is pointing a gun at her husband, George, because she has found him kissing Martina.

Rose You've gone too far this time, George.

George Put that gun down, Rose. Don't be a fool.

Rose fires the gun. George falls to the floor holding his chest.

Martina Aargh. You've killed him!

The curtain falls. The audience claps.

Director Oh well done, everybody. That was perfect for the recording. John, you died brilliantly. John ...! John?

Fiona Oh no! He's dead! He's really dead!

Scene 2

A detective inspector and a police constable are talking to the people at the theatre.

Inspector So, Miss May, you shot John Russell. Did you know that there were real bullets in the gun?

Fiona Of course not, Inspector. We always use blank bullets.

Inspector Who normally puts the bullets in the gun?

Director I do.

Inspector Can you show me how you do it, Mr Lock?

Director Yes, of course. Like this.

Inspector Thank you. And did you put blank bullets in the gun this evening?

Director Yes, I did. The stage manager saw me and then I put it on the table over there on the stage, as usual.

Inspector So somebody changed the bullets. Now, Miss May, you were going out with Mr Russell, weren't you? But you had an angry argument this afternoon, didn't you? Everybody heard it. What was it about?

Fiona I ... I saw him talking to Ursula Twain. I asked him what it was about, but he didn't tell me anything. I've seen them talking like that before.

Inspector So you were jealous. Did you say 'You monster, I'll kill you!'?

Fiona Well, I ... Yes, I did, but I didn't mean it. I was angry. I didn't kill John. I was in love with him.

Inspector But only your fingerprints were on the gun, Miss May! I want to talk to you all again later, but first I need to see the stage manager.

Scene 3

The inspector is talking to the people at the theatre again.

Inspector Now, Miss Twain. What were you and Mr Russell talking about this afternoon when Fiona saw you?

Ursula He asked me to marry him. Fiona knew that he loved me. That's why she was jealous.

Fiona No. It's not true. He loved me, not her!

Inspector You're lying, Miss Twain. You see, while you were talking to Mr Russell, the stage manager was testing the sound equipment. Listen to this.

The stage manager switches on the sound system.

John A thousand pounds by tomorrow, Ursula, or else.

Ursula But I haven't got it. Please, John.

John Well, you'd better find it. You don't want everybody to know your little secret, do you?

The stage manager switches off the recording.

Inspector Mr Russell was blackmailing you, wasn't he, Miss Twain? What was your little secret?

Ursula I ... I ...

Inspector You spent some time in prison, didn't you? For robbery, wasn't it, Miss Twain?

Director Well, Ursula, if you did kill him, he deserved it.

Inspector Yes, Mr Lock. The stage manager tells me that you didn't like John Russell.

Director Well, he wasn't the nicest person in the world, but ...

Inspector You used to be an actor, too, didn't you? Why did you give it up?

Director I ... I had the chance of a big part in a film. I really wanted it, but I didn't get it.

Inspector Why not?

Director John Russell got it. Yes, I hated him for that, but I didn't kill him.

Inspector But you put the bullets in the gun. So we have three people – Fiona May, Ursula Twain and Martin Lock – and you all had a motive for killing John Russell ...



1 **3.11** Read and listen to the text. Which of the topics does it mention?

- | | | |
|---|---------------------------------------|---------------------------------------|
| ☐ shopping | ☐ homework | ☐ watching TV |
| ☐ part-time jobs | ☐ saving money | ☐ sports |
| ☐ housework | ☐ school | ☐ pocket money |

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

- Not all British teenagers get pocket money from their parents.
- All teenagers have to make their own bed.
- Teenagers buy a lot of things online.
- Most teenagers save about a quarter of their pocket money.
- Teenagers aren't allowed to work outdoors.
- You can't do a part-time job when you are twelve years old.
- If you deliver newspapers, you have to start at 6.30 am.
- You can't work for more than two hours on Wednesdays.
- You can work for the whole of the summer holidays.

3 a **3.12** Listen to some teenagers talking about their jobs. Copy and complete the chart.

	Wesley	Mel	Bernie	Linda
Where do they work?				
When do they work?				
What exactly do they do?				

b **3.12** Listen again. How does each person feel about their job?

c Which people:

- | | |
|---------------------------|-------------------------------|
| 1 work during the week? | 5 have to get up early? |
| 2 sell things? | 6 work after school? |
| 3 work outdoors? | 7 work on Saturdays? |
| 4 work with other people? | 8 do something with trolleys? |

4 Compare what British teenagers do with teenagers in your country.

Teenagers and money

Most British teenagers get pocket money from their parents. In some families, teenagers have to help with jobs around the house to earn their pocket money. They help with the housework – vacuuming the floor, loading the dishwasher, setting the table and so on – or they do things outside, such as washing the car and cutting the grass in the garden.

They spend most of their money on going out, clothes, trainers, music, computer games and mobile phone bills. Not many teenagers shop online, because they enjoy going to the shops with their friends. However, they buy things online if they can get them cheaper that way. A lot of teenagers try to save some money in a bank, too. Older teenagers usually save money to pay for driving lessons. (You can drive a car in the UK when you are seventeen years old.)

Some teenagers do part-time jobs to get some money. They usually work in shops, supermarkets and cafés at the weekend, but some teenagers do jobs during the week. One of the most popular jobs is having a paper round (delivering newspapers to houses and flats). You can do a part-time job when you are thirteen. However, there are lots of restrictions on places and hours of work.

- You can't work in any dangerous places, like building sites or factories, or work in places that sell alcoholic drinks or on ships.
- You can't drive or ride on any vehicles, except your own bicycle for a newspaper round.
- You can only work for a maximum of two hours on a weekday, and you aren't allowed to work before seven o'clock in the morning or after seven o'clock in the evening.





Teenagers and money

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, and then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Background information

During the school term, teenagers in Britain cannot work for more than 12 hours per week. Sixteen- and seventeen-year-olds who have left school can work up to 40 hours a week.

Exercise 1 3.11

- Write *money* on the board and ask students to write down five things they associate with money.
- Elicit ideas from students and ask the rest of the class to comment. Prompt them with questions, e.g. *Is money important to teenagers? Why? Where does your money come from? What do most teenagers spend money on?* Make notes of their ideas on the board.
- Tell students they are going to read and listen to a text about British teenagers and money. Play the recording. Students tick the topics mentioned.
- Check answers as a class. Does the text mention any of the things students associated with money?

ANSWER KEY

shopping, part-time jobs, housework, saving money, pocket money

Exercise 2

- Put students into pairs and ask them if they can remember whether the statements are true, false or not mentioned.
- Students check their ideas by looking at the text.
- Check answers, asking students to explain their answers.

ANSWER KEY

1 True. 2 Doesn't say. 3 False. 4 Doesn't say. 5 False.
6 True. 7 Doesn't say. 8 True. 9 Doesn't say.

Exercise 3a 3.12 Audio script pT88

- Ask students to read the instructions and copy the chart.
- Read the questions in the chart with the class and elicit what kind of information students expect to hear.
- Play the recording, pausing after each speaker for students to write their answers. Check answers as a class.

POSSIBLE ANSWERS

Wesley: outside; from 7 am on weekdays and Sundays; delivers newspapers and magazines to houses

Mel: in a shoe shop; 9–5.30 at weekends; fetch shoes for people to try on, take shoes back to store room

Bernie: in a supermarket; 10–4 on Sundays, Wednesdays for two hours after school; puts things on shelves, collects trolleys from car park, helps customers with their bags

Linda: in a theatre; 2–6 on Sundays; collects tickets, shows people to their seats, sells ice-creams, collects rubbish

Exercise 3b 3.12 Audio script pT88

- Ask students how they would feel about doing the jobs in exercise 3a. Write some of their ideas on the board.
- Play the recording again, pausing after each speaker to give students time to take notes. Check answers as a class.

ANSWER KEY

Wesley says it's OK in the summer, but he doesn't like it in the winter when it's cold and dark.

Mel says it's quite tiring, but she likes the people she works with and she can buy shoes cheaply.

Bernie says it can be boring, but it's nice to have the money.

Linda says she doesn't get paid much, but it's quite interesting and she sees lots of plays, concerts and films.

Exercise 3c

- Students discuss the questions in pairs.
- Playing the recording again for them check their answers.
- Check answers as a class.

ANSWER KEY

1 Wesley and Bernie 2 Mel and Linda
3 Wesley and Bernie 4 Mel, Bernie and Linda
5 Wesley 6 Bernie 7 Mel 8 Bernie

Exercise 4

- Students discuss in small groups. Suggest that they take notes about pocket money, saving, jobs and job restrictions.
- Ask each group to share their ideas with the class. Write their ideas and any useful vocabulary on the board.

Optional extra

Put students into small groups to brainstorm jobs that teenagers can do in their country. They then choose the five best jobs and rank them. Tell them to be prepared to give reasons for their choices. They should consider location, hours, money (well-paid?) and perks (e.g. free meals, haircuts).

Revision idea

Put students into groups to write a job advertisement for teenagers. They should decide on the location, duties, days and hours of work, pay and the qualities they would like in an employee, e.g. hard-working, enjoys working as part of a team.

Social studies: TV

Exercise 1

- Focus attention on the photos. Elicit students' comments and ideas about what issues the lesson will cover and write these on the board. Write any useful topic-related vocabulary that arises from their answers on the board.
- Students walk around the class asking and answering the questions. If you prefer, put students into two groups and get them to do the survey in their groups; this prevents students from having to ask and answer the same questions too many times. You can then see if the two groups have different answers.

Optional extra

Ask students to collate all the answers from the survey and (roughly) work out the following:

- the average amount of time students spend watching TV per day
- the most popular type of TV programme
- the least popular type of TV programme
- whether most people watch TV alone, with friends or with family

You could extend this by asking students to discuss whether they think the class's general viewing habits are healthy or unhealthy, and to give reasons for their answers. Stronger classes could also offer suggestions as to how students should change their viewing habits for the better.

Exercise 2a 3.13

- Read the questions with the class. Ask students whether they know the answers to questions *a* and *g*. Elicit any relevant ideas without revealing the correct information.
- Play the recording for students to read and listen to the text and decide which topics are mentioned. They then compare answers with a partner.
- Check answers as a class. Play the recording again if necessary.

ANSWER KEY

b, c, e, f, h

Exercise 2b

- Students read the text again and match the topics to the paragraphs. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

1 e 2 c 3 h 4 b 5 f

Exercise 3

- Students work on their own to find the numbers and answer the questions. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

7,000: In 1945, there were only 7,000 TV sets in the USA.

3–4: The average young person in the USA watches TV for 3–4 hours a day.

hundreds: Satellite TV brings hundreds of different channels to our screens.

40,000: In the USA, the average 18-year-old has watched 40,000 murders on TV.

Exercise 4a

- Students discuss the questions in groups. Encourage them to give reasons for their answers and to think of at least three solutions. Explain that you will ask them to present their ideas to the rest of the class afterwards.
- Give students a few minutes to discuss the questions.

Exercise 4b

- Ask confident students to present their group's ideas to the class. Ask the class to listen carefully and see if they have different solutions.

Optional extra

Have a class debate on the following topic: *TV has a negative influence on society*. Put students into two teams and give them time to think of at least three arguments for or against. Challenge stronger classes by finding out whether they are for or against, and then asking them to argue the opposite opinion.

Social studies: TV

1 Do a survey in your class. Ask about these things.

- 1 How many hours a day do you watch TV?
- 2 What are your favourite programmes?
- 3 Do you normally watch TV on your own or with other people?

2 a 3.13 Read and listen to the text. Which topics does it mention?

- a Who invented TV?
- b Violence on TV
- c Watching TV and health
- d Reality TV shows
- e The growth of TV
- f Is TV a good thing?
- g How does a TV work?
- h Families and TV

b Match the topics to the paragraphs.

3 Find these numbers in the text. What do they refer to?

7,000 3–4 hundreds 40,000

4 a Work in a group. Discuss the questions.

- 1 Which of the problems do you think is the most important? Why?
- 2 What should we do about the problem?

b Present your ideas to the class.



- 1 In today's world, television is everywhere. However, it hasn't always been like that. In 1945, there were only 7,000 TV sets in the USA. Now almost every household in developed countries has got at least one TV. For many people it's the most important source of news and entertainment. However, the growth of TV raises some important questions.
- 2 Are we all becoming 'couch potatoes'? A study in the USA showed that the average young person watches TV for 3–4 hours a day. What is this doing to their health? Studies show that there is a link between TV and health. A lot of children and teenagers don't get enough exercise, because they spend too much time in front of the TV. There is also a link with education. If children are watching TV, they aren't doing other things, such as reading or playing a musical instrument.
- 3 Is it good for families? When TV first started there were only a few TV channels, and TV sets were expensive, so everybody in the family used to watch the same programmes together. Now satellite TV brings hundreds of different channels to our screens and many families have more than one TV, so members of the family all watch different programmes. Is this good for families? If they don't share experiences, do they have less to talk to each other about? And shouldn't parents know what their children are watching?
- 4 Is it OK to show violence on TV? According to research in the USA, the average 18-year-old has watched 40,000 murders on TV. Does this make young people more violent? The answer seems to be 'yes', but it's very difficult to prove. We don't advertise cigarettes or alcohol on TV because young people might start smoking and drinking. So should we also ban violence, because young people might become more violent?
- 5 TV is now a big part of most people's lives. In many ways, it's made our lives richer, as we can watch almost anything that we want, when we want. But has it also made us lazier, less friendly and more violent?



Grammar

- 1 a** A year ago, Cameron was chosen to be a member of a new band called Mind Games. Make questions to complete the interview with him. Use the cues in brackets.

R = Reporter C = Cameron

- R ¹(you / always / want) to be a singer, Cameron?
 C Yes, I have.
 R ²(you / play) a musical instrument, too?
 C No, I can't. I started to learn the guitar, but I gave it up.
 R ³(how long / you / be) in Mind Games now?
 C Six months.
 R ⁴(what / you / do) before that?
 C I worked in a bank.
 R ⁵(your life / change) since you joined the band?
 C Yes, it has. It's changed tremendously.
 R ⁶(you / like) your new life?
 C Yes, I do – it's great fun.
 R ⁷(what / you / do) at the moment?
 C We're recording our first album.
 R ⁸(you / write) any of the songs?
 C No, I didn't. Amelia, one of the other members, wrote some of them.
 R ⁹(she / write) a lot of songs?
 C No, she doesn't, but I think she will in the future.
 R So ¹⁰(what / do) next?
 C We're going to make a movie.
 R ¹¹(that / be) your first film?
 C Yes, it will, but not the last, I hope.

- b** 3.14 Listen and check.

Speaking

- 2** Ruby wants to go to a party. Make her dialogue with her father. Use the cues.

R = Ruby F = Father

- R go / party / Pete's house / Friday?
 F what time / finish?
 R not know / sure not be late
 F OK / but be home by eleven
 R thanks / give / lift?
 F no / go out
 R OK / get / lift with Ella

Listening

- 3 a** 3.15 Listen and choose what the people do.

- | | |
|---|---|
| ☐ a magazine reporter | ☐ a party organizer |
| ☐ a fashion buyer | ☐ a make-up artist |
| ☐ a film star's personal assistant | ☐ a clothes designer |

- b** 3.15 Listen again. Complete the chart.

	Bradley	Lucinda
job?		
involves?		
likes?		
doesn't like?		

- c** Work with a partner. Choose another job from exercise 3a. Make an interview with the person.

Vocabulary

- 4** Work with a partner. Write four words for each category.

- kinds of media
- words to do with computers
- positive adjectives for describing people
- negative adjectives for describing people
- phrasal verbs

Study skills

Using a dictionary

Look at the extract from *Oxford Wordpower Dictionary*. Match these things to the numbers. Why is each thing important?

- a an example sentence

- b other forms

(e.g. plural / past tense)

- c part of speech

- d expressions and phrases

- e pronunciation

- f meaning (or translation)

radio /reɪdiəʊ/ noun (pl radios) **1** often the radio [U, sing] the activity of sending out programmes for people to listen to; the programmes that are sent out: I always **listen to the radio** in the car. ♦ I heard an interesting report **on the radio** this morning. ♦ a radio station/programme ♦ national/local radio **2** look at media **2** [C] a piece of equipment that is used for receiving and/or sending radio messages or programmes (on a ship, plane, etc. or in your house): a car radio

6 —**MORE** You put, switch or turn a radio on or off. You may also turn it up or down to make it louder or quieter. To choose a particular station, you tune in to it.

3 [U] the sending or receiving of messages through the air by electrical signals: to keep in radio contact ♦ radio signals/waves ► radio verb [I,T] (pt, pp radioed)



Grammar

Exercise 1a

- Students work individually to complete the dialogue. They then compare answers with a partner.

Exercise 1b 3.14

- Play the recording for students to listen and check their answers. Play the recording again if necessary.
- Check answers as a class.

ANSWER KEY

- 1 Have you always wanted
- 2 Can you play
- 3 How long have you been
- 4 What did you do
- 5 Has your life changed
- 6 Do you like
- 7 What are you doing
- 8 Did you write
- 9 Does she write
- 10 what are you going to do
- 11 Will that be

Speaking

Exercise 2

- Put students into pairs and ask them to work out the dialogue orally before writing it down.
- Check answers by asking a confident pair to read out their dialogue to the class.

POSSIBLE ANSWERS

- R Can I go to a / the party at Pete's house on Friday?
 F What time does it finish?
 R I don't know. I'm sure it won't be late.
 F OK, but you must be home by eleven.
 R Thanks, Dad. Can you give me a lift?
 F No, I can't. I'm going out.
 R OK, I'll get a lift with Ella.

Listening

Exercise 3a 3.15 Audio script pT88

- Explain to students that they are going to listen to an interview with two people who turned their hobbies into a job. Check that they understand the meaning of *hobby*.
- Play the recording for students to listen and choose the people's jobs. Ask students to compare ideas with a partner.
- Check answers as a class. Play the recording again if necessary.

ANSWER KEY

Bradley: party organizer
 Lucinda: fashion buyer

Exercise 3b 3.15 Audio script pT88

- Ask students copy the chart into their notebooks. Then put them in pairs and ask them to discuss any answers they remember from the first listening.
- Play the recording again, pausing after each interview to give students time to write the information.
- Check answers as a class. Play the recording again if necessary.

ANSWER KEY

	Bradley	Lucinda
job?	party organizer	fashion buyer
involves?	organizing everything for a party: the place, the food, the music etc.; sending out the invitations	buys fashions for famous shops; goes to fashion shows and looks for the best new clothes
likes?	making people happy; working with lots of different people	shopping; meeting lots of enthusiastic people; helping young designers
doesn't like?	he doesn't get much free time	travelling all the time

Exercise 3c

- Students work in pairs to choose a job from the list in exercise 3a and write an interview. Give them at least ten minutes for this. Walk around, monitor and help.
- Students assume the role of interviewer and interviewee and practise their interviews.
- Ask confident pairs to perform their interview for the class.

Vocabulary

Exercise 4

- In pairs, students write four words for each category, e.g.:
 media: TV, radio, Internet, newspaper
 computers: monitor, mouse, keyboard, the Internet, search
 positive adjectives: polite, hard-working, generous, reliable
 negative adjectives: lazy, messy, unpleasant, impatient
 phrasal verbs: switch off, knock over, fill in, give back
- Elicit ideas from a few pairs. You could get students to come to the board or interactive whiteboard and complete spidergrams or lists for each category.

Study skills: Using a dictionary

- Students work on their own to match the things in the dictionary extract to the numbers. They then compare answers with a partner and discuss why each thing is important.

ANSWER KEY

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

Your Project

4

Develop your writing

A formal email

Exercise 1

- As a lead-in, ask students: *Do you use email? How often? Who do you email? Have you ever written an email in English?*
- Students skim-read the job advertisements on pages 46–47. They then read the email and match it to the correct job.
- Check the answer as a class.

ANSWER KEY

Michael is applying for the job of dog walker at Walkies.

Exercise 2a

- Ask students to look at the lesson title and email. Elicit or pre-teach the meaning of *formal* and ask them what they already know about writing a formal email in English.
- Ask students to choose the correct expressions.
- Check answers as a class.

Exercise 2b 3.16

- Play the recording for students to listen and check.

ANSWER KEY

- 1 Dear Ms Jones,
- 2 would like
- 3 I look forward to hearing from you.
- 4 Yours sincerely
- 5 Michael Wake

Exercise 3

- Students choose a job and work individually to write an email to apply for it. Tell them to use the model email as a guide.
- Allow at least ten minutes for the writing stage. Walk around, monitor and help.
- When students have finished, ask them to swap emails with a partner. Explain that they should read each other's email and suggest any corrections. Discourage them from writing on each other's papers. If they wish to make notes, they could do this on another piece of paper.
- Students rewrite their emails in class or as homework.

Project task

Preparation

- Some initial planning will be necessary. You will need to decide how much time to devote to the questionnaire. Students should think about how they are going to record their interviews and what equipment they will need.
- Put students into groups. Each student writes three or four questions individually and then works with the other members of the group to choose the best ones to include in the questionnaire. Remind them to check that their questions

are grammatically correct before they each write out a clean copy. An interviewer should be nominated by the group. Other roles for group members could include 'director', 'photographer' and 'sound engineer'.

Presentation and follow-up

- Allow plenty of time for students to set up any recording equipment and practise asking their questions. Suggest that the interviewers give the interviewees a copy of the questionnaire so that they can consider their answers beforehand.
- When all the interviews have been recorded, and if time allows, arrange a time when the class can watch or listen to them. If time is limited, allow the groups to review their recordings and take note of some of the most interesting answers to report back to the class.

Song

On the Radio

Background information

On the Radio is a song by British band Scouting for Girls, and it is on their 2010 album *Everybody Wants to be on TV*.

Exercise 1a 3.17

- Ask students to read the lyrics. Pre-teach *Walkman* (a portable cassette tape / CD player which people listened to music on before there were MP3 players). Then play the recording for them to complete the song.

Exercise 1b 3.17

- Play the recording again for students to listen and check.

ANSWER KEY

- 1 where you came from
- 2 the beat of the drum
- 3 the hot summer nights
- 4 Every night
- 5 I'm radio-controlled
- 6 like it was yesterday
- 7 without any warning
- 8 in my Walkman
- 9 from the radio mast

Exercise 2

- Discuss the questions with the class. Elicit ideas from individual students and ask the rest of the class to comment on them.

POSSIBLE ANSWERS

- 1 He is singing about a girl he met while he was on holiday.
- 2 Because the songs they listened and danced to are still played on the radio and they remind him of the girl.
- 3 He still loves her and misses her.

Your Project

4

Develop your writing

A formal email

1 Read the email. Which job on pages 46–47 is the person applying for?

2 a Choose the correct expressions.



To: sjones@walkies.com
Subject: Dog walkers

¹Hi Sandra, / Dear Sandra Jones, / Dear Ms Jones,
I saw your advertisement on the Teenscene website and I ²would like / want / am going to apply for a job as a dog walker. I am fifteen years old. I am very fond of animals, and I am responsible and reliable.
I can come for an interview any weekday after 3.30 pm.
³Bye for now. / I look forward to hearing from you. / See you soon.
⁴Yours sincerely, / Love, / Best wishes,
⁵Michael / M. Wake / Michael Wake

b  3.16 Listen and check.

3 Choose one of the jobs on pages 46–47. Write your own email to apply for it.

Project task

Write a project about teenage life in your country.

Make a questionnaire. Here are some questions you could ask.

- How do you spend your free time?
- Do you do a part-time job?
- What do you like / dislike about your life?
- What things do you worry about?

Interview some teenagers about their lives. Make an audio or video recording of your interviews.

Song

1 a  3.17 Listen and complete the song.

b  3.17 Listen again and check.

2 Answer the questions.

- 1 Who is the singer singing about?
- 2 Why can't he forget her?
- 3 How does he feel about her?

On The Radio



On the radio, on the radio
on the radio, on the radio

Radio station, that's ¹_____
It's the sound of the summer
and everyone is singing along
You danced to ²_____

The memories made music, the music
made memories

The moon in the sky on ³_____ that we partied
We stayed out all night long (radio tuning)

You haunt me in a pop song (haunt me in a
pop song)

She haunts me in a pop song on the radio
⁴_____ you've been gone

She haunts me in a pop song on the radio

Oh no, they'd be playing our song out
everywhere I go

Oh there's a place, it keeps me on hold, ⁵_____

Oh no, they'd be playing your song out
everywhere I go

Oh there's a place, I can see your smile ⁶_____

On the radio, on the radio, on the radio
on the radio

You left in the autumn ⁷_____

But the music still played through the wind and
the rain and the summer

The summer lived on ⁸_____

I wanted to hate you but I can't escape you

You're in every song, every song from the past

A ghost ⁹_____

5

Buying and selling

5A Jake goes shopping



Comprehension

1 **3.18** Read and listen to the story. What will Jake have to do? Why? How does he feel about it?

Ella Hi, Jake. Have you been to the supermarket?

Jake Oh, hi, Ella. Yes, I have. I'm doing a few jobs to get some money. I want to buy a guitar.

Ella Those bags look heavy. Why didn't you take the bus?

Jake So that I can save the bus fare and put the money towards my guitar.

Ella Oh, right. Can I give you a hand?

Jake No, it's OK. I'm nearly home now. Do you want to come in?

Ella Sure. I'll help you unpack.



Jake It's amazing how much food is needed for just a few days, isn't it?

Ella There was something on the news about food last week. It said that half the food that's grown in the world won't be eaten. It will be thrown away.

Jake Yes, I read that on the Internet. It's terrible. Most of our food is imported, too. Look. These grapes were grown in Chile. That's the other side of the world.

Ella This orange juice was made in South Africa.

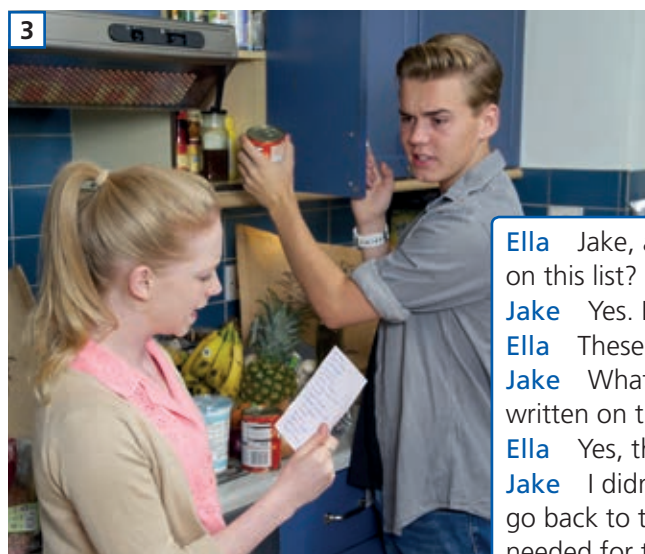
Jake Amazing, isn't it? And all these things are flown to Europe and other places every day. Then they're delivered to supermarkets.

Ella Yes, everything is taken by lorries. So even more fuel is used. And it's all just to bring us the food that we want.

Jake But at least no extra fuel was used to carry these things from the supermarket to here, because I walked.

Ella That's true. You probably carried those bags over a mile.

Jake I know. My arms really ache now. But I saved the bus fare and that's more money for my guitar.



Ella Jake, are you sure you've got everything on this list?

Jake Yes. Look. Everything has been ticked.

Ella These things haven't been ticked.

Jake What? Don't tell me things have been written on the other side of the list, too!

Ella Yes, they have.

Jake I didn't look at that. Oh, I'll have to go back to the supermarket. These things are needed for tonight's dinner.

4 *And some of the things look heavy, so you'd better take the bus this time.*



Oh no!

5

Buying and selling

Unit overview

Grammar: Passive voice: present simple, past simple, present perfect, future with *will*; modal verbs with the passive voice; prepositions

Vocabulary: Travel, money; Everyday English: buying a ticket

Skills: Reading: reading for specific information, comprehension, completing a chart, multiple matching, extensive reading; Speaking: describing an unusual place, answering travel inquiries, role-play; Listening: listening for gist, multiple matching, listening for specific information, correcting wrong information in a dialogue, completing a chart; Writing: describing an unusual place

Culture: The English language

The Culture page can be studied after lesson 5B or at the end of the unit.

English Across the Curriculum: Economics: money
The English Across the Curriculum page can be studied after lesson 5A or at the end of the unit.

Your Project: Develop your writing: relative clauses
Project: Spending money

Song: *We Don't Need Money to Have a Good Time*

Exercise 2a

- Students work in pairs to put the events in order.
- Give them time to compare ideas with another pair.
- Check answers as a class.

ANSWER KEY

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

Exercise 2b

- Students work on their own to match the sentence halves.
- Check answers as a class.

ANSWER KEY

1 d 2 e 3 a 4 c 5 b

Optional extra

Students work in pairs or groups of three. Ask them to think about what they might eat on a typical Saturday. They then make a shopping list of all the things they will need for breakfast, lunch and dinner. They should not write the food items in categories. When they have finished, ask groups to swap lists. They must guess what the other group are going to eat for each meal, e.g. *They're going to have coffee and toast for breakfast, chicken and salad for lunch and spaghetti bolognese for dinner.*

5A Jake goes shopping



Comprehension

Exercise 1 3.18

- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to look at the photos and elicit ideas about what the topic of the listening might be. Write any useful topic-related vocabulary on the board.
- Play the recording for students to listen, read and answer the questions.
- Check answers as a class.

ANSWER KEY

Jake will have to go back to the supermarket because he didn't realize that there were items written on the other side of the list. The items were for tonight's dinner. He doesn't feel happy about it especially, as he will need to take the bus. He tried to save the bus fare by walking the first time.

Exercises 2a, 2b

See page T56.

Grammar

Passive voice

Exercise 3a

- Focus on the four sentences. Ask students to find the two passive sentences in Jake and Ella's conversation in exercise 1 and complete them. Check answers as a class.
- To clarify, contrast the active and passive verb forms in the sentences. Elicit or explain that active verb forms describe what people and things do, while passive verb forms describe what happens to them.

ANSWER KEY

1 is imported 2 are needed

Exercise 3b

- Elicit or explain that we make the passive with the correct tense of the auxiliary verb *be* + past participle.

Exercise 3c

- Students make the sentence passive and find it in the text.
- Check the answer as a class.

ANSWER KEY

SUBJECT	VERB	AGENT
Everything	is taken	by lorries.

Exercise 3d

- Elicit the word which introduces the agent. Explain that it is not always necessary to mention the agent, especially if it is not important, or if it is obvious who or what the agent is.
- Check the answer as a class.

ANSWER KEY

The word *by* introduces the agent.

Exercise 4

- In pairs or groups, students find more examples of the passive in the text. Check answers as a class.

ANSWER KEY

1 were grown; was made; was used
 2 has been ticked; haven't been ticked; have been written
 3 won't be eaten; will be thrown away

Exercise 5

- Students work individually to complete the text.
- Check answers as a class.

ANSWER KEY

2 are picked 3 are taken 4 are checked
 5 are thrown away 6 are washed 7 are packed
 8 are transported 9 are loaded 10 are flown
 11 are sent 12 are taken 13 are unpacked 14 is checked
 15 is put 16 are put 17 are bought 18 isn't sold
 19 is thrown away 20 is wasted

Exercise 6

- Put students into pairs for this exercise. Ask them to use the sentences in the text as models. Walk around, monitor and help.
- To review the activity, ask a few students for example sentences.

Listening

Exercise 7a 3.19 Audio script pT88

- Ask students to read the questions and guess the answer to question 1 before listening.
- Play the recording for students to listen and answer the questions. Check answers as a class.

ANSWER KEY

1 Food miles are how far something has been transported before it is eaten.
 2 No, because a lot of fuel has been used to bring these things here and that isn't good for the environment.

Exercise 7b 3.19 Audio script pT88

- Ask students if they can remember any of the answers.
- Play the recording again for students to listen and match the foods to the places. They then work with a partner to list the other foods mentioned.
- Check answers as a class.

ANSWER KEY

1 1 f 2 b 3 e 4 c 5 g
 2 fresh fruit and vegetables; tea, coffee and chocolate; cucumbers; fresh strawberries

Exercise 7c

- Put students into groups to discuss. Encourage them to give reasons and examples and to ask follow-up questions.

Optional extra

Put students into pairs or groups and ask them to brainstorm a list of things produced in their country, e.g. food, clothing, electronics. Ask them to choose one of these products and think about what happens to it, from the time when it is made to when it arrives in the shops. They should then write a paragraph describing this process. It may be useful to suggest that students begin by drawing diagrams or simple pictures to establish each stage of the process. They can practise explaining the process before writing it. You can also refer them to the text about strawberries in exercise 5, which they can use as a model.

2 a Put the events in the correct order.

- ☐ a They unpack the shopping.
☐ b Jake has to go back to the supermarket.
☐ c Ella checks the shopping list.
☐ d Jake decides to do some jobs to earn some money.
☐ e She tells Jake that he's forgotten some things.
☐ f He meets Ella near his house.
☐ g Jake goes to the supermarket.
☐ h He walks home with the shopping to save the bus fare.

b Match the halves of the sentences.

- | | |
|----------------------------|-------------------------------------|
| 1 Half of the world's food | a were flown from Chile. |
| 2 Most of Britain's food | b is used to transport food. |
| 3 The grapes | c was produced in South Africa. |
| 4 The orange juice | d is wasted. |
| 5 A lot of fuel | e is imported from other countries. |

Grammar**Passive voice****3 a Find the passive sentences in the text. Complete them.**

Active: *We import most of our food.*

Passive: *Most of our food* ¹ _____.

Active: *We need these things for tonight's dinner.*

Passive: *These things* ² _____ *for tonight's dinner.*

b How do we make the passive voice?**c Find the passive form of the sentence below in the text.**

	SUBJECT	VERB	OBJECT
Active:	<i>Lorries</i>	<i>take</i>	<i>everything.</i>
	SUBJECT	VERB	AGENT
Passive:	_____	_____	_____

d What word do we use to introduce the agent?**4 Find examples in the text of the passive voice in these tenses.**

- the past simple
- the present perfect
- the future with *will*

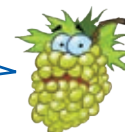
5 Put the verbs into the present simple passive.

Strawberries ¹*are grown* (grow) in Chile. They ²_____ (pick) when they are ripe and they ³_____ (take) to the packing station. Here they ⁴_____ (check) and any bad ones ⁵_____ (throw away). Then the strawberries ⁶_____ (wash) and they ⁷_____ (pack) into cartons. The cartons ⁸_____ (transport) to the airport and they ⁹_____ (load) onto a plane. They ¹⁰_____ (fly) to an airport in Europe. From the airport they ¹¹_____ (send) to a distribution centre, and from there they ¹²_____ (take) by lorries to supermarkets. The cartons ¹³_____ (unpack). Each carton ¹⁴_____ (check) and a label ¹⁵_____ (put) on it to show the price, country of origin and sell-by date. Then the cartons ¹⁶_____ (put) on the shelves and they ¹⁷_____ (buy) by customers. If a carton ¹⁸_____ (not sell) before the sell-by date, it ¹⁹_____ (throw away). A lot of food ²⁰_____ (waste) like this.

6 Imagine you are a bunch of grapes. You're now in a supermarket and tomorrow is your sell-by date. Tell your story. Use these tenses.

- Your early life: the past simple
- Your experiences: the present perfect
- What will happen next: the future with *will*

I was grown a long way from here in Turkey with lots of other grapes. When we were ripe, we ...

**Listening****7 a 3.19 Listen. Answer the questions.**

- What are food miles?
- Does the speaker think that food miles are a good thing? Why? / Why not?

b 3.19 Listen again.

- Match the food to the correct place.

1 pineapples	a Argentina
2 butter	b New Zealand
3 fish	c Morocco
4 tomatoes	d South Africa
5 beefburgers	e Peru
	f the USA
	g Australia

- What other kinds of food are mentioned?

c Do you agree with the speaker? Why? / Why not?

5B An unusual place to stay

Reading

- 1 a** Look at the photos. Describe the hotels.
- b**  **3.20** Read and listen to the text. Which hotel is not shown in the photos?

UNUSUAL HOTELS

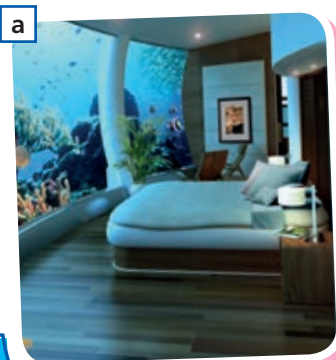
1 Over 30,000 tonnes of snow and nearly 2,000 tonnes of ice are used to build the ICEHOTEL in Jukkasjärvi, Sweden. The ice is made with water from the River Torne. There's an ice cinema and an ice bar, and almost everything in the bedrooms is made of ice – chairs, tables, even the beds. You sleep in a sleeping bag on reindeer skins. In the morning you can take a sauna or jump into the hot bath outside. The temperature inside the hotel never rises above minus 4°C, but snow suits, boots and gloves are provided. In May, the hotel melts, so it must be rebuilt every year. Prices are from €600 per double room per night.

2 If you want a room with an unforgettable view, you won't do better than The Tree Houses in Kerala, India. The two tree houses have been built in the middle of a rainforest, thirty metres above the ground. To reach them, you either have to walk along a high rope bridge, or you can be pulled up on a rope. From the hotel you can look out over the rainforest and watch the beautiful birds flying past. Both tree houses have got a sitting room, a bedroom and a shower. The larger house has got two double bedrooms. One night costs from €150.

3 Lots of people like to stay in a hotel near the sea, but what about a hotel that's actually in the sea? The Poseidon Mystery Island resort in Fiji has got twenty-five suites that are twelve metres under the surface of the Pacific Ocean. Seventy per cent of each room is covered in clear acrylic, so you can watch fish swimming past. The fish can be fed by pushing a button. Guests are taken down to the underwater rooms by elevator. There's also a library, a theatre and a wedding chapel down there. One week at the resort, including two nights in an underwater room, costs €22,000 for a suite.

4 Would you like to spend a few nights in prison? You can in Mount Gambier, South Australia, where the local jail has been converted into a hotel. This isn't a luxury hotel. It's very popular with young backpackers, couples and families. Guests sleep in the old prison cells and meals can be eaten at long tables in the dining hall. You can play football and cricket in the yard. You can also visit the volcano at Mount Schank. Or why not try sandboarding? It's like snowboarding on sand. Rooms cost between €28 and €30 a night.

5 Even when it's snowing outside you can have a tropical experience at the Tropical Islands Resort in Krausnick, Germany. The resort is built inside a hangar that was originally used for airships and is the biggest free-standing hall in the world. The 66,000 square metres contain the world's largest indoor tropical rainforest, with 50,000 plants and a village where you can see copies of traditional buildings from Thailand, Borneo, Samoa and Bali. You can relax on the beach and swim in the warm water of the lagoon. Or why not try the water slide? It's 27 metres high! Guests can stay in a lodge for €210 a night, or in a tent in the rainforest camp for €138 a night.



5B An unusual place to stay

Reading

Exercise 1a

- Focus attention on the title and ask students if they know of any unusual hotels. Ask: *Why are they unusual?* If they don't know any, ask what might make a hotel unusual.
- Focus attention on the photos and elicit brief comments. Write any useful topic-related vocabulary on the board.

POSSIBLE ANSWERS

- a This hotel is underwater.
- b This hotel has an indoor beach.
- c This hotel is made of ice.
- d This hotel is in the middle of a tree, high above the ground.

Exercise 1b 3.20

- Play the recording for students to listen and read.
- Ask them to match the texts 1–5 to the photos a–d (1 c, 2 d, 3 a, 5 b) and identify which hotel is not shown.
- Check the answer as a class.

ANSWER KEY

Hotel 4, Mount Gambier, is not shown.

Optional extra

Ask students to write five questions they would like to ask the different hotels before staying there, e.g. *How much does a double room cost per night? What kind of rooms are available?*

Optional extra

Ask students to find five passive sentences in the texts and make active sentences, e.g.:

Passive: *The ice is made with water from the River Torne.*

Active: *They make the ice with water from the River Torne.*

Point out that they might have to work out the subject from the context. Then check answers as a class.

Exercise 2

- Tell students to copy the chart into their notebooks with one column for each hotel.
- Students read the texts again and complete the chart.
- Check answers as a class.

ANSWER KEY

	Hotel 1	Hotel 2	Hotel 3
Name	ICEHOTEL	The Tree Houses	The Poseidon Mystery Island
Where?	Jukkasjärvi, Sweden	Kerala, India	Fiji
Unusual feature	Almost everything is made of ice.	They are in the middle of a rainforest, 30 metres above the ground.	It is twelve metres under the Pacific Ocean.
Things to do	go to the cinema, have a drink at the bar, have a sauna, jump in the hot bath outside	look out over the rainforest, watch birds	watch and feed fish, read in the library, watch a show in the theatre, get married
Cost	€600 per night	€150 per night	€22,000 per week

	Hotel 4	Hotel 5
Name	Mount Gambier	Tropical Islands Resort
Where?	South Australia	Krausnick, Germany
Unusual feature	It is an old prison.	It has the world's largest indoor tropical rainforest.
Things to do	play football and cricket, visit a volcano, try sandboarding	see copies of traditional buildings from Thailand, Borneo, Samoa and Bali, relax on the beach, swim in the lagoon, try the water slide
Cost	€28 to €30 per night	€210 per night

Exercise 2

See page T58.

Optional extra

Students work with a partner. One student works in one of the hotels. The other student phones to ask for information, using the chart as a prompt. Students then swap roles and ask and answer about another hotel.

Exercise 3

- Ask students to read the statements and refer them back to the texts.
- Students work with a partner to do the exercise.
- Check answers as a class.

ANSWER KEY

- 1 Tropical Islands Resort (5)
- 2 ICEHOTEL (1)
- 3 The Tree Houses (2)
- 4 Mount Gambier (4)
- 5 The Poseidon Mystery Island (3)
- 6 Tropical Islands Resort (5)
- 7 The Poseidon Mystery Island (3)
- 8 The Tree Houses (2)
- 9 Mount Gambier (4)
- 10 ICEHOTEL (1)

Exercise 4a

- Students discuss possible answers in groups.
- Ask a few students to share their group's ideas with the class.

Exercise 4b

- Students work individually to put the hotels in order of preference. They then compare lists with a partner, giving reasons for their choices.
- Ask a few students to tell the class whether their lists were similar to or different from their partner's.

Grammar: modal verbs with the passive voice

- Ask students to try to complete the sentences without looking at the texts. They then look at the texts to check.
Ask: *How do we make the passive with a modal verb?*
(modal verb + be + past participle)
- Check answers as a class.

ANSWER KEY

- 1 be 2 be

Writing and speaking

Exercise 5a

- Students can do this in groups. Walk around, monitor and help with language and ideas.
- Students could produce a drawing to illustrate their idea.

Exercise 5b

- Each group presents their hotel to the class. Encourage the other students to ask questions.
- Students vote on the most unusual hotel.

Listening

Exercise 6a 3.21 Audio script pT88

- Focus attention on the photos. Ask students where the places might be, and how they know this. Write any useful topic-related vocabulary on the board.
- Play the recording for students to listen for the places. Make sure they understand that not all the photos are needed.
- Check answers as a class.

ANSWER KEY

- 1 d 2 e 3 a

Exercise 6b 3.21 Audio script pT88

- Ask students to read the questions. Can they remember where the first person stayed?
- Play the recording again for students to answer the questions.
- Check answers as a class.

ANSWER KEY

	Dialogue 1	Dialogue 2	Dialogue 3
1	a rented house in Florida	with friends in Slovenia	a hotel in Ireland
2	They went to lots of theme parks. They went to see the dolphins.	He went snowboarding. His parents went skiing.	They went cycling, canoeing and horse riding.
3	theme parks	visiting caves	spending time with other young people
4	Her legs got sunburnt.	The plane was six hours late.	It rained a lot.

Exercise 7

- Read the example dialogue with the class. Put students into pairs to write their dialogues. Give them at least ten minutes for this activity.
- Ask confident pairs to perform their dialogues for the class.

Revision idea

Students work with a new partner to tell each other about their last holiday using the questions in exercise 6b. Ask a few students to report back about their partner to the class.

2 Copy and complete the chart with information about the hotels.

	Hotel 1	Hotel 2
Name	ICEHOTEL	
Where?		
Unusual feature		
Things to do		
Cost		

3 Which hotels do the statements describe?

- You can see a rainforest when it's snowing. 5
- It disappears every year.
- Tropical birds will fly past your room.
- Young people who haven't got a lot of money will like this place.
- You can get married here.
- You can spend the night in a tent.
- You can watch fish swimming.
- It isn't good for people who are afraid of heights.
- You can play sports here.
- You can't have a hot shower in your room.

4 a Why are some of the hotels more expensive than others? What kind of people would stay in each one?

b Which of the hotels would you like to stay in most? Why? Put them in order from 1 to 5. Compare your list with a partner.

Grammar: modal verbs with the passive voice

What is the missing word?

- The hotel *must* _____ rebuilt every year.
- You can _____ pulled up on a rope.

Writing and speaking

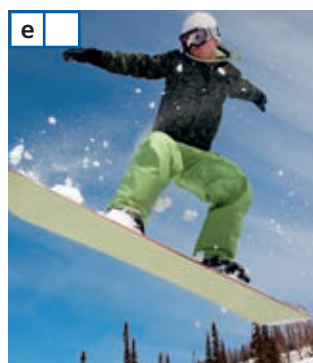
5 a Create your own unusual hotel. Write a description of it. Use the questions to help you.

- What is unusual about your hotel?
- Where is it?
- What can you do there?
- What kind of people will / won't like it?
- How much does it cost?

b Tell the class about your hotel.

Listening

6 a 3.21 Listen to three dialogues about holidays. Where did the people go? Match the dialogues to the correct photos.



b 3.21 Listen again. Find this information.

- Where did they stay?
- What did they do?
- What did they like best?
- Were there any problems?

7 Work with a partner. Choose one of the other photos in exercise 6a or one of the hotels in exercise 1. Make dialogues about your own holiday there. Use the questions in exercise 6b to help you. Start like this:

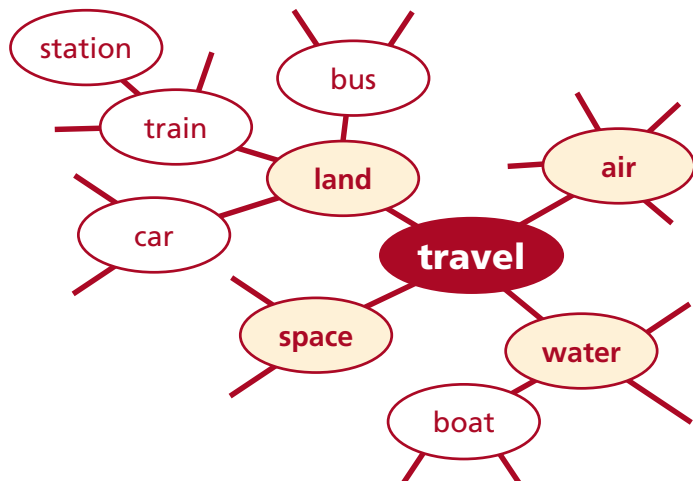
- Hi. Did you have a good holiday?
- Yes, it was great. We ...

5C Buying a ticket

Vocabulary

Travel

1 a Think of all the words you know associated with travel. Make a spidergram.



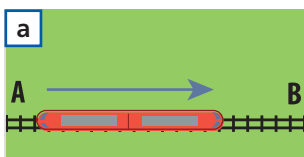
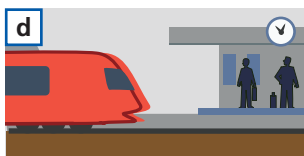
b Describe some journeys that you take or have taken.

I take the bus to school.

Last year we went to Switzerland by train.

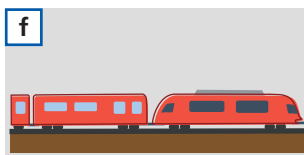
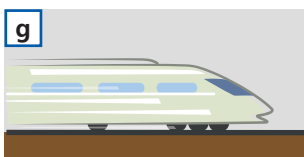
2 Match the items to the pictures.

- | | |
|---------------------|-----------------------------|
| 1 a single (ticket) | 5 a timetable |
| 2 a return (ticket) | 6 a direct train |
| 3 a platform | 7 a slow train |
| 4 a fare | 8 a fast train / an express |



e

	Mon-Fri	Sat	Sun
London	0635	0735	0635
Reading	0700	0800	0730
Didcot	0726	0826	0826
Oxford	0835	0935	0935



Listening

3 a Read the dialogue. Where does Jake want to go?



J = Jake TC = Ticket clerk

J Oxford, please.

TC Single or return?

J Return, please.

TC Are you coming back tomorrow?

J Yes, I am.

TC That's £12.70, please. ... Thank you. Here are your tickets.

J Thank you. What time is the next train?

TC It'll be the 10.42. Change at Didcot.

J Is there a fast train?

TC Yes, but not till 11.20.

J Oh, OK. When does the 10.42 get to Oxford?

TC Let me see. It arrives in Oxford at 11.35.

J And what platform does that leave from?

TC Platform nine.

J Number nine. Thank you. Goodbye.

TC Goodbye.

b 3.22 Listen. Some parts of the dialogue in exercise 3a are wrong. Find the incorrect parts.

c 3.22 Listen again and correct the dialogue.

d Work with a partner. Practise the correct dialogue.

5C Buying a ticket

Vocabulary

Travel

Exercise 1a

- Draw the spidergram on the board and elicit one item for *air* (e.g. *aeroplane*) and one for *space* (e.g. *space shuttle*).
- Ask students to work with a partner and add more words.
- When they have finished, get students to add their words to the board.

Exercise 1b

- Read the examples with the class.
- Students write their own sentences. They then compare them with a partner.
- Check answers as a class.

Optional extra

Ask students to write a short paragraph of five or six sentences about their favourite form of transport and why they like it.

Exercise 2

- Match the first item (a single ticket) with the correct picture as an example.
- Students work individually to do the exercise.
- Check answers as a class.

ANSWER KEY

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

Listening

Exercise 3a

- Focus attention on the photo and ask: *Who are the people?* (Jake and a ticket clerk) *Where are they?* (in the station) *What's Jake doing?* (buying a ticket or asking for information)
- Ask students to skim-read the dialogue to find out where Jake wants to go.
- Check the answer as a class.

ANSWER KEY

Oxford

Exercise 3b 3.22 Audio script: see exercise 3c

- Read the instructions with the class and make sure students understand what they have to do.
- Play the recording for students to listen and underline the incorrect parts of the dialogue.
- Ask students to compare answers with a partner.

ANSWER KEY

J Oxford, please.
 TC Single or return?
 J Return, please.
 TC Are you coming back tomorrow?
 J Yes, I am.
 TC That's £12.70, please. ... Thank you. Here are your tickets.
 J Thank you. What time is the next train?
 TC It'll be the 10.42. Change at Didcot.
 J Is there a fast train?
 TC Yes, but not till 11.20.
 J Oh, OK. When does the 10.42 get to Oxford?
 TC Let me see. It arrives in Oxford at 11.35.
 J And what platform does that leave from?
 TC Platform nine.
 J Number nine. Thank you. Goodbye.
 TC Goodbye.

Exercise 3c 3.22 Audio script: see answer key

- Play the recording again for students to correct the mistakes.
- Check the corrections as a class.

ANSWER KEY

J Oxford, please.
 TC Single or return?
 J Return, please.
 TC Are you coming back today?
 J Yes, I am.
 TC That's £14.50, please. ... Thank you ... Here are your tickets.
 J Thank you. What time is the next fast train?
 TC It'll be the 10.42. Change at Reading.
 J Is there a direct train?
 TC Yes, but not till 11.05.
 J Oh, OK. When does the 10.42 get to Oxford?
 TC Let me see. It arrives in Oxford at 11.50.
 J And what platform does that leave from?
 TC Platform five.
 J Number five. Thank you. Goodbye.
 TC Goodbye.

Exercise 3d

- In pairs, students practise reading the dialogue.
- Ask one or two pairs to perform it for the class.

Optional extra

Ask students to write or give a short one-minute presentation about an interesting journey that they have been on. They should include answers to the following questions:

Where did they go?

Who did they go with?

What kind of transport did they use to get there?

Why was the journey interesting?

Give students plenty of time to check their writing or practise their presentation. Walk around, monitor and help.

Exercise 4a 3.23 Audio script pT88

- Give students a minute to read the chart and copy it into their notebooks.
- Play the recording for students to listen and complete the chart, pausing after each dialogue.
- Check answers as a class.

ANSWER KEY

	Dialogue 1	Dialogue 2
Destination	London	Manchester
Single or return?	Single	2 returns
Fare	£16.45	£62 (£31 each)
Departure	09.27	14.12
Arrival	11.08	16.22
Direct?	Yes	No, change at Birmingham New Street
Platform	6	1

Exercise 4b

- Students work with a partner to write the dialogues. Walk around, monitor and help.
- Students practise the first dialogue in pairs. They then swap roles and practise the second dialogue.
- Ask a confident pairs to perform the dialogues for the class.

Everyday English**Buying a ticket****Exercise 5a**

- Make sure students understand what they have to do.
- With a weaker class, refer students back to the dialogue in exercise 3a on page 60. You could mention that in some cases, punctuation may also provide clues.
- Check answers as a class.

ANSWER KEY

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

Exercise 5b

- Students look at the first question. Ask them what words can replace *When* (*At what time*).
- Students do the exercise individually. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 What time
- 2 departs
- 3 arrives in
- 4 returning

Grammar: prepositions

- Students work individually to complete the sentences.
- Point out that we can also say *take the bus* instead of *go on the bus*.
- Check answers as a class.

ANSWER KEY

- 1 by, on
- 2 in, at
- 3 to / for, from
- 4 to, at

Speaking**Exercise 6a**

- Focus attention on the timetable. Tell students this is the timetable for trains from London to Oxford. Ask: *What information is in the first column?* (when the train leaves) *What information is in the second column?* (when the train arrives) Make sure students look carefully at the information at the bottom of the timetable. Then ask them to read the questions and find the information.
- Ask students to compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 seven
- 2 Reading or Didcot Parkway
- 3 Platform 3

Exercise 6b

- Put students into pairs. Ask them to make four new dialogues using the information in the timetable and the times on the clocks. Remind them that they can use the dialogue in exercise 3a on page 60 as a model.
- When they have finished, they role-play their dialogues. Walk around, monitor and help.
- Ask a few pairs to perform one of their dialogues for the class.

Optional extra

Ask pairs to write out one of their dialogues from exercise 6b. Both students in each pair should do this so that there are two copies. They then get together with another pair and give one copy of their dialogue to them. Ask them to read the dialogue aloud, but change some of the information. The listening pairs must read, listen and identify the incorrect information.

Revision idea

Students bring in or print from the Internet a rail, bus or flight timetable for their own country. Students work with a partner. One is a travel agent and the other is a tourist. The tourist wants to go somewhere. The travel agent gives advice from the timetable and sells them a ticket.

- 4 a**  **3.23** Listen to two more dialogues at a ticket office. Complete the chart.

	Dialogue 1	Dialogue 2
Destination		
Single or return?		
Fare		
Departure		
Arrival		
Direct?		
Platform		

- b** Work with a partner. Make the dialogues. Use the information in the chart and the dialogue in exercise 3 to help you.

Everyday English

Buying a ticket

- 5 a** Match the halves of the expressions.

- | | |
|------------------|-----------------------|
| 1 Oxford, | a £14.50, please. |
| 2 Single or | b does it leave from? |
| 3 Are you coming | c at Reading. |
| 4 That's | d a direct train? |
| 5 What time is | e please. |
| 6 Change | f get to Oxford? |
| 7 When does it | g back today? |
| 8 What platform | h the next train? |
| 9 Is there | i return? |

- b** What words can we use to replace the underlined words in these sentences?

- When is the last train?
- It leaves from platform two.
- It gets to London at 2.30.
- Are you coming back today?

Grammar: prepositions

Write the correct prepositions.

- I usually go to school _____ bike, but when it's raining, I go _____ the bus.
- The train arrives _____ London _____ 3.42.
- The train _____ Glasgow leaves _____ platform six.
- The train gets _____ Manchester at 5.30. Change _____ Birmingham.

Speaking

- 6 a** Look at the timetable. Answer the questions.

- How many trains are not direct?
- Where do passengers have to change?
- Which platform do most trains leave from?

	London Paddington	Oxford	Platform number
VT	14.15 b	15.24	3
GW	14.45	15.46	5
VT	15.00 b	16.23	3
GW	15.45	16.47	7
	16.10 c	17.18	5
VT	16.15 c	17.25	3
GW	16.45	17.47	1
VT	17.05 b	18.00	2
	17.15 c	18.13	7
GW	17.45	18.49	2
	18.10 c	19.25	2
GW	18.27	19.19	3
	18.45	19.48	5

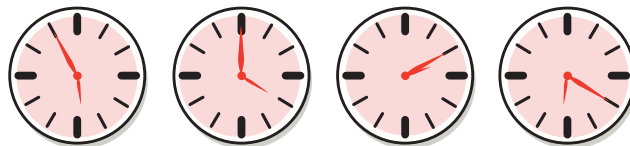
Notes

- GW Train operated by First Great Western
 VT Train operated by Virgin Trains
b Change at Reading
c Change at Didcot Parkway

Fares to Oxford

Single	£10.50
Day return	£21
Weekly return	£116

- b** Work with a partner. Make four new dialogues at the station. Use the information above. These are the times when the dialogues happen.



5D The sale of the century

Extensive reading

1 3.24 Read and listen to the text. Complete the sentences.

- 1 The best salesman ever was probably ...
- 2 He was from ...
- 3 He started selling things in ...
- 4 He 'sold' things to ...
- 5 Between 1925 and 1930 he was ...
- 6 He died in ... in ...

2 Look at the photos. Answer the questions.

- 1 Which of the places did he try to sell?
- 2 What was the price of each one?
- 3 Which one was
 - his first sale?
 - the sale of the century?
- 4 What reasons did he give for the sales?
- 5 How were his tricks discovered?

3 Match the words to the meanings.

- | | |
|---------------|------------------------------------|
| 1 a con man | a a place where ships go |
| 2 a tourist | b not sure that something is right |
| 3 debts | c now |
| 4 immediately | d say 'no' |
| 5 a deposit | e money that you have borrowed |
| 6 a harbour | f a visitor |
| 7 refuse | g the first part of a payment |
| 8 suspicious | h someone who lies to get money |

4 Work with a partner. Role-play the dialogue between the con man and the American tourist in Trafalgar Square.

The Tower of London



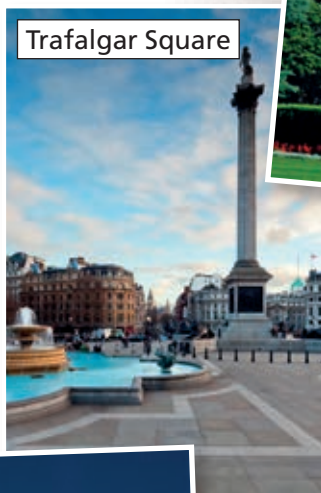
Buckingham Palace



The White House



Trafalgar Square



Sydney Harbour Bridge



Big Ben



The Statue of Liberty



The Empire State Building



5D The sale of the century

Extensive reading

Exercise 1 3.24

- Focus attention on the title (*The sale of the century*) and the photos. Ask students what they think the story might be about. Accept any reasonable ideas.
- Play the recording. Students read and listen to the text, then answer the questions.
- Check answers as a class.

ANSWER KEY

- 1 Arthur Furguson
- 2 Scotland
- 3 the 1920s
- 4 tourists
- 5 in prison
- 6 1938, Los Angeles

Exercise 2

- Students work on their own to look at the photos and answer the questions. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 Buckingham Palace, the White House, Trafalgar Square, Big Ben, the Statue of Liberty
- 2 Trafalgar Square: £6,000; Big Ben: £1,000; Buckingham Palace: £2,000 deposit; the Statue of Liberty: \$100,000 (the White House: no price given)
- 3 His first sale was Trafalgar Square. The sale of the century was the Statue of Liberty.
- 4 Trafalgar Square: The country needed money to pay its debts. The Statue of Liberty: They wanted to widen the harbour for modern ships and the statue was in the way.
- 5 An Australian victim became suspicious and showed a photo of Furguson to the police.

Optional extra

Put students into groups of three. Ask them if they can remember any of the personality adjectives that they studied in Unit 4. Elicit a few (e.g. *generous, reliable, impatient*) and write them on the board. Ask students to brainstorm the qualities that a person would need in order to be a con man like Arthur Furguson. When they have finished, get groups to compare lists and report some of their ideas.

Exercise 3

- Students work with a partner to match the words to their meanings.
- Check answers as a class. Then discuss any new vocabulary. Make sure students can pronounce *debt* correctly.

ANSWER KEY

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

Exercise 4

See page T62.

Exercise 4

- Put students into groups to role-play the dialogue. Encourage them to add details to make their story more interesting. Walk around, monitor and help with ideas and language.
- Ask each group to perform their dialogue for the rest of the class. Students vote for the best role-play.

Optional extra

Ask students what they know about the other three places in the photos (the Tower of London, Sydney Harbour Bridge and the Empire State Building).

Students can do some research to find out more information about them and prepare short informative paragraphs for extra credit. You could ask a few volunteers to read out their paragraphs to the class. The rest of the students add information if they can. If it isn't possible to access the Internet in class for this task, this could alternatively be set as a homework activity.

Revision idea

Ask students: *Did you like the story? Why? / Why not?* Ask them if they can think of any other stories about people who lied (e.g. Pinocchio, Jim Carrey's character in the film *Liar Liar*, the story of the boy who cried 'wolf'). Do they think it's possible to tell when someone is lying? How?

You could also have a class discussion as to whether it's ever acceptable to tell a lie, for example, to avoid hurting someone's feelings, to protect someone, etc.

Arthur Furguson was probably the greatest salesman of all time. He was also a criminal, because he sold things that didn't belong to him – not just small things, but some of the most famous buildings and monuments in the world.

He was born in Scotland, but he began his career as a con man in London in the 1920s. One sunny day, he was sitting in Trafalgar Square when he noticed an American tourist admiring Nelson's Column.

'That's Admiral Nelson up there,' said Furguson casually, and he pointed to the statue on top of the column. 'He won the Battle of Trafalgar. That's why this is called Trafalgar Square.'

'Is that so?' said the American. 'This is a fine square that you have here.'

'Can I show you around?' offered Furguson. The visitor gladly accepted, so Furguson told him all about Nelson, the column, the square and the lions. He also asked the American a lot of questions and found out that the tourist was extremely rich.

'It's all very impressive,' said the American.

'Thank you,' replied Furguson. 'It's such a pity that we have to sell it all,' he added.

'Sell it?' The American was amazed.

'Yes, unfortunately Britain is no longer a rich country,' said Furguson sadly. 'So the government is going to sell our most famous buildings and monuments to pay some of the debts.'

'I haven't heard anything about that,' said the visitor.

'No, well, the government has to keep it secret for now,' whispered Furguson. 'If news of this gets out, people will be very angry. There will be a lot of trouble.'

'Yes, I can understand that,' said the American. 'But how do you know about it?'

Furguson moved closer. 'As it happens,' he said quietly. 'I'm the person who has to find a buyer. That's why I'm here. I'm looking for people who might be interested in buying it.'

'Well, I'm interested,' said the American. 'Could you tell me ... er ... How much does your government want for the square?'

'About £5,000,' said Furguson. (That was a lot of money in those days.) 'We already have three possible buyers.'

'Do you think you could put in a word for me with your government?' said the American. 'In fact, I'll gladly pay £6,000.'

'Six thousand?' said Furguson, and he thought for a while. Then he said: 'Just a moment. I'll go and phone my boss.'

When he returned, he congratulated the American. His offer was accepted. 'But we must complete the deal

immediately,' he added, 'because other buyers might offer more if we wait.' 'That's not a problem,' said the visitor, and he wrote a cheque for £6,000. Furguson gave him a receipt and the address of a shipping company that would send the square to the USA for him. Then they said goodbye and Furguson went straight to a bank to cash the cheque.

The people at the shipping company, of course, were very surprised when the American phoned them. The police were called in, but by then Furguson and the £6,000 were gone. That summer, Arthur Furguson made a lot of money from rich American visitors. He 'sold' Big Ben for £1,000, and another tourist put down a deposit of £2,000 on Buckingham Palace.

In 1925, Furguson decided to try his luck on the other side of the Atlantic. He travelled to the USA and started 'selling' some of the famous monuments there, including the White House in Washington DC. He was soon very rich, but before he retired, he decided to have one last big sale.

His victim for 'the sale of the century' was an Australian from Sydney. Furguson persuaded him that the city of New York wanted to sell the Statue of Liberty. 'They're going to make the harbour wider,' he explained, 'because modern ships are much bigger now. Unfortunately, Liberty Island with its famous statue is in the way.'

'But the people of New York will be very angry about that, won't they?' said the Australian.

'Yes, they will,' said Furguson. 'That's why you mustn't tell anyone about it.'

They agreed a price of \$100,000. However, the Australian needed a few days to get the money. In that time Furguson never left his victim, in case he told someone else about the deal. One day, while they were visiting the statue, the Australian suddenly stopped another visitor and said: 'Excuse me. Would you mind taking our photograph in front of the statue?'

'Of course,' said the other visitor, taking the camera.

Furguson couldn't refuse, so he stood arm in arm with his victim for the photograph. And that was a big mistake. Before the money arrived, the Australian started to become suspicious about the deal and he went to the police with the photograph. They knew all about the super salesman's activities and the photograph matched the descriptions from his other victims. The Australian led the police straight to Furguson. He was arrested and sent to prison for five years.

Furguson was released in 1930, but he didn't change his ways. He moved to Los Angeles, where he became very rich again with more of his tricks. He lived there in luxury till he died in 1938.



1 a **3.25** Read and listen to the text. Put the people in the order they invaded Britain.

- ☐ The Normans
☐ The Vikings
☐ The Anglo-Saxons

b Where did these people come from?

c Match these words to the groups of people in exercise 1a.

beef sky good language break
 get parliament man husband

2 a What effect did the invaders have on these things?

- pronunciation
- grammar

b How did English become an international language?

3 a English has borrowed a lot of words from other languages. Match the words to the languages.

Word	Language
1 bank	a Turkish
2 tea	b Hungarian
3 yoghurt	c Serbian
4 guitar	d Italian
5 robot	e Hindi
6 coach	f Chinese
7 vampire	g Czech
8 pyjamas	h Spanish

b **3.26** Listen and check.

c What words has your language borrowed from other languages?

4 What contact do you have with English in your everyday life? Do a survey in your class. Ask about these things.

websites tourists signs magazines
 films social networking websites books
 music TV programmes products

Do you visit any English websites?

Have you ever spoken to a tourist in English?

The English language

The story of the English language began in the 5th century when tribes from north-western Europe invaded Britain. We call these people the Anglo-Saxons. They spoke a language that was similar to modern German. A lot of common English words, like *good*, *man* and *break*, come from the Anglo-Saxon language. Over the next thousand years, however, this language changed, because other groups of people came to live in Britain.



The first change started in about 800 AD, when England was invaded by the Vikings from Norway and Denmark. They brought words like *sky*, *get* and *husband* into English. The 'th' sounds in words like *these*, *thing* and *father* also come from the Viking languages.

In 1066, the Normans from northern France conquered England. The Normans spoke French. For the next 300 years, there were two languages in England. The ordinary people spoke English, but the aristocracy spoke French. The two groups didn't understand each other very well, so the grammar that they used became much simpler. A lot of French words, like *parliament*, *language* and *beef*, came into English, too. Slowly the modern language of English was born.

From the 17th century, English spread to many other parts of the world. Most of the early European settlers in North America came from Britain, so English became the language of the United States and Canada. Later, the British Empire took English to Australia, New Zealand, South Africa, India and several other countries in Africa, Asia and the Caribbean.

Today, over 400 million people speak English as their first language, and billions of people use it as a second language. English has become the international language of business, entertainment, music, sport, science, transport and the Internet.

Languages change all the time, so English isn't the same all over the world. Here are some differences between British and American English.

Different words

British	American
lift	elevator
pavement	sidewalk
holiday	vacation
football	soccer
petrol	gas(oline)

Different spellings

British	American
theatre	theater
favourite	favorite
travelled	traveled
cheque	check
programme	program



The English language

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, and then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Background information

Before the arrival of the Anglo-Saxons, the British Isles were inhabited by tribes who spoke different Celtic languages. Part of Britain was conquered by the Roman Empire in 43 AD. The Roman occupation lasted until around 410 AD. Irish, Scottish Gaelic and Welsh are Celtic languages that are still spoken by many people in Ireland, Scotland and Wales.

Exercise 1a 3.25

- Focus attention on the map and ask students what it shows. (attacks on Britain by people from other parts of Europe)
- Ask them what the connection is between the map and the English language and note their ideas on the board.
- Play the recording for students to listen and read. Explain any difficult words, e.g. *invade*, *conquer*, *aristocracy*.
- Students do the exercise in pairs. Check answers as a class.

ANSWER KEY

1 The Anglo-Saxons 2 The Vikings 3 The Normans

Exercise 1b

- Students find the information. Check answers as a class.

ANSWER KEY

The Normans: northern France

The Vikings: Norway and Denmark

The Anglo-Saxons: north-western Europe

Exercise 1c

- Students do the exercise. They then check their answers by looking back at the text. Check answers as a class.

ANSWER KEY

The Normans: beef, language, parliament

The Vikings: sky, get, husband

The Anglo-Saxons: good, break, man

Exercise 2a

- Students read the text again to find the effects and note which people were responsible for them. Check answers as a class.

ANSWER KEY

pronunciation: The Vikings introduced the 'th' sound.

grammar: It became much simpler, so that the French-speaking Norman aristocracy and the English-speaking ordinary people could understand each other.

Exercise 2b

- Students work with a partner to make notes. Ask them to think of a reason why so many people use English as a second language (e.g. travel, films and pop music, the Internet).
- Ask a pair to give their answer and ask the rest of the class to comment and add their own ideas.

POSSIBLE ANSWER

English settlers brought the language to North America. The British Empire took English to countries like Australia, New Zealand, South Africa and India. English has become the international language of business, entertainment, sport, science, transport and the Internet.

Optional extra

Students discuss whether they think English will always be the main international language. Ask them if they think it is possible that (e.g.) Mandarin Chinese, Spanish or Russian will become more important than English in the future.

Exercise 3a

- Students work in groups to discuss the words and guess which language they come from. Tell them to think about where the things themselves are from.

Exercise 3b 3.26 Audio script pT88

- Play the recording for students to listen and check their answers to exercise 3a. Check answers as a class.

ANSWER KEY

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

Exercise 3c

- Ask students to think first of English words in their language. Then they think of words they know from other languages.
- Elicit the words and write them on the board.

Exercise 4

- Look at the words and read the examples with the class.
- Ask students to write a question for each item in the box.
- Assign each student an item from the box. Students walk around and interview their classmates about that item, making note of the answers. If the answer is positive, they could ask additional questions, for example: *Do you visit any English websites? Which websites do you visit? How often do you visit them?* etc.
- Ask students to tell you what they have learnt and write notes on the board. You may want to ask them to write a paragraph about the results of their survey.

Economics: money

Background information

Bartering was used as a way of exchanging goods and services for thousands of years before money as we know it was invented. At first, *proto-money*, objects such as shells, stones and items that were important within a certain society or community were used in exchange for goods and services. Some more unusual forms of proto-money included cacao beans (the Aztecs), snail shells (the Paraguayans) and salt, which was paid to Roman soldiers. (The English word *salary* (meaning 'pay') comes from the Latin word for salt: *salarium*.)

Exercise 1a 3.27

- Ask students: *Do you think money is important. Why? / Why not?*
- Play the recording for students to listen and read.
- Give them time to read the text again and find the answers. Play the recording again if necessary.
- Check answers as a class. Discuss any new vocabulary.

POSSIBLE ANSWERS

- 1 exchanging goods, property, services, for other goods, etc. without using money
- 2 the Lydians
- 3 in China
- 4 Everything will be paid for electronically.

Exercise 1b

- Ask how many different ways of paying for things students know.
- Students work in groups to make their lists.
- Ask one group to write their list on the board and ask the other groups if they agree and if they can add to the list.
- Check answers as a class.

ANSWER KEY

money, barter, shells and stones, coins, gold, silver, paper money, cheques, credit cards, debit cards, electronic payments

Exercise 1c

- Encourage students to answer the first question without looking at the text.
- Students work in groups to make a list of all the problems they can think of for each method of payment. Tell them to think of at least one problem for every item on the list.
- One student from each group shares their group's ideas with the class.

ANSWER KEY

The problem with the barter system is that it can get very complicated.

Exercise 2

- Focus attention on the pictures and ask students to label them with the words. Check answers as a class.

ANSWER KEY

- | | |
|---------------|---------|
| 1 a bank card | 4 notes |
| 2 a cheque | 5 cash |
| 3 coins | |

Exercise 3a 3.28 Audio script pT88

- Pre-teach or elicit the meaning of *fake*, *torture*, *execute* and *hologram*.
- Ask students to read the questions and guess the answers before listening. Play the recording for them to listen and check their guesses. Check answers as a class.

ANSWER KEY

- 1 a 2 b 3 b

Exercise 3b

- Ask students if they can remember the answer.
- Check the answer as a class.

ANSWER KEY

She tried to use a counterfeit one-million dollar bill, but the American government had never printed one.

Exercise 3c 3.28 Audio script pT88

- Read the questions with the class. Then play the recording again for students to listen and make notes. Give them time to write their answers.
- Check answers. Pay attention to the use of the passive.

POSSIBLE ANSWERS

- 1 Cheaper metals were mixed with the gold and silver to make more coins.
Bits of gold and silver were cut off and used to make new coins.
Coins were made with a cheaper metal like copper. This was then covered with silver or gold.
- 2 To stop people cutting off bits of gold and silver to make new coins, lines were stamped around the edges of coins. People who counterfeited coins were punished if they were caught. They were usually tortured and executed. Notes were designed with very complicated pictures to make counterfeiting difficult.
Holograms are also used in modern banknotes to prevent counterfeiting.

Optional extra

Students choose one of the payment methods and write a paragraph about the problems it has.

Economics: money

1 a **3.27** Read and listen to the text.
Answer the questions.

- 1 What is barter?
- 2 Who made the first coins?
- 3 Where were the first notes produced?
- 4 What do some people think will happen to money in the future?

b Find all the different ways of paying for things that the text mentions.

c What is the problem with barter? What problems do you think there are with the other ways of paying?

2 Match these words to the pictures.

a cheque coins cash a bank card notes

1



2



3



4



Here's an everyday situation: you buy a magazine and you use money to pay for it. But think about that for a minute. You've actually given the shopkeeper just a piece of paper, a few pieces of metal or nowadays just a piece of plastic. It's all very easy. However, at one time, there wasn't any money. How were things paid for then?

Imagine that you're a farmer and you've got some eggs, but you want some bread. If the baker wanted some eggs, it would be easy. Your eggs would be exchanged for the baker's bread. This is called 'barter'. In a barter system, things are exchanged by people.

But there is a problem with barter: What if the baker doesn't need any eggs? What will happen then? Maybe the eggs will be exchanged for a lamb. The lamb will be exchanged for a shirt and then the shirt will be exchanged for the bread. It can get very complicated. But that's how trade was done for thousands of years.

The problem was solved by the introduction of money. The first things that were used as money were shells and stones. The first real coins were made by the Lydians in about 650 BC. They were made of gold and silver, and they were stamped with a lion's head – the king's symbol. The Lydians lived in what is now western Turkey. They were traders and soon their coins were being used all over the Mediterranean. The idea was taken to India by Alexander the Great and his army, and from there it spread to China and other parts of Asia. The first paper money was produced by the Chinese in the 9th century.

In the modern age, new ways of paying for things have been invented, such as cheques, credit cards and debit cards. Today, billions of dollars are moved around the world by computers electronically. More and more things are paid for by card, and now you can even pay for things with your mobile phone. Some people think that in the future everything will be paid for electronically. Notes and coins won't be used at all.

3 a **3.28** Listen. Choose the correct answers.

- 1 What is counterfeiting?
 - a making fake money
 - b stealing money
- 2 What was the problem with early coins?
 - a They were easily copied.
 - b They were made of valuable metals.
- 3 What made counterfeiting easier in modern times?
 - a credit cards
 - b paper money

b What mistake did Alice Pike make?

c **3.28** Listen again. Find the information.
Use the words to answer the questions.

- 1 How did people counterfeit coins?

mix cut cover

- 2 How have governments tried to stop it?

lines punish design holograms

Grammar

1 a Match these tenses to news items 1–4.

the present perfect
the present simple

the past simple
the future

b Put the verbs in brackets into the passive voice.
Use the correct tense.

- 1 Two people ¹_____ (injure) yesterday, when their car ²_____ (hit) by a lorry near Red Hill. The two people in the car ³_____ (take) to hospital, but they ⁴_____ (send) home later.

The lorry driver ⁵_____ (not hurt). Roads in the town centre ⁶_____ (block) for five hours.

- 2 The area ¹_____ (hit) by bad weather again today. Some trees ²_____ (blow down) and buildings ³_____ (damage) by strong winds. Parts of the coast ⁴_____ (flood) and all trains on the east coast line ⁵_____ (stop).

- 3 The council has produced a new proposal for the future of the city centre. The old sports centre ¹_____ (knock down) and a new shopping mall ²_____ (build) on the site. The sports centre ³_____ (move) to Water Street. Several streets in the city centre ⁴_____ (close) while the work is taking place, and a new traffic system ⁵_____ (introduce).

- 4 Finally, have you got an old musical instrument that ¹_____ (not use) any more? If you have, 'Music for the World' would like it. Every year hundreds of instruments ²_____ (collect). They ³_____ (clean), and some ⁴_____ (repair). Then they ⁵_____ (send) to schools in poor countries. So, have a look under your bed.



c Write two items for your local or national news.

2 Choose the correct prepositions.

- 1 The train *to / at* Oxford leaves *by / from* platform 4. It arrives *to / in* Oxford *at / on* 3.30. Change *on / at* Didcot.
- 2 I used to go *at / to* school *on / by* my bike, but I don't live near the school now, so I go *on / by* bus. I usually get *at / to* school *at / on* half past eight.

Listening and speaking

3 a 3.29 Listen to the dialogues and look at the information. Some parts are wrong. Underline the incorrect parts.

1
Destination: Manchester
Ticket: Single
Depart: 11.20
Arrive: 13.45
Cost: £21.50
Platform: 5

2
Booking for:
Mr and Mrs Milton
Double room
3 nights
Arriving 6 June
Cost £105 per night
including breakfast

b 3.29 Listen again. Correct the information.

c Work with a partner. Make the dialogues. Use the correct information.

Vocabulary

4 Work in a group. Write six words for each category.

- money
- hotels
- trains
- food

Study skills

Improving your listening skills

- 1 Before you listen, think about these questions:
- What information do you need to find? Is it a time, a price, an activity, a name?
 - What words do you already know about the topic? Try to predict some of the words that you will hear.
- 2 While you are listening:
- Don't worry if you don't understand every word. Just listen for the information that you need.
 - Don't try to translate into your own language. You can't listen and translate at the same time.
- 3 After listening:
- Check your understanding with a partner or the teacher.
 - Listen again at least one more time. Each time that you listen you will understand more.

Try these ideas next time you do a Listening activity.

Grammar

Exercise 1a

- Students skim-read the news items and decide which of the tenses should be used, and why. Check answers as a class.

ANSWER KEY

the present perfect: 2 (It talks about the recent past – today.)

the present simple: 4 (It talks about something which happens every year.)

the past simple: 1 (The incident happened yesterday.)

the future: 3 (It is a plan for the future.)

Exercise 1b

- Do the first verb for each news item with the class.
- Students complete the texts individually. They then compare answers with a partner. Check answers as a class.

ANSWER KEY

1 1 were injured 2 was hit 3 were taken 4 were sent
5 wasn't hurt 6 were blocked

2 1 has been hit 2 have been blown down
3 have been damaged 4 have been flooded
5 have been stopped

3 1 will be knocked down 2 will be built 3 will be moved
4 will be closed 5 will be introduced

4 1 is not used 2 are collected 3 are cleaned
4 are repaired 5 are sent

Exercise 1c

- Put students into pairs. Ask them to think of recent news stories, or invent some. They write their stories together.
- Ask a few students to read out their stories for the rest of the class. Students vote on the story they found the most interesting.

Exercise 2

- Ask students to do the exercise on their own, then compare with a partner. Check answers as a class.

ANSWER KEY

1 to, from, in, at, at

2 to, on, by, to, at

Listening and speaking

Exercise 3a 3.29 Audio script pT88

- Tell students to look at the information carefully.
- Play the recording for students to listen and underline the incorrect parts. Check answers as a class.

ANSWER KEY

The following are incorrect:

1 single; 13.45; 5

2 Milton; Double room; 6 June

Exercise 3b 3.29 Audio script pT88

- Play the recording again for students to correct the information. Check answers as a class.

ANSWER KEY

1 Ticket: Return

Arrive: 12.45

Platform: 1

2 Mr and Mrs Millington

Twin room

Arriving 27 April

Exercise 3c

- In pairs, students write the dialogues. They then practise reading them out. Walk around, monitor and help.
- Ask two pairs to read out one dialogue each for the class.

Vocabulary

Exercise 4

- Put students into groups of four to write the words.
- When they have finished, put students into new groups of four and ask them to compare their words. They can add any words they didn't have to their lists.
- Ask one student from each group to share their ideas with the class. Write the words on the board.

Study skills: Improving your listening skills

- Ask students to close their books. Then write the following headings on the board:
Before you listen
While you are listening
After listening
- Put students into small groups and ask them to discuss what they should do at each stage to improve their listening skills.
- Elicit strategies for each stage and write them on the board.
- Ask students to open their books and refer them to the Study skills box. Ask them to read it and note which strategies they thought of and which strategies are new to them.
- Ask students which strategies they use already and which they think they need to work on.

Your Project

5

Develop your writing

Relative clauses

Exercise 1a

- Read the instructions with the class and focus attention on the first sentence. Ask: *Are we talking about any person?* (no) *Which person are we talking about?* (the one who has to find a buyer)
- Ask students to look at the second and third sentences and ask: *Which first things?* (the ones that people used for money) *Which food?* (the kind that can't be grown here)
- Explain that a defining relative clause tells us which specific person or thing we are talking about.
- Check answers as a class.

ANSWER KEY

1 who has to find a buyer 2 that people used for money
3 which can't be grown here

Exercise 1b

- Students look at the sentences and identify the position of the relative clause. Check the answer as a class.

ANSWER KEY

It goes after the noun it refers to.

Exercise 1c

- Students circle the pronouns and decide whether they refer to a person or a thing. Remind students that one of the pronouns can be used for both. Check answers as a class.

ANSWER KEY

1 who 2 that 3 which
We use *who* for people, *which* for things and *that* for both people and things.

Exercise 2

- Students work individually to rewrite the sentences.
- Check answers as a class.

ANSWER KEY

- 2 The buildings which / that he sold were all national monuments.
- 3 The tribes who / which / that invaded England were called the Anglo-Saxons.
- 4 The language which / that they spoke was similar to modern German.
- 5 We waste almost half the food which / that is grown in the world.
- 6 The distance which / that food travels before it's eaten is called 'food miles'.
- 7 Guests stay in rooms which / that the owner converted from jail cells.
- 8 A lot of the people who / that stay at Mount Gambier are young backpackers.

Project task

- Put students into groups. Each group should interview as many different people as they can in English. They could be students from another class or people who live in their neighbourhood. They should ask the people for permission to record the interviews.
- Students should decide how they are going to present the findings of their survey. Ask them to brainstorm possible sources of relevant illustrations.

Presentation and follow-up

- Set aside a full lesson for the presentation of the results. Make sure all the necessary equipment is available.
- Ask each group to explain who they interviewed, where they interviewed them, and to give any other relevant background information. Then ask them to play the video or audio.
- Ask the rest of the class to make notes of the answers. At the end, collate the findings on the board.

Song

We Don't Need Money to Have a Good Time

Background information

We Don't Need Money To Have a Good Time is a 2011 song by the English indie rock band The Subways.

Exercise 1 3.30

- Students read the lyrics and try to guess the correct words.
- Play the recording for students to listen and choose the correct words.
- Check answers as a class.

ANSWER KEY

1 inside 2 off 3 walk 4 hesitations 5 celebrations
6 good 7 like 8 sitting 9 walk 10 who
11 a reputation

Exercise 2a

- Encourage students to give reasons why they agree or disagree with the title.

Exercise 2b

- Students write down their ideas. They then compare ideas with a partner.
- Ask a few students to share their ideas with the class. Ask the rest of the class to add their own ideas.

Your Project

5

Develop your writing

Relative clauses

- 1 a** We often use relative clauses to make our writing more interesting. A relative clause often identifies the person or thing we're talking about. Underline the relative clauses in these sentences.

- 1 'I'm the person who has to find a buyer,' he said.
- 2 The first things that people used for money were sea shells.
- 3 We import food which can't be grown here.

b Where do we put the relative clause?

c Circle the relative pronouns in sentences 1–3 in exercise 1a. When do we use each one?

- 2** Rewrite the sentences. Use the words in brackets and relative pronouns to make relative clauses.

- 1 The man was called Arthur Furguson. (sold Big Ben)
The man who sold Big Ben was called Arthur Furguson.
- 2 The buildings were all national monuments. (he sold)
- 3 The tribes were called the Anglo-Saxons. (invaded England)
- 4 The language was similar to modern German. (they spoke)
- 5 We waste almost half the food. (is grown in the world)
- 6 The distance is called 'food miles'. (food travels before it's eaten)
- 7 Guests stay in rooms. (the owner converted from jail cells)
- 8 A lot of the people are young backpackers. (stay at Mount Gambier)

Project task

Write a project about how people spend their money. Do a survey.

- What things do people buy in a typical week?
- Where and when do they go shopping?
- What things are they saving up for?

Illustrate your project with pictures.

Song

- 1**  **3.30** Listen and choose the correct words.

- 2 a** Do you agree with the title?

b You want to have a good time. Think of these things.

- three things you need money for
- three things you don't need money for

We Don't Need Money To Have a Good Time

Not gonna be the one to stay ¹inside / at home alone
Not gonna be the one to sit there by the phone
We've got a reputation, we'll shake it ²out / off
some day
Not gonna be the ones to turn and ³walk / run away

Chorus

No reservations

No ⁴hesitations / complications

No bad reactions

Just ⁵congratulations / celebrations

We don't need money to have a ⁶good / nice time

C'mon c'mon c'mon c'mon

Forget our worries and do what we ⁷like / want

C'mon c'mon c'mon c'mon

Not gonna be the ones just talking to ourselves

Not gonna be the ones just ⁸waiting / sitting on the shelf

We got no education but we find a way

Not gonna be the ones to try and ⁹walk / run today

Not gonna be the fools who don't know ¹⁰where / who they are

Not gonna be the fools who just say blah blah blah

We got ¹¹an invitation / a reputation, I ain't gonna play

Or will you be the ones to turn and walk away?



6A Pete's trainers



Comprehension

1 a **4.2** Read and listen to the story. What is Ruby doing? What's in Pete's bag?

b Complete the summary of the story.

Pete sees Ruby in town. She's ¹ _____ outside a ² _____. She's protesting about ³ _____. She says that the trainers in the shop are ⁴ _____. Pete offers to ⁵ _____. While they're ⁶ _____, Pete sees ⁷ _____. After Ruby leaves, he ⁸ _____. Later he tells Jake that he offered to help Ruby because ⁹ _____.



Manager Why are you handing out leaflets outside my shop?
Ruby I'm protesting about working conditions for children in poor countries.
Manager I don't sell things which exploit children in my shop!



Pete Hi, Ruby. What are you doing?
Ruby Oh, hello, Pete. I'm protesting about working conditions for children in poor countries. The manager says that he doesn't sell things which exploit children in his shop, but it isn't true.
Pete Really?
Ruby Yes, so don't buy things in this shop. The trainers here are made by children who get less than a dollar a day. That's awful, isn't it?
Pete Yes, it's terrible. Here, I'll help you. Give me some leaflets.



Later: Pete is talking to Jake.

Pete I saw Ruby today. She was handing out leaflets outside Sports Stuff. She said she was protesting about working conditions for children in poor countries.
Jake Yes, she always wants to change the world.
Pete She said that the trainers there were made by children who got less than a dollar a day!
Jake So, what did you do?
Pete I said that it was terrible and that I'd help her.



Jake I didn't know that you were into politics.
Pete Well, I'm not, but Ruby's cool. I really fancy her.
Jake Yes, I know. Anyway, what's in the bag?
Pete My new trainers.
Jake What?
Pete Yes, I saw them in the shop window while we were handing out leaflets. So after Ruby left, I went in and bought them!

Unit overview

Grammar: Reported speech; *say / tell*; indirect questions

Vocabulary: Protest, places and things in a town; Everyday English: polite questions

Skills: Reading: comprehension, ordering events, completing a summary of a story, reading for gist, reading for specific information, matching, extensive reading; Speaking: exchanging and reporting information, asking polite questions, role-play; Listening: multiple choice, listening for specific information, multiple matching, comprehension

Culture: Oxford and Cambridge

The Culture page can be studied after lesson 6B or at the end of the unit.

English Across the Curriculum: Politics: government
The English Across the Curriculum page can be studied after lesson 6A or at the end of the unit.

Your Project: Develop your writing: sentence linkers;
Project: An important event in your country's history

Song: *Is this the world we created?*

Exercise 1b

- Ask students to read the summary. Do the first gap with the class as an example. Elicit or point out that it is important to look at the words around the gap to determine what part of speech (noun, verb, adjective, adverb, etc.) is needed to complete it. In this case the use of *She's* suggests that the missing word is the *-ing* form of a verb.
- Ask students to complete the summary individually and then compare answers with a partner.
- Check answers as a class.

POSSIBLE ANSWERS

- 1 handing out leaflets
- 2 (sports) shop
- 3 working conditions for children in poor countries
- 4 made by children (who get less than a dollar a day)
- 5 help (her)
- 6 protesting / handing out leaflets
- 7 a pair of trainers (in the shop window)
- 8 buys the trainers
- 9 he fancies her

Background information

Child labour was employed to varying extents through most of history, in Europe and the United States as well. Children worked mainly in agriculture, factories and mines.

Today child labour accounts for 32% of the workforce in Africa, 22% in Asia, 17% in Latin America and 1% in the wealthier Western nations.

Contrary to popular belief, most child labourers are employed by their own parents rather than by big manufacturing companies.

The main reason why children work is poverty. Income from a child's work is usually crucial for survival in many households.

Optional extra

Ask students whether or not they agree with Ruby's way of protesting or not. Ask: *Can we stop child labour or improve working conditions for poor children in developing countries if we stop buying things that are made by them? What will happen if we don't buy such things?*

Put students into two groups and ask them to come up with arguments for or against this form of protest.

6A Pete's trainers**Comprehension****Exercise 1a** **4.2**

- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to look at the photos and identify the characters. Ask what they think the story is about.
- Before playing the recording, check any new words, e.g. *exploit*, *fancy someone*.
- Play the recording for students to listen, read and answer the questions.
- Check answers as a class.

ANSWER KEY

Ruby's handing out leaflets to protest about working conditions for children in developing countries.

There's a new pair of trainers in Pete's bag.

Grammar

Reported speech

Exercise 2a

- Ask students to complete the sentences without looking at the text. They can then look back and check their answers.
- To check answers, ask a student to write the examples on the board.

ANSWER KEY

1 I don't 2 my 3 he doesn't 4 his

Exercise 2b

- Ask a student to come to the board and underline the differences between the direct speech and reported speech sentences (*I don't, my – he doesn't, his*). Ask students what changes they notice, and why.

ANSWER KEY

Personal pronouns and verb forms change because they now refer to another person, i.e. not the speaker.

Exercise 3

- Go through the example with the class and ask what changes have been made (*I, see, my – she, sees, her*). Students do the rest of the exercise on their own.
- Check answers as a class. Discuss why some pronouns and verb forms change and some don't.

ANSWER KEY

- 2 She says (that) he often smiles at her.
- 3 She says (that) he doesn't normally say much to her.
- 4 She says (that) she doesn't often see him at school because they aren't in the same class.
- 5 She says (that) she sometimes sees him at the sports centre when she goes to her dance class.
- 6 She says (that) she thinks he's quite nice.
- 7 She says (that) she doesn't think he's really into politics.
- 8 She says (that) he offered to help her on Saturday.

Exercise 4a

- Ask students to complete the sentences without looking at the text. They can then look back and check their answers.

ANSWER KEY

1 's 2 'll 3 was 4 would

Exercise 4b

- Ask a student to come to the board and underline the differences between the direct speech and reported speech sentence (*'s, 'll – was, would*). Ask students what things change when we use *said* (*is* becomes *was*; *will* becomes *would*).

ANSWER KEY

Verbs change to past forms.

Exercise 5

- Students do the exercise on their own. They then compare answers with a partner. Check answers as a class.

ANSWER KEY

- 2 He said (that) it was wrong to exploit poor people.
- 3 He said (that) he thought it was terrible.
- 4 He said (that) he wanted to help me.
- 5 He said (that) he wouldn't buy anything there again.
- 6 He said (that) he would tell all his friends.
- 7 He said (that) he would like to see me again.
- 8 He said (that) he would phone me.

Exercise 6

- Students work in groups to discuss the questions. They then write the dialogue.
- Students role-play their dialogues for the class. Have a class vote on the best ending.

Listening and speaking

Exercise 7a

- Ask a student to read the text out to the class.

Exercise 7b

- Students work individually to change the text into direct speech.

Exercise 7c 4.3 Audio script: see answer key

- Play the recording for students to listen and check.
- Check answers as a class.

ANSWER KEY

I'm going into town, because I want to buy some new trainers. I won't be home for lunch, because I'm meeting my friends in town. We're going bowling in the afternoon. I'll probably get the five o'clock bus back.

Exercise 8 4.4 Audio script pT88

- Play the recording, pausing after each item for students to write the sentences. Check answers as a class.

ANSWER KEY

- 2 Jake said (that) he was going to do his homework.
- 3 Ruby said (that) she worked in a café on Sunday.
- 4 Jake said (that) his mobile wasn't working.
- 5 Ruby said (that) she wouldn't be at home later.
- 6 Jake said (that) there was a new boy in his/their class.
- 7 Ruby said (that) they were on their way to the sports centre.
- 8 Jake said (that) he was wearing his new jacket.

Optional extra

Ask students to think about their plans for next Saturday. Give them a few minutes to note down some ideas based on the text in exercise 7a.

Put students into pairs and ask them to take turns telling each other their plans. Explain that they should listen carefully because they will have to report their partner's plans to the class afterwards. Students then tell the class about their partner.

Grammar

Reported speech

2 a Complete these sentences from the story.

Direct speech	Reported speech
Manager: 1 _____ sell things which exploit children in 2 _____ shop!	The manager says that 3 _____ sell things which exploit children in 4 _____ shop.

b Look at the sentences in the table. What things change in reported speech? Why?

3 Here are some things that Ruby says to Ella. What does Ella say to Jake?



- I usually see Pete on my way to school.
Ruby says that she usually sees Pete on her way to school.
- He often smiles at me.
- He doesn't normally say much to me.
- I don't often see him at school, because we aren't in the same class.
- I sometimes see him at the sports centre when I go to my dance class.
- I think he's quite nice.
- I don't think he's really into politics.
- He offered to help me on Saturday.

4 a Complete these sentences from the story.

Direct speech	Reported speech
Pete: Yes, it 1 _____ terrible. Here, I 2 _____ help you.	I said that it 3 _____ terrible and that I 4 _____ help her.

b What usually happens to the verbs in reported speech when we use *said*?

5 Here are some things that Pete said to Ruby outside the shop. What does Ruby say to Ella?

- I agree with you.*
Pete said that he agreed with me.
- It's wrong to exploit poor people.*
- I think it's terrible.*
- I want to help you.*
- I won't buy anything there again.*
- I'll tell all my friends.*
- I'd like to see you again.*
- I'll phone you.*

6 What do you think happens? Does Pete phone Ruby? Does Ruby find out about the trainers? Work in a group. Make a short dialogue to end the story.

Listening and speaking

7 a Read what Pete's mum says to his dad.

Pete said he was going into town, because he wanted to buy some new trainers. He said that he wouldn't be home for lunch, because he was meeting his friends in town. He said they were going bowling in the afternoon. He said that he'd probably get the five o'clock bus back.

b What did Pete actually say to his mum?

I'm going into town, because ...

c 4.3 Listen and check.

8 4.4 Listen. Report what Ruby and Jake said.

I don't feel well.



1 Ruby said that she didn't feel well.

6B Saying 'No'

Reading

1 4.5 Read and listen to the text. Answer the questions.

- 1 What is the woman's name?
- 2 Where did the famous 'bus ride' happen?
- 3 When did it happen?
- 4 What did the woman refuse to do?
- 5 When did she die?

A BUS RIDE into the history books

December 1, 1955 started as a normal day in Montgomery, Alabama. After work, Rosa Parks got on a bus in the downtown area. First, she paid her ten-cent fare. Then, as usual, she went to the section for black passengers. In those 5 days, the buses and other public places in several southern states in the USA were segregated. Only white people were allowed to sit in the front section of the bus. Rosa was mixed race: part African-American, part Native American and part Scots-Irish, but under the law she was black.

10 After a few stops, a white man got on. The bus was full and he couldn't find a seat. Rosa and three other passengers were sitting at the front of the 'coloured' section, and the driver, James Blake, told them to give up their seats and stand at the back. The other three passengers stood up, but 15 Rosa refused to move. The police came. They said that they would arrest her if she didn't move. Rosa told them that she wouldn't give up her seat and she was arrested.

Four days later, she was found guilty of breaking the law. The judge told her that she would have to pay a fine of \$14.



2 Put the events in the correct order.

- ☐ a The driver called the police.
- ☐ b Rosa was arrested.
- ☐ c She said 'No'.
- ☐ d Martin Luther King was killed.
- ☐ e A white man got on the bus.
- ☐ f Black people boycotted the buses.
- ☒ 1 g Rosa Parks got on the bus.
- ☐ h Barack Obama was elected US president.
- ☐ i The driver told Rosa to stand up.
- ☐ j Rosa and her husband left Montgomery.
- ☐ k She was fined.
- ☐ l The US Supreme Court said segregation was illegal.

20 While she was appearing in court, however, civil rights leaders organized a boycott of the buses. For 381 days the 42,000 black people of Montgomery said that they wouldn't use the buses. There were demonstrations in the streets, too. A young preacher, called Martin Luther King, led many 25 of these. Finally, just over a year later, the judges of the US Supreme Court said that segregation was illegal.

That wasn't the end of the story. It took a long time for things to change. In 1957, Rosa and her husband moved to Detroit after some people in Montgomery said that they 30 were going to kill her. Over the next few years, hundreds of people died in demonstrations, and in 1968 Martin Luther King himself was shot. However, Rosa's 'No' started a revolution that slowly changed American society. In 2008, Barack Obama became the first black person to be elected 35 president of the USA. Unfortunately, Rosa herself didn't live to see it. She died in 2005 at the age of 92.



6B Saying 'No'

Reading

Exercise 1 4.5

- Focus attention on the title and the photos. Ask students to guess what the article is about.
- Give students time to read the questions. Check the meaning of *segregate* (to separate people of different races, religions or sexes and treat them in a different way) and *boycott* (to refuse to buy, use or take part in something as a way of protesting). Are these words similar or different in the students' own language?
- Play the recording for students to read, listen and answer the questions.
- Check answers as a class.

ANSWER KEY

- 1 Rosa Parks.
- 2 In Montgomery, Alabama, USA.
- 3 On December 1, 1955.
- 4 She refused to give up her seat to a white man.
- 5 In 2005.

Optional extra

Students work in groups to write three more questions about the text. Each group asks the rest of the class their questions.

Exercise 2

- Students read the text again and put the events in order. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

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

Optional extra

Write *racial discrimination* on the board and explain that Rosa was a victim of racial discrimination. Ask students to explain this expression (treating somebody unfairly because of their race). Ask students if they can tell you of any other examples of racial discrimination.

Optional extra

With a stronger class, put students into groups. Ask each group to prepare a short essay on racism. Write some questions on the board to help them, e.g.:

Why does racism still exist today even in places where people believe in social equality?

What is the most difficult thing about being different from the majority?

Would you want to live in a minority neighbourhood?

What can we do to stop racism?

One student from each group reads out their essay to the rest of the class. Ask the others to comment on the ideas in the essay.

Optional extra

With a weaker class, students work in groups to research and write short biographies for Rosa Parks, Martin Luther King or Barack Obama. Groups who write about the same person should then collaborate on a classroom presentation about their findings.

Exercise 3

- Students do the exercise on their own. Check answers.

ANSWER KEY

- | | |
|--------------|------------------------|
| 1 segregated | 5 demonstrations |
| 2 refuse(d) | 6 the US Supreme Court |
| 3 fine | 7 illegal |
| 4 boycott | 8 shot |

Exercise 4

- Students read the text again and answer the questions.
- Check answers as a class.

ANSWER KEY

- 1 James Blake 2 \$14 3 preacher 4 381 days 5 Some people in Montgomery said they were going to kill her. 6 42

Grammar: say / tell

- Focus attention on the examples. Ask: *Who are 'they' talking to in the first example? (We don't know.) Who is Rosa talking to in the second example? (them, in other words, the police)*
- Explain that with *tell* we must always say who we are talking to.

Optional extra

Students do exercise 5 on page 69 again, but using *tell* instead of *say*.

Exercise 5a

- In pairs, students discuss who said the things.
- Check answers as a class.

ANSWER KEY

- a the judge
b the judges of the US Supreme Court
c the police
d the black people of Montgomery
e the bus driver, James Blake
f some people in Montgomery
g Rosa Parks

Exercise 5b

- Students do the exercise on their own. Check answers.

ANSWER KEY

- 1 told; would have to give up their seats
2 told; wouldn't give up her seat
3 said; would arrest her if she didn't move
4 told; she would have to pay a fine of \$14
5 said; they wouldn't use the buses
6 said; segregation was illegal
7 told; they were going to kill her

Optional extra

Students work in pairs to retell the story of Rosa Parks. Walk around, monitor and help. When they have finished, ask a few students to tell the story to the class.

Listening

Exercise 6a 4.6 Audio script pT88

- Focus attention on the photo. Ask: *What is it? (a demonstration) What do you think the demonstration is about?*
- Give students a minute to read the questions. Check that they understand that *a wood* is a small forest, and that it is different from the material *wood*.
- Play the recording for students to listen and answer the questions.
- Check answers as a class.

ANSWER KEY

- 1 a 2 c 3 b

Exercise 6b 4.6 Audio script pT88

- Give students a few seconds to read the questions.
- Play the recording again for students to listen and make notes. They then write the answers to the questions.
- Check answers as a class.

ANSWER KEY

- 1 Dingle Dell: All the trees will be cut down and the animals that live there will lose their homes.
The town: The town will lose a green space where people can walk and children can play. The shopping centre will take jobs away from the local shops and a lot of them will close. It will produce more traffic and more pollution.
- 2 They are going to hold demonstrations at Dingle Dell and at the town hall every weekend. They are also going to organize a boycott of the companies that want to open shops in the shopping centre.

Optional extra

Students write a letter of protest to the town council about the proposed shopping centre. They should include the following information:

- the reason why they are writing
- the reasons why the shopping centre is a bad idea
- what they want the town council to do

Revision idea

Students stand in a circle. One student tells the person on his / her right a piece of news (it can be made up), e.g. *Jo is going to America in the summer*. The student reports the news to the person on his / her right (using *tell*) and adds a new piece of news, e.g. *Jane told me that Jo was going to America in the summer. Andy wants to go with her*. The next student reports both pieces of news (using *tell* and *say*) and adds another piece of news, e.g. *Jane told Tom that Jo was going to America in the summer. Tom said that Andy wanted to go with her. But Dan won't be pleased because he can't go*.

Students continue round the circle until everyone has had a turn.

3 Find words or expressions in the text that mean the same as the following.

- 1 line 6: separated according to colour
- 2 line 15: to say 'No' you won't do something
- 3 line 19: money you pay for breaking the law
- 4 line 21: not using something in protest
- 5 line 23: protests in the streets
- 6 line 26: the highest court in the USA
- 7 line 26: not allowed by the law
- 8 line 32: hit by a bullet from a gun

4 Answer the questions.

- 1 What was the bus driver's name?
- 2 How much was the fine?
- 3 What was Martin Luther King's job?
- 4 How long did the boycott last?
- 5 Why did Rosa leave Montgomery?
- 6 How old was she when she made her protest?

Grammar: **say / tell**

You **say** something (to somebody).
They said that they would arrest her.
 You **tell** somebody something.
Rosa told them that she wouldn't give up her seat.

5 a Which people in the text said these things?

- a You'll have to pay a fine of \$14.
- b Segregation is illegal.
- c We'll arrest you if you don't move.
- d We won't use the buses.
- e You have to give up your seats and stand at the back.
- f We're going to kill you.
- g I won't give up my seat.

b Complete the sentences to report what the people said. Use **said** or **told** and your answers to exercise 5a.

- 1 The driver _____ the four black passengers that they ...
- 2 Rosa _____ the driver that she ...
- 3 The police _____ that they ...
- 4 The judge _____ her that ...
- 5 The black people of Montgomery _____ that they ...
- 6 The Supreme Court _____ that ...
- 7 Some people in Montgomery _____ Rosa that ...

Listening

6 a 4.6 Listen and choose the correct answers.

- 1 What do the people want to protect?
 - a a wood
 - b some old buildings
 - c a hospital
- 2 What does the local council want to build?
 - a a motorway
 - b a supermarket
 - c a shopping centre
- 3 When are they going to make the decision?
 - a next weekend
 - b next month
 - c on Tuesday

b 4.6 Listen again. Answer the questions.

- 1 What do the people think will happen to:
 - Dingle Dell?
 - the town?
- 2 What are they going to do to stop the development?



6C Indirect questions

Vocabulary

Places and things in a town

1 a Which of these places are there in your town, village or city district?



1 a bus station



2 a postbox



3 an art gallery



4 a shopping mall



5 a town hall



6 an underground station



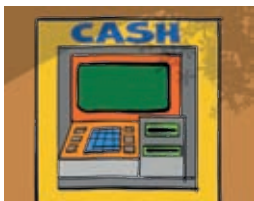
7 an Internet café



8 a multiplex cinema



9 a tourist information centre



10 a cash machine

b What other parts of a town or city do you know? Write down eight things.

a street, a hospital ...

Listening

2 a **4.7** Listen. Match the people to the questions.



1 Jerry



2 Patsy



3 Amir



4 Sara



5 Grant



6 Heidi

a What time does the film start?

b Did Mr Wade give any homework today?

c Have you got Becky's email address?

d When was the Battle of Waterloo?

e Can I stay at Conrad's house tonight?

f Is Sally going out with Gus?

b Complete the reports of the questions with the correct names.

- 1 _____ wants to know what time the film starts.
- 2 _____ wants to know whether Mr Wade gave any homework today.
- 3 _____ wants to know if Kim has got Becky's email address.
- 4 _____ wants to know when the Battle of Waterloo was.
- 5 _____ wants to know whether he can stay at Conrad's house tonight.
- 6 _____ wants to know if Sally is going out with Gus.

3 a **4.7** Listen again. Why does each person want the information?

b Complete the messages.

He wants to know what time the film starts because he can't get to the cinema before 7.30, as he's going swimming with his parents.

6C Indirect questions

Vocabulary

Places and things in a town

Exercise 1a

- Focus attention on the pictures and practise the English words for them.
- Students discuss the question in pairs. Encourage them to give extra information, e.g. by saying where the places are and if they have ever been to them.

Exercise 1b

- Students remain in their pairs to write their lists. Ask them to compare lists with another pair.

Listening

Exercise 2a 4.7 Audio script pT88

- Focus attention on the photos and give students a minute to read the questions.
- Play the recording for students to listen and identify who asks what.
- Check answers as a class.

ANSWER KEY

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

Exercise 2b

- Students do the exercise on their own.
- Check answers as a class.

ANSWER KEY

- 1 Amir
- 2 Heidi
- 3 Jerry
- 4 Sara
- 5 Grant
- 6 Patsy

Exercise 3a 4.7 Audio script pT88

- Play the recording again for students to listen and make notes of the reasons. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 1 Jerry wants to send Becky some information about his party.
- 2 Patsy has just seen Sally and Gus together in town.
- 3 Amir can't get to the cinema before 7.30 – he's going swimming with his parents.
- 4 Sara is in a quiz and nobody in her group knows the answer.
- 5 Grant is going to a pop concert with Conrad and the concert will probably finish very late.
- 6 Heidi was at the dentist's this afternoon so she missed the last lesson.

Exercise 3b

- Students use their notes from exercise 3a and the answers from exercise 2b to write the sentences.
- Check answers as a class.

ANSWER KEY

- 1 Jerry wants to know if Kim has got Becky's email address because he wants to send her some information about his party.
- 2 Patsy wants to know if Sally is going out with Gus because she's just seen them together in town.
- 3 Amir wants to know what time the film starts because he can't get to the cinema before 7.30 as he's going swimming with his parents.
- 4 Sara wants to know when the Battle of Waterloo was because she's in a quiz and nobody in her group knows the answer.
- 5 Grant wants to know if he can stay at Conrad's house tonight because he's going to a pop concert with Conrad and the concert will probably finish very late.
- 6 Heidi wants to know if Mr Wade gave any homework today because she was at the dentist's this afternoon so she missed the last lesson.

Optional extra

Ask students to each write a mobile phone message similar to the ones in exercise 2a. When they have finished, play 'Chinese whispers'. Ask students to stand in a circle or line. Student A whispers their message into Student B's ear and then Student B whispers what they heard into Student C's ear. Students keep going until the message gets to the end of the circle or line. The final student says the message aloud and Student A confirms if it is correct.

Vary the order of students in the line or circle each time.

Revision idea

Put students into groups of three and ask them to choose one of the following scenarios:

- an argument between boyfriend and girlfriend
- an argument between friends
- an argument between siblings.

Two of the students in each group, Students A and B, stand at opposite ends of the room. Explain that they have had an argument and they are not speaking to each other. The third student, Student C, will pass messages between them. Student A tells Student C something, e.g. *I don't want to see him again*. Student C passes the message to Student B: *She said she didn't want to see you again*. Student B gives their answer to Student C, who reports it to Student A.

Grammar: indirect questions

- 1 Write the examples on the board. Then ask students to complete the sentences.

ANSWER KEY

- a What time does the film start?
He wants to know what time the film starts.
- b Did Mr Wade give any homework today?
She wants to know whether Mr Wade gave any homework today.
- 2 Ask students to look at the two examples and answer the questions. In b, point out that *whether* and *if* are interchangeable. *Whether* sounds slightly more formal.

ANSWER KEY

- a the statement form
- b a reported *wh*- question: the *wh*- word
a reported *yes / no* question: *if* or *whether*

Exercise 4a

- Go through the first message as an example.
- Students work with a partner to report the messages.
- Walk around, monitor and check that they are applying the rules correctly.

Exercise 4b 4.8 Audio script: see answer key

- Play the recording for students to listen and check.
- Check answers as a class.

ANSWER KEY

- Alex wants to know whether Frankie is going to be in this evening. He says he can bring round the DVD that Frankie wanted to borrow.
- Liz wants to know if Sunita wants to stay at her place on Friday after Lloyd's party. Liz's parents said it would be OK.
- Pete wants to know what Kelly has done with the TV remote. He can't find it anywhere.
- Jim wants to know whether his dad bought a new printer cartridge the other day. The printer's run out of ink and he needs to print something.
- Beth's mum wants to know whether Beth needs a lift from the bus station. Her dad will pick her up if she does.
- Nick wants to know what time Bob can play table tennis on Saturday. He wants to book a table today, if possible.

Everyday English

Polite questions

Exercise 5 4.9

- Ask students to look at the speech bubbles. Explain that the rules for polite questions are the same as for indirect questions.
- Students do the exercise on their own.
- Play the recording for students to listen and check.
- Check answers as a class.

ANSWER KEY

- what the time is
- if / whether there's a postbox

Speaking

Exercise 6a

- Ask two students to read out the dialogue for the class.
- Students work with a partner to write the other dialogues.
- Walk around, monitor and help.
- Ask a few students to perform their dialogues for the class.

Exercise 6b

- Refer students to exercise 1 and explain that they should base their dialogues on two of the places. Students work in pairs to make the dialogues.
- Ask a few pairs to perform their dialogues for the class.

Optional extra

Pairs exchange their dialogues with another pair. They then convert the other pair's dialogues to reported speech, e.g. *He wants to know if there's a cash machine near here. She says there is one at the bank over there.*

Revision idea

Each student writes their name and a question on a piece of paper. Put the papers in a bag. Then, in turn, students come to the front of the class, pick a piece of paper from the bag and report the question, e.g. *Can we have a holiday tomorrow?* – *Sonia wants to know if we can have a holiday tomorrow.* The students, or you, try to answer the questions.

Grammar: indirect questions

- 1 Complete the original questions and the reports from exercise 3.

- a *What time _____?*
He wants to know what time _____.
 b *_____ any homework today?*
She wants to know whether _____ any homework today.

- 2 a What form of the verb do we use in indirect questions? Is it the question form or the statement form?
 b What words do we use to introduce:
 • an indirect *wh-* question?
 • an indirect *yes / no* question?

4 a Report these messages.

1 Hi Frankie. Are you going to be in this evening? I can bring round the DVD that you wanted to borrow.
 Alex

2 From: Liz
 Hi Sunita
 Do you want to stay at my place on Friday after Lloyd's party? My parents said it would be OK.

3 Kelly
 What have you done with the TV remote? I can't find it anywhere!
 Pete

4 Hi Dad
 Did you buy a new printer cartridge the other day? The printer's run out of ink and I need to print something.
 Jim

5 Beth
 Do you need a lift from the bus station?
 Your dad will pick you up if you do.
 Love, Mum

6 From: Nick
 Hi Bob
 What time can you play table tennis on Saturday? I want to book a table today, if possible.

- b 4.8 Listen and check.

Everyday English**Polite questions**

- 5 4.9 We often use indirect questions to ask for information. It sounds more polite. Listen and complete the questions.

1 What's the time?
 Excuse me. Could you tell me _____, please?
 Yes, it's ten to three.

2 Is there a postbox near here?
 Excuse me. Can you tell me _____ near here, please?
 Yes, there's one just round the corner.

Speaking

- 6 a Work with a partner. Make dialogues. Use the cues.

- 1 a cash machine / near here?
 • Excuse me. Could you tell me if there's a cash machine near here, please?
 • Yes, there's one at the bank over there.
 • Thank you.
- 2 the art gallery / open today?
- 3 where / the town hall?
- 4 how much / this sweatshirt?
- 5 the train to London / go from platform one or two?
- 6 where / can buy some stamps?
- 7 how / get to the bus station?
- 8 where / the nearest underground station?

- b Choose two other places from exercise 1. Make dialogues about them.

6D Romeo and Juliet

Extensive reading

1 4.10 Read and listen to the text. Answer the questions.

- 1 Who wrote the play?
- 2 When did he write it?
- 3 Where does it take place?
- 4 Who are the Montagues and Capulets?
- 5 What happens to Romeo and Juliet in the end?

2 Match the names to the correct family.

Romeo Tybalt Juliet Benvolio Rosaline

Montague	Capulet

3 Put the events in the correct order.

- ☐ a Tybalt kills Mercutio.
- ☐ b Juliet stabs herself.
- ☒ 1 c Romeo goes to the ball to see Rosaline.
- ☐ d Romeo kills Tybalt.
- ☐ e Romeo thinks Juliet is dead and takes poison.
- ☐ f Romeo and Juliet get married.
- ☐ g Juliet takes a drug and goes into a coma.
- ☐ h Juliet wakes up and finds that Romeo is dead.
- ☐ i The two families agree to be friends.
- ☐ j Romeo has to leave Verona.
- ☐ k Romeo and Juliet fall in love.

4 Who are these people? What do they do in the story?

- | | | |
|--------------|------------|------------------|
| 1 The Prince | 3 Tybalt | 5 Paris |
| 2 Rosaline | 4 Mercutio | 6 Friar Lawrence |

5 Match the words and phrases to their meanings.

- | | |
|---------------|--|
| 1 a ball | a to attack with a knife |
| 2 in disguise | b If you drink this, you'll die. |
| 3 a balcony | c someone who takes a message |
| 4 a secret | d Only a few people know this. |
| 5 a tomb | e sadness |
| 6 a messenger | f dressed so that nobody can recognize you |
| 7 poison | g a big party where people dance |
| 8 stab | h You can stand on this outside a window. |
| 9 woe | i Dead people are put here. |

6 Answer the questions.

- 1 What is the moral of the story?
- 2 What part would you like to play? Why?



6D Romeo and Juliet

Extensive reading

Background information

Romeo and Juliet was written by William Shakespeare and is one of his most famous plays. Although it was written in 1595, the story remains extremely popular today. It has been told and re-told for hundreds of years through theatre, music, ballet and film. Perhaps the reason for its popularity is that it explores timeless themes such as love, hate, family rivalry, and death. The hit Broadway musical *West Side Story*, which focused on gang rivalry in 1950s New York, was inspired by Shakespeare's *Romeo and Juliet*. A modern Broadway production of *Romeo and Juliet* cast popular film actor Orlando Bloom as Romeo and Condola Rashad as Juliet. There have also been many film versions, including Franco Zeffirelli's 1968 version and Baz Luhrmann's successful 1996 Hollywood version, which starred Leonardo DiCaprio and Claire Danes as the two 'star-crossed lovers'. Although the characters wear traditional costumes and speak Shakespeare's lines, they drive modern cars and watch the news on television.

Exercise 1 4.10

- Focus attention on the pictures and the title. Ask students what they know about *Romeo and Juliet*. Elicit as much information about the plot of the play as possible.
- Students may ask you about the unusual form of English in the speech bubble. Explain that language changes over time and in the sixteenth century (when Shakespeare wrote *Romeo and Juliet*) English was slightly different from how it is today. Ask students if they can tell you the modern equivalents of the words. (*Wherefore art thou Romeo?* – Why are you Romeo?) Reassure them that the story they will read is in modern English.
- Play the recording for students to listen and read.
- Give them a minute or two to answer the questions.
- Check answers as a class.

ANSWER KEY

- 1 William Shakespeare.
- 2 In 1595.
- 3 In (the city of) Verona in northern Italy.
- 4 They are two rich families who hate each other.
- 5 They both die.

Exercise 2

- Ask students to work in pairs and try to complete the chart without looking at the text. When they have finished, they can check their answers by referring to the text.
- Check answers as a class.

ANSWER KEY

Montague: Romeo, Benvolio
Capulet: Tybalt, Juliet, Rosaline

Exercise 3

- In pairs, students put the events in the correct order.
- Check answers as a class.

ANSWER KEY

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

Optional extra

Students write the plot of the play in their own words using the events in exercise 3 to help them.

Exercise 4

- Put students into six groups. Assign two characters to each group. Each group writes about their characters.
- A student from each group reads the group's ideas to the class. Any other groups who have written about the same person should check and correct the description as necessary.

POSSIBLE ANSWERS

- 1 The Prince of Verona is a nobleman. He is the ruler of Verona. He tells the two families to stop fighting, forces Romeo to leave Verona after he kills Tybalt and says the final words at the end of the play.
- 2 Rosaline is Lord Capulet's niece. Romeo is in love with her before he meets Juliet.
- 3 Tybalt is Juliet's cousin. He recognizes Romeo at the ball and wants to fight him. He eventually fights and kills Mercutio. Tybalt is then chased and killed by Romeo.
- 4 Mercutio is Romeo's friend. He fights Tybalt in place of Romeo and is killed by Tybalt.
- 5 Paris is a nobleman who loves Juliet. He meets Romeo at the Capulet family tomb, fights him and is killed by him.
- 6 Friar Lawrence is a priest who marries Romeo and Juliet. He knows about drugs. He helps Juliet by giving her a drug so that she can pretend to be dead. He writes a letter to Romeo to tell him what has happened (but the letter is not delivered). He arrives at the tomb too late to save Romeo and Juliet.

Exercise 5

- Students work with a partner to read the text and match the words to their meanings without the help of a dictionary.
- Students check their answers in a dictionary.
- Check answers as a class.

ANSWER KEY

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

Exercise 6

See page T75.

Exercise 6

- Give students a few minutes to read the questions, think of their answers and to make some notes.
- Put students into small groups to discuss their ideas. Each group presents their ideas to the class. There is no 'right' answer to question 1 and students will have different ideas. (Possibilities include: *There are dangerous consequences if you act without thinking or simply follow your passions. / True love will overcome all obstacles, even death.*)
- Each student chooses their favourite character. Then students briefly compare their ideas in groups.

Optional extra

Put students into small groups and ask them to discuss the following questions about *Romeo and Juliet*:

Have you ever read or seen the play?

Have you seen a film version of the story? Which one? What did you think of it?

With a stronger class you could also ask the following question: *Modern versions of classic stories are often made. Do you think it's acceptable to change great works of literature so that they are more modern? Why? / Why not?*

Encourage students to give reasons and examples.

Revision idea

Students work in groups. Each group chooses a scene from the play. They work together to write the dialogue for the scene and then act it out for the class.



The story of Romeo and Juliet is one of the most famous love stories in the world. The play was written by William Shakespeare in 1595.

The story takes place in the city of Verona in northern Italy. Two rich families who live there – the Montagues and the Capulets – hate each other, and the play starts with a fight between their men. The Prince of Verona arrives and tells the two families to stop fighting.

That night, the Capulets hold a ball. The Montagues, of course, haven't been invited, but Romeo, Lord Montague's son, decides to go to the ball in disguise with his cousin Benvolio and friend Mercutio. Romeo is in love with Rosaline, Lord Capulet's niece, and he wants to see her. However, while he's at the ball he sees Juliet, Lord Capulet's daughter, and he falls in love with her instead.

Later that night, Romeo goes to the Capulets' garden, although it's very dangerous. He sees Juliet on her balcony and he hears her saying that she loves him. Romeo climbs up to the balcony and they say that they love each other. Together they go to see a priest, Friar Lawrence, who marries them secretly.

There is a problem waiting for the young couple, however. Juliet's cousin, Tybalt, knows Romeo was at the ball. Although Romeo was in disguise, Tybalt recognized his voice. He's angry with Romeo because he entered the Capulets' house without an invitation. He wants to fight Romeo, but Romeo doesn't want to fight him, because they are now related. However, Romeo can't say that, because his marriage to Juliet is still a secret. Mercutio fights Tybalt instead. Romeo tries to stop the fight, but then Mercutio is wounded by Tybalt and dies. Romeo is so angry that he chases Tybalt and kills him.

The Prince tells Romeo to leave Verona. Juliet is very unhappy about this. Then her father tells her that in three days' time she's going to marry another man. His name is Paris and he's in love with Juliet. Juliet is now desperate and she goes to see Friar Lawrence. He gives her a drug and tells her that if she takes it, she'll go into a deep sleep for a few days and people will think that she is dead. However, when she wakes up, she'll be able to go to Romeo.

Juliet takes the drug. Her parents believe she's dead and put her in the family's tomb. Friar Lawrence writes a letter to tell Romeo what has happened and



tells a messenger to take it to Romeo. However, the messenger doesn't reach him. Instead, Romeo hears news from his servant that Juliet is dead. As a result, he buys some poison so that he can kill himself if the news is true. Then he returns to Verona and goes to the tomb, where he meets Paris. The two men fight and Romeo kills Paris.

After that, Romeo enters the tomb and finds Juliet. He thinks that she is dead, so he drinks the poison and dies. Later, Juliet wakes up. When she sees that Romeo is dead, she is so upset that she takes his knife and stabs herself.

Friar Lawrence comes to the tomb, but he is too late. The young lovers are already dead. Finally, members of the two families arrive. They are all very sad and they agree to stop fighting. The Prince ends the play with the words:

'For never was a story of more woe
than this of Juliet and her Romeo.'



1 **4.11** Read and listen to the text. Which university is older: Oxford or Cambridge?

2 a Match these things to the correct university, Oxford or Cambridge.

1209 the Nobel Prize dark blue 31 1096
prime ministers light blue scientists 46

b Which famous people does the text mention? What were they famous for?

3 Read the text again and look at the pictures. What are these things?

colleges the Varsity Match Tom Tower
the Boat Race mixed colleges punting

4 Find out and write about a famous university in your country.

Oxford and Cambridge

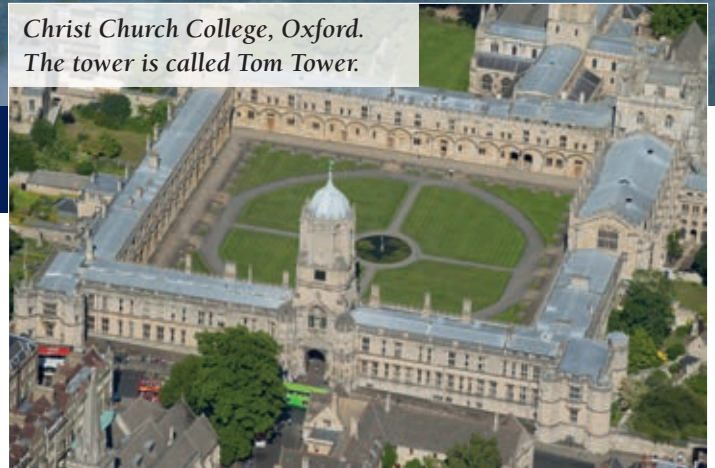
Oxford and Cambridge are the two oldest and most famous universities in the English-speaking world. We don't know exactly how old Oxford University is, but we know that there were students there in 1096. In 1209, after an argument between the students and the townspeople in Oxford, some of the students and professors went to Cambridge and started a new university there.

Both universities consist of a number of colleges where students live and study. Oxford has got forty-six colleges and Cambridge thirty-one. At first, only men could study at the two universities. At the end of the 19th century, however, some colleges were built for women but they did not give degrees to them until the 1920s. Now all Oxford colleges are mixed, but Cambridge still has one for women only.

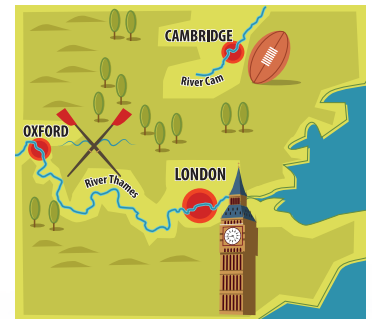
Many famous people have studied at Oxford and Cambridge. Twenty-six of Britain's prime ministers, including Margaret Thatcher, Tony Blair and David Cameron, studied at Oxford. The former US president, Bill Clinton, also studied there. Cambridge has produced a lot of famous scientists, including Isaac Newton, who discovered gravity, and Charles Darwin, who developed the theory of evolution. Nearly ninety Nobel Prize winners studied or worked at Cambridge University.

Millions of tourists visit the two cities every year to see the beautiful old university buildings. People often go punting on the rivers, too.

*Christ Church College, Oxford.
The tower is called Tom Tower.*



Oxford and Cambridge are traditional rivals in sport. The two most famous events between the two universities are the Boat Race, which takes place on the River Thames, and the Varsity Match, which is a rugby match. Sports teams from Oxford always wear dark blue, while Cambridge teams wear light blue.



*King's College Chapel, Cambridge.
This has been called the most
beautiful building in Britain.*





Oxford and Cambridge

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, and then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Background information

Punting is done on small flat boats called *punts*. The passengers sit in the front of the boat while the person in charge stands at the back and pushes the boat forward using a long pole.

Exercise 1 4.11

- Focus attention on the pictures. Ask students what they know about the universities of Oxford and Cambridge. Then ask them to guess which university is older and count the votes for each university.
- Play the recording for students to listen and read and check if their guess was correct.

ANSWER KEY
Oxford

Exercise 2a

- Ask students to find the information in the text and match the items to either Oxford or Cambridge.
- To check answers, ask students to read out the relevant part of the text.

ANSWER KEY
1209: Cambridge (the year the university was formed)
the Nobel Prize: Cambridge (Nearly ninety Nobel Prize winners came from Cambridge University.)
dark blue: Oxford (the colour of the university's sports teams)
31: Cambridge (number of colleges)
1096: Oxford (Students were studying at the university as early as 1096.)
prime ministers: Oxford (Twenty-six British prime ministers studied there.)
light blue: Cambridge (the colour of the university's sports teams)
scientists: Cambridge (Cambridge has produced lots of famous scientists.)
46: Oxford (number of colleges)

Exercise 2b

- Ask students to find the people and what they were famous for as quickly as possible. They should write notes and put their hand up when they have finished.
- Check answers by asking students to read out their answers.

ANSWER KEY

Margaret Thatcher: British prime minister
Tony Blair: British prime minister
David Cameron: British prime minister
Bill Clinton: US president
Isaac Newton: discovered gravity
Charles Darwin: developed theory of evolution

Exercise 3

- Students read the text again, look at the pictures and write descriptions of the things in the list.
- When they have finished, ask them to exchange their descriptions with a partner. They should then check the information and the use of language, and discuss any corrections.
- Check answers as a class.

ANSWER KEY

Colleges are places where students live and study.
The Varsity Match is the rugby match between Oxford and Cambridge Universities.
Tom Tower is the tower in Christ Church College, Oxford University.
The Boat Race is a race between Oxford and Cambridge Universities and takes place on the River Thames.
Mixed colleges allow both male and female students to study there. At first, only men could study at Oxford and Cambridge, but at the end of the nineteenth century, some colleges were built for women. Now all Oxford colleges are mixed, although Cambridge still has one for women only.
Punting, which is done at both Oxford and Cambridge, is a way of travelling on the river on a flat-bottomed boat.

Exercise 4

- Students find information about one of the universities in their own country and write an article using the one in the Student's Book as a model.
- You can give the students these prompts to help them:
 - 1 When started?
 - 2 How do students study?
 - 3 Famous people who studied there
 - 4 Sports
 - 5 Buildings

Optional extra

Ask students to work in small groups to prepare ten quiz questions about Oxford and Cambridge Universities, e.g. *How many colleges has Oxford University got?* Give them about ten minutes to write their questions. When they have finished, ask students to close their books. The groups take turns to ask their questions. The first group to answer a question correctly wins a point. The group with the most points wins.

Politics: government

Background information

In the United Kingdom, the House of Lords can delay new laws being passed and send them back to the House of Commons, but they cannot actually block them.

There must be elections at least every five years. However, the prime minister can ask the queen or king to dissolve parliament and have new elections before the five years are ended.

The Labour Party became a major political force in the 1920s. Before that, the Liberal Party and its predecessor, the Whig Party, had been the chief rival of the Conservatives for over two centuries, with leaders such as William Gladstone. In 1988 the Liberal Party and the Social Democratic Party merged under the name Liberal Democrats. In fact, the Liberal Democrats got 23% of the votes in the 2010 elections and the Conservatives were forced to form a coalition government with them to secure a majority vote in the House of Commons.

Exercise 1 4.12

- Ask students to look at the pictures and tell you what country and city the buildings are in (USA, Washington DC). Ask them if they can name the two buildings (the White House, the Capitol).
- Ask: *What do they represent?* (the government of the USA)
- Play the recording for students to listen, read and complete the text.
- Check answers as a class.

ANSWER KEY

1 50 2 4 3 2 4 435 5 2 6 53 7 1 8 100
9 6 10 2

LANGUAGE NOTE In American English, people usually say *administration* instead of *government*.

Exercise 2

- Students read the text again to find the things.
- Check answers as a class.

POSSIBLE ANSWERS

- education, the police, roads, marriage, drinking laws, gambling
- be elected for more than two terms, make laws
- The House of Representatives has 435 members. The Senate has 100.
The members of the House of Representatives are elected for two years. The members of the Senate are elected for six years.
The states with more people have more representatives in the House of Representatives than the smaller ones. Each state has two senators.
- the elephant (Republicans) and the donkey (Democrats)

Exercise 3a 4.13 Audio script pT88

- Explain to students that they are going to hear about the system of government in the United Kingdom. Ask:
Do you know anything about this system?
Do you think it is similar to the USA?
- Ask students to copy the chart into their notebooks and complete it with any information they know.
- Play the recording for them to listen, check and complete the chart.
- Check answers as a class.

ANSWER KEY

- the king or queen
- the prime minister
- Commons
- Labour

Exercises 3b and 3c

- Ask students to try to answer the questions without listening to the recording again.
- Students work individually. They then compare answers with a partner.

Exercise 3d 4.13 Audio script pT88

- Play the recording again for students to listen and check their answers.
- Check answers as a class.

ANSWER KEY

Exercise 3b

- The leader of the party with the most seats in the House of Commons.
- The House of Commons.
- The prime minister.
- The king or queen.
- The House of Lords.

Exercise 3c

- A monarchy.
- A Member of Parliament (in the House of Commons). There are 650.
- Every five years.

Optional extra

Students write a description of the government in their own country. Ask them to think about things that are similar to and different from the system of government in the UK and the USA.

Politics: government

1 **4.12** Read and listen to the text. Complete the text with the missing numbers.

2 Find these things in the text.

- 1 two examples of things that the states control
- 2 two things that the president can't do
- 3 three differences between the House of Representatives and the Senate
- 4 two animals that are important in American politics

3 a **4.13** Listen. You will hear about the political system in the UK. Copy and complete the chart with these words.

the prime minister Labour
Commons the king or queen

Head of state	1 _____
Head of the government	2 _____
Parliament	the House of 3 _____ The House of Lords
Parties	the 4 _____ party the Conservative party

b Who does these things?

- 1 becomes prime minister
- 2 makes and changes laws
- 3 chooses the government ministers
- 4 signs all laws
- 5 checks all laws

c Answer the questions.

- 1 Is the UK a republic or a monarchy?
- 2 What is an MP? How many are there?
- 3 How often are there elections?

d **4.13** Listen again and check.

The USA

The states

The USA is a federal republic. There are ¹ _____ states in the USA. Each state has its own government, its own state capital city and its own governor. The states control things like education, the police, roads, marriage, drinking laws and so on.

Some things (for example, gambling) can be legal in one state and illegal in another. The USA also has a federal government in Washington DC.

The president

The president is elected for ² _____ years and he or she can't be elected for more than ³ _____ terms. The president is the head of state and the head of the government. He or she can't make laws, but can veto them.

Congress

Congress makes and changes laws. There are two houses of Congress:

★ The House of Representatives has ⁴ _____ members. They are elected for ⁵ _____ years. The states with more people have more representatives than the ones with smaller populations. California, for example, has got ⁶ _____ representatives, while Alaska has only got ⁷ _____.

★ The Senate has ⁸ _____ members and they are elected for ⁹ _____ years. Each state has ¹⁰ _____ senators, so the big states and the small states are equal. A new law must be passed by both houses of Congress and the president.

Political parties

There are two big political parties – the Republicans and the Democrats. The symbol of the Republican party is an elephant; the symbol of the Democrats is a donkey. The same party doesn't always control all parts of the government. There might be a Republican president, while the majority of Congress members are Democrats, for example.



Grammar

1 Report what the people said.

1 Bob

*I'm going to a pop concert with my friends.**Bob said he was going to a pop concert with his friends.*

2 Gina

I need some help with my homework.

3 Tim

I'll be home by nine o'clock.

4 Alice

My sister's going to get a tattoo.

5 Max

There's a good film on at the cinema.

6 Kate

I can't find my tennis racket.

7 Fred

We don't play rugby at my school.

8 Sue

My parents want to move to Canada.

2 Here are some more things that the people in exercise 1 said. Read the reports. What did they actually say?

1 Bob said they were taking the bus.

We're taking the bus.

2 Gina said that it was very difficult and she didn't understand it.

3 Tim said he would phone if he was going to be late.

4 Alice said that their parents wouldn't be happy about it.

5 Max said he was going to see it with his brother.

6 Kate said she needed it for her P.E. lesson.

7 Fred said that they played football, but he preferred rugby.

8 Sue said she didn't want to leave all her friends.

3 Complete the sentences with *said* or *told*.

- 1 I _____ my friends that I was going to have a party.
- 2 They all _____ that they would come.
- 3 Then Yasmin _____ me that she couldn't come after all.
- 4 She _____ that she was going to her grandparents' on Sunday.
- 5 She _____ me that she was really disappointed.
- 6 I _____ her that I was sorry she wouldn't be there, too.

4 a 4.14 Listen and complete Daniel's questions.

- 1 Mum, where's *the remote control* for the TV?
- 2 Does _____ start at 8.30?
- 3 Is Leah using _____?
- 4 Did Nick _____ today?
- 5 What time will _____ be home?
- 6 Where does Harry _____?
- 7 How long is it till _____?
- 8 Is Marco going _____, too?

b Say what Daniel wants to know.

He wants to know where the remote control for the TV is.

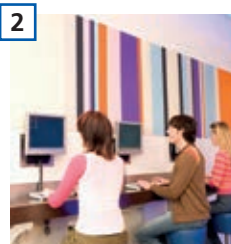
Speaking

5 Use the photos and cues. Make dialogues to ask and answer questions about the places.

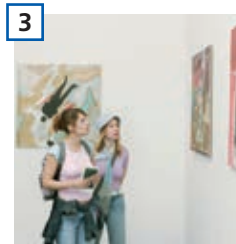
- *Excuse me, can you tell me ...?*



1 ... near here?
opposite the town hall



2 ... where ...?
in the shopping mall



3 ... open tomorrow?
closed on Mondays

Study skills

Being a good learner

You've come to the end of *Project*, but it isn't the end of learning English. You can help yourself a lot if you remember the ideas about learning that you've met in *Project*. Look at these topics. Work in a group. Write down two pieces of advice for each topic.

- | | |
|-------------------------|----------------------------|
| 1 Reading and listening | 4 Revising and doing exams |
| 2 Vocabulary | 5 Using a dictionary |
| 3 Speaking | 6 Learning grammar |

Good luck with learning English in the future!

Grammar

Exercise 1

- Read the example with the class.
- Elicit the rule for reported speech (we go back a tense).
- Students read the speech bubbles and report what the people said.
- Check answers as a class.

ANSWER KEY

- 2 Gina said (that) she needed some help with her homework.
 3 Tim said (that) he would be home by nine o'clock.
 4 Alice said (that) her sister was going to get a tattoo.
 5 Max said (that) there was a good film on at the cinema.
 6 Kate said (that) she couldn't find her tennis racket.
 7 Fred said (that) they didn't play rugby at his school.
 8 Sue said (that) her parents wanted to move to Canada.

Exercise 2

- Read the example with the class. Then ask students to read the second report and elicit what the person actually said. Write it on the board.
- Students do the rest of the exercise on their own.
- Check answers as a class.

ANSWER KEY

- 2 It's very difficult and I don't understand it.
 3 I'll phone if I'm going to be late.
 4 Our / Your parents won't be happy about it.
 5 I'm going to see it with my brother.
 6 I need it for my P. E. lesson.
 7 We play football, but I prefer rugby.
 8 I don't want to leave all my friends.

Exercise 3

- Revise the rule for *say* or *tell* (with *tell* we must always say who we are talking to).
- Students do the exercise on their own.
- To check answers, ask a different student to read out each sentence. The rest of the class confirm or correct as necessary.

ANSWER KEY

- 1 told 2 said 3 told 4 said 5 told 6 told

Exercise 4a 4.14

- Give students time to read the questions first.
- Play the recording for them to listen and complete the questions.
- To check answers, ask a different student to read out each question. The rest of the class confirm or correct as necessary.

ANSWER KEY

- 2 the party 3 the computer 4 phone 5 Dad
 6 play tennis 7 the holidays 8 swimming

Exercise 4b

- Read the example with the class.
- Students do the exercise on their own. They then compare answers with a partner.
- Check answers as a class.

ANSWER KEY

- 2 He wants to know if / whether the party starts at 8.30.
 3 He wants to know if / whether Leah is using the computer.
 4 He wants to know if / whether Nick phoned today.
 5 He wants to know what time Dad will be home.
 6 He wants to know where Harry plays tennis.
 7 He wants to know how long it is till the holidays.
 8 He wants to know if / whether Marco is going swimming, too.

Speaking

Exercise 5

- Focus attention on the photos and elicit where the people are.
- Students work in pairs to write and practise their dialogues. Walk around, monitor and help.
- Ask confident pairs to perform their dialogue for the class.

Optional extra

Ask students to look at the sentences in exercises 1 and 2 and work in pairs to make up short dialogues for two of the people mentioned. Tell them to speak their dialogues, not write them. Each dialogue should have three questions and three answers, e.g.

- Hi Bob! Where are you going?
 – I'm going to a pop concert with my friends.
 – Are you going by car? No, we're taking the bus.
 – When does the concert end?
 – At eleven.

Ask a few pairs to perform their dialogues for the rest of the class.

Study skills: Being a good learner

- Ask students if they think they are good learners and whether they feel they need to improve any of their skills.
- Put students into small groups to brainstorm advice for each skill set.
- If you have a confident class, ask students to come to the board and complete a spidergram with advice from the whole class.

Your Project

6

Develop your writing

Sentence linkers

Exercise 1

- Students look back at the story of Romeo and Juliet on page 75 and find the linking words.
- Ask students to translate the words into their own language and check the translation.

Exercise 2

- Students work with a partner to complete the text.
- Check answers as a class.

ANSWER KEY

- 1 When
- 2 Then / Later
- 3 However
- 4 Then / Later
- 5 As a result / Later
- 6 While
- 7 Finally

Optional extra

Students work in groups to write six sentences about things that happened yesterday. They then write a story by joining the sentences using suitable linking words.

Project task

- Read the instructions with the class and make sure that students understand what they have to do.
- Before they begin, each student should tell you which event they have chosen (so that you can see if it is suitable for the task).
- In pairs or small groups, students brainstorm ideas and possible sources of information and pictures.
- They should decide whether they are going to present their projects as a brochure or a web page.
- Remind students to answer each of the five questions, but encourage them to add any further interesting details they like. Check that students understand what is meant by *set the scene* and *arise*.

Preparation

- 1 Students do the research individually or in pairs.
- 2 They write their texts individually, then swap with a partner to check for errors.
- 3 They write a final draft and illustrate it.

Presentation and follow-up

- Make sure any necessary equipment is available for the presentations. Allow time for all students to present their projects, or organize an exhibition for the class to explore.
- Have a class vote for the best project.

Song

Is This the World We Created?

Background information

Is This the World We Created? is a song by Freddie Mercury and Brian May, which was released in 1984 on Queen's album *The Works*. It was released in the same year as the B-side of their UK Top 10 hit single *It's A Hard Life*.

Exercise 1 4.15

- Focus attention on the title of the song, and elicit students' ideas about its subject.
- Play the recording for them to listen, read the lyrics and check their ideas.
- Give them a minute or two to answer the questions in pairs.
- Check answers as a class.

ANSWER KEY

- 1 No, he doesn't.
- 2 He thinks people created the problems.

Exercise 2

- Put students into groups of four and ask them to make a list of what they think are the three most important problems in the world today.
- Put students into new groups to compare their ideas and agree on their list of issues.
- Elicit ideas from the class. Ask students to explain why each problem they mention is important and what people could do about it.
- If you like, play the recording again for students to sing along.

Optional extra

Put students into groups to discuss what design they would choose for the CD cover for this song. When they have finished, ask a few students to describe their cover to the class and say why they chose it.

Your Project

6

Develop your writing

Sentence linkers

- 1 When we tell a story we often use linking words. Find these words in the story of *Romeo and Juliet* on page 75. How do you say them in your language?

while later then finally
however as a result when

- 2 Use the words in exercise 1 to complete the summary of Rosa Parks' story. Sometimes more than one of the words can be used.

Rosa Parks was going home from work.

¹ _____ she got on the bus there were empty seats in the middle of the bus.

She sat on one of them in the 'coloured section', with three other black people.

² _____ a white man got on and couldn't find a seat, so the bus driver asked them all to move. ³ _____, Rosa refused. ⁴ _____ the police arrived and she was arrested.

⁵ _____ she went to court and was fined \$14. ⁶ _____ she was appearing in court, civil rights leaders organized a boycott of the buses. The boycott lasted one year.

⁷ _____ the Supreme Court decided that segregation was illegal.

Project task

Write a project about an important event in your country's history. Follow this pattern.

- Set the scene.
- How did the situation arise?
- What happened?
- What happened after the event?
- What was the result?

Illustrate your project with pictures.

Song

- 1  4.15 Read and listen to the song. Answer the questions.

- 1 Does the singer see the world as a happy place?
- 2 Who does he think created the problems?

- 2 What do you think are the biggest problems with the world today?

Is this the world we created?

Just look at all those hungry mouths we have to feed.
Take a look at all the suffering we breed.
So many lonely faces scattered all around,
Searching for what they need.

Is this the world we created?

What did we do it for?

Is this the world we invaded

Against the law?

So it seems in the end,

Is this what we're all living for today?

The world that we created.

You know that every day a helpless child is born
Who needs some loving care inside a happy home.
Somewhere a wealthy man is sitting on his throne,
Waiting for life to go by.

Is this the world we created?

We made it on our own.

Is this the world we devastated,

Right to the bone?

If there's a God in the sky

looking down,

What can he think of

what we've done

To the world that he

created?



Pronunciation

Unit 1

1 Phonetic alphabet revision: vowels

a 4.16 These are the vowel sounds of English. Listen and write the missing words.

/ɪ/	¹ _____	/ɒ/	⁴ _____	/eɪ/	day
/i:/	week	/ɔ:/	four	/aɪ/	⁷ _____
/i/	happy	/ʊ/	⁵ _____	/ɔɪ/	noise
/e/	red	/u:/	you	/aʊ/	now
/æ/	² _____	/ʊə/	pure	/əʊ/	⁸ _____
/ʌ/	³ _____	/ə/	water	/eə/	where
/ɑ:/	car	/ɜ:/	⁶ _____	/ɪə/	⁹ _____

b What are these words?

1 /pleɪn/ <i>plain</i>	5 /sku:l/	9 /'məʊbaɪl/
2 /'pɒkɪt/	6 /bɜ:d/	10 /flæt/
3 /'bɔɪfrend/	7 /'peərənts/	11 /'rɪ:fʌnd/
4 /haʊ/	8 /'fʊtbɔ:l/	12 /'glɑ:sɪz/

2 Silent letters

a Which consonant in each group of words is not pronounced?

1 wrong	wrist	write
2 knock	know	knee
3 bomb	thumb	climb
4 which	when	where
5 sign	foreign	design

b 4.17 Listen, check and repeat.

c For each group of words, make a rule.

In words beginning / ending with _____, we don't normally pronounce the _____.

Unit 2

1 Phonetic alphabet revision: consonants

a Some consonant sounds have special symbols. Match the symbols to the correct words.

1 /f/ <i>d</i>	5 /ð/	a brother	e join
2 /tʃ/	6 /θ/	b treasure	f yes
3 /ʒ/	7 /ŋ/	c song	g three
4 /dʒ/	8 /j/	d shop	h punch

b 4.18 Listen, check and repeat.

c What are these words?

1 /tʃɜ:tʃ/ <i>church</i>	4 /wɪf/	7 /'ju:ʒuəli/
2 /ði:z/	5 /jʌŋ/	8 /mʌtʃ/
3 /tʃeɪndʒ/	6 /bɑ:θ/	9 /'gɔ:dʒəs/

2 Schwa /ə/

a Which of these words have the /ə/ sound in the final syllable? Circle them.

money parent driver message doctor easy village
different expensive appointment study enormous
October generous attractive luggage opposite

b 4.19 Listen, check and repeat.

Unit 3

1 Voiced and unvoiced consonants

a Some consonants are voiced. They vibrate in your throat. Unvoiced consonants don't.

- 1 voiced: /b/, /d/, /g/, /v/, /z/
2 unvoiced: /p/, /t/, /k/, /f/, /s/



b 4.20 Listen and repeat these pairs.

1 van	fan	6 wide	white
2 bag	back	7 bad	bat
3 gave	cave	8 leave	leaf
4 down	town	9 bull	pull
5 rise	rice	10 zip	sip

c 4.21 Listen. Which word do you hear?

2 Word stress

a Put the words in the correct column.

infection difficult overweight medical disappear
temperature graduation emergency California
poisonous hospital situation disaster attention
electrocute atmosphere international immediately

First syllable	Second syllable	Third syllable
<i>difficult</i>	<i>infection</i>	<i>overweight</i>

b 4.22 Listen, check and repeat.

Pronunciation

Unit 1

1 Phonetic alphabet revision: vowels

Exercise 1a 4.16

- Play the recording for students to listen and write the words. Then play it again for them to listen and repeat.

ANSWER KEY

1 big 2 hand 3 bus 4 dog 5 good
6 girl 7 time 8 go 9 near

Exercise 1b

- Students write the words on their own or in pairs.
- Check answers as a class or ask students to check in a dictionary.

ANSWER KEY

2 pocket 3 boyfriend 4 how 5 school 6 bird
7 parents 8 football 9 mobile 10 flat 11 refund
12 glasses

2 Silent letters

Exercises 2a and 2b 4.17

- In pairs, students underline the silent letters.
- Play the recording for students to listen and check their answers. Then play it again for them to listen and repeat.

ANSWER KEY

1 w 2 k 3 b 4 h 5 g

Exercise 2c

- Students work in pairs to write the rules.

ANSWER KEY

1 Words beginning *wr-*: we don't normally pronounce the *w*.
2 Words beginning *kn-*: we don't normally pronounce the *k*.
3 Words ending *-mb*: we don't normally pronounce the *b*.
4 Words beginning *wh-*: we don't normally pronounce the *h*.
5 Words ending *-gn*: we don't normally pronounce the *g*.

Unit 2

1 Phonetic alphabet revision: consonants

Exercises 1a and 1b 4.18

- Students say the words silently and match them to the symbols.
- Play the recording for students to listen and check. Then play it again for them to listen and repeat.

ANSWER KEY

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

Exercise 1c

- Students write the words on their own or in pairs.
- Check answers as a class or ask students to check in a dictionary.
- Ask students to read the words aloud to each other in pairs.

ANSWER KEY

2 these 3 change 4 wish 5 young
6 bath 7 usually 8 much 9 gorgeous

2 Schwa /ə/

Exercises 2a and 2b 4.19

- Read the instructions together and model the /ə/ sound. With a weaker class, pre-teach any unfamiliar words.
- Play the recording for students to listen and check their answers. Then play it again for them to listen and repeat.

ANSWER KEY

parent, driver, doctor, different, appointment, enormous, October, generous

Unit 3

1 Voiced and unvoiced consonants

Exercises 1a and 1b 4.20

- Read the explanation together. Ask students to put their hand on their throat as they say the pairs to feel the difference.
- Play the recording for students to listen and repeat.

Exercise 1c 4.21 Audio script: see answer key

- Play the recording. Students mark the word they hear.

ANSWER KEY

1 fan 2 back 3 gave 4 town 5 rice
6 wide 7 bad 8 leave 9 pull 10 zip

2 Word stress

Exercise 2a

- Students complete the chart on their own or in pairs.

Exercise 2b 4.22 Audio script: see answer key

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

ANSWER KEY

First syllable	Second syllable	Third syllable
medical	emergency	disappear
temperature	disaster	graduation
poisonous	attention	California
hospital	electrocute	situation
atmosphere	immediately	international

Unit 4

1 Question intonation 1

Exercise 1a 🎧 4.23

- Play the recording for students to identify the intonation pattern. Then play it again for them to listen and repeat.

ANSWER KEY

In *yes / no* questions the intonation goes up. ↗
In statements the intonation goes down. ↘

Exercise 1b 🎧 4.24

- Explain that we can make a statement into a question by changing the intonation. Do the first item as an example.
- Play the recording for students to write their answers.

Exercise 1c 🎧 4.25 Audio script pT98

- Play the recording. Students listen, check and repeat.

ANSWER KEY

1 ? 2 ? 3 . 4 ? 5 . 6 . 7 ? 8 ?

2 Question intonation 2

Exercise 2a 🎧 4.26

- Play the recording. Students identify the intonation pattern.

ANSWER KEY

In *wh-* questions the intonation goes down. ↘

Exercises 2b and 2c 🎧 4.27

- Students read the dialogue and mark the intonation pattern next to each sentence. Ask them to compare answers in pairs.
- Play the recording for students to listen and check their answers. Then play it again for them to listen and repeat.

ANSWER KEY

Are you going out tonight? ↗
Yes, we're going to the cinema. ↘
What time will you be back? ↘
About half past ten. ↘
Do you need a lift? ↗
No. We're taking the bus. ↘

Unit 5

1 Sentence stress

Exercise 1a 🎧 4.28

- Play the recording for students to listen and repeat.

Exercise 1b 🎧 4.29

- Play the recording. Students listen and mark the stressed words. Then play it again for them to listen and repeat.

ANSWER KEY

- 1 This present's for Mary's birthday.
- 2 We bought a lot of things.
- 3 The hotel is built of ice.
- 4 I can't go to the party.
- 5 What are you doing this evening?
- 6 I saw you at the cinema on Monday.

2 Prepositions: strong and weak forms

Exercise 2a 🎧 4.30

- Play the recording for students to listen and repeat.

Exercises 2b and 2c 🎧 4.31 Audio script pT98

- Play the recording. Students listen and write their answers.
- Play the recording again for students to listen and repeat.

ANSWER KEY

1 w 2 w 3 s 4 w 5 s 6 s 7 s 8 w 9 s 10 w

Unit 6

1 Word linking

Exercises 1a and 1b 🎧 4.32

- Play the recording and elicit that the underlined words are pronounced together and sound like one word.
- Play the recording again for students to listen and repeat.

Exercise 1c 🎧 4.33 Audio script: see exercise 1d

- Read the instructions together, then play the recording twice while students count. Check answers as a class.

ANSWER KEY

2 7 3 4 4 3 5 4 6 3 7 5 8 5

Exercise 1d 🎧 4.33 Audio script: see answer key

- Play the recording for students to listen and write the sentences. Ask them to compare answers in pairs.

ANSWER KEY

- | | |
|--------------------------------|----------------------------|
| 1 Where's he gone? | 5 Have you had lunch? |
| 2 Do you want to watch a film? | 6 What's the time? |
| 3 Where are you going? | 7 Is it going to rain? |
| 4 I don't know. | 8 She says he's very nice. |

2 Consonant clusters

Exercise 2a 🎧 4.34

- Play the recording for students to listen and repeat. Point out that when *n* is followed by *g* or *k*, it is pronounced /ŋ/.

Exercise 2b 🎧 4.35 Audio script: see answer key

- Play the recording for students to listen and mark the word from each pair that they hear. Check answers as a class.

ANSWER KEY

- 1 friend 2 had 3 wet 4 window 5 aunt
6 sink 7 tongue 8 bag 9 said 10 want

Unit 4

1 Question intonation 1

a 4.23 Listen. Match the sentences to the correct intonation pattern.

Have you got a weekend job?
Yes, I work in a café.



b 4.24 Listen to these words and phrases. Which ones are questions? Write **?** or **.**

- | | |
|---|--|
| 1 Coffee ☐ | 5 Sugar ☐ |
| 2 At the sports centre ☐ | 6 On the table ☐ |
| 3 OK ☐ | 7 Your football boots ☐ |
| 4 In Park Street ☐ | 8 By train ☐ |

c 4.25 Listen to the dialogues and check.

2 Question intonation 2

a 4.26 Listen and repeat these *wh*- questions. Does the intonation go up or down?

- Where are you going?
- How much is this shirt?

b Look at the dialogue. Will the intonation go up or down in each sentence?

- Are you going out tonight?
- Yes, we're going to the cinema.
- What time will you be back?
- About half past ten.
- Do you need a lift?
- No. We're taking the bus.

c 4.27 Listen, check and repeat.

Unit 5

1 Sentence stress

a 4.28 Not all the words in a sentence are stressed. Listen and repeat.

I'm going back to the supermarket.

b 4.29 Listen. Which words are stressed? There are three in each sentence.

- This present's for Mary's birthday.
- We bought a lot of things.
- The hotel is built of ice.

- I can't go to the party.
- What are you doing this evening?
- I saw you at the cinema on Monday.

2 Prepositions: strong and weak forms

a 4.30 We normally reduce the vowel sound in some prepositions to a weak /ə/. At the end of a sentence, however, we use the strong form because it's stressed. Listen and repeat.

- Where are these oranges from? /frɒm/
- They're from Florida. /frəm/

b 4.31 Listen to the sentences. Write *s* if the preposition is strong or *w* if it's weak.

- | | | | | |
|---------|---------|---------|---------|----------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ | 9 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ | 10 _____ |

c 4.31 Listen again and repeat the sentences.

Unit 6

1 Word linking

a 4.32 When we speak, we don't always pronounce each word separately. Listen. What happens to the parts that are underlined?

- Do you want to dance?
- I'm going to phone Beth.
- Have you got a pen?
- Are you waiting for John?

b 4.32 Listen again and repeat.

c 4.33 Listen to the sentences. How many words are there in each sentence? Note: short forms count as one word.

- 1 *Where's he gone?* 3 words

d 4.33 Listen again and write the sentences.

2 Consonant clusters

a 4.34 Listen and repeat the pairs. Make sure you pronounce the 'n'.

- | | | | |
|----------|-------|----------|------|
| 1 friend | Fred | 6 sink | sick |
| 2 hand | had | 7 tongue | tug |
| 3 went | wet | 8 bang | bag |
| 4 window | widow | 9 send | said |
| 5 aunt | art | 10 want | what |

b 4.35 Listen. Which word do you hear?

Reading

Unit 1

1 a  **4.36** Read and listen to the story. Which of these people takes Sally's phone? Why?

Jack Claire Andrew Paul Katherine Michael

b Who are the other people?

c Which person:

- 1 is having a party tonight?
- 2 wakes Sally up?
- 3 is expecting to have dinner with Sally and Andrew?
- 4 invites Sally to a party?
- 5 thinks Andrew is a bully?
- 6 helps Sally to buy a new skirt?

2 Answer the questions.

- 1 Why does Sally decide to go to the party?
- 2 How will each person in exercise 1 feel about her decision?

Sally's phone



It was Thursday morning and Sally woke up suddenly. Her mobile phone was ringing. It was her boyfriend, Andrew.

'Andrew,' said Sally sleepily. 'It's only seven o'clock.'

'Yes,' said Andrew. 'I've just arrived at my office. Don't forget. I've arranged for us to have dinner with my new boss, Michael, this evening. See you at 6.30 in the Cosmo Bar. Oh, and wear that blue skirt. I like that. Bye.'

That was typical of Andrew. He was good-looking, confident and had a good job, but he was always in a hurry.

'But I can't wear the blue skirt. It's torn,' said Sally to her mother, as they were having breakfast.

'Well, wear what you like,' said her younger brother, Jack. 'You shouldn't just do what Andrew wants.'

'Be quiet, Jack,' said Sally. 'Andrew's very nice.'

'Huh. I think he's a bit of a bully,' said Jack and hurried out to get his bus to school.

At lunchtime, Sally went shopping with her friend, Claire.

'Do you like this?' asked Claire. She was holding up a red skirt.

'Yes, it's nice, but I don't usually wear red. Andrew doesn't like it,' said Sally.

'But you like it, don't you?' said Claire.

Sally bought the skirt. Then Claire went back to the office, but Sally

went to a café for a cup of coffee first. While she was waiting, she phoned her mother.

A young man was sitting next to her. He was talking to a friend on the phone. He finished his conversation and stood up, but as he was leaving, he knocked Sally's shopping bag on the floor.

'Oh, I'm sorry,' said Paul. He put his phone down, picked up the bag and gave it back to Sally.

'Thank you,' she said. Paul picked up his phone and went back to work. A few minutes later, Sally did the same.

In the afternoon, Paul was sitting at his desk when his mobile rang.

'That's not my ringtone,' he thought, but he answered the phone.

'Hello, Sally. I've changed the arrangements. Meet me in the Bar Bogart, not the Cosmo. OK?'

'This isn't Sally. It's Paul.'

'Paul? Paul who?' said Andrew. 'Well, it doesn't matter. Just give her the message, please. Goodbye.'

The mobile on Sally's desk rang, too, and she answered it.

'Hello, Paul,' said a woman's voice.

'Paul isn't here,' said Sally. 'I ...'

'Oh, well, can you give him a message, please? This is his sister, Katherine. There's a party at my house tonight for my birthday. I'm sure he's forgotten. Eight o'clock. Thanks. Bye.'

A minute later, the phone rang again.

'Hello, is that Sally? This is Paul. I think we picked up each other's phone.'

'Oh, at the café at lunchtime. You knocked my bag on the floor.'

'Yes, sorry about that. Anyway, can we meet after work to exchange phones?'

'OK,' said Sally. 'I'll meet you in Queen Square at quarter to six.'

Before she left work, Sally put on her new, red skirt, and then walked to the square. As she was walking towards him, Paul thought: 'She's very pretty.'

'Hi. Here's your phone back,' he said, and he smiled.

'What a nice, friendly smile,' thought Sally. 'And here's yours,'

she said. 'You had a call from your sister. It's her birthday and she's having a party at her house.'

'Oh no,' said Paul. 'I forgot. And I haven't bought her a present.'

On the other side of the square, a woman was selling flowers.

'Buy her some flowers from over there,' said Sally.

'Great idea,' said Paul. 'Would you like to come to the party, too?'

Just then Sally got a text message on her phone: 'At the Bogart. Don't be late.'

'Oh, you had a message earlier, too,' said Paul. 'About meeting at the Bar Bogart instead of the Cosmo.'

'Oh, that isn't important,' said Sally. 'Yes, I'd love to come to the party. But it doesn't start till eight.'

'OK, well let's have a cup of coffee at The Blue Moon first,' said Paul. 'That's a nice skirt, by the way. I like red.'

At 6.30 in the Bar Bogart, Andrew tried to phone Sally, but Sally's phone wasn't switched on.



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, and not to introduce new language. They should be used either as extra practice or as revision after completing Lesson D or the whole unit.

Unit 1

Sally's Phone

Background information

Sally's Phone is a story by Christine Lindop, an author and Series Editor of *Oxford Bookworms Factfiles*.

Exercise 1a 4.36

- Focus on the pictures and the title. Elicit ideas about what the story might be about.
- Play the recording for students to listen and read. They then answer the question.

ANSWER KEY

Paul takes Sally's phone. He accidentally picks it up from the table at the café at lunchtime, because he thinks it's his phone.

Exercise 1b

- Students read the story again and answer the questions.
- Students compare answers in pairs. Then check as a class.

ANSWER KEY

Jack is Sally's younger brother; Claire is Sally's friend; Andrew is Sally's boyfriend; Katherine is Paul's sister; Michael is Andrew's boss.

Exercise 1c

- Students answer the questions on their own. You could ask them to underline the relevant part of the text.
- Students compare answers in pairs. Then check as a class.

ANSWER KEY

1 Katherine 2 Andrew 3 Michael 4 Paul
5 Jack 6 Claire

Optional extra

Ask students to scan the story and find adjectives that describe Andrew, Paul and Sally. Point out that the adjectives can refer to the people's appearance (a) or personality (p).

Check answers as a class. Which adjectives describe appearance? Which ones describe personality?

Ask students if they can think of more words and expressions to describe the people in the story. What do they think the characters look like?

ANSWER KEY

Andrew: good-looking (a), confident (p), nice (p)

Paul: young (a), nice (a / p), friendly (p)

Sally: pretty (a)

Exercise 2

- Encourage students to work in pairs or small groups to discuss their ideas about the text, and use dictionaries to look up any unfamiliar words if necessary.
- Elicit answers from different students for each question. Ask the rest of the class to check, correct and help with the answers if necessary. There may be more than one acceptable answer and more than one way to phrase each answer.

POSSIBLE ANSWERS

- 1 Because she thinks Paul is nicer than Andrew. He has a nice, friendly smile and he is polite, while Andrew is always in a hurry and he is a bit of a bully.
- 2 Jack and Claire will probably be happy, because they don't like Andrew very much. Jack thinks he is a bully, and Claire tries to encourage Sally to do what she likes, instead of what Andrew tells her.
Andrew will probably be angry.
Paul will be happy, because he likes Sally.
Katherine will probably be happy that her brother has a new friend.
Michael will probably be annoyed that Andrew's girlfriend won't have dinner with them.

Optional extra

Ask students what they think about the story. Do they think Sally made the right decision when she went to Katherine's party instead of meeting Andrew at Bar Bogart? Why? 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.

Unit 2

The Pearl

Background information

The Pearl is a novella by American writer John Steinbeck (1902–1968). It was first published in 1947.

When he was 18 years old, Steinbeck went to study marine biology at Stanford University but he dropped out without a degree. After that, he travelled and took odd jobs while trying to earn a living as a writer. In 1940 he joined his biologist friend Edward F. Ricketts on a scientific expedition to study marine life in the Gulf of California. When they stopped in the harbour town of La Paz, Mexico, they heard a folk tale about a Native Mexican fisher boy who discovered a magnificent pearl. The pearl only brought him misery, so he threw it back into the sea. Steinbeck based his novella *The Pearl* on this story. Steinbeck said: 'The story is probably true, but we can't believe it; it is far too reasonable to be true.'

Steinbeck's best-known works include the novels *The Grapes of Wrath* (1939), *East of Eden* (1952) and *Of Mice and Men* (1937). In 1962, he won the Nobel Prize in Literature 'for his realistic as well as imaginative writings, distinguished by a sympathetic humour and a keen social perception.'

Exercise 1a 4.37

- Focus on the pictures and the title. Elicit ideas about what the story might be about.
- Play the recording for students to listen and read.
- Say the names in the box and ask students to point to the characters in the pictures.

ANSWER KEY

Coyotito is the baby in pictures a, c and d.

Juana is the woman in pictures a–d.

Kino is the man holding a pearl in pictures a and c. In picture b, he is the man holding a knife. In picture d, he is the man in the cave.

Exercise 1b

- Students read the story again and identify the events shown in the four pictures. Give them a minute or two to put the events in the correct order.
- Ask students to compare answers in pairs. Then check answers as a class.

ANSWER KEY

1 c 2 b 3 d 4 a

Exercise 1c

- Ask students to cover the text. Focus on the pictures and elicit or pre-teach *canoe*, *oyster*, *hunter*, *waterfall*, *cave* and *rifle*.

- Ask a student to describe picture c (i.e. the first in the order of events). Then ask different students to describe pictures b, d and a. You could write prompts on the board to remind students of the things they could include: *Who is in the picture? Where are they? Why are they there? What has happened? How do Kino and Juana feel? What are they going to do?*
- Ask students to re-read the story quickly to check they have not missed out any key details.

POSSIBLE ANSWERS

Picture c: Kino and Juana are in a canoe / boat. Kino has just found a very large pearl. They are excited and happy because they are going to be rich. They are going to buy new clothes and Coyotito is going to go to school.

Picture b: Kino and Juana are on their way home / back to the town. Kino has killed one of the men who attacked him. They are worried. They are going to try to leave the town.

Picture d: Kino, Juana and Coyotito are in a cave behind a waterfall. They are hiding from the hunters. / They are having a rest. The hunters have followed them and have set up camp near the waterfall. Juana is frightened. Kino is worried. Coyotito is crying. Kino is going to kill the hunters.

Picture a: Kino and Juana are at the beach. Juana is holding the dead baby. The pearl has only caused problems for them so they have decided to get rid of it. They are sad. Kino looks angry. He is going to throw the pearl into the sea.

Exercise 2

- Folk tales often have a moral, an important lesson about personal identity, feelings and emotions, behavioural norms or rules of society. Ask students to explain in their own words what they think the story of Kino and Juana teaches them. Act as a moderator if a discussion develops, especially if there is disagreement about how to interpret the story. You may need to stress that more than one interpretation can be valid.
- Ask students to give their own opinions about the story.
- Do they feel Kino made the right decision? Why?

POSSIBLE ANSWER

Money can't buy happiness.

Optional extra

Write the following proverbs and sayings on the board or write them out and photocopy them on a sheet for each group of three or four students:

The best things in life are free.

A golden key can open any door.

Money is the root of all evil.

All that glitters is not gold.

Money is a good servant but a bad master.

Money makes the world go round.

In groups, students discuss the meaning of the proverbs / sayings and decide which ones they agree with. Encourage them to give reasons for their opinions. Get class feedback and then elicit whether students know any similar proverbs from their own country and add them to the list.

Unit 2

- 1 a**  **4.37** Read and listen to the story.
Find these people in the pictures.

Coyotito Juana Kino

- b** Put the pictures in the correct order.

- c** What is happening in each picture?

- 2** What is the moral of the story?



The Pearl

When Kino and Juana's baby son, Coyotito, was stung by a scorpion, Kino took him to the doctor's. But the doctor didn't want to see them, because Kino had no money. Kino was a pearl diver. Later that morning he and Juana went out in their canoe and Kino went diving. He found a very large oyster. When he opened it, there was a huge pearl inside. 'Now we'll be rich,' cried Kino. 'We'll buy new clothes,' said Juana. 'And Coyotito will go to school!' Soon everybody knew about their good luck. The doctor came to their home. He was happy to help the baby now. 'When will you pay for the medicine?' asked the doctor. 'When I sell my pearl,' said Kino. Unfortunately, as he said that, he looked at the corner of the room where the pearl was hidden under the floor. Before they went to bed, Kino moved the pearl. In the middle of the night, he woke up and saw someone digging in the corner. Kino jumped out of bed, but the burglar hit him on the head and escaped.

³⁰ The next day Kino took the pearl into town. However, all the pearl buyers said the same thing: 'It isn't very valuable. I'll give you 1,500 pesos for it.'

³⁵ 'They're all working together to steal the pearl,' he told Juana angrily. 'So we're going to travel to the capital city to sell it.'

But Juana said: 'We should throw it away. It will only bring trouble.' That night, she quietly left the house. 'I'm going to throw the pearl into the sea,' she said to herself. But Kino woke up, ran after her and stopped her.

⁴⁵ On the way home Kino was attacked by three men. He used his knife to defend himself and killed one of the men.

'Now people will say that you are a murderer,' said Juana. They quickly fetched Coyotito and a few things from their house, then ran to their canoe, but there was now a big hole in it. And when they went back to their house, it was on fire.

'Those people will do anything to get the pearl,' said Juana, 'We must get rid of it.'

But Kino said: 'No. When we sell the pearl, everything will be fine. We'll be rich and happy.'

They hid at Kino's brother's house until it was dark. Then they left the town. They walked all night, but the next day they saw three hunters following them. They ran up into the mountains. There they found a waterfall and a cave where they could rest.

But in the evening the hunters arrived and camped near the waterfall.

'Shh, Coyotito,' said Juana when the baby started to cry. 'Those men will hear us.'

'It's no good,' said Kino. 'They'll find us sooner or later. I'm going to go down there and kill them.'

Just as Kino reached the hunters' camp, Coyotito cried very loudly. The hunter thought that it was a wild dog. He fired his rifle towards the sound. Kino jumped out, grabbed the gun and shot the three hunters.

'We'll be safe now,' he thought, but when he went back to the cave, Juana was crying. The hunter's bullet had hit Coyotito and he was dead.

Kino and Juana went back to their town. They didn't speak to anyone. They just walked to the beach with their dead baby. Kino took the pearl from his pocket and threw it far out into the sea. It sank to the bottom and disappeared into the sand forever.

Unit 3

1 a  **4.38** Read and listen to the story.
Why is Yeshi smiling at the end?

b Why do you think his trick works?

2 a Correct the sentences.

- 1 The King was worried that someone would attack his country.
- 2 He wanted to find a clever person who would be his friend.
- 3 He challenged the people to tell him a funny story.
- 4 Yeshi said he could make the King stand on his head.
- 5 The King promised to give Yeshi a golden palace.

b Which of these things did someone do to make the King stand up?

- ☐ play a trumpet very loudly
- ☐ say there was a snake under the throne
- ☐ shout: 'Fire!'
- ☐ throw cold water over the king
- ☐ fire a gun
- ☐ clap his hands
- ☐ throw a ball at the king

The King Stands Up

A traditional story from Tibet

Once there was a king of a rich and powerful country. He was a kind and honest man, but he was always worried. He thought that people would try to trick him and steal his treasure.

'If I had a very clever prime minister to help me, my treasure and the country would be safe,' he thought. 'So I must find the cleverest person in the country. But how?'

He decided to hold a competition. Messengers were sent out to all the towns and villages in the kingdom. A few months later the royal palace was full of people who all thought that

they were very clever.

'How is the King going to find the cleverest person?' asked one.

'Nobody knows,' said another.

Soon the King came in and sat on his throne. Everybody bowed.

'Gentlemen,' he said. 'I have a simple challenge for you all. As you can see, I'm sitting down. If anyone can make me stand up, he will be my prime minister.'

All the people thought about the problem. Suddenly one man clapped his hands very loudly. He was trying to frighten the

King, but the king didn't move. Then another man shouted:

'Fire! Fire! If you don't get out now, you'll die.' But the King just laughed.

Then another man said: 'You should stand up, Your Majesty.

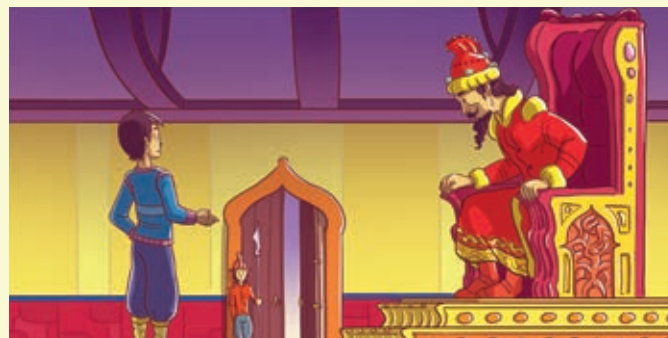
But don't move quickly. There's a poisonous snake under your throne.'

'Well,' said the King, 'I would certainly stand up if there was a snake under my throne, but I know there isn't, because the guards checked the room before I came in.'

One by one the clever people tried to make the King stand

up, but they all failed. And so, one by one, they gave up and went back to their towns and villages. Eventually there was just one boy left in the room. His name was Yeshi and he was only sixteen years old.

'And what about you?' said the King. 'Can you make me stand up?'



'Yes, Your Majesty,' replied Yeshi. 'But that challenge is too easy. I want to do something much more difficult – something that would show you I'm really the cleverest person in the country.' The King was surprised. 'And what's that?' he asked.

Yeshi pointed to the door and said: 'Imagine that you are on the other side of that door and you don't want to come into this room.'

'Yes,' said the King. 'I can imagine that.'

'Well,' said Yeshi. 'I could make you come into the room. What

would you give me if I did that?'

'You'd become my prime minister if you made me come into the room,' said the King.

'That would be good,' said Yeshi. 'Would you give me anything else?'

The King was surprised at this, but he said: 'I'd give you half of my treasure, too. You'd be the richest man in the country.'

'Yes, I think that would be enough,' said Yeshi.

The King was now very puzzled. 'But how would you make me come into the room if I didn't want to?' he asked.

'Oh, it would be very easy,' said Yeshi. 'If you go and stand outside the door now, I'll show you.'

'All right,' said the King. 'But I'm telling you that I won't come into the room.'

With that, the King stood up, walked to the door and left the

room. 'Well, here I am,' he said. 'So, make me come into the room.'

Yeshi didn't say anything. He just smiled.

'Why are you smiling?' asked the King impatiently.

'Well, Your Majesty,' said Yeshi. 'I made you stand up!'

Unit 3

The King Stands Up

Background information

The King Stands Up is a traditional folk tale from Tibet. Most people in Tibet follow a religion called Buddhism and many of their folk tales teach lessons about Buddhism. *The King Stands Up* is about an important Buddhist value called 'mindfulness' (being aware of the present reality, paying attention to what you are doing and not allowing yourself to be distracted).

Exercise 1a 4.38

- Ask students to describe the picture. Prompt them if necessary: *Who is in the picture? Where are they? What are they doing?* Elicit any feasible suggestions but do not give away the correct answers at this point.
- Play the recording for students to listen and read. They then answer the question.
- Ask students to scan the text for unfamiliar words, e.g. *trick, bow, clap, throne, guard, puzzled, impatiently*. Write these words on the board. Then tell students to read the advice for dealing with unknown words on page 42 in the Student's Book. Remind them that they should focus on the key ideas when reading a text, and that they do not need to understand every word. Encourage them to try to work out the meaning of the words from the context.

ANSWER KEY

Yeshe is smiling because he has made the king stand up.

Exercise 1b

- Read the question together and elicit the meaning of *trick*.
- Students read the story again and answer the question.
- Students compare ideas in pairs. Then check as a class.

POSSIBLE ANSWER

Yeshe gives the king something interesting to think about. As a result, the king stops thinking about his own challenge and so forgets that he should not stand up.

Exercise 2a

- Students work individually to correct the statements. With a weaker class, students could do the task in pairs.
- Students compare answers in pairs. Then check as a class.
- Elicit students' responses to the story. Do they like it? Why? Why not? What is the moral of the story?

ANSWER KEY

- 1 The king was worried that someone would try to trick him and steal his treasure.
- 2 He wanted to find a clever person who would be his prime minister.
- 3 He challenged the people to make him stand up.
- 4 Yeshe said he could make the king come into the room.
- 5 The king promised to give Yeshe half of his treasure.

Exercise 2b

- Read the question and the list together. Students will need to scan the text to find the answers. With a stronger class, students may be able to do the task without reading the text again.
- Check answers as a class. Encourage students to answer with full sentences.

ANSWER KEY

A man said there was a snake under the throne.

A man shouted: 'Fire!'

A man clapped his hands.

Optional extra

Write the following incomplete sentences on the board or write them out and photocopy them on a sheet for each pair of students:

The king was so worried / rich / surprised that ...

The palace was so big that ...

The challenge was so difficult that ...

The boy was so clever that ...

Ask students to complete the sentences with information from the text and their own ideas. Ask a few students to read their sentences to the class.

POSSIBLE ANSWERS

The king was so worried that he couldn't sleep / he decided to hold a competition.

The king was so rich that he could buy anything.

The king was so surprised that he stood up.

The palace was so big that the king didn't know how many rooms it had.

The challenge was so difficult that many people failed.

The boy was so clever that he made the king stand up / tricked the king / became the king's prime minister.

Optional extra

Put students into pairs. Ask one student in each pair to imagine they are the king or queen. The other student is their prime minister. Then write the following on the board:

someone / try to steal / the treasure

another country / invade / the kingdom

forest fire / near the palace

it / not rain / for a long period

a disease / destroy / farmers' crops

people / want / a new king or queen

Explain that the king / queen is worried that these things might happen and needs advice from their prime minister. Elicit some useful phrases and write them on the board if necessary, for example:

What would you do if (someone tried to steal the treasure)?

If I were you, (I'd hide the treasure in a safe place).

You should / shouldn't (hire more guards / leave the palace gate unlocked).

I don't think it's a good idea to (tell anyone where the treasure is).

Ask students to discuss the situations in pairs. Then get each pair to feed back to the class with their ideas.

Unit 4

The Model Millionaire

Background information

The Model Millionaire is a short story by Irish writer Oscar Wilde (1854–1900). It was first published in 1887 in *The Woman's World* magazine, of which Wilde was editor at the time. Later, it was included in a collection of short stories entitled *Lord Arthur Savile's Crime and Other Stories*.

Oscar Wilde wrote a lot of poems and short stories but he is best known for his plays and his only novel, *The Picture of Dorian Gray*, which tells the story of a handsome young man living in nineteenth-century London, who sells his soul for eternal youth and beauty.

Exercise 1a 4.39

- Focus on the pictures and the title. Elicit ideas about what the story might be about.
- Elicit or pre-teach *retired*, *colonel*, *beggar* and *embarrassing*.
- Play the recording for students to listen and read. They then answer the question.
- Check the answer as a class. Explain that the word 'model' has two possible meanings. The millionaire is a model in the sense of an artist's model. He also acts in a model, or ideal, manner by repaying Hughie for his kindness.

ANSWER KEY

He is Baron Hausberg, an international banker.

Exercise 1b

- Say the names in the box and ask students to point to characters in the pictures.
- Ask students to describe the pictures. You could write questions on the board to prompt students: *Where are the people? Why are they there? What has happened? How do they feel? What are they going to do?*

ANSWER KEY

The people in the pictures are (from left to right):

1st picture: Baron Hausberg, Alan Trevor, Hughie Erskine.

2nd picture: Hughie Erskine (the groom), Alan Trevor (acting as best man), Baron Hausberg (guest of honour) Laura Merton (the bride) and Colonel Merton (the father of the bride).

Exercise 2a

- Students put the sentences in the correct order.
- Students compare answers in pairs. Then check as a class.

ANSWER KEY

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

Exercise 2b

- Read the instructions together and check that students understand what they have to do. Point out that the words and expressions can refer to the people's appearance or personality.

- Students scan the story to find the words and expressions to describe Hughie and the model.
- Check answers as a class. Which words and expressions describe appearance? Which ones describe personality?
- Ask students if they can think of more words and expressions to describe the people in the story.

ANSWER KEY

Hughie: not the cleverest person in the world; very good-looking; had a charming, easy-going personality; not very good at making money

the model: old beggar; sad; His clothes were old and torn; miserable; poor

Optional extra

Write the following question words on the board:

Who ...?

What ...?

How (much / many) ...?

Why ...?

When ...?

Where ...?

Ask students to write five questions about the story using five different question words. When they have finished, put students into pairs so that they can ask and answer their partner's questions.

POSSIBLE ANSWERS

Who was Colonel Merton? He was a retired colonel and Laura's father.

What was Alan Trevor painting when Hughie visited him? He was painting a portrait of an old beggar.

How much money did Baron Hausman give Hughie? He gave him ten thousand pounds.

Why did Hughie give the Baron Hausman money? Because he thought the baron was really an old beggar and he looked poor.

When did Hughie give the old beggar some money? He gave him some money when Alan left the room.

Where was Hughie having a cup of tea the next day? He was having tea in a café.

Optional extra

Encourage students to give their own opinions about the story. Ask:

How do you feel about Hughie's actions?

What would you do in his place?

What would you do if you were Baron Hausberg? Would you make the same decision? Why? / Why not?

Lead a class discussion or ask students to discuss the questions in groups. Then ask each group to share their ideas with the class.

Unit 4

1 a  **4.39** Read and listen to the story. Who is 'the model millionaire'?

b Find these people in the pictures.

Hughie Erskine Laura Merton Colonel Merton
Baron Hausberg Alan Trevor

The Model Millionaire

Hughie Erskine wasn't the cleverest person in the world, but he was very good-looking and had a charming, easy-going personality. Everybody liked him. Hughie, however, had one big problem. He wasn't very good at making money. He tried lots of different jobs, but he didn't do very well in any of them.

To make matters worse, he was in love. Her name was Laura Merton and she lived with her father, a retired colonel. They were both very fond of Hughie, but they didn't have much money. So, when one day Hughie said to the colonel, 'Can I marry your daughter?' the colonel said, 'My daughter needs a husband who can support her. Have you got ten thousand pounds?'

'No, I haven't,' replied Hughie.

'Well, ask me again when you have,' said the colonel.

A few weeks later, Hughie visited his friend, Alan Trevor. Alan was a well-known painter and that day he was painting a portrait of an old beggar. The model was standing on a platform in the corner of the room. He looked very sad. His clothes were old and torn, and he was holding out a hat for people to put money in.

'Why does he look so miserable?' said Hughie.

'Well, you don't want a cheerful beggar, do you?' smiled Alan.

A servant came in with a message.



'Just a minute, Hughie,' said Alan, and he left the room.

The old beggar sat down. Hughie looked at him. Then he put his hand in his pocket and took out some money. He only had a pound and some smaller coins.

'It isn't much,' he thought, 'but this old man needs it more than I do.' And he gave the pound to the beggar.

The beggar looked very surprised. 'Thank you, sir,' he said.

When Alan returned, Hughie said goodbye and went to spend the day with Laura. Afterwards he had to walk home, because he had no money for a taxi.

The next day Hughie was having a cup of tea in a café when Alan came in.

2 a Put the events in the correct order.

- ☐ a Hughie gives the beggar a pound.
- ☐ b Hughie and Laura get married.
- ☐ c The colonel says he needs £10,000 first.
- ☒ 1 d Hughie asks the colonel if he can marry Laura.
- ☐ e Alan tells Hughie that the beggar is really a rich banker.
- ☐ f Hughie receives an envelope with a cheque for £10,000.
- ☐ g Hughie sees Alan painting the portrait of an old beggar.
- ☐ h The model asks Alan some questions about Hughie.

b Find words and expressions in the story to describe:

- Hughie
- the model

'Hello,' said Hughie. 'Did you finish your painting?'

'Yes, I did,' said Alan. 'My model asked me lots of questions about you after you left: Are you married? What do you do? Where do you live?'

'What did you tell him?' said Hughie.

'I told him all about Laura, the colonel, the ten thousand pounds and so on.'

'What?' cried Hughie. 'Why did you give all my private details to an old beggar?'

Alan laughed. 'That old beggar, as you call him,' he said, 'is Baron Hausberg, the international banker. He buys lots of my paintings.'

'But why was he wearing those old clothes?'

'He wanted a portrait of himself as a beggar – as a kind of joke.'

'Oh no!' said Hughie. 'Do you mean that I gave a pound to one of the richest men in the world?'

Alan laughed even louder. 'What on earth did you do that for?' he said.

'He just looked so poor,' said Hughie. 'Why didn't you tell me who he was?'

'I didn't know if Baron Hausberg would like it.'

'Oh, how embarrassing,' said Hughie.

The next morning Hughie was having breakfast when a visitor arrived.

'I've come from Baron Hausberg,' he said.

'Oh, yes,' said Hughie, 'I'm very sorry. I didn't know ...'

The visitor smiled and he gave Hughie an envelope. On the outside was written: 'A wedding present for Hughie Erskine and Laura Merton from an old beggar.' Inside there was a cheque for £10,000.



Unit 5

1 4.40 Read and listen to the story. Answer the questions.

- 1 Where is Tom now?
- 2 Why is he there?
- 3 Why does he want to ask Carol and Melanie some questions?



I never stay in one country for a long time. I like to see new places, meet different people. When I need money, I get a job – hotel and restaurant work, building work, fruit-picking. In Europe fruit can be picked most of the year, but I like to go south in winter. Life is easier in the sun.

Two years ago I was working in a hotel in Venice in October, but then I decided it was time to move south. So I got a cheap single ticket for the slow train to Sofia, in Bulgaria. I could see from the timetable that the train took a long time, but the express was too expensive.

When we got to Zagreb, a lot of people got on. Soon after the train departed, I fell asleep. When I opened my eyes, two girls were sitting opposite me. 'Hi,' they said. 'You're American, aren't you?' I said. 'Or Canadian?'

'American,' the taller girl said. 'And you're twenty-three. Your name's Tom Walsh and your mom lives in Burnham-on-Sea, UK. Right?' 'How did you know that?' I asked. The second girl laughed. 'She looked at your passport. It was on the seat. It fell out of your coat pocket.'

Their names were Melanie and Carol and they were from Los Angeles. They liked Europe and they knew a lot of places.

'What do you do about money?' I asked. 'Oh, you know,' Carol smiled.

2 Match the statements to the places.

- | | |
|-------------------|---|
| 1 Venice | a The girls arranged to meet Tom here. |
| 2 Zagreb | b Tom plans to go here when he's free. |
| 3 Burnham-on-Sea | c Melanie took Tom to the restaurant car. |
| 4 Los Angeles | d The girls got on the train. |
| 5 Belgrade | e The girls got off the train. |
| 6 Sofia | f Policemen got on the train. |
| 7 Bela Palanka | g Melanie and Carol are from here. |
| 8 a small village | h Tom started his journey here. |
| 9 Australia | i Tom's mother lives here. |



'Sometimes we get a job – hotels, mostly.' 'Me, too,' I said. 'I'm going to Bulgaria now for about a month. Then I'm going to go to Cyprus or North Africa.'

They were nice girls. I guessed they were older than me – about twenty-seven. We talked and laughed for hours. When we reached Belgrade, Carol said, 'Why don't you and Tom go along to the restaurant car, Melanie? I want to sleep.' 'Er, food's expensive on the train,' I said. 'And I've only got a few coins.' 'That's OK,' said Melanie. 'I'll buy you a meal.' When we came back to the carriage, Carol was still alone.

A few hours later, Melanie said, 'We're nearly in Bela Palanka. Time to get off.' 'Why are you getting off in Bela Palanka?' I asked. 'There's nothing to do there.' 'Who knows?' said Carol. 'But, look, we think you're a great guy, Tom. Why don't we come to Sofia at the weekend and meet up?' 'Sure,' I said. 'Great idea!' 'OK,' said Melanie. 'We'll see you at 8 o'clock on Saturday at the Hotel Marmara.'

The girls got off in Bela Palanka and the train crossed into Bulgaria. Then at 2 o'clock in the morning the train stopped at a small village. Suddenly there were a lot of policemen on the train.

'Perhaps they're looking for someone,' said an old woman. 'Look. Some people have been taken off the train.'

Two policemen came into the carriage. They looked at everyone,

then said to me, 'Come with us, please. And bring your bag.'

In the station there were several people from the train. 'All bags must be placed on the table,' said a tall policeman. One by one the bags were searched, passports were checked and the people were allowed to return to the train.

Then it was my turn. I put my bag on the table. All my dirty clothes were taken out, and then the tall policeman said, 'Aha!' He turned the bag over. Out of my bag fell several packets of American dollars – nice, new 100 dollar notes.

'50,000 ... 100,000 ... 150,000 ...

There's 200,000 US dollars here, Mr Walsh,' said the policeman. 'But I've never seen that money before!' I shouted.

'Well, it's in your bag,' replied the policeman. 'And did you know that two days ago some money was stolen from a hotel in Zagreb? Two hundred thousand US dollars, in fact.' I looked through the window and saw my train slowly moving away from the platform.

So I never got to the Hotel Marmara on Saturday. That was a pity, as I wanted to ask Melanie and Carol a few questions.

Oh well, we live and learn. Life isn't easy in prison, but it's warm in winter and all my food is provided. When I'm released, I think I'll go to Australia. I'll get a job on a ship, start a new life. Yes, next year will be OK.



Unit 5

South for the Winter

Background information

South for the Winter is a short story by Jennifer Bassett, an author and Series Editor of the *Oxford Bookworms Library*. She lives and works in Devon, in the south-west of England. The story was inspired by the author's many train journeys across Europe. She loves the 'closed world' of the train and over the years has had many interesting, and sometimes surprising, conversations with other travellers. 'People tell you their life stories on trains,' she says, 'because they know they will never see you again.'

Exercise 1a 4.40

- Focus on the pictures and the title. Elicit ideas about what the story might be.
- Play the recording for students to listen and read. They then answer the questions.
- Check answers as a class.

ANSWER KEY

- 1 He is in prison.
- 2 Because a policeman found some stolen money in his bag.
- 3 Because he thinks they put the stolen money in his bag.

Exercise 2

- Students read the story again and work on their own to match the statements to the places.
- Students compare answers in pairs. Then check as a class.
- Ask students if they liked the story. What do they like about it? Is there anything they do not like? What? Why?

ANSWER KEY

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

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 students: *winter, single ticket, slow train, asleep, girls, passport, restaurant car, meet, get off, small village, policeman, bag, money, prison*. Ask students to close their books and work in groups to retell the story using the words in the order they appear in the list.

Alternatively, you could write each word on a separate card. Give each group one set of words and ask students to put them in the best order. They should then retell the story.

Ask a student from one of the groups to start telling the story. They then hand over to a student from another group, and so on. Allow for some discussion and negotiation about the order of events or any neglected details. The point of this activity is for students to work together to reconstruct the story.

Optional extra

Write the following sentences on the board or write them out and photocopy them on a sheet for each pair of students:

In Europe fruit can _____ most of the year.

Some people have _____ off the train.

'All bags must _____ on the table,' the policeman said.

One by one, the bags _____ and the passports _____.

Two days ago some money _____ from a hotel in Zagreb.

With books closed, students complete the sentences using verbs from the story in the correct form.

ANSWER KEY

In Europe fruit can be picked most of the year.

Some people have been taken off the train.

'All bags must be placed on the table,' the policeman said.

One by one, the bags were searched and the passports were checked.

Two days ago some money was stolen from a hotel in Zagreb.

Optional extra

Ask students to work in groups to discuss these questions:

Have you ever had a similar experience? / Has anyone ever lied to you or deceived you? What happened? How did you feel?

What did you do?

Unit 6

The Mermaid

Background information

The church in the story is a real church called St Senara's Church. It is in the coastal village of Zennor, in north-west Cornwall, about 10 km north of the town of Penzance. The church is over 1,400 years old and is still in constant use. Inside the church, there is a chair called the Mermaid Chair. It is thought to be over 600 years old. On its seat are carvings of fish and, on one side, of a mermaid holding up a mirror and a comb. Some local people believe that the carving commemorates the legend of the mermaid, but others think that the carving was created first and inspired the story.

Exercise 1a 4.41

- Focus attention on the title and the picture. Elicit ideas about what the story might be about.
- Play the recording for students to listen and read. Then ask them to find out who or what Llyr, Zennor, Morveren, Matthew and Ruth. Check answers as a class.

ANSWER KEY

Llyr is the King of the Ocean and Morveren's father.
Zennor is a small village on Cornwall's rocky northern coast.
Morveren is a mermaid. She is Llyr's daughter.
Matthew is a handsome young fisherman from Zennor.
Ruth is Matthew's mother.

PRONUNCIATION NOTE The Welsh name *Llyr* is pronounced /li:ə/ in English. Welsh speakers pronounce the 'll' letter as a sound similar to /hl/, but English speakers generally do not do this. The English version of the same name is *Lear*, as in Shakespeare's tragedy *King Lear*.

Exercise 1b

- Write *pray*, *net*, *fishtail*, *drag*, *precious* and *occasion* on the board. Encourage students to find these words in the text and work out the meaning from context. Then elicit their meaning or get students to look up the words in a dictionary.
- Students read the story again and answer the questions.
- Students compare answers in pairs. Then check as a class.

ANSWER KEY

- 1 She wanted to see the singer with the wonderful voice.
- 2 He gave her a net to cover her hair and a long dress (decorated with shells and jewels) to cover her fishtail.
- 3 They fell in love.
- 4 Sometimes his songs told the fishermen that it was all right to go out in their boats. At other times the songs warned them that it was too dangerous.

Exercise 2a

- Ask students to look at the picture and find the passage in the text that best describes the scene in the picture.
- Check the answer as a class.

ANSWER KEY

paragraph 6

Exercise 2b

- Focus on the picture and ask students what is happening. You could write prompts on the board to help them:
Where are they?
Why are they there?
What has happened?
How do they feel?
What are they going to do?

ANSWER KEY

Matthew is carrying Morveren because she can't move very fast. He is taking her back to the sea.
Morveren is pulling jewels from her dress and throwing them on the ground. She wants to slow down the villagers. The villagers are chasing after Matthew and Morveren, but they stop to pick up the jewels.
Ruth is running after Matthew and Morveren. She is trying to stop them because she doesn't want her son to go into the sea with the mermaid.

Optional extra

Ask students to think of any stories they know about mermaids or other magical creatures (e.g. vampires, werewolves, dwarves). In groups, students draw pictures to show the main events in their chosen story. They should illustrate five to eight main events.

When they have finished, ask them to write a caption for each picture or a sentence describing what is happening. Circulate and monitor, helping with vocabulary where necessary.

Display the picture stories on the classroom walls. Then ask the rest of the class for their impressions.

Unit 6

- 1 a**  **4.41** Read and listen to the story. Who or what are these?

Llyr Zennor Morveren Matthew Ruth

b Answer the questions.

- 1 Why did Morveren want to go onto the land?
- 2 How did her father help her?
- 3 What happened when Matthew and Morveren saw each other?
- 4 How did Matthew's singing continue to help the villagers?

The Mermaid

Zennor is a small village on Cornwall's rocky northern coast. Long ago, a handsome young man called Matthew lived there. Like most of the local men, he was a fisherman. It was a hard and dangerous job. At the end of each day, the villagers walked to their little old church to pray for good weather and good fishing the next day. The people sang, too, and everyone agreed that Matthew had the most beautiful voice in the world.

The church was very close to the shore, and out in the cold, dark sea someone else heard Matthew singing. Her name was Morveren, but she wasn't one of the villagers. She was a mermaid, the daughter of Llyr, King of the Ocean. 'What is that beautiful sound?' she wondered, as she sat upon a rock and combed her long blonde hair. Every night after that, she came a little closer to the shore and listened.

One night, when she returned to her home at the bottom of the sea, she asked her father if she could go and see who the singer with the wonderful voice was. Llyr replied that it was too dangerous for a mermaid to go onto the land, but Morveren refused to listen. She asked again and again. So finally the old king agreed. He gave her a net to cover her hair and a long dress to hide her fishtail. The dress was decorated with shells and jewels from the bottom of the ocean.

The next night, the mermaid dragged herself and the heavy dress out of the water and up the path to the old church. She looked through the half-open door at all the people inside. When she saw Matthew, she fell instantly in love with him. She watched and listened, but when the people finished singing, Morveren dragged herself back to the shore. Night after night she came, but she always left before anyone noticed her.

- 2 a** Look at the picture. Find the paragraph in the story that it illustrates.

b What are these people doing in the picture? Why?

Matthew Morveren the villagers Ruth

Then one night, while he was singing, Matthew looked at the door and he saw Morveren's face outside in the moonlight. He too fell in love. He stopped singing and rushed to the door. Morveren was already trying to escape, but she couldn't move very fast and Matthew caught her easily. 'Stop,' he cried. 'Don't leave. Who are you?' She told him that she was a mermaid and that she had to go back to the sea where she lived. Matthew said that he would go with her.



By this time, the villagers were chasing after them. Matthew picked the mermaid up in his strong arms and ran down to the shore. The villagers were getting closer, so Morveren pulled some of the jewels from her dress and threw them on the ground. When they saw the precious stones, the people stopped to pick them up, and the two young lovers reached the sea. Only Matthew's mother, Ruth, continued to run after them. 'Stop, Matthew! Stop!' she cried, but she was too late. She could only watch sadly from the shore, as Matthew and Morveren disappeared into the dark waves. They were never seen again.

Time passed, but the people of Zennor didn't forget Matthew. They often said that they could still hear his beautiful voice, as he sang to Morveren deep below the waves. He was singing to them, too, they said. Sometimes his songs told the fishermen that it was all right to go out in their boats, and at other times the songs warned them that it was too dangerous. On those occasions the fishermen said, 'Thank you, Matthew.' Then they tied up their boats and stayed safely on the shore.

Student's Book Audio scripts

Introduction

1.2 p4 Exercises 1b, 2, 3b

Ella OK, Marie. What would you like to drink?

Marie Lemonade, please.

Ella OK. And I'll have coffee, I think.

Pete Hi, Ella.

Ella Oh, hi, Pete. This is Marie.

Pete Hi, Marie. Nice to meet you.

Marie Nice to meet you, too, Pete.

Ella Marie is from France. She's staying with me for a couple of weeks. Do you want a drink, Pete?

Pete No, I'm OK, thanks.

So, you're from France? Whereabouts?

Marie Pardon? What does 'whereabouts' mean?

Pete Whereabouts? Er, which city? Paris?

Marie Oh, yes. Paris. How do you spell that word – 'whereabouts'?

Pete Oh, it's W-H-E-R-E-A-B-O-U-T-S.

Marie Whereabouts. Thank you. I'm trying to learn lots of new words here.

Pete I see. My mum and dad went to Paris for a weekend last year. They said it's great.

Marie Yes, it is a very nice city.

Pete Is this your first visit to England?

Marie Yes, it is.

Pete Do you like it here?

Marie Yes, it's great, but some things are a bit – you know – different from my home.

Pete Yes, I suppose they are. How long have you been here?

Marie Here? In England?

Pete Yes.

Marie Two days. I arrived on Friday.

Pete Ah, how was your journey?

Marie My journey? Oh, yes, it was quite long, but it was OK.

Pete Did you fly?

Marie I'm sorry. I don't understand.

Pete Did you fly? You know, did you come by plane?

Marie No, I came with the, er, bus?

Pete Oh, you came by coach.

Marie Yes, I came by coach. I'm afraid my English isn't very good.

Pete Yes, it is. It's great. I'm hopeless at languages.

Marie Sorry. Can you repeat that, please?

Pete I'm hopeless at languages. You know, not very good.

Marie Oh, I see. Do you go to school with Ella?

Pete Yes. We're in the same class. We ...

Ella Right. Here we are. Here's your lemonade, Marie. I got some cake, too. We're going to the cinema later, Pete. Would you like to come, too?

1.4 p5 Exercise 9

1

Ella Do you have this soap opera in France, Marie?

Marie No, we don't, but we have others. I like this one. Is it American?

Ella Yes, it is.

2

Ella Hi, Jake. This is my friend Marie. She's from Paris.

Jake Hi, Marie. Nice to meet you.

Marie Hello, Jake. Nice to meet you, too.

3

Announcement The train approaching platform 1 is the 10.01 to London.

Pete Come on, guys. This is our train. Where's Ella?

Jake She's coming now. Have you been to London before, Marie?

Marie Yes, I have, but only for one day.

4

Ella Do you like this T-shirt, Marie?

Marie Yes, it's OK, but I prefer this one.

5

Pete Have you had fish and chips before, Marie?

Marie No, I haven't. We don't have fish and chips in my country.

Ella Do you like it?

Marie Yes, it's very nice.

6

Ella Did you put some photos of your visit on your Facebook page?

Marie Yes, I did. Look, here are some comments from my friends.

Ella What does it say?

Marie Oh, yes, sorry. It's in French. It says 'What are you eating? Do you like it?' That was the bacon and eggs photo.

Ella Oh, right.

Unit 1 Problems

1.8 p9 Exercises 8a, 8b,

DJ OK. It's time for our phone-in. Interesting experiences. Who's our first caller?

Marcus Hi, Tony. My name's Marcus and I've seen a UFO.

DJ What? Really? When was that?

Marcus It was about a year ago. I was walking to a party at my friend's house one evening when I saw it.

DJ What did you see?

Marcus I saw a blue light in the sky. It was moving very slowly across the sky.

DJ Are you sure it wasn't a plane?

Marcus Yes. It definitely wasn't an aeroplane because it suddenly disappeared while I was looking at it.

DJ How did you feel?

Marcus Very strange. A bit frightened. I've told a lot of people about it, but they don't believe me.

DJ OK, Marcus. Thank you for that. And our next caller is ... Sandy. Hello, Sandy.

Sandy Hello, Tony.

DJ So what's your interesting experience?

Sandy I've saved someone's life.

DJ Wow! That's great. How did it happen?

Sandy Well, I was riding my bike near the beach one day when I heard someone shouting. There was a man lying on the rocks.

DJ What did you do?

Sandy I went over to him. He said 'I've fallen over on the rocks and I've broken my leg.' Well, it was dangerous, because the tide was coming in.

DJ What happened next?

Sandy I phoned for an ambulance on my mobile and they sent a helicopter.

DJ Well, that's amazing. Did you feel very brave?

Sandy No, not really. It was just lucky that I was cycling past. But I felt pleased that I helped the man.

DJ Incredible. Well, thank you for that story, Sandy. We'll take some more calls after this song by ...

1.10 p10 Exercise 5

Elsie My name's Elsie. I went around with a girl at school last year. Her name's Katrina. She's very pretty and her parents are rich. She gets everything that she wants – fashionable clothes, jewellery, hairstyles. At first she was really nice. We spent a lot of time together and I sometimes stayed at her house. But then she saw me with a boy that she liked and she suddenly changed. She said that I was ugly, and she told people that we weren't friends any more because I tried to steal some of her

jewellery from her bedroom. At first, I just ignored it, but then she started writing horrible things about me on the Internet and putting embarrassing photos of me there, too.

Nobody at school wanted to be with me and I was on my own all the time, because all the girls wanted to be Katrina's friend. I was very unhappy and I started doing badly in my schoolwork. In the end, my parents moved me to another school. I'm a lot happier there, but it's further from my home.

Last week, someone told me that Katrina's started doing the same thing to another girl now. Maybe in the end people will see that she isn't really very nice. She's just a bully.

Connor My name's Connor. I've always worn very thick glasses, because my eyes aren't very good. People have always called me names because of it. They call me 'Four Eyes' and things like that. I don't usually do anything. I just ignore it. But one day at the end of the summer term someone shouted 'Oi, Four Eyes!' It was two boys and a girl. I told them they were stupid and walked away. But they grabbed me and started punching me. One of the teachers saw them and he told them off. But that made it worse. When I came out of school, they were waiting for me. They took my bag and threw all my books on the ground. Then they pushed me and my glasses fell off and I couldn't see. Then they ran away.

It happened again a couple of days later. Well, I decided that was enough, so in the summer holidays I started doing judo. When we went back to school in September, the bullies started again. But this time, when one of the boys pushed me, I grabbed his arm and threw him on the ground. He was so surprised. Anyway, after that they left me alone. But they're still bullies. They'll just start bullying some other kid.

1.11 p12 Exercise 1b

1

I'd like to buy this photo frame, but have you got another one? This one's scratched.

2

Have you got another coin for the machine? This one won't go in. It's bent.

3

Oh no. Look at that window. It's cracked. How did that happen?

4

A I can't open this cupboard door. It's jammed.

B Here. Let me try. ... No, you're right. It's stuck.

5

A Can I borrow your phone? My battery's dead.

6

A What have you done to your sweatshirt, Mickey?

B Why?

A Look. It's torn.

7

A OK. Let's go.

B Just a minute. Your tyre's flat.

8

A Can I borrow your hairdryer?

B No, sorry. It isn't working properly. It's making a funny noise.

A Oh no, but I'm going out and my hair's wet.

9

A Do you like that coat?

B Yes, but it's the wrong size. It's too big.

10

A Something's gone wrong with the radio.

B Well, it was OK this morning. Here, let me have a look. It isn't plugged in.

A Ah, yes.

11

A I'm going to take this lamp back to the shop.

B Why?

A Look, it's damaged.

12

Oh no. Look at my mug! It's broken. Oh, and it was a birthday present.

13

A Testing 1, 2, 3. The microphone isn't working.

B That's because it isn't switched on.

A Testing 1, 2, 3. Oh, yes. Thanks.

14

Oh no. My toast! Oh, it's burnt. And that was the last slice of bread.

15

A I can't go out wearing this.

B Why not? What's wrong?

A One of the buttons is missing. Look.

1.16 p18 Exercises 2a, 2b

It's been a funny week, really. I went shopping on Monday after school. I bought a pair of jeans and a birthday present for my brother. When I came home, the TV wasn't working. They haven't fixed it yet, so I haven't watched any of my favourite programmes. But one good thing is that

I've had plenty of time to finish my history project. I finished it on Wednesday. So that was good. I haven't been out much – oh, except that I played volleyball at the sports centre on Thursday evening. But then – disaster! I lost my mobile phone. I left it on the bus on the way to school on Friday morning. I haven't got it back yet.

1.17 p18 Exercise 4b

1

A Excuse me.

B Yes, what can I do for you?

A I bought this radio yesterday, but the instructions are missing.

B Well, let me just go and see ...

2

A The remote control for the TV isn't working. I think it needs some new batteries.

B There are some batteries on the shelf over there.

A No, they're no good. They're the wrong size.

3

A I can't open this window. It's stuck.

B Here. Let me have a go.

A It's really jammed, isn't it?

B I know. I'll give it a push.

A Be careful!

B I know what I'm doing. OOPS!

A Oh no. It's cracked now ... Dad will be really angry.

Unit 2 The future

2.5 p21 Exercises 8a, 8b

Melanie Hi. My name's Melanie. When I leave school, I'm going to go to university. I'm going to study Chemistry, because I really like it. It's my favourite subject. I think it's very useful, too, because it helps you to understand the world around you. My real ambition is to work abroad, so after university I'll probably get a job with an oil company or something like that.

Harry Hi. I'm Harry. I don't want to go to university when I leave school. I'm going to join the air force. I love planes and I really want to be a pilot. After the air force, I'll probably work for an airline.

Isobel Hello. My name's Isobel. I really want to be a fashion designer when I leave school. I love clothes and fashion and things like that. I write my own fashion blog and I really enjoy it. My parents think that I should go to university and study something more

sensible, but I don't want to do that. So I'm going to go to college and study fashion.

Mike My name's Mike. Hi. I don't know what I'll do when I leave school. I'll probably go to university and study French or History, because I'm quite good at them. But I'm going to take a year out first. I play the drums and I'd really like to be in a band. So I'm going to try that first. If it doesn't work out, then I'll go to uni.

2.7 p23 Exercises 7a, 7b

So what did psychologists find when they studied these questions? Some of the results were surprising.

One. The correct answer to question one is c. You should put a picture of a happy baby in your wallet or purse. You will be 30% more likely to get it back if you lose it. Babies make people more caring.

Two. If you win a small amount of money, what will make you happier? You probably think the answer is 'a'. After all, we all like to have things – a new computer game, some new shoes and so on, but in fact the answer is 'b'. Doing things for other people will make you happier. It seems that it really is better to give than to receive.

Three. You will find it easier to solve a problem if you think about it while you are lying down. When you lie down, your body produces less of the stress hormone, noradrenaline, so you feel more relaxed. And it's easier to have good ideas when you feel relaxed.

Four. Surprisingly, the answer here is 'd', according to psychologists at the University of Oklahoma in the USA. People will feel closer if they agree on things and people that they don't like rather than things that they like.

Five. We all decide to change our lives now and then, but it can be difficult to do. So if you decide to get fitter, for example, how can you increase your chances of success? The answer is 'c'. If you tell lots of people about it, you'll be more successful. Why?

Well, if you don't do it, you'll have to explain to everyone, and you won't like that.

Six. When we've got a big job to do, we often think 'This is a big job. If I start it now, I won't finish it'. In fact, the opposite is true. If you work on something for just a few minutes, it will create stress. And you'll only get rid of the stress if you finish the job. So the answer is 'b'. If you just start, you'll probably finish. Remember The journey of a thousand miles begins with one step.

2.9 p25 Exercises 6a, 6b, 6c

1

Mr Jones Hello. Melody Music School.

Delia Oh, hello, Mr Jones. It's Delia Mills here. I've got a piano lesson at four o'clock this afternoon, but can I change it, please? I'm going to the doctor's.

Mr Jones Oh, OK. Let me see ... Can you come at four o'clock on Thursday? That's the twelfth of May.

Delia I can't make this Thursday, I'm afraid. We're going on a school trip that day and we won't be back till five.

Mr Jones Oh, I see. Well, what about six o'clock on Friday?

Delia Yes, that will be OK.

Mr Jones OK. So I'll see you at six o'clock this Friday.

Delia Yes. Thank you. Goodbye.

Mr Jones Goodbye.

2

Receptionist Hello. Clearview Optician's. How can I help you?

Arthur Hello. My name's Arthur Jackson. I've got an appointment at ten past four next Wednesday, but I'm afraid I can't make it now. I'm playing basketball after school.

Receptionist OK. Would you like to make another appointment?

Arthur Yes, please.

Receptionist Just a minute, then ... Can you come tomorrow morning at half past ten? It's Saturday, so you won't be at school.

Arthur No, I'm afraid that's no good for me. We're going to a wedding this weekend.

Receptionist Oh, well, it will have to be later next week then. Is half past four next Friday any good? That's the eighteenth of October.

Arthur Friday the eighteenth? Yes, that will be fine.

Receptionist OK. So we'll see you at 4.30 on Friday the eighteenth of October.

Arthur Yes. Thank you very much. Goodbye.

Receptionist Goodbye.

3

Carmen Hello.

Olivia Hi, Carmen. It's Olivia. You know we were going to the cinema this Sunday afternoon? Well, I'm afraid I can't make it now. We're visiting my grandparents.

Carmen Oh, right.

Olivia Sorry. Can we make it another day?

Carmen What about tomorrow evening?

Olivia No, that's no good for me. I'm babysitting for my neighbours.

Carmen What about Monday after school, then?

Olivia Yes. Good idea. That'll be great.

Carmen OK. Monday it is, then.

Olivia OK. See you at school tomorrow.

Carmen Yeah. See you.

2.14 p30 Exercise 3

1

A Are you still OK for the cinema this evening?

B Yes, what time does it start?

A Quarter to seven. See you there.

2

A Is our graduation party in July?

B No, it's on the thirtieth of June.

3

A Dad, can I go on the school trip to London?

B When is it?

A It's in March.

4

A What year were you born, Roger? Was it 1990?

B No, 1991.

5

A Hello. Could you tell me what time the museum is open, please?

B Yes, we're open ten to six thirty from Tuesday to Saturday and ten to four on Sundays.

6

A Hello, Highlights hairdressers.

B Hello, could I make an appointment, please?

A Yes, can you come at half past three on Saturday afternoon?

B Yes, that's fine. It's for a colour and cut.

7

A Are you doing anything tomorrow?

B I'm busy in the afternoon, but I'm OK in the morning.

A Do you want to go to the park, then?

B Yes, OK. What time shall we meet?

8

A We're going skiing.

B When?

A At Christmas.

Unit 3 Risks

2.18 p35 Exercises 8a, 8b

So what would you do in the situations? Would you survive?

First, number one. Earthquakes happen so quickly that you must act immediately. The biggest danger in an earthquake is from things falling. You shouldn't run outside, as glass from broken windows and parts of the roof would probably fall on you. You should get under a desk or a table. If that

isn't possible, stand next to a wall. So give yourself three points for 'b', one for 'c' but nothing for 'a'.

Number two What would you do first if you were shipwrecked on a desert island? The correct answer here is 'c' look for fresh water. You can survive for over two weeks without food, but water is so important that you wouldn't survive more than two days without it. So give yourself three points for 'c', one point for 'b' and nothing for 'a'.

Number three Several people die every year because they are hit by lightning. A car is actually a safe place to be. If the lightning hit the car, it would just travel round the outside of the car to the ground. If you were under the car, it would be very dangerous. So give yourself three points for 'c', but nothing for 'a' or 'b'.

Number four What would you do if you smelt smoke in the middle of the night? Smoke is very dangerous. In fires, most people are killed by the smoke. So if you went back to sleep, you might not wake up again – ever. The correct answer is 'b' you should get up and look for the fire. Then if you find a fire, telephone the fire brigade. So give yourself three points for 'b', two points for 'c' and nothing for 'a'.

Number five If a dog bit your leg, it could be dangerous. Some dogs have rabies. So the correct answer is 'c' try to find the owner of the dog. Then go straight to the nearest hospital. So give yourself three points for 'c', two for 'b' and nothing for 'a'.

Number six If you saw a tornado, what would you do? Well, if you were outdoors, you wouldn't stand a chance, so you should run indoors. However, a tornado can destroy a building easily, so the safest place would be a cellar. If that wasn't possible, the centre of the building would be the best place. A tornado is so powerful that it would throw a car around like a toy. So give yourself three points for 'a', two for 'b' and nothing for 'c'.

Number seven Ask yourself a question Which is more important – your mobile or your life? You can replace a phone, so the correct answer here is 'a' give them the phone. You could run away, but your attacker might be faster than you. So it's three points for 'a', one point for 'c' and none for 'b'.

2.19 p36 Exercises 4b, 4c

1

A You shouldn't lie in the sun too long.

B Why not?

A You might get sunburnt.

B OK. I'll put some sunscreen on.

2

A I wouldn't go in there if I were you.

B Why not?

A There's a dog there. You could get bitten.

B Oh, right. But I've got a letter for them.

A There's a box over there for letters and things.

B OK, thanks.

3

A I don't think it's a good idea to cross the road here. You could get run over.

B It's OK. Don't worry.

A Look out! There's a lorry coming.

B Oh, maybe you're right. I'll cross where the road's straight.

4

A I'd put some shoes on if I were you.

B Why?

A You might cut yourself. There's some broken glass over there. I'm just going to sweep it up.

B It's all right. I'm not going over there.

A Well, be careful.

B OK. I will.

5

A Oh! There's a wasp! Get off! Shoo.

B You shouldn't wave your arms around like that.

A But I don't want the wasp on me.

B Yes, but you might get stung. Leave it alone and it will go away.

A Oh, but I don't like it. Go away! Shoo.

6

A Don't do that! It's dangerous.

B Oh, don't worry.

A But you could burn yourself.

B Ooh, argh. That hurt.

A See. I told you. You shouldn't play with matches.

7

A I don't think it's a good idea to stand there.

B Why not?

A You might get hit by the ball.

B Oh, OK. I'll stand over here then.

8

A Be careful. I'd switch the electricity off first if I were you.

B It's OK. I know what I'm doing.

A But it's dangerous. You might get electrocuted.

B OK. I'll switch it off.

2.21 p38 Exercise 4b

Michael was travelling at 130 kilometres an hour when he hit the ground, but he didn't die, because he landed in some bushes near the airfield. They were over two metres high and very thick. The bushes saved his life. He was badly injured. His ankle was fractured in several places and he had a punctured lung, but he was alive! Fortunately, another skydiver saw him land, so they found him very quickly and took him to hospital. He was in hospital for 11 days and he couldn't walk for a few months after that, but he soon started skydiving again. 'It was a million to one chance,' he said. 'I don't think it will ever happen to me again!'

2.23 p40 Exercise 3

1

I went to an activity centre in Cornwall. We did lots of things there – sailing, canoeing, and surfing, too. I wasn't very good at that, but it was great fun. My favourite activity, though, wasn't in the sea. It was the Zip Wire. That was amazing. You stand at the top of a hill on one side of a valley. You hold onto a small bar that's hanging under a long cable. Then you slide down the cable – right across the valley to the bottom of the hill on the other side. It's about 250 metres long. Great!

The best thing about the holiday for me was the fresh air. I live in the middle of Birmingham. It's a big, big city, so it was great to be by the sea for ten days.

2

The activity centre that I went to was in the Lake District. We did mountain biking, horse riding and archery. I really enjoyed them all, but my favourite thing was raft-building. That was really good fun. We had some big barrels and ropes and pieces of wood, and we had to build a raft with them. There were eight of us in each group. It took a long time to build the raft. Then we all got on it and rowed across the lake. Our group didn't win, but at least we reached the other side. Two of the other rafts didn't. They fell apart. That was really funny to see.

What did I like best about the holiday? I made lots of new friends. We had a lot of fun together and we still chat to each other on the Internet.

3

I went to an activity centre on the south coast of Devon. I had a great time and the weather was nice. We did canoeing and

water skiing and I even rode a motorbike – not on the road, because I'm not old enough. That was good, and I didn't fall off. My favourite activity was climbing. There was a big climbing wall with things to hold and stand on. I was a bit scared at first, because I don't like heights, but I did it and on the last day we climbed up a cliff by the beach and I got right to the top. I really enjoyed the holiday. The best thing is that I feel much more confident now, because I did lots of things that I wouldn't normally do.

4

I went to an activity centre in Wales. We did all sorts of things – swimming, windsurfing and riding on quad bikes. That was great! My favourite thing was the Skywalk. It was in a forest high up in the trees. You had to walk from tree to tree on narrow bridges or along ropes. We had safety harnesses, but the first time it was really scary. But I did it, and then I couldn't wait to do it again. I liked all the outdoor activities, but the thing I liked best was the evenings, when we got together and sang songs and played games. That was really good fun. We all laughed so much!

2.25 p41 Exercises 3a, 3b

The tectonic plates are still moving today. This is what causes volcanoes and earthquakes. For example, the Pacific plate is rubbing against the North American plate. This causes a lot of earthquakes. The most famous was the earthquake of 1905, which destroyed the city of San Francisco. In fact, earthquakes and volcanoes are common all around the Pacific Ocean. It's called The Ring of Fire.

The movement of the plates has also changed life on Earth. Antarctica is covered in ice and snow now, but millions of years ago it was covered in tropical forests. Australia broke away from the large continent of Gondwana a long time ago, so different animals evolved there. This is why Australia has so many unique animals, like kangaroos and koalas.

2.26 p42 Exercise 1b

Bryan Hi, Sonia. What are you doing?

Sonia I'm looking at this questionnaire about 'Your Ideal Day'. Do you want to do it, Bryan?

Bryan OK.

Sonia Right. What time would you get up?

Bryan Very late. I wouldn't get up till midday.

Sonia But you'd miss most of your ideal day if you stayed in bed late. So I'd get up at seven o'clock, as usual. Number two. Who would you spend your day with?

Bryan With my mates. What about you?

Sonia I'd spend it with my best friend, Claire. Now, what would you eat?

Bryan Steak and my mum's mashed potatoes. They're the best.

Sonia Well, I'd have spaghetti bolognese. What would you do during the day?

Bryan I'd go to a theme park and go on all the roller coasters.

Sonia What, after all that food? You'd be sick.

Bryan No, I wouldn't. And afterwards I'd get a big tattoo on my arm. What would you do?

Sonia Well, in the morning I'd play tennis. And I'd win every game, of course. And in the afternoon I'd go shopping. But since this is my ideal day, my parents would give me lots of money and I'd buy lots of designer clothes. Now, what would you do in the evening?

Bryan I'd go to a party and have a great time. What about you?

Sonia I'd invite all my friends for a sleepover at my house. Question six, what time would you go to bed?

Bryan I wouldn't. I'd stay up all night.

Sonia Well, I'd watch a movie with all my friends. Then we'd talk for a while and we'd go to bed at about two o'clock in the morning.

Unit 4 Can I ask ...?

3.2 p44 Exercise 1b

1

A Were you out last night?

B Yes, I was at the cinema.

2

A What are you doing?

B I'm on the Internet.

A Oh, OK.

3

A Hey, look, your picture's in the newspaper.

B Oh, yes. Cool.

3.3 p44 Exercises 2a, 2b

Lisa Excuse me. My name's Lisa. Can I ask you some questions, please?

Pete Why? Are you doing a survey or something?

Lisa Yes, it's about how young people use computers.

Pete Oh, will it take very long?

Lisa No, only a few minutes.

Pete OK, then.

Lisa Thank you. OK. Number 1. Have you got your own computer?

Pete Yes, I have.

Lisa Is it a desktop, a laptop or a tablet?

Pete It's a desktop.

Lisa How often do you use your computer? Every day? Every two to three days? Once a week? Less than once a week?

Pete Er, oh, I would say every two or three days.

Lisa OK. Were you using the Internet at 8 pm yesterday?

Pete No, I wasn't. I was doing my homework.

Lisa OK, so, 'if yes' ... we don't need that. Question 4. Are you going to use the Internet this evening?

Pete Yes, I am.

Lisa Thank you. Now, number 5. Do you use the Internet to find information for your schoolwork?

Pete Yes, I do.

Lisa Does anyone in your family buy things online?

Pete Yes, my dad does. He says it's easier, but I think it's really because he doesn't like shopping.

Lisa I see. Now, number 7. Have you ever downloaded a TV programme from the Internet?

Pete Yes, I have.

Lisa OK. What did you download?

Pete Er, I can't remember the title, but it was a documentary about volcanoes. I needed it for something that we were doing at school.

Lisa I see. And will you download TV programmes from the Internet again?

Pete Er, I don't know. Maybe.

Lisa Fine. Thank you very much.

3.5 p47 Exercises 8a, 8b

Andy Hi. My name's Andy. I've got a weekend job. I work at a wildlife centre. It isn't far from my house, so I can cycle there easily. I work there on Sundays from 10 till 5 o'clock. Sunday is a good day for me, because I play rugby or cricket for the school on Saturday. My duties are mostly cleaning the animals' houses and feeding the animals. I sometimes help in the souvenir shop, too. I really enjoy the job, because I'm very fond of animals, and I like being outdoors. But it isn't all fun. It's hard work, and it isn't very nice when the weather's cold or wet. But the animals still

need feeding and cleaning out even in bad weather. So you have to be very reliable.

Bella Hello. I'm Bella. I work in a café on Saturdays. It's in the town centre near the market, so it's very busy on Saturday. I start at nine-thirty. The café opens at nine, but it isn't very busy for the first couple of hours. I finish at half past four. When I first started there, I just used to set and clear tables, but now I serve customers as well. I enjoy the job, because I like meeting people. I think I'm quite polite and cheerful, and that helps. What don't I like? Um, well, it's very tiring, and some customers can be very difficult. So you have to be patient, especially when it's busy at lunchtime.

Jason Hi. I'm Jason. I work in a bookshop on Saturdays. The job involves putting books on the shelves and keeping the shelves tidy. I like that, because I'm a very tidy person. It also involves helping customers who are looking for a particular book. I usually know where it is. I start at nine o'clock and finish at six, so it's a long day. The worst thing about the job is that I'm on my feet nearly all day. At school we sit down most of the time, so it's very tiring when you have to stand up for a long time. But I like the job. I learn a lot about books and I can buy them at a cheap price, too. But most of all, I like the money. It's really great to earn your own wages.

Mary My name's Mary. Hi. My Saturday job is in a hairdresser's. I start at 8.30 and finish at 6.30. The salon doesn't open till nine o'clock and it closes at six, but I have to get things ready before we start and then clear up at the end of the day. I don't cut anybody's hair, of course. But I wash customers' hair. Other duties include sweeping the floor and making cups of tea and coffee for the hairdressers and customers. I didn't like the job at first. One of the hairdressers wasn't very friendly, especially after I knocked over a big bottle of shampoo – all over the floor. But she's left now, and all the other people are very nice. It's good to earn your own money. I really like that. And I get a free hairstyle if we aren't very busy. The main problem is that it's a very long day. All my friends want to go out on Saturday night, but when I get home I just want to fall asleep in front of the TV!

3.7 p48 Exercises 4b, 4c, 5b

1

A Dad?

B Yes?

A There's going to be a school sailing trip next year. Can I go? It's in June.

B How much is it going to cost? It might be expensive.

A I don't know, but I'm sure it won't be too much. All my friends are going. Oh, please. I've always wanted to go sailing.

B OK, but we'll have to see how much it's going to be first.

A Oh, thank you. Mr Harrison's going to give us all the details tomorrow.

2

A Could you put Channel 4 on, please, Sis?

B No, I'm going to watch a game show in a minute.

A Oh, but I need to watch the news. It's for my homework.

B Oh, all right. I'll record my programme and watch it later.

A Thanks. I'm playing football at half past seven, so you can watch it then.

B OK.

3

A Are you going out, Harry?

B Yes, I'm going into town.

A Do you think you could get a birthday card for your uncle Edward? It's his birthday tomorrow.

B Sure, Mum, but I won't be back till this evening. We're going bowling later.

A Oh dear, I need to post it today.

B It's OK. I'll write it and post it.

A Oh, thanks. Just a minute. I'll give you the money for it.

4

A Well, I'd better go.

B Would you mind putting these things in the dishwasher before you go?

A Oh, but I'll be late. The bus is in two minutes.

B Well, it's your turn. Andrew did it yesterday.

A I'll do it tomorrow. I promise.

B OK. I'll do it myself today.

A Thanks, Mum. See you later.

B Bye.

3.10 p50 Exercise 5c

Inspector So we have three people – Fiona May, Ursula Twain and Martin Lock – and you all had a motive for killing John Russell. Fiona May, you fired the gun, but did you put the real bullets into it?

Fiona No, no. Somebody changed the bullets, but it wasn't me.

Inspector Mr Lock, you put the bullets into the gun. Did you put real bullets in and not blank ones?

Martin No, I didn't.

Inspector Yes, I believe you, because the killer was you, Ursula Twain.

Ursula No, it's not true. It wasn't me. It was Fiona. She threatened to kill John. And only her fingerprints were found on the gun.

Inspector That's the point, Miss Twain. We watched the Director putting some blank bullets in, and he didn't clean the gun afterwards. So why weren't his fingerprints on the gun this evening?

Martin Because the person who changed the bullets cleaned the gun!

Inspector Exactly. But you, Mr Lock, and you, Miss May, had no reason to do that. So it had to be someone else.

Ursula Yes, all right. I killed him. Fiona was right. John Russell was a monster. I'm glad he's dead.

Inspector Ursula Twain, I'm arresting you for the murder of John Russell. Take her away, Constable.

3.12 p52 Exercises 3a, 3b

Wesley My name's Wesley. I do a paper round. I deliver newspapers and magazines to houses, before I go to school. The newspapers are quite heavy, but I don't have to carry them. I pull them along in a trolley. I have to start at seven o'clock in the morning. That's OK in the summer, but I don't like it in the winter when it's cold and dark. I have a day off on Saturdays.

Mel Hi. My name's Mel. I've got a weekend job in a shoe shop. I serve customers. I start at nine o'clock and I finish at half past five. It's quite tiring, because I have to go and fetch shoes that people want to try on – and some people try on lots of shoes and then often they don't buy anything! So I then have to take all the shoes back to the storeroom again. But I like the job. The people that I work with are nice – and I can buy shoes for myself quite cheaply, too. That's great!

Bernie Hi. I'm Bernie. I work in a supermarket on Sundays. I put things on shelves, collect the trolleys from the car park and help customers with their bags. I work from ten to four. It can be a bit boring, but it's nice to have the money.

On Wednesdays I usually work in the supermarket for two hours after school, too.

Linda My name's Linda. I've got a part-time job in a theatre on Sunday afternoons. I collect tickets and show people to their seats. Then in the interval I usually sell ice-creams and after the show I go round and collect any rubbish. I usually start at two o'clock and I go home at six o'clock. I don't

get a lot of money for it, but it's quite an interesting job. I see lots of plays, concerts and films.

3.15 p54 Exercises 3a, 3b

Interviewer Hello and welcome to 'And you get paid for that?' where we talk to people who have turned their hobby into their ideal job. Our first guest is Bradley Bartholomew and he's a party organizer. If you want a party, Bradley and his team can organize it for you. They've organized parties for some very famous people. What does your job involve, Bradley?

Bradley We organize everything for a party – the place, the food, the music and so on. And we send out the invitations and things like that.

Interviewer What do you like about your job?

Bradley I like making people happy. It's a lot of hard work, but when a party is successful, it feels great. I enjoy working with lots of different people, too – musicians, chefs, people from the media.

Interviewer Good. Is there anything that you don't like?

Bradley Well, I don't get much free time. Most people have parties at the weekend, so that's our busiest time. We have to work while everyone else has a good time. But that's OK, because I enjoy the job.

Interviewer Thank you Bradley ... and our next guest is Lucinda Montague. She's a fashion buyer. She buys fashions for famous shops in London, New York, Milan and Amsterdam. Welcome to the programme, Lucinda. What does your job involve?

Lucinda I go to fashion shows and I look for the best new clothes.

Interviewer Why do you like your job?

Lucinda Well, I enjoy shopping, so this is the perfect job for me. I meet lots of really enthusiastic people, too, and I like that, and also I like helping young designers. There are some very talented and hard-working young people in the fashion industry.

Interviewer What don't you like about the job?

Lucinda I don't like travelling all the time. I'm away from home for several weeks in the year, and I'd like to spend more time at home. But the fashion shows won't come to me, so I have to go to them.

Interviewer Thank you, Lucinda ... and our last guest for today is ...

Unit 5 Buying and selling

3.19 p57 Exercises 7a, 7b

When you take something out of the fridge, do you ever look at the label and see where the things are from? You might be surprised to see how far some things have travelled. We call this 'food miles' – how far something has been transported before it's eaten.

I'm in a supermarket. It's in Britain, but supermarkets like this are found in most countries. Here you can buy things from all over the world. These pineapples were grown in Florida in the USA. This butter was produced in New Zealand. That's on the other side of the world, so this butter has been transported over 20,000 kilometres. This fish was caught near the coast of Peru in South America. These tomatoes were grown in Morocco in Africa. And these beefburgers were made in Australia. All these things have been transported to Britain. Some of them, like the butter and the beefburgers, were probably carried in ships, because they are frozen before they're transported. But the fresh fruit and vegetables were all flown here. And all the things have been brought from ports and airports to the supermarket in lorries. So a lot of fuel has been burnt to bring these things here. And that isn't good for the environment.

Of course, some things have been bought and sold and moved around the world for centuries – tea, coffee and chocolate, for example. The trees and bushes that they come from won't grow in Britain, so they've always been imported. But are all these food miles for fresh food needed? I think it would be better if we just ate things that are grown locally. That means that we would only have tomatoes, cucumbers and things like that in the summer, but would that really be a problem? Are we killing the planet just so that we can have fresh strawberries in winter?

3.21 p59 Exercises 6a, 6b

1

A Hi. Did you have a good holiday?

B Yes, it was great.

A Where did you go?

B We went to Florida.

A Cool. Did you enjoy it?

B Yes. We went to lots of theme parks. They were the best part of the holiday – loads of

things to do and some really cool roller-coasters. We went to see the dolphins, too.

A It sounds brilliant. Did you stay in a hotel?

B No, we rented a house. That was funny. It was just like the American houses that you see on TV, you know, one with an enormous fridge.

A Wow.

B It was a bit hot, though. My legs got sunburnt, because I had shorts on all the time.

A Oh, painful. What else did you do while you ...?

2

A Hi. I haven't seen you for a while.

B No, well, I've been on holiday. We went to Slovenia.

A Oh, right. Did you go skiing?

B Well, my parents went skiing, but I was snowboarding.

A Did you go snowboarding every day?

B No, one day we went to visit some caves at a place called Postojna. They were the best thing. They were amazing.

A Was your hotel good?

B We weren't in a hotel. We stayed with some Slovenian friends who used to live near us in London. Their dad was working for an international bank there for a while.

A Oh, right. So did you enjoy your holiday?

B Yes, it was great. Well, until the journey home.

A Why, what happened?

B The plane was six hours late, because of bad weather.

A Oh, that sounds really boring. What time did you get home then?

3

A Hi, I'm back.

B Oh, hi. Did you have a good time in Ireland?

A Yes, we did. We stayed in this amazing hotel. It was an old prison. Some people said it was haunted by the ghosts of the prisoners.

A Did you see any ghosts?

B No, we didn't, and I'm glad I wasn't a prisoner there! Some of the stories about the place were really gruesome.

A What did you do?

B Oh, there were lots of things to do there. We went cycling and canoeing, and horse riding ...

A Did you go with your parents?

B Yes, but there were lots of young people at the hotel, so I spent most of my time with them. That's what I liked most about the holiday.

A What was the weather like?

B It was OK, but it rained a few times – well, quite a lot actually. Anyway, what have you been up to while I've been away ...?

3.23 p61 Exercise 4a

1

A London, please.

B Single or return?

A Single, please.

B That's £16.45, please ... Thank you. Here's your ticket.

A Thank you. What time is the next train?

B It's at 9.10. But that's a slow train. It's better to get the fast train at 9.27.

A OK. What time does the fast train arrive in London?

B 11.08.

A Do I have to change?

B No. It's direct. It departs from platform 6.

A Platform 6. Thank you. Goodbye.

B Goodbye.

2

A Hello. Can I have two returns to Manchester, please?

B Are you returning today?

A No, we aren't.

B That's £62, please ... Thank you. Here are your tickets.

A Thank you. Er, when's the next train?

B It's at 14.12. Change at Birmingham New Street.

A 14.12. OK. What time does it get to Manchester?

B Just a minute. It arrives in Manchester at 16.22.

A 16.22. And what platform do I need?

B Platform 1.

A Uh huh, thank you. Goodbye.

B Goodbye.

3.26 p64 Exercise 3b

English has borrowed a lot of words from other languages. Here are some examples. *Bank* comes from Italian. Tea came originally from China, so the word *tea* comes from Chinese, too. *Yoghurt* was originally a Turkish word, while *guitar* is a Spanish word. The word *robot* comes from the Czech language, while *coach* comes from Hungarian and *vampire* from Serbian. Finally, *pyjamas* comes from the Indian language, Hindi.

3.28 p65 Exercises 3a, 3c

Ever since money was first introduced, people have tried to counterfeit it. Counterfeiting is when fake money is produced and then used as real money.

For hundreds of years, coins were made of precious metals like gold and silver. This was a problem, because the metal itself was valuable. Gold and silver are also quite soft. People used different ways to counterfeit the coins.

Firstly, the coins were melted down. Cheaper metals were mixed with the gold and silver to make more coins. Secondly, bits of gold and silver were cut off, so gradually the coins became smaller. The bits of gold and silver were then used to make new coins. To stop this, lines were stamped around the edges of coins. If you look at the coins in your pocket, you'll see that this is still done today, even though the coins aren't made of precious metals now.

A third way of counterfeiting coins was to make a coin with a cheaper metal, like copper. This was then covered with silver or gold.

Counterfeiting was dangerous, because governments didn't like it. People counterfeiting coins were punished very severely if they were caught. They were usually tortured and then executed. As trade increased in modern times, it became difficult to use gold and silver. They were very heavy and they were easily stolen. So, cheaper metals were used for coins. Paper money was also introduced. At first this made counterfeiting easier, so governments had to do things to stop it. Notes were designed with very complicated pictures, or they were printed on special paper, or with special features such as metal strips or watermarks. Holograms are also used in modern banknotes.

But counterfeiting still continues. In 2004, Alice Pike was arrested in the USA when she tried to buy things with a million-dollar bill. The problem was that a million-dollar bill has never been printed by the American government.

3.29 p66 Exercises 3a, 3b

1

A Manchester, please.

B Single or return?

A Return, please.

B Are you coming back today?

A Yes, I am.

B That's £21.50, please ... Thank you. Your tickets.

A Thank you. Um, what time is the next train?

B It'll be the 11.20 from platform 1.

A What time does it get to Manchester?

B Let me see. 12.45.

A Thank you. Goodbye.

B Goodbye.

2

A Hello. The Royal Hotel. How may I help?

B I'd like to book a room, please.

A Yes, certainly. When will that be for?

B The twenty-seventh of April for three nights, please.

A And how many people will there be?

B Two. Myself and my wife.

A And would you like a double or a twin room?

B A twin, please.

A So that's a twin room for three nights, arriving on the twenty-seventh of April. What's the name, please?

B It's Mr and Mrs Millington.

A Could you spell that, please?

B Yes. It's M-I-double L-I-N-G-T-O-N.

A Thank you.

B How much will the room be, please?

A It will be £105 per night.

B Is that per person?

A No, that's for the room only, and it doesn't include breakfast.

B OK. Thank you. Goodbye.

A Goodbye.

Unit 6 Protest

4.4 p69 Exercise 8

1 I don't feel well.

2 I'm going to do my homework.

3 I work in a café on Sunday.

4 My mobile isn't working.

5 I won't be at home later.

6 There's a new boy in our class.

7 We're on our way to the sports centre.

8 I'm wearing my new jacket.

4.6 p71 Exercises 6a, 6b

Reporter I'm at a rather noisy demonstration in the town of Stansfield. Here are two of the young protestors. What are you protesting about?

Girl We want to save Dingle Dell.

Reporter And what is Dingle Dell?

Girl It's this wood that you can see behind us.

Boy The local council wants to build a big shopping centre there.

Reporter And why do you want to stop that?

Boy Well, if the shopping centre is built, all these trees will be cut down. The animals that live there will lose their homes. And

the town will lose a green space where people can walk and children can play.

Reporter But a shopping centre would be good for the town, wouldn't it? It would bring jobs.

Girl We don't agree. It will just take jobs away from the local shops and a lot of them will close.

Boy And it will produce more traffic and more pollution.

Reporter So, what are you going to do?

Girl The local council is going to decide whether to build the shopping centre next month. We're going to hold demonstrations here and at the Town Hall every weekend till then.

Boy And we've already organized a boycott of the companies that want to open shops here.

Reporter Thank you. This is Rex Marsh for Newstime in Stansfield ...

4.7 p72 Exercises 2a, 3a

1

A Hi, Kim.

B Hi. How ... Oh, just a minute, I've got a text. It's from Jerry.

A Hmm, what does he say?

B He wants to know if I've got Becky's email address. He wants to send her some information about his party.

B Why doesn't he phone Becky?

A He says she isn't answering her mobile.

B Oh, right.

2

A I've just had a text from Patsy. She wants to know if Sally is going out with Gus.

B What? Why does she want to know that?

A She says she's just seen them together at the shopping mall.

B Really? Well, text her back. Ask her what they're doing.

A OK.

3

A Amir rang just now.

B Oh, yes?

A He wants to know what time the film starts, because he can't get to the cinema before 7.30. He's going swimming with his parents.

B Oh, well, it starts at seven. I'd better phone him.

4

A What?!

B Who's that from?

A It's from my sister, Sara. She wants to know when the Battle of Waterloo was.

B What? Why does she want to know that?

A She's in a quiz, and she says that nobody in her group knows the answer.

B Do you?

A Of course. 1815.

5

A That was Grant on the phone. He wants to know whether he can stay at Conrad's house tonight.

B Oh, yes, that's right. He's going to a pop concert with Conrad.

A Well, he says it will probably finish very late, so is it OK if he stays there.

B What did you say?

A I said it would be fine.

6

A You've got an email here from Heidi.

B Really? What does she want?

A She wants to know whether Mr Wade gave any homework today, because she was at the dentist's this afternoon, so she missed the last lesson.

B Oh, yes. OK. Just a minute, I'll email her back.

4.13 p77 Exercises 3a, 3d

The United Kingdom is a monarchy. The head of state is the king or queen. He or she has to sign all laws, but can't make or change laws. Only Parliament can do that.

Parliament The Houses of Parliament are in Westminster. There are two parts – the House of Commons and the House of Lords.

There are 650 Members of Parliament (or MPs) in the House of Commons. They are elected by the people of the UK every five years. The House of Commons makes and changes laws.

The members of the House of Lords are not elected. Most of them are people who have played an important part in national life – politicians, famous actors and actresses, directors of large companies and so on. The House of Lords has very little power. They check all new laws, but they can't stop them.

Political parties There are two large parties – the Labour Party and the Conservative Party. One of these usually forms the government. There are also some smaller parties.

The government The party that wins the most seats in the House of Commons forms the government. The party's leader becomes prime minister. The prime minister is the head of the government. He or she chooses the government ministers.

Pronunciation

4.25 Unit 4 p81 Exercise 1c

1

A Coffee?

B No, tea, please.

2

A See you this evening.

B At the sports centre?

A Yes, at seven.

3

A We're leaving now.

B OK.

4

A I live near here.

B In Park Street?

A No, in Baker Road.

5

A What's that in the bowl?

B Sugar.

6

A Where are my books?

B On the table.

7

A I can't find my boots.

B Your football boots?

A Yes.

8

A We're going to France.

B By train?

A No, we're flying.

4.31 Unit 5 p81 Exercise 2b

1 I haven't got a lot of money.

2 We're waiting for the bus.

3 Where are you from?

4 Look at this.

5 Who is this present for?

6 Which station are you going to?

7 What are you staring at?

8 This letter's from my brother.

9 What are DVDs made of?

10 She's going to the shops.

Workbook answer key

Introduction

- 1** 2 This is Pavel
3 Nice to meet you
4 Nice to meet you, too
5 from the Czech Republic
6 Whereabouts
7 I'm from Prague
8 we went there for a weekend
- 2** 2 Pardon? Can you repeat that, please?
3 He's very brainy.
4 What does 'brainy' mean?
5 It means 'very clever'. You know, he's got a big brain.
6 Oh, I see. How do you spell 'brainy'?
7 It's B-R-A-I-N-Y.
8 Thanks.
- 3** 2 a 3 a 4 b 5 a 6 a 7 b 8 b
- 4** 1 2 'm writing 6 have to
3 is watching 7 prefer
4 watch 8 want
5 'm not watching
2 1 'm working 7 like
2 work 8 don't want
3 works 9 's raining
4 'm putting 10 is taking
5 prefer 11 don't think
6 have to 12 's enjoying
- 5** 2 pool 7 course
3 field 8 ring
4 rink 9 court
5 court 10 pitch
6 alley
- 6** 2 e 3 h 4 f 5 a 6 d 7 j 8 i 9 b 10 g
- 7a** Music, sport, computer games, animals, roller coasters, swimming, football, shopping, skiing

b

	Jackie	Ben
likes		music
	animals	computer games
doesn't mind	sport	skiing
doesn't like	swimming	shopping
	roller coaster	football

Unit 1 Problems

1A Jake's party

- 1** 2 to 3 in 4 on 5 to 6 for 7 with 8 in
9 outside 10 down 11 round 12 back 13 for
14 in 15 to 16 with
- 2** 2 was doing, fell; fell, fell
3 were fishing, caught; pulled, threw
4 were driving, saw; saw, stopped, gave
- 3** Students' own answers
- 4** 1 've done
2 has arrived; 've left
3 hasn't started
4 Have ... seen
5 Has ... come; has ... phoned
6 've had; Have ... taken; hasn't worked
7 has written; Has ... sent; 've read
- 5** 2 X 3 X 4 ✓ 5 X 6 ✓ 7 ✓ 8 X 9 ✓ 10 X
- 6** 1 2 did 4 've been 6 were waiting
3 was playing 5 haven't seen 7 arrived
2 1 were having 3 took 5 haven't got
2 stole 4 wasn't looking 6 've never lost

1B Bullying

- 1** 1 well-built 6 intelligent
2 overweight, slim(mer) 7 funny, popular
3 confident, good-looking 8 friendly, cheerful
4 shy, quiet 9 nice, horrible
5 generous, mean 10 honest

2a 1 c 2 b 3 c

- b** 1 pull her hair, push her, kick her
2 attractive, popular, a fashion leader, horrible, has got lots of friends

- 3** 1 2 did 6 haven't
3 did you go 7 've seen
4 went 8 did you get
5 Have you ever been 9 gave
2 1 have you had 5 Have you been
2 bought 6 haven't
3 did you buy 7 hasn't finished
4 was

4a c

- b** 1 David Marsh 4 Harriet Macdonald
2 Zoe Macdonald 5 Colin Saunders
3 Tom Saunders

5 Possible answers

- | | |
|-------------------------|-------------------------------|
| 2 wear designer clothes | 6 children from poor families |
| 3 often bullied | 7 haven't got a uniform |
| 4 are expensive | 8 big |
| 5 afford them | 9 stealing |

1C There's something wrong

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

- 2 2 is bent 7 is damaged
3 is the wrong size 8 isn't switched on
4 is cracked 9 is missing
5 isn't plugged in 10 is making a funny noise
6 is stuck

- 3 1 2 the 3 the 4 a
2 1 your 2 The 3 my 4 my 5 My 6 a
3 1 your 2 the 3 the 4 a
4 1 a 2 the / a 3 this
5 1 the 2 the 3 a 4 the

- 4 1 I bought this T-shirt here, it's torn
2 Have you got the receipt; here it is
3 we haven't got any more T-shirts; Would you like to choose a different one
4 Can I have a refund; Yes, of course
5 Thank you very much

5 Students' own answers

1D Culture, English Across the Curriculum and Writing

1a 2 the Beatles 3 rock and roll 4 punk

- b Lorna: e and j
John: c and h
Sheila: f and i
Rob: b and k

2 Students' own answers

- 3 2 ✓ 4 ✓ 6 X 8 X
3 X 5 X 7 ✓

- 4 1 Fish, fur and wood.
2 There wasn't much space. The ship was hit by several very bad storms. There was disease on board.
3 There was no fresh water. The local Native Americans were unfriendly.
4 Winters in that part of America are very cold. Disease killed many of the travellers.

5 1 variety 2 result 3 number

6 Possible answers

- 1 Secondly, each kind of music creates its own fashion. Thirdly, every generation can add something new.
2 The things that came along the Silk Road were very expensive as a result of several things. Firstly, it was a long journey. Secondly, merchants had to cross mountains and deserts. Thirdly, local tribes attacked the caravans.

- 3 We like to spend our holidays in Florida for a variety of reasons. Firstly, the weather is warm and sunny. Secondly, there are lots of things to do. Thirdly, everybody is very friendly.

Progress Check

- 1 2 Have you been 3 got back 4 Have you ever been
5 went 6 had 7 packed 8 put 9 were driving
10 heard 11 looked 12 was banging 13 happened
14 heard 15 flew 16 stopped 17 was lying
18 were trying 19 were going 20 has decided

2a confident, quiet, shy, cheerful, popular, good-looking, mean, horrible, ugly, intelligent, pretty, nice, friendly, helpful

- b Robert's cousin: slim, with glasses, confident, cheerful, popular, has got lots of friends, good-looking
his cousin's girlfriend: pretty, nice, friendly, helpful

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

- 4 2 is cracked 3 isn't switched on 4 are torn 5 is bent
6 is flat

- 5 2 my 3 a 4 the 5 a 6 that 7 the 8 The
9 the 10 a 11 the 12 a 13 a 14 this 15 the
16 the 17 my 18 my 19 the 20 a

I can...

- 1 1 was going 2 saw 3 picked 4 took 5 've been
6 hasn't arrived 7 did 8 missed
2 generous, cheerful
3 This jumper is the wrong size.
There is something wrong with this DVD.
Can I have a refund, please?
4 the, the; a; a, my; a

Unit 2 The future

2A Ambitions

- 1 2 a builder 3 a lorry driver 4 a secretary 5 a chef
6 an architect 7 a cleaner 8 a flight attendant
9 an electrician 10 a vet 11 an engineer 12 a pilot

- 2 2 I'll lend you some.
3 I'll set the alarm for 5.30.
4 I'll switch the light on.
5 I'll ring it for you.
6 I'll just wash my hands.
7 I'll get you another one.
8 I'll phone Max and tell him.

- 3 2 's playing football
3 's going to the dentist
4 're having a Geography test
5 are watching a film
6 's taking part in a fun run in the park
7 's meeting up with Jess in town
8 are coming for dinner

4a Nathan: work on his uncle's farm
Suzie: help in her parents' shop
Gary: nothing
Paula: spend two weeks at a tennis training school
Henry: work as a tourist guide in our town

b Nathan: 1 hard work, 2 really fit
Suzie: 1 tiring, 2 have a break
Gary: 1 DVDs, 2 boring
Paula: 1 learn a lot, 2 new friends
Henry: 1 meet interesting people, 2 some money

5 1 2 Are ... going to go 5 'I'll enjoy
 3 'm going to study 6 'I'll do
 4 'I'll be 7 'I'll ... work
 2 1 Are ... doing 4 won't have
 2 'm meeting 5 'I'll go
 3 Are ... going to play
 3 1 'm going 4 'm looking after
 2 are ... going to buy 5 'I'll enjoy
 3 'm going to look for 6 'I'll text

6 Students' own answers

2B Make your dreams come true

1 2 plan 3 choice 4 memories 5 club 6 limit
 7 ideas 8 practical 9 arrangement 10 goal
 11 reality 12 dreams

2 2 a card and, morning
 3 this evening, good
 4 at 1.30, cheese
 5 and warm, to the park
 6 at the café, if I have enough money
 7 go round to Mary's house and, with her
 8 bad, in the morning

3 2 will pay, wash
 3 give, won't spend
 4 don't go out, 'I'll save
 5 will be, do
 6 save, 'I'll have
 7 'I'll borrow, need
 8 practise, 'I'll be
 9 post, 'I'll find
 10 'I'll play, get

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

5 1 c, f 2 d, g 3 e, j 4 b, i 5 a, h

2C Changing an appointment

1 1 on 2 at 3 in

2 2 the second of July
 3 the twenty-first of November
 4 the eighth of April
 5 the thirtieth of December
 6 the fifth of June
 7 the thirteenth of February

8 the first of August
 9 the nineteenth of January
 10 the twenty-third of September
 11 the twelfth of March
 12 the fourth of October

3 2 at 3 in 4 on 5 in 6 in 7 in 8 at 9 at
 10 on 11 on 12 in 13 at 14 at 15 on

4 1 on 2 in 3 at 4 in 5 in 6 in 7 in 8 on
 9 at 10 in
 Students' own answers

5 2 I'm afraid I can't make it now
 3 make another appointment
 4 Let me see
 5 that's no good for me
 6 we haven't got anything else
 7 Can you come at 3.45
 8 that will be fine
 9 we'll see you at 3.45
 10 Thank you

6 2 last night
 3 this Wednesday
 4 yesterday morning
 5 tomorrow evening
 6 this evening / tonight
 7 next week
 8 last month
 9 this year
 10 tomorrow afternoon

7a and b

Asha Are you still OK for ^{this evening} tomorrow – you know, the cinema?

Vicky No, I can't make it now. I'm going to the ^{doctor's} dentist's. I've got ^{earache} toothache.

Asha Ooh. That sounds ^{bad} painful. Well, can we make it another day?

Vicky Yes. What about Saturday ^{afternoon} morning?

Asha No, Saturday's no good for me. I work at the ^{café} hairdresser's on Saturdays.

Vicky Oh, yes. I forgot. Well, is ^{Friday} Sunday any good?

Asha Yes, that will be fine. About ^{six} two o'clock?

Vicky OK, see you then ^{at the bus station} in the park. Bye.

2D Culture, English Across the Curriculum and Writing

1a 1 c
 2 a

3 Senior High School, College
 4 the flag-raising ceremony, Graduation Day, the High School Prom

b 2 X 3 X 4 ✓ 5 X 6 ✓ 7 X 8 X 9 ✓ 10 X

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

3 1

energy: 7 am (9–11 am) 12–1 pm (6 pm) 7–8 pm

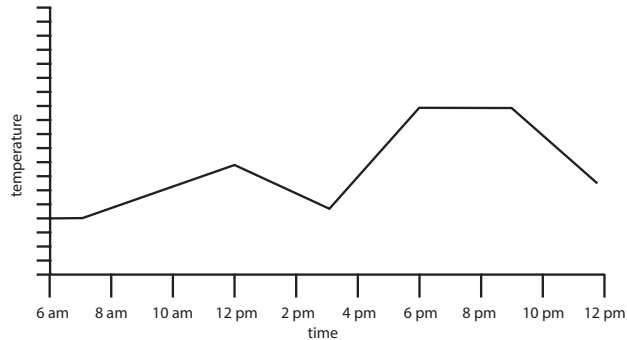
stress: 7 am (9–11 am) (12–1 pm) (3–6 pm) 7–8 pm

2

7–9 am (9–11 am) 1–2.30 pm (3–6 pm) 7–9 pm

3 b

4



- 5 1 no
2 Almost all / Most, a few
3 Some
4 Most / Almost all, A lot of, a few
5 Most, a lot of

6 2 However 3 while 4 on the other hand 5 but

Progress Check

- 1 2 an architect – i
3 a chef – f
4 a builder – e
5 a pilot – g
6 a lorry driver – b
7 an engineer – h
8 a secretary – a
9 a flight attendant – j
10 an electrician – c
- 2 1 'I'll join
2 Are you doing; are coming
3 will live; won't happen
4 's going to have; 'I'll invite
5 'm playing; 'I'll win
6 'I'll answer; 'I'll get
7 Are you spending; 're going to try
8 are you going to do; 'I'll take
- 3 1 'I'll come back
2 won't go, don't feel
3 leave, will steal
4 'I'll throw, don't want
5 will text, is late
6 won't be, arrive
7 lose, won't win

4 1 at 2 on, at 3 in 4 in, on 5 in; in, at
6 at; on, in 7 at, on 8 on

- 5 2 hello 7 piano
3 10 8 this week
4 tomorrow morning 9 next Monday
5 this Thursday 10 1.30
6 4.30 11 2 August

I can...

- 1 1 'm going to train
2 'I'll go
3 'm babysitting
2 If I finish my homework soon, we'll watch a DVD.
You won't win if you don't practise.
3 on, at, in; in, on
4 got, make; Can you come; too late

Unit 3 Risks

3A Would you dare?

1a 2 painted 3 shaved 4 tattoo 5 dyed 6 hairstyle

b 2 e 3 f 4 a 5 b 6 c

2 2 wouldn't 3 would 4 Would 5 would 6 would
7 wouldn't 8 would 9 would 10 wouldn't

- 3 2 Would you have your nose pierced?
3 Would you go scuba-diving?
4 Would you ride a motorbike?
5 Would you eat an insect?
6 Would you climb a mountain?

- 4 1 'd invite
2 drove, would be
3 would be, took
4 would be, didn't
5 shaved, wouldn't
6 'd go, lived
7 wouldn't, met
8 trained, 'd win
9 wouldn't be, went
10 'd help, had

5a 2 h 3 e 4 a 5 d 6 g 7 l 8 k

b Students' own answers

- 6 2 If I dropped my sandwich on the floor, I'd eat it. OR If I dropped my sandwich on the floor, I'd throw it away.
3 If I found a puppy, I'd take it home. OR If I found a puppy, I'd try to find the owner.
4 If my parents went away for the weekend, I'd have a party. OR If my parents went away for the weekend, I wouldn't have a party.
5 If I were in a rock band, I'd be the singer. OR If I were in a rock band, I'd play the lead guitar.
6 If we moved to America, I'd be happy. OR If we moved to America, I'd be sad.

3B A dangerous world

- 1** 2 a hurricane 3 a flood 4 an earthquake
5 a tsunami 6 a drought 7 pollution 8 a famine
9 a disease 10 a war
- 2** 1 2 destruction 3 erupt 4 produce 5 destroy
2 1 explosion 2 production 3 pollute 4 explode
5 Pollution
- 3** 2 h 3 g 4 f 5 a 6 c 7 b 8 e
- 4** 2 was so ill
3 food was so bad
4 couldn't stay on the beach
5 haven't got time to go out
6 were so hungry
7 I finished it in half an hour
8 film was so funny
- 5** 1 b 2 c 3 b 4 c
- 6** 1 eruption 2 volcano 3 earthquake 4 landslide
5 tsunami 6 floods
- 7** 2 650 metres 6 35 kilometres
3 720 kilometres 7 40 million
4 8 hours 8 120,000 years
5 100 metres

3C Warnings and advice

- 1** -ous: famous, hazardous, dangerous, poisonous, cautious
-y: easy, healthy, angry, risky, lucky
- 2** 2 dirt, infection 7 cautious, risk
3 easy, healthy 8 danger, angry, anger
4 poisonous 9 famous, luck
5 Dirty, hazard, infectious 10 risky
6 health
- 3** 1 him; himself 6 you; ourselves
2 ourselves, us; you 7 itself; it
3 her; herself 8 themselves; them
4 you; myself 9 yourself; myself
5 me, it; yourselves
- 4a** a 7 b 4 c 8 d 6 e 5 f 2 h 3
- b** a Someone could get poisoned.
b You could burn yourself.
c You could scratch yourself.
d You could get stung by a wasp.
e The ball might hit you.
f You could get electrocuted.
h The dog might bite you.
- 5** 1 Something might fall
2 Be careful with; cut yourself
3 I wouldn't, if I were you; scratch yourself very badly
4 I don't think it's a good idea to; You might get bitten
5 Look; It's dangerous

3D Culture, English Across the Curriculum and Writing

- 1** 2 mountain biking 3 canoeing 4 surfing 5 darts
6 rock climbing 7 archery 8 sailing 9 horse riding
10 pool
- 2a** mountain biking, canoeing, surfing, darts, rock climbing, sailing
- b** 1 b 2 c 3 b 4 a 5 c 6 a
- 3** 2 ice 3 thick 4 million 5 warmer 6 rainforests
7 dinosaurs 8 southern 9 split 10 animals
11 ago 12 crust 13 plate 14 cold 15 stopped
16 future 17 tropical
- 4** 2 X 3 ✓ 4 ✓ 5 ✓ 6 X 7 X 8 X 9 ✓ 10 X
- 5** 2 Continental drift causes earthquakes. It also causes volcanoes.
3 Antarctica was part of Gondwana. Australia was part of the supercontinent as well.
4 Scientists have found fossils of animals there. In addition, they have found plant fossils.
5 The continents were different in the past. They will be different in the future, too.
6 Antarctica is the coldest place on Earth. It is also the windiest place.

Progress Check

- 1** 2 dared, wouldn't
3 knew, 'd call
4 would talk, didn't have
5 would, didn't argue
6 weren't, 'd buy
- 2** 2 What kind of car would you drive?
3 Would you have lots of money?
4 What job would you do?
5 Would you be famous?
6 Where would you go on holiday?
Students' own answers
- 3** 2 himself 3 myself 4 herself 5 ourselves
6 yourselves 7 yourself 8 themselves
- 4** 2 don't, idea; get 5 Look
3 careful; could 6 should
4 shouldn't; slippery, might
- 5a** pollution, a famine, a tsunami, disease, an earthquake, floods, a drought, forest fires, a war
- b** 1 pollution, disease 5 a hurricane, floods
2 a war, a famine 6 -
3 - 7 -
4 forest fires, drought 8 an earthquake, a tsunami
- 6** 1 2 destroy 3 explode 4 explosion 5 Pollution
6 pollute
2 1 erupt 2 produce 3 eruption 4 production

- 7** 1 2 health, 3 risk, 4 cautious, 5 danger
 2 1 hazardous, 2 dangerous, 3 caution
 3 1 infection, 2 dirty, 3 infectious, 4 dirt
 4 1 risky, 2 poisonous
 5 1 lucky, 2 famous, 3 fame, 4 dangerous

- 8** 2 could sting you 5 could run you over
 3 could burn you 6 could bite you
 4 could scratch you 7 could cut you

I can...

- 1 Students' own answers
 2 Look, wouldn't, were, idea, shouldn't
 3 You might get bitten.
 You could burn yourself.
 4 herself, ourselves

Unit 4 Can I ask ...?

4A Using the media

- 1** 2 watched a film
 3 went on the Internet
 4 read a book
 5 read a magazine
 6 listened to music
- 2** 2 at 4 in 6 at, on
 3 in 5 on 7 in, on
- 3** 2 Where 3 How 4 What 5 Which
 6 What time / When 7 Why 8 How many
 9 How long 10 When
- 4** 2 How long have you had your mobile?
 3 Are you going to do your homework?
 4 What did you do last Sunday?
 5 Does Brad play rugby every week?
 6 How many languages can you speak?
 7 Have you ever met a famous person?
 8 Why was the concert cancelled?
 9 What are you looking for?
 10 Would you like a drink?

- 5a** 2 Does he play 6 Does he write
 3 Has he been 7 What is he doing
 4 Has he got 8 Will he be
 5 When is he going to record

- b** 1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✓ 6 ✗ 7 ✗ 8 ✓

- 6** 2 have you sent
 3 are you wearing
 4 Have you ... been
 5 Can you swim
 6 Were you
 7 Have you got
 8 are you doing / going to do
 9 Did you go out
 10 were you doing
 Students' own answers

4B Jobs

- 1** 2 messy 3 unambitious 4 miserable 5 silly
 6 disloyal 7 unpleasant 8 negative 9 lazy
 10 unreliable 11 impatient 12 anxious
- 2** 1 + tidy, hard-working
 – anxious, impatient
 2 + charming, polite, ambitious
 – miserable, unpleasant
 3 + cheerful, enthusiastic, patient, loyal, easy-going
 – lazy, unreliable
- 3** Students' own answers
- 4** 1 2 weekends 3 Duties 4 sweeping 5 packing
 6 hours 7 break 8 minimum 9 work 10 apply
 2 1 Waitresses 2 café 3 members 4 help 5 job
 6 orders 7 setting 8 Saturdays 9 pay 10 lunch
 11 phone

5

Name	The Food Store	Tiffany's
Kind of place?		a café
Job?	assistant	waiter / waitress
Personality?	reliable, cheerful	polite, friendly, hard-working
What days?	Saturdays and Sundays	Saturdays
Hours?	9–5	10–6
Pay?	minimum wage	good
Apply?	email	phone

- 6a** 2 f 3 e 4 g 5 a 6 b 7 d

- b** 1 A secretary needs to be good at answering the phone.
 2 An architect's job involves designing buildings.
 3 A hairdresser needs to be good at washing and cutting hair.
 4 A chef must be interested in cooking meals.
 5 An engineer's job involves working with machines.
 7 A vet must be interested in looking after animals.

4C Requests

- 1** 2 give back 6 turn down
 3 throw away 7 switch on
 4 try on 8 put away
 5 fill in
- 2** 2 knock ... over 6 give ... back
 3 throw ... away 7 pick ... up
 4 turn ... off 8 try ... on
 5 put ... away
- 3** 2 ✓ 6 ✗ Put them away
 3 ✗ turn it off 7 ✗ took it off
 4 ✗ try them on 8 ✓
 5 ✓

4a and b

Joy Can I go ^{bowling} to the cinema this evening, Dad?
Dad Have you got ^{any} a lot of homework to do?

Joy Yes, but can I do it ^{tomorrow} in the morning instead?

Dad You're ^{working} going to dance class tomorrow, aren't you?

Joy Well, I'll do it on Sunday ^{morning} afternoon, then.

Dad You said that ^{last week} two weeks ago, and you were still doing it at ^{ten o'clock} half past ten on Sunday night.

Joy That won't happen ^{this week} again, I promise.

Dad No, it won't, because you're going to finish your ^{this evening} homework ^{before you can go out [this].}

Joy But that ^{I won't have time} means I can't go to the cinema.

Dad There's no point in arguing. The answer's ^{'No'} still the same.

Joy Oh. It's not fair. ^{All my friends are} Everybody else is going.

- 5a** 2 you pick up the litter that you've just dropped
 3 getting some batteries from the shop
 4 lend me some money
 5 all right if I leave the children with you for half an hour
 6 Do you think you could switch on the dishwasher

- b** 1 But I won't be able to hear it.
 2 Oh, yes. Sorry. I wasn't thinking.
 3 OK. What size do you want?
 4 Sorry, I haven't got any myself.
 5 That's no problem. They're usually very good.
 6 Sure. Which setting do you want?

4D Culture, English Across the Curriculum and Writing

- 1 2 j 3 b 4 f 5 e 6 a 7 l 8 g 9 c 10 h
 2 2 vacuum 3 shop 4 do 5 help 6 earn 7 drive
 8 cut 9 work 10 set

- 3a** 2 Troy 3 Fiona 4 Meg 5 Harry 6 Fiona 7 Troy
 8 Meg 9 Harry 10 Fiona 11 Troy 12 Meg

- b** **Meg:** birthday presents
Troy: computer games
Fiona: going out, cinema
Harry: music downloads, mobile phone bill

- 4** 2 go online almost anywhere
 3 they don't get enough exercise
 4 isn't good for your back, neck and eyes
 5 very difficult to prove
 6 should we ban violent computer games
 7 in the virtual world of computers
 8 they can reach them at any time
 9 hard to imagine a world without them
- 5** Computer use can be bad for your back.
 Computer games probably make people more violent.
 Teenagers should spend more time with their friends and family.
 We didn't have cyber-bullying before the 1980s.
- 6** 2 on 3 would like to 4 for 5 as 6 for
 7 look forward to hearing from you 8 Yours sincerely

Progress Check

- 1** 2 Do you buy things on the Internet
 3 Did you apply for the job
 4 Have you got a smartphone
 5 What were you doing on Saturday
 6 Who have you invited to the party
 7 Where was this photograph taken
 8 What time shall we meet
- 2** 2 are you doing
 3 will Tina be home
 4 competitions has Max won
 5 does Emma work
 6 do you go swimming
 7 are you going to take the test
 8 did Jack go home early
 9 can you play
- 3** 2 working 3 watering 4 looking 5 helping 6 filling
 7 sweeping 8 serving 9 taking 10 applying
- 4** 1 knock ... over
 2 Take ... off; try ... on
 3 put ... out; throw ... away
 4 fill ... in; give ... back
 5 turn ... down; switch ... off
- 5a** 2 Is it all right if I open
 3 Do you think you could lend me
 4 Could you tidy your room
 5 Would you mind taking
 6 Can I stay over
- b** a 6 b 5 c 2 d 3 f 4
- 6** 2 would like 3 reliable 4 have worked 5 interview
 6 look forward 7 Yours sincerely,

I can...

- 1 do, do you, Have you Did you,
 2 cheerful, unreliable, polite
 3 Correct, Wrong, Wrong, Correct
 4 mind, all right, could, Could

Unit 5 Buying and selling

5A Jake goes shopping

- 1a** 2 's doing 3 wants 4 looked 5 didn't take 6 save
 7 put 8 unpack 9 is needed 10 will be wasted
 11 were grown 12 was made 13 are flown
 14 're taken 15 's used 16 was used 17 walked
 18 ached 19 haven't been ticked 20 were written
 21 go back 22 were needed 23 take
- b** **Passive verbs:** was made, 's used, will be wasted, is needed,
 're taken, were grown, are flown, were needed, was used,
 haven't been ticked, were written
- 2a** 2 is wasted 3 are imported 4 is flown 5 are carried

- b** 2 was made 3 was used 4 was produced
5 were taken

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

b 2 f 3 e 4 b 5 c 6 a

- 4** 2 Three people were taken to hospital (by an ambulance).
3 One of the drivers has been arrested (by the police).
4 This part of the M6 is used by over 140,000 vehicles every day.
5 Huge traffic jams will be caused (by the accident) for the rest of the day.
6 The new shopping centre will be opened (by the Mayor) next week.
7 The centre was built by the Acme Construction Company.
8 The land was given to the company by the local council.
9 The council has been criticized for this decision (by the local newspaper).
10 'Too much money is wasted by our council,' they said.

5B An unusual place to stay

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

2a 1 c 2 d

- b** 1 Russia 2 seven 3 four 4 horizontal or vertical
5 by a spaceship 6 the Earth 7 special training
8 five days

3 1 Iceland 2 hotel 3 middle of summer 4 three

- 4** visit an active volcano
have a meal inside a volcanic crater
see the midnight sun
swim in a warm lagoon

5 1 d 2 e 3 b 4 g

- 6** 2 Rooms must be paid for in advance.
3 Information can be found on our website.
4 Breakfast can be eaten in your room.
5 Valuable must be kept in the safe.
6 Books can be borrowed from the library.
7 The sea can be seen from all rooms.
8 Keys must be given to Reception.
- 7** 2 Bags can be stored in the overhead lockers.
3 Heavier bags must be placed under the seat.
4 Mobile phones must be switched off.
5 Laptops can be used during the flight.
6 Drinks can be bought from the flight attendant.
7 Films can be watched on the screen in front of you.
8 Emergency exits must be kept clear.

5C Buying a ticket

- 1** **on land:** car, bus, road, bus stop, motorway, station, driver, garage
on water: sailor, ocean, sea, ferry, river, port, ship, boat
in the air: plane, airport, take off, pilot, flight, flight attendant
in space: rocket, orbit, astronaut, space station, planet

2 Across

- 1 ticket clerk 3 direct 4 departs 6 platform
8 single 9 fare 10 slow

Down

- 1 timetable 2 express 5 arrives 7 return

3a 2 get 3 till 4 arrives 5 please 6 Change
7 Return 8 departs 9 That's 10 next 11 direct
12 platform 13 Single

- b** 1 London, please.
Single or return?
2 Return, please. I'm coming back tomorrow, and I've got a student railcard.
That's £24.50, please.
3 What time is the next train to London, please?
Let me see. It'll be the 10.15. Change at Oxford.
4 Is there a direct train?
Yes, but not till eleven o'clock.
5 What time does the 10.15 get to London?
It arrives at 11.56.
6 And what platform does it leave from?
It departs from platform 4.

4 1 2 by 3 on 4 from 5 in 6 at 7 to 8 by
2 1 from 2 to 3 to 4 at

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

b 1 11.38 2 9.45 3 12.49 4 15.57

5D Culture, English Across the Curriculum and Writing

- 1** 2 We're going on vacation tomorrow. (A)
We're going on holiday tomorrow. (B)
3 I fell over on the sidewalk. (A)
I fell over on the pavement. (B)
4 Do you play a lot of football? (B)
Do you play a lot of soccer? (A)
5 We need to fill the car up with gas. (A)
We need to fill the car up with petrol. (B)

2

British English	American English
colour	color
theatre	theater
favourite	favorite
flavour	flavor
travelled	traveled
cancelled	canceled
cheque	check
programme	program
centre	center

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

4 2 ? 3 ✓ 4 X 5 ✓ 6 X 7 X 8 X 9 ?

- 5** 1 The earring could be used to pay for a journey home if the sailor was shipwrecked.
2 Because it's so soft.
3 They were often attacked by pirates.

- 6 2 Pharaohs 3 award 4 pirates 5 shipwrecked
6 nugget 7 jewellery 8 vault
- 7 2 The orange juice which / that we had for breakfast was made in Spain.
3 The people who / that live next door have stayed at the ICEHOTEL.
4 We stayed at a hotel which / that had a spectacular view.
5 People who / that are afraid of heights won't like the Tree House Hotel.
6 The train which / that leaves at 11.15 isn't direct.
7 The coins which / that we use today aren't made of gold and silver.

Progress Check

- 1 2 is imported 3 is made 4 are grown 5 are flown
6 are taken 7 is thrown away 8 is bought
- 2 2 The first coins were produced by the Lydians
3 The idea was taken
4 Paper money has been used
5 Some things can be paid for
6 A lot of things can be bought
7 Currencies must be protected by governments
8 Coins and notes won't be needed
9 A lot of credit cards are stolen

3a Room: suite

View: the sea

Nights: 4

Departing: 27/10

Price: £143

Includes: breakfast

Breakfast: 7.30-10

- b 1 be parked in the underground car park
2 be used to open the gate
3 be taken in the Ocean Restaurant ... in your room
4 be used from 6 am to 9 pm
- 4 1 by 2 to, from 3 in, at 4 by, on 5 at 6 to, at
- 5 1 train; timetable
2 fare; Single, return
3 slow, express, platform; fast, direct; change
- 6 2 The boy who delivers our newspapers is on holiday.
3 The train which has just arrived at platform 2 is for London.
4 The girl who we saw in town is in my class.
5 The coins which the Lydians used were made of gold and silver.
6 The man who was Ferguson's first victim was an American tourist.

I can...

- 1 is made in France, book was written by my cousin, must be booked online
2 single, next, direct
3 to, from, by, in, at
4 Wrong, Correct

Unit 6 Protest

6A Pete's trainers

- 1 2 children 3 less 4 dollar 5 terrible 6 poor
7 exploited 8 protest 9 leaflet 10 conditions
11 hand out 12 help
- 2 2 his, him, his
3 they, their
4 their, them
5 she, her, herself
6 they, themselves, their, they
7 he, his, their, their
- 3 2 (that) she wants ... she finishes
3 (that) he's thinking ... he doesn't think
4 (that) she's always wanted ... she's never had
5 (that) all his friends have got ... he hasn't
6 (that) she was a girl ... they didn't have
7 (that) he's going to be ... he leaves
8 (that) she's not happy with her
- 4 2 (that) she didn't want to go to the cinema
3 (that) he couldn't answer question 1
4 (that) she was going to buy some new shoes
5 (that) they'd be away for three days
6 (that) they were all meeting in town at 3.30
- 5 2 I can't go to London with you because I don't have much money.
3 I'm working till 8.30, so I won't be at the sports centre later.
4 I'm going on holiday and I'll be back in ten days.
5 I want to go to Kim's party, but I can't because I'm going to my cousin's wedding.

6B saying 'No'

- 1 2 said 3 told 4 told 5 said 6 said 7 told 8 told
- 2 2 said (that) they'd take the bus downtown
3 told ... (that) we were going on a school trip
4 told Mary (that) John really fancied her
5 said (that) she was going shopping on Saturday
6 said he couldn't swim
7 told ... (that) she didn't understand the question

3a and b

Most people in South Africa are black, but there are ^{a lot of} ~~some~~ white people there, too. They are the descendants of Dutch and ^{British} ~~French~~ settlers. There are also people of mixed race, who are known as 'coloured' people.

Until ¹⁹⁹⁰ ~~1996~~, the different races were segregated under a system called apartheid. ^{All} ~~Most~~ public places, such as buses, restaurants and swimming pools had separate sections for black and ^{white} ~~coloured~~ people. And only white and coloured people were allowed to vote in elections.

Some black South Africans formed a party called the African National Congress (ANC) to fight for civil rights. One of their leaders was a ^{man} preacher called Nelson Mandela.

However, in 1961, a demonstration was organized in a town called Sharpeville, and ⁶⁹ 42 black people were shot by the police. The ANC was made an illegal organization.

Two years later, Nelson Mandela was arrested. He was found guilty of sabotage by the ^{Supreme Court} government, and the judges sent him to prison on Robben Island.

It looked as if Nelson Mandela would spend the rest of his life in prison, but in fact his arrest started a ^{revolution} war that would slowly change South African society.

Many countries in Europe protested against apartheid, and they boycotted South Africa. Shops refused to sell South African goods and ^{sportspeople} musicians refused to play in South Africa.

Eventually, in ¹⁹⁹¹ 1989, Nelson Mandela was released from prison, and ^{three years} six months later he became the first black person to be elected president of South Africa.

4 2 d 3 b 4 a 5 e

- 5 1 dog, cat, hamster, snake, lizard, frog, tortoise, alligator, reptile
2 Africa, Asia and South America
3 Europe, North America and Japan

- 6 Possible answers
2 the trade in rare animals is illegal
3 they didn't get food or water during the journey
4 their owners don't know much about them
5 the traders make a lot of money (from it)
6 they only get a few dollars for each animal

6C Indirect questions

- 1 2 multiplex cinema 3 art gallery 4 shopping mall
5 Internet café 6 underground station 7 postbox
8 bus station

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

- 3 2 whether he has finished his homework
3 if Josh is playing football today
4 what Maria did at the weekend
5 where the remote control is
6 if she will need a lift to Samir's party

- 4 2 Is it still raining?
3 Does the film finish at 10.30?
4 What is the capital of Bulgaria?
5 Has the London train arrived?
6 When did Columbus discover America?

- 5 2 if / whether Roger works in a supermarket
3 wants to know if / whether United won the match
4 wants to know how long Liam will be on holiday
5 wants to know if he has seen her phone
6 wants to know if she can lend him some money
6 2 Can / Could you tell me how much a return ticket to London is, please?
3 Can / Could you tell me if there is a bank near here, please?
4 Can / Could you tell me what platform the York train leaves from, please?
5 Can / Could you tell me if / whether Mr Davies has left yet, please?
6 Can / Could you tell me how I get to the town centre, please?

6D Culture, English Across the Curriculum and Writing

	Harvard	Yale
1		New Haven, Connecticut.
2	1636	1701
3	John Harvard	Elihu Yale
4	8	5
5	140	49

- 2a **Harvard:** Barack Obama, Facebook, the oldest in the USA
Yale: Bill Clinton, Meryl Streep, Supreme Court judges, Frisbee

b 1 rowing 2 American football

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

- 4a 2 Denmark 3 San Marino 4 Greece 5 Iceland
6 the USA 7 the UK 8 New Zealand 9 Finland
10 Argentina

5 Students' own answers

- 6 2 However, 3 While 4 As a result, 5 At first 6 then
7 Finally, 8 Later,

Progress Check

- 1 2 (that) they really enjoyed their holiday
3 (that) he's not going out ... he's saving for a guitar
4 (that) she doesn't like their new neighbour ... he never speaks to her
5 (that) he can't play tennis ... he's sprained his ankle
6 (that) she hasn't got any photos of herself when she was a baby
2 2 couldn't give 5 'd text, arrived
3 didn't want to talk 6 was meeting
4 were going to see 7 needed
3 2 said 3 said 4 told 5 told 6 said 7 told 8 said
4 2 Could you tell me if / whether you sell stamps, please?
3 Could you tell me where Mr Wood's office is, please?

- 4 Could you tell me how I get to the bus station, please?
- 5 Could you tell me if / whether you have got these shoes in a larger size, please?
- 6 Could you tell me how much this bike costs, please?
- 7 Could you tell me what time the museum closes, please?

- 5a**
- 2 what time the next train leaves
 - 3 if his mum has thrown away his computer magazine
 - 4 if she is going to the shops
 - 5 what Rosa Parks did
 - 6 whether she can go on the school trip

- b**
- 2 What time does the next train leave?
 - 3 Have you thrown away my computer magazine, Mum?
 - 4 Are you going to the shops, Ursula?
 - 5 What did Rosa Parks do?
 - 6 Can I go on the school trip?

- 6**
- 2 multiplex cinema 3 downtown 4 art gallery
 - 5 tourist information centre 6 bus station 7 refuse
 - 8 demonstration 9 protest 10 town hall 11 hand out
 - 12 leaflets 13 boycott 14 elected 15 exploited

I can...

- 1 (that) he's sure he'll pass his driving test, (that) she thinks Mark fancies her
- 2 (that) he was going out, (that) she didn't want to play
- 3 told, said
- 4 if / whether Bob's party is this week, what time it starts
- 5 you tell me if / whether the museum is open on Sundays, you tell me when the TV will be delivered

Revision

- 1**
- 1 play 2 'm not playing 3 're visiting 4 like
 - 5 prefer 6 're having 7 think 8 have to

- 2**
- 1 was watching 7 've taken
 - 2 made 8 haven't packed
 - 3 haven't done 9 was opening
 - 4 've downloaded 10 broke
 - 5 did 11 went
 - 6 was writing 12 hasn't come back

- 3**
- 1 are you going to 5 will be
 - 2 'll stay 6 will
 - 3 are going to 7 'll
 - 4 is going to 8 are meeting

- 4a** Students' own answers

- b** Students' own answers

- 5** Possible answers

- 1 How long have you lived here?
- 2 Have you got a computer?
- 3 Do you walk to school?
- 4 What were you doing at eight o'clock last night?
- 5 Can you play a musical instrument?
- 6 When / What time did you leave the party?
- 7 Would you have a tattoo on your body?

- 6** Students' own answers

- 7**
- 1 1 from 2 to 3 to 4 at 5 in 6 at
 - 2 1 ourselves 2 herself 3 her 4 themselves
 - 5 himself 6 him 7 myself 8 us 9 ourselves

- 8**
- 1 a 2.30 this afternoon
b 11.15 tomorrow morning
 - 2 a Because she might get stung.
b On the bench.
 - 3 a To Cambridge.
b 9
 - 4 a To a music festival (in the park).
b She must get all her homework done on Friday evening.
 - 5 a The nearest post office.
b It's closed on Saturday afternoons.
 - 6 a Dan is trying to open the cupboard.
b The key is bent.

- 9**
- 1 A new sports centre has been built in our town.
 - 2 Five protesters have been arrested.
 - 3 This door mustn't be opened.
 - 4 A lot of things are bought online these days.
 - 5 Bullies' names will be posted on our website.

- 10**
- 1 (that) she enjoys living in London
 - 2 (that) he doesn't like seeing himself in photos
 - 3 (that) he's going to buy his new guitar soon
 - 4 if / whether the film has started yet
 - 5 where the Vikings came from
 - 6 if / whether this bus goes to the zoo

- 11**
- 1 said ... his phone wasn't working
 - 2 told ... she wouldn't be at home for two weeks
 - 3 said ... she'd be on holiday
 - 4 said ... he wanted to go into town
 - 5 told ... he couldn't go if he didn't finish his homework

- 12** Possible answers

- 1 net, clubs, goggles
- 2 well-built, plain, slim
- 3 bent, cracked, torn
- 4 bite, electrocute, run over
- 5 radio, cinema, website
- 6 reliable, patient, sensible
- 7 rude, lazy, anxious
- 8 take off, try on, give back
- 9 a return, a fare, a platform
- 10 art gallery, multiplex cinema, town hall

Workbook Audio scripts

Introduction

1.2 p3 Exercise 7a, 7b

Jackie

Hi. I'm Jackie. What things do I like? Well, I love reading. I've got an e-book reader, so I can download books onto that. I usually read one or two books a week. I adore animals. We haven't got a pet, but I like playing with our neighbour's dog, and I often take it for a walk. I don't mind sport. We play tennis and hockey at school. They're OK, but I don't like swimming. I sometimes go swimming at the sports centre with my friends, because they all like it, but I don't really enjoy it. What else don't I like? Oh yes – roller coasters. I hate them. I feel sick just watching one of them.

Ben

Hello. My name's Ben. I'm really into music. I can play the guitar and the piano. I love playing music and creating songs on my computer. And that's another thing that I like – computer games. I'm pretty good at them.

I can't stand football. I'm not very good at it, but we have to play it at school. I don't mind skiing. I went skiing with the school last year and that was OK.

Oh, I hate shopping. If I want to buy anything, I always get it on the Internet.

Unit 1 Problems

1.3 p5 Exercise 5

Tom Hi, Meena.

Meena Hi, Tom.

Tom How many people have you invited to the party, Meena?

Meena Twenty, and they're all here. You're the last to arrive.

Tom Have you ever had a party here before?

Meena Yes, I have.

Tom Oh, I've never had a party at my house. My parents won't let me. Have you told your parents that you're having a party?

Meena Yes, I have. They don't mind.

Tom You're lucky. Where are your parents?

Meena They've gone to see my grandparents for the weekend.

Anyway, come on in.

Tom Oh, four cars have just stopped outside. Who are all those people in them?

Meena I don't know. I've never seen any of them before.

Boy Hi. Is this where the party is?

Meena Yes, but who are you?

Girl Oh, we read about your party on Facebook. Come on, everyone. This is the right place!

Meena Just a minute. I didn't invite you and ...

Tom Meena, a lot more people have just got off that bus and they're all coming to your house, too.

Meena But there must be more than forty people there. I ...

Tom What was that?

Meena Oh no, someone's broken a window. This is a disaster! My parents will go mad!

1.4 p6 Exercises 2a, 2b

My name's Mel. There's a girl at my school called Ursula. People often call her names, because she's got red hair. They call her 'Carrot Head' and 'Red Top' and things like that. I suppose it's because she's different. She doesn't usually do anything when people call her names. She just ignores it. But a few months ago, I saw her in the park and I shouted: 'Oi, Carrot Head!' This time she didn't ignore it. She said I was stupid and walked away.

I didn't like that, so the next day I found Ursula at school. I pushed her and I pulled her hair. Then her glasses fell off, and when she bent down to pick them up, I kicked her. Whenever I saw her after that I did something – pushed her or called her names.

I don't know why I was so horrible. I'm very popular and have got lots of friends. I think I'm quite attractive, too, and my friends and I are fashion leaders at school.

Anyway, there was a boy in my street called David, and I really liked him. I met him one day at the bus stop and we started talking. We arranged to go on a date. But while we were talking, Ursula walked past and looked at us. I said: 'What are you looking at, Carrot Head?' She ignored me. Then I noticed that David was looking at me in a very strange way.

'That wasn't a very nice thing to do,' he said and he walked away. I said: 'But what about our date?' and he shouted: 'I don't want to go out with a bully.'

And, you know, that was the first time I realized I was a bully. But David was right. I was a bully. I felt so bad. I just ran home and cried. I never did anything to Ursula again, but I still feel really bad about the things that I did to her.

1.5 p8 Exercise 2

1 **A** I'm sorry. We can't eat the sausages. They're burnt.

B Oh no! I love sausages.

2 **A** I can't open the door.

B Why not?

A The key's bent.

3 **A** Can I exchange this shirt, please? It's the wrong size.

B Certainly. Have you got the receipt?

4 **A** Could I have another glass, please? This one's cracked.

B Certainly. I'm sorry about that.

5 **A** The hairdryer isn't working.

B Well, it isn't plugged in. That's why.

A Oh.

6 **A** I've just put a coin in this machine and now it's stuck.

B Oh dear.

7 **A** I bought this radio yesterday, but I'd like to return it. It's damaged.

B Yes, I see what you mean.

8 **A** What's wrong with the DVD player? Are the batteries in the remote dead?

B No. It isn't switched on.

A Oh yes.

9 **A** Oh no. I've just read this book that I borrowed from the library, and the last page is missing!

B Oh dear. That's a pity.

10 **A** What's wrong with the dishwasher?

B Why?

A It's making a funny noise.

1.6 p10 Exercises 1a, 1b

1 Lorna

My name's Lorna. I grew up in the 1990s, and that was the time of boy bands and girl bands, too. My favourites were Take That. They were brilliant. I loved their nice sing-along songs. I cried all night when they broke up. I remember the date: 13 February 1996. My friends and I all wore black the next day. Silly. But it was nice to see them get back together ten years later.

2 John

I'm John. A good name, because my hero was John Lennon of the Beatles. I think they were the greatest band of all time. I come from Liverpool, like the Beatles did, and I saw them once. They were brilliant. They wrote so many great songs. You still hear them all the time now. And they used lots of different kinds of music – classical, folk, Indian music.

3 Sheila

Hello. I'm Sheila. I was a teenager in the 1950s, when rock and roll first appeared. It seems very normal today, but back then it was so new and exciting. Our parents hated it, and that made us love it even more. There were lots of great singers, but my favourite was Elvis. He was the King – the king of rock and roll. He had a great voice and he was so good-looking. It was really sad when he died, because he wasn't very old.

4 Rob

My name's Rob, and I grew up in the age of punk in the late seventies and early eighties. The music was very simple – and a lot of it wasn't really very good – but that wasn't the point. We just wanted to shock people. And it wasn't just the music. One of my friends put a pin through his nose, but he said it really hurt, so I didn't do that. But I dyed my hair green. My parents were very angry about it.

1.7 p12 Exercises 2a, 2b

Robert Arlene. Can you see that boy over there?

Arlene The slim one with glasses?

Robert Yes. That's my cousin.

Arlene Really? What's he like?

Robert He's great. He's very confident. You couldn't call him quiet and shy. And he's always very cheerful. He's popular, too. He's got lots of friends.

Arlene Mmm. He's very good-looking. Has he got a girlfriend?

Robert Yes, he has.

Arlene Oh, please tell me that she's mean, horrible and ugly and that he needs a gorgeous, intelligent girlfriend like me.

Robert I'm afraid not. His girlfriend's actually very pretty and she's really nice and friendly. And she's very helpful. She helped me with my homework last week. Yes, she's really nice.

Arlene Oh, that's a pity!

Unit 2 The future

1.8 p15 Exercises 4a, 4b

1 Molly

My name's Molly. We're going to go camping in France. I think it will be fun and we'll see lots of interesting places.

2 Nathan

Hello. I'm Nathan. In the holidays, I'm going to work on my uncle's farm. I think it will be hard work, but I'll be really fit by the end of the holidays.

3 Suzie

Hi. I'm Suzie. I'm going to help in my parents' shop. It will be tiring, but I don't mind, because it means my parents will have a break.

4 Gary

I'm Gary and I'm not going to do anything, because I've just broken my leg. So I'll probably watch lots of DVDs, and it will be really boring.

5 Paula

Hello. I'm Paula. I'm going to spend two weeks at a tennis training school. I think it will be great, because I know that I'll learn a lot and I'll make some new friends.

6 Henry

My name's Henry. I'm going to be a tourist guide in our town. I'm sure it will be really good, because I'll meet a lot of interesting people and I'll make some money, too.

1.11 p20 Exercises 1a, 1b

Hi, my name's Lisa. I'm twenty years old and I'm from Texas. I think the best time of my life was when I was at Senior High School. I really enjoyed it.

It was a normal school. We started at seven o'clock and we went home at half past two.

Every day began with the flag-raising ceremony. We all used to stand with our hands on our hearts while the flag was raised by one of the students. And we all pledged our loyalty to the USA.

One of the things that I really liked about the school was that it had a very strong sense of community. It was a small town, so we all knew each other – and that was great.

I used to play basketball for the school team. When we played against other schools, it was always a big event. The school band played and that was great, because I was in love with a really good-looking guy who played the saxophone in the band. His name was Matt. The cheerleaders danced, too. My best friend, Carolyn, was one of the cheerleaders. And, of course, all our parents came to watch.

At the end of Senior High, we had our graduation day. We were all there in our caps and gowns to receive our graduation certificates.

Our parents were all very proud.

But the best thing was the High School Prom. My date was Matt – the guy from the band. And my friend Carolyn was the Prom Queen. It was a wonderful evening.

Ah, happy days! I'm at college now in Chicago. Life here is very different. It's hundreds of miles from my home town, so I don't see my parents very often, and all of my school friends are at colleges in other cities. And college isn't free, so I have a part-time job in a restaurant to help pay for it. I'm enjoying my time here, but I'll always have good memories of Senior High School. It really was the best time of my life!

Unit 3 Risks

1.13 p25 Exercise 5a

1

What would I do if I won a lot of money? I'd share it with all my friends and we'd have a great time together.

2

I'd love to visit lots of different countries, so if I won a lot of money, I'd travel round the world.

3

I'd like to travel, too, but I wouldn't want to spend all the money on myself. I think I'd take my parents on a luxury holiday.

4

Well, there are lots of things that I'd like to buy, but they wouldn't really make me happy. I think I'd use it to pay for university. It's very expensive now.

5

If I won a lot of money, I'd like to buy some things, but I'd also want to make the world a better place. So I'd give half of the money to a charity for poor people.

6

What would I do if I won a lot of money? That's easy. I'd buy a fast sports car. Vroom. Vroom.

7

I suppose I should save it – you know, put it in a bank. Maybe I'd save some, but I'd spend a lot of it on lots of designer clothes.

8

I'm not really interested in buying things. I'd use the money to make even more money. So I'd start my own Internet company.

1.14 p26 Exercise 4

1 A Have you seen that film?

B Yes, but it was so boring that I left before the end.

2 A How are you? Are you feeling better now?

B Yes, but I was so ill that I couldn't eat for two days.

3 A Did you enjoy the meal at that new restaurant?

B No, we didn't. The food was so bad that we refused to pay.

4 A How was your holiday?

B It was good, but the weather was so hot that we couldn't stay on the beach.

5 A Are you going to the cinema this evening?

B No. The Maths teacher gave us so much homework that I haven't got time to go out.

6 A Have you had something to eat?

B Yes. We were so hungry that we bought some fish and chips.

7 A How was school today? You had some tests, didn't you?

B Yes. The Geography test was so easy that I finished it in half an hour!

8 A You were having a good time with your friends in the living room, weren't you?

B Yes. The film was so funny that we couldn't stop laughing.

1.15 p29 Exercises 4a, 4b

1

I don't think it's a good idea to hold the knife like that. You might cut yourself.

2

Don't touch that. It's dangerous. You could get electrocuted.

3

Look. It says 'Beware of the dog.' You shouldn't go in there. The dog might bite you.

4

Be careful with that iron. You could burn yourself.

5

I wouldn't stand there if I were you. The ball might hit you.

6

I don't think it's a good idea to eat here. You might get stung by a wasp.

7

You should lock this bottle in a cupboard. Someone could get poisoned.

8

I wouldn't play near those bushes if I were you. You could scratch yourselves.

1.16 p30 Exercises 2a, 2b

Hi. My name's Jess. I work at an activity centre for young people, as an activity leader. The centre is in North Cornwall in the south-west of England. The centre is open all year round, but I only work here during the summer, because I'm a student at university for the rest of the year. But summer is the busiest time, so they need extra activity leaders then.

Activity centres are a great idea for young people. Most of the people who come to the centre live in towns and cities, so it's a chance to enjoy some fresh air. Our centre is near the sea, so we spend most time on water activities like surfing, canoeing and sailing. We also do rock climbing and mountain biking on the cliffs. I think that the most important thing about the activity centres is the social side. Young people today spend so much time on computers or watching TV that they don't talk to each other much. In most of our activities they have to work in teams, so it's a good opportunity for them to learn about working and communicating with other people, and to make new friends, too. In the evenings, we get together to sing songs and play indoor games like darts, too.

On the last afternoon, we always have team games. Every group wants to be first, so they really try hard, and it's a lot of fun.

I've been an activity leader for three years now, but this will be my last time. I'm finishing university next year and getting a full-time job. It's sad to think that this is my last year here, but I've really enjoyed it.

1.17 p32 Exercises 5a, 5b

1

A huge hurricane has hit the coast of Texas in the USA. Winds up to 100 miles an hour and heavy rain have caused floods all along the coast. Buildings have been damaged and ...

2

There has been an earthquake in the Pacific Ocean near Japan. The earthquake measured 6.5 on the Richter scale and caused a tsunami, which has caused a lot of damage on the Japanese coast. At the moment we have no further news ...

3

The famine in East Africa is continuing. It is largely the result of a long war in the area, which means that food can't reach the people who need it. Aid agencies have said that unless ...

4

In one of the hottest summers on record, people in Australia are fighting to stop the spread of huge forest fires. Thousands of people have left their homes in the area around the city of Brisbane. The fires have started because everything is so dry after a long drought with no rain for almost a year.

5

The government of India wants to do something about the problem of pollution in the country's rivers. Waste from homes, farms and factories is pumped into the rivers. The pollution causes a lot of disease, as many people depend on the rivers for fishing, washing and for drinking water.

Unit 4 Can I ask ...?

1.18 p35 Exercises 5a, 5b

Girl 1 What time does he get up?

Vera Curtis usually gets up at about eight o'clock.

Boy 1 Does he play any sports?

Vera Yes, he plays tennis, baseball and ice hockey.

Girl 2 Has he been to Europe before?

Vera Yes, he has. He was here two years ago.

Girl 3 Has he got a girlfriend?

Vera No, he hasn't. They split up last month.

Girl 4 When is he going to record a new album?

Vera He's going to start on a new album in July.

Boy 2 Does he write his own songs?

Vera Yes, he writes all his songs.

Boy 3 What is he doing at the moment?

Vera He's probably lying in bed and listening to this programme.

Girl 5 Will he be well again soon?

Vera We hope he will. A lot of people have bought tickets for his concerts!

1.19 p36 Exercise 2

1

Boy What's your friend, Kylie, like? She seems very nice.

Emma Kylie? I really like her. She's good to be around, and we laugh a lot together. She's very sensible – and you should see her room. Everything's in the right place. She's very tidy. And she's hard-working, too.

Boy Yes, you said she does well at school.

Emma She does, but she's a bit anxious sometimes – especially when we've got exams. And she can also be quite impatient. She doesn't like waiting for things. Anyway, why do you want to know? Do you fancy her?

Boy Maybe.

2

Girl Is your cousin, Zach, still staying with you?

Emma Yes, he is. He'll be with us till he finishes university next year.

Girl Oh, right. What's he like?

Emma Oh, everybody loves Zach because he's a very charming person, and he's usually polite. He's ambitious, too, so I'm sure he'll get a good job when he leaves university.

Girl That's good.

Emma Yes, but he isn't very good in the mornings, so I try to avoid him then. He can be very miserable and quite unpleasant when he's just got up.

3

Boy Hi, Emma. Are you enjoying your new Saturday job at the café?

Emma Yes, it's fine.

Boy What's your boss like?

Emma Mr Trent? Oh, he's very cheerful and enthusiastic. He talks a lot about the café and his plans for it. He's good to work for, because he's patient and always tries to help if you don't understand something.

Boy That's good.

Emma And he's loyal, too. Sometimes the customers can be a bit rude, but Mr Trent always defends the people who work at the café.

Boy He sounds like an ideal boss.

Emma Well, yes and no. He's very easy-going, but that means that he can be a bit lazy sometimes – and unreliable. Like last week he went home early, but took the keys with him, so we couldn't lock the café up when we finished.

1.21 p40 Exercises 3a, 3b

1

Hello. I'm Meg. I get pocket money from my parents, but I have to help with the housework for it. I don't do a lot, but I always clear the table and load the dishwasher after dinner. And I vacuum the living room floor at the weekend. I also earn some money by babysitting for our neighbours when they go out. They've got two young children. It's quite easy, and I usually do my homework while I'm there. I don't save any money. I spend it on clothes, make-up and birthday presents.

2

Hi. My name's Troy. I don't get any pocket money. My parents think I should earn my money, so I've got a paper round. I deliver newspapers to houses every morning from seven to eight o'clock, before I go to school. I spend some money on computer games, but I try to save most of it. I'm saving to buy a new bike. I love cycling – and I need the bike for my paper round, too.

3

Hello. My name's Fiona. I get pocket money every week from my parents. I don't have to do anything for it – like jobs around the house. Some of my friends have got part-time jobs, but I haven't. What do I do with my money? I spend it on going out – to the cinema and things like that. I don't spend it on clothes, because my parents buy them. But I try to save some money. I'm saving to pay for driving lessons when I'm seventeen.

4

Hi. I'm Harry. My parents give me pocket money and I do a few jobs around the house for it – like tidying my room and putting the rubbish and recycling out. I get extra pocket money if I do something bigger, like washing the car or cutting the grass. I spend my money on music downloads, and I have to pay for my mobile phone bill, too. But I try to save about half my money, so that I've got some to spend when we go on holiday.

Unit 5 Buying and selling

1.23 p45 Exercises 3a, 3b

The world's population is increasing. By 2050, it will reach 9 billion. How will all these people be fed?

The biggest problem is meat. This is because a lot of food is needed to produce the meat. To get one kilogram of beef, for example, 25 kilograms of grass must be grown to feed the cow. There simply isn't enough land to produce all that grass. Every year, large areas of rainforest are cut down to create farms for cattle, but that can't go on forever.

Unfortunately, most of the protein in our diets is provided by meat. So what can we do? Some scientists think that there is an answer – we should eat insects!

Insects have many advantages. They are full of protein. They grow very quickly and they don't need a lot of food. A kilogram of beef needs 25 kilograms of food for the cow. A kilogram of grasshoppers, on the other hand, needs only 2.1 kilograms of food – less than 10% of what the cow needs. So producing insects is much more efficient.

Insects are already eaten in many countries around the world:

- Grasshoppers can be bought on the street in Mexico. They are usually roasted with lime juice and garlic.
- Caterpillars are eaten in many places in Africa.
- In Thailand and Korea, fried silkworms are a popular snack.
- Leafcutter ants are sold as a snack in cinemas in Colombia.
- And honeypot ants are eaten by the Aborigines in Australia.
- Mealworms can be found on the menu in many restaurants in China.

Of course, the main problem with eating insects is that they look horrible. Because of this, scientists think that in the future insects will probably be used in two ways:

- 1 The insects will be chopped up to make burgers, sausages or meatballs. In that way, you won't actually see the insect.
- 2 The insects will be made into food for fish and other animals, and we will eat those things.

So perhaps you won't sit down to eat a plate of grasshoppers and caterpillars, but we will all eat insects in some form in the future.

1.24 p46 Exercises 2a, 2b

It will be the most unusual – and the most expensive – hotel in the world ... Except that it won't be in the world! It will be in space. A Russian company has plans to build a hotel in orbit around the Earth, and they say it will be launched in the next four years. The space hotel will be big enough for seven people. It will have four private rooms, all with their own toilet and shower. In a hotel on Earth, you choose whether you want a single bed or a double bed, but at the space hotel your choice will be a horizontal bed or a vertical bed. With no gravity, you can sleep in any position. Food won't be prepared at the hotel. It will be delivered by a spaceship. The hotel will have large circular windows which will give you a spectacular view of the Earth. You have to be fit and healthy to live in space, so guests will have special training before they are allowed to travel to the hotel. The special training will be provided by the hotel company. And how much will all this cost? Well, the hotel is out of this world and so is the price. Guests will stay at the hotel for five days, and that will cost you one million dollars!

1.25 p49 Exercises 5a, 5b

1 The next train to arrive at platform number 4 will be the 11.38 to London Euston, calling at Preston, Wigan, Warrington and London Euston. Platform 4 for the 11.38 to London Euston.

2 We regret to announce that the 18.15 train to Birmingham is running approximately 27 minutes late. The train is now expected to arrive at 18.42. We apologize for this delay.

3 Your attention, please. This is a platform alteration. The 10.32 train to Portsmouth will now depart from platform 7. Platform 7 for the 10.32 to Portsmouth.

4 The train now standing at platform 3 is the 9.45 train to Dartford calling at Waterloo East, London Bridge, St Johns, Lewisham, Hither Green, Lee, Mottingham, New Eltham, Sidcup, Albany Park, Bexley and Crayford. Platform 3 for the 9.45 to Dartford.

5 We regret to announce that the 12.19 train to Brighton has been cancelled. We apologize for the inconvenience. Passengers

travelling to Brighton should wait for the 12.49. The 12.19 to Brighton has been cancelled.

6

The 15.57 train to Lancaster will depart from platform 3. Passengers for Blackpool should change at Preston.

1.26 p50 Exercise 3

Hi. My name's Brad. I work in Britain, but I come from the USA. When I first arrived in London, I thought that everything would be easy, because we speak the same language, English. But I soon found that quite a lot of common words are different. I stayed in a hotel and I didn't know which floor my room was on. In the UK, the bottom floor is called the ground floor and you go up the stairs – or take the elevator – to the first floor. But in the States the bottom floor is the first floor. We don't have a ground floor. And if you want a snack, things can be difficult. In Britain, people ask for biscuits, but we ask for cookies. British sweets are American candy. But the biggest problem comes with chips. I went into a shop and asked for some chips. The assistant said: 'We don't sell chips.' But I pointed and said: 'Yes, you do. There they are.' And she said: 'Oh, you mean crisps.' So I found out that American chips are called crisps in Britain. Of course, there are chips in Britain – as in fish and chips. We call those French fries. I said I went into a shop. Actually in the USA we call that a store, not a shop. And there are other differences, too. If you want some water in Britain, you turn on the tap. In America, you open the faucet. In Britain, when you travel by car, you put your bags in the boot. We put them in the trunk. When you pay for something in Britain, you might give the assistant a ten pound note, but we don't use the word 'note' for money. We say 'bill', so you give the assistant a ten dollar bill. And if they want to relax, the British watch a film, but Americans watch a movie. So the same language? Well, almost!

1.27 p52 Exercises 3a, 3b

Clerk Good afternoon. Welcome to the Park Hotel. Can I have your name, please?

Mr Willis It's Mr and Mrs Willis.

Clerk Thank you. Just one moment. Ah yes. You've booked a suite.

Mr Willis With a sea view.

Clerk Yes, with a sea view. I'm sure you'll find the view quite spectacular.

Mr Willis Thank you.

Clerk And you're staying for four nights, departing on 27 October?

Mr Willis Yes, that's correct.

Clerk So the price of the suite will be £143 a night, and that includes breakfast.

Mr Willis And dinner, too?

Clerk No, just breakfast.

Mr Willis OK.

Clerk Could you sign here, please, and could I take a credit card, too, please?

Mr Willis Yes, here you are.

Clerk Thank you. Here's your key. Have you got a car?

Mr Willis Yes, we have.

Clerk OK. Cars must be parked in the underground car park. Your key can be used to open the gate.

Mr Willis OK. Thank you. What time is breakfast?

Clerk Breakfast is served from 7.30 to ten o'clock. It can be taken in the Ocean Restaurant or in your room. And the swimming pool can be used from 6 am to 9 pm.

Mr Willis Thank you.

Clerk We hope you enjoy your stay with us.

Unit 6 Protest

1.28 p55 Exercise 3

Dora: Hi, I'm Dora. Are your family and friends like mine – always saying the same thing? Here are some of the people in my life:

1

Dora: This is my granddad:

Granddad: I don't like pop music.

2

Dora: This is my big sister:

Sister: I want to work abroad when I finish university.

3

Dora: Here's my dad:

Dad: I'm thinking of buying a new car, but I don't think we can afford it yet.

4

Dora: This is my mum:

Mum: I've always wanted to learn Spanish, but I've never had the time.

5

Dora: And now my brother:

Brother: All my friends have got a TV in their bedroom, but I haven't.

6

Dora: Here's my grandma:

Grandma: When I was girl, we didn't have a lot of the things that young people have today.

7

Dora: This is my boyfriend, Jago:

Jago: I'm going to be a famous rock star when I leave school.

8

Dora: And my best friend, Elena:

Elena: I'm not happy with my hairstyle.

1.30 p58 Exercise 2

1

A Excuse me. Could you tell me how I get to the multiplex cinema from here, please?

B Yes. You go down here ...

2

A I've got a text here from Lily. She's meeting someone at the art gallery and she wants to know how to get there. Do you know?

B Yes, where is she now?

3

A Excuse me. Could you tell me if there's an Internet café near here, please?

B No, I'm sorry. I don't know.

4

A I wonder if there's a tourist information centre around here anywhere.

B Let's ask someone. Excuse me. Could you tell us ...

5

A Excuse me. I'm trying to find a postbox. Could you tell me where the nearest one is, please?

B Yes, there's one just round the corner there.

A Thank you.

6

A Excuse me. Could you tell me if there's a cash machine near here, please?

B A cash machine? Yes, there's one at the post office just round the corner.

7

A Excuse me. I'm meeting someone at the shopping mall. Could you tell me what the best way to get there is, please?

B No, I'm afraid I'm a stranger here myself. Sorry.

8

A Excuse me. I wonder if you can help me. I need to get to the bus station. Could you tell me if it's near here, please?

B Well, it's a bit of a walk, ...

9

A Excuse me. Could you tell me how I get to the town hall from here, please?

B Certainly. It's not too far. Cross over here and then ...

Revision

1.33 p65 Exercise 8

1

Receptionist Hello. Bell Dental Centre.

Jack Hello. My name's Jack Bailey. I've got an appointment at 2.30 this afternoon, but I can't make it now.

Receptionist OK. Let me see. Can you come tomorrow morning?

Jack What time?

Receptionist At 11.15.

Jack Yes, 11.15 tomorrow morning will be fine. Thank you.

2

Man I don't think it's a good idea to sit on the grass, Millie. There are a lot of insects there. You might get stung.

Millie Oh, right.

Man I'd sit on the bench over there if I were you.

Millie OK. Thanks.

3

Rick What time is the next train to Cambridge, please?

Clerk It's at 6.42 from platform 9.

Rick Thank you.

4

Olivia Dad, is it all right if I go to the music festival this weekend?

Dad Where is it?

Olivia It's in the park.

Dad Is it all weekend?

Olivia Yes, it is – Saturday and Sunday.

Dad Well, you can go if you get all your homework done on Friday evening.

Olivia OK. I will. Thanks.

5

Man Excuse me. Could you tell me how I get to the nearest post office, please?

Woman Yes, it's just round the corner, but I'm afraid it's closed on Saturday afternoons.

Man Oh, I see. Well, thank you, anyway.

6

Girl Hi, Dan. What are you doing?

Dan I'm trying to open this cupboard.

Girl Well, what's the problem?

Dan I can't get the key in. It's bent.

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