

Upstream

LEVEL B1+



Teacher's Book

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Introduction to the Teacher

Upstream Level B1+ is a modular secondary level course for learners studying English at B1+ level.

According to the European Framework of Reference, students at level B1+ are able to understand and use everyday expressions and vocabulary and phrases related to the world around them (family, friends, home, etc). Students at this level are able to discuss up-to-date topics and present their opinions and point of view.

Upstream Level B1+ aims at the balanced development of all four language skills, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability classes.

The course incorporates both a cross-cultural and cross-curricular approach, and its syllabus reflects the guidelines of the Council of Europe Framework.

The coursebook consists of five modules of two units each, covering a wide variety of topics. The Workbook provides supplementary practice in the relevant language skills.

Course Components

Student's Book

The Student's Book is the main component of the course. It consists of five modules of two units each. Each unit is based on a single theme and covers a wide variety of related topics. All units follow the same basic format (See *Elements of the Coursebook*).

Teacher's Book

The modern teacher needs to be flexible and capable of undertaking a wide range of roles within the classroom. The Teacher's Book has thus been designed in such a way as to support the teacher through his/her multi-faceted task.

Accordingly, the Teacher's Book contains comprehensive **Teacher's Notes**, fully interleaved with the facing pages of the Student's Book. The notes provide step-by-step lesson plans, suggestions on how to present and exploit the material, and a full **Key** to all exercises in the Student's Book.

The Teacher's Notes also contain suggestions for **optional extension activities** to carry practice beyond the scope of the material in the Student's Book. (Naturally, teachers may choose to omit, extend or adapt any of the material in the Student's Book at their discretion, to suit the particular needs of their class.)

Workbook

The Workbook consists of ten units which complement the theme and content of the corresponding units in

the Student's Book, and contain elements specifically designed to extend and consolidate learning through a wide variety of tasks. These are grouped in each unit as Vocabulary Practice, Grammar in Use, Listening & Speaking and Writing.

Further practice is provided in all essential vocabulary in a **Word Perfect** section and in all major grammatical areas in a **Grammar Check** section.

The Teacher's version of the Workbook reproduces the Student's version, overprinted with a **Key** to all exercises.

Test Booklet

The Test Booklet is divided into three parts.

The first part contains five tests – that is, one per module – each in two equivalent versions to ensure reliability of results. Students sitting next to each other work on different tests, but are tested in the same language areas at exactly the same level of difficulty. These tests facilitate the assessment of students' progress and enable the teacher to pinpoint students' specific weaknesses.

There is also an **Exit Test**, which covers all the material learned at this level, and can be used either as an assessment test or as a placement test for students about to move on to the next level.

The second part consists of ten **Progress Tests** – one for each unit – to provide detailed, objective feedback regarding students' attainment.

The third part contains the key to the tests, as well as the key to the Progress Tests.

An audio CD/cassette which contains all the recorded material accompanies the Test Booklet.

Note: At the end of the Test Booklet there is a **Progress Report Card** section. Upon completion of each module and after the corresponding test, photocopy the respective Progress Report Card and fill it in, one per student. Students should keep each card in their Language Portfolio for future reference.

My Language Portfolio

My Language Portfolio is a booklet containing documentation and suggestions to enable students to build a personal Language Portfolio, plus a section entitled *My Dossier*, with photocopyable tear-out worksheets that serve as the basis of writing and project work.

Students should also include the writing tasks and any additional material related to the course (drawings, paintings, recordings, etc) in the Language Portfolio. For more information about the European Language Portfolio refer to <http://culture.coe.fr/lang>.

Class Audio CDs or Cassettes

The Class Audio CDs or cassettes contain all the recorded material which accompanies the course. This includes all reading texts, dialogues, songs and pronunciation/intonation tasks, in addition to the material used in the listening tasks.

Student's Audio CD or Cassette

The Student's Audio CD or cassette contains the recorded texts of the main reading passages in the units as well as those in the Culture Clips, Curricular Cuts & Eco-friends sections, as well as the recorded material for the listening component of all Self-Assessment tests and all dialogues to allow individual students self-access practice in pronunciation and intonation.

Elements of the coursebook

Each unit contains the following elements:

The **Modular pages** are found at the beginning of each module and aim at intriguing and motivating students to become involved in the units. Students are introduced to the main themes of the units and given the opportunity to familiarise themselves with their content and to express their opinions.

Reading

Each unit contains a 350 to 600-word text which is linked to the theme of the unit. These texts are drawn from a variety of authentic sources and constitute a wide range of text types.

The range of reading texts includes: labels and signs, calendars, charts, biographies, letters and postcards, stories and articles, advertisements, leaflets and cartoon strips. Each text is followed by tasks which develop specific reading skills such as skimming and scanning, intensive reading for specific purposes, understanding text structure, selecting appropriate interpretations of what is stated or implied, and so on.

The texts are usually exploited in four stages:

- ✓ a **warm-up** activity to intrigue students
- ✓ **top-down** activities (scanning and reading for gist)
- ✓ **bottom-up** activities (reading for detailed understanding)
- ✓ **oral reproduction** (students perform a roleplay or situational dialogue based on the text, or outline the main points of the text).

Vocabulary Practice

The target vocabulary of each unit is presented in a meaningful context, using visual aids, and is practised and extended throughout the unit. The whole unit aims at providing the learners with practice opportunities to activate the new vocabulary through exercises designed

to increase the amount of *student talking time* in the classroom. Students are thus invited to reproduce, play and experiment with the new vocabulary through a variety of activities (gap filling, relating image to meaning, multiple choice tasks, oral pairwork and groupwork).

Grammar in Use

ELT methodology and pedagogy are based upon the belief that structure and form are the basic elements of the learning process. Despite the gradual movement in the last few years towards a more functional and communicational approach, *Upstream Level B1+* has been built upon the belief that, ideally, there should be a balance between function and structure, meaning and form.

The **Grammar in Use** section provides students with all the clear presentation, guided and free practice tasks and production tasks needed for mastering key structures. The exercises and activities have been designed to systematically reinforce students' understanding of the key grammar structures presented in the unit. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

Listening and Speaking Skills

Students develop their **listening skills** through a variety of realistic tasks which reinforce their mastery of the language taught in the unit. Listening tasks include listening for gist/main points and for specific information. Many tasks also require students to deduce meaning, mood, intention, feeling, opinion, etc. The listening tasks all replicate authentic spoken English and feature a range of genuine native-speaker accents.

Students develop their **speaking skills** through a wide range of speaking tasks which necessitate asking for and giving information, exchanging and justifying opinions and ideas, comparing and contrasting, agreeing and disagreeing, suggesting and speculating.

In this section students practise real-life communication strategies in everyday English. Functional language structures associated with realistic situations are practised in a wide range of communicative tasks and deal with features of everyday speech such as expressing dissatisfaction, avoiding giving a direct answer, and so on.

Pronunciation tasks develop students' ability to recognise, distinguish and reproduce the various sounds in spoken English.

Intonation activities help students to recognise the patterns of intonation, stress and rhythm which characterise spoken English, and to reproduce these correctly.

Writing

The writing sections have been carefully designed to ensure that students develop their writing skills in a systematic manner.

The rubric for a particular writing task is accompanied by a **model text**, and both the rubric and text are thoroughly analysed. Students then practise the language and structural devices to be used. All activities lead the students to the final task, which follows a clear **plan** and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing, including notes, postcards, letters (both formal and informal), stories, descriptions, essays, reports and articles.

In addition, each unit contains a number of short writing tasks.

Further Reading

This section presents the students with a variety of authentic texts on cross-cultural and cross-curricular topics.

The **Culture Clip** sections give students cultural information about aspects of English-speaking countries which are thematically linked to the unit. The section also contains related tasks and projects which give students the chance to process information they have learnt and compare it to the culture of their own country.

The **Curricular Cut** sections stress the fact that the study of the English Language expands beyond Grammar and Vocabulary. Language is used as a tool for introducing interdisciplinary themes such as Literature, Science, PSHE and Geography. Through these sections Ss become acquainted with a variety of subjects.

Each text is accompanied by a series of exercises which guide the student through the material and aid understanding. Each section includes a short writing task which consolidates students' comprehension of the material, while allowing them to express their personal opinions concerning the information.

Funtime

This section presents a joke related to the theme of the unit.

Study Skills

The notion of learner autonomy is difficult to pinpoint and cultivate due to its gradual process. The need to arm students not only with knowledge but also with the skills and techniques to deal with that knowledge is recognised and addressed in this course through the **Study Skills** section.

In each **Study Skills** section students are explicitly taught techniques they can put into practice inside as

well as outside the classroom. Through the **Study Skills** section students will gradually learn how:

- ✓ to retain new vocabulary,
- ✓ to cope with new task types,
- ✓ to develop heuristic skills,
- ✓ to organise their thoughts into paragraphs,
- ✓ to identify genre structure and register,
- ✓ to organise their studying more efficiently,
- ✓ to run their own research,
- ✓ to skim and scan texts.

Games

These sections use the format of a team competition to consolidate learning of vocabulary, expressions and grammar presented in the module. Games enable students to use new language in an enjoyable way and promote humanistic learning.

Additional Material

Module Self-Assessment Sections

These reinforce students' understanding of the topics, vocabulary and structures which have been presented in the module.

They are found at the end of each module and help Ss monitor their own progress. The objectives of the module and the students' achievements are clearly stated at the end of each **Self-Assessment** section.

The **Eco-friends** sections at the end of each module are linked to the theme of the unit. They are designed to broaden students' understanding of environmental issues and provide students with the opportunity to use their language skills in order to learn, read and talk about ecological matters.

Appendices to the Student's Book

- The **Special Days** section presents two particular days in the year which are of great significance to many people throughout the world. This section allows students to learn a little of the history of these special days.
- Five entertaining **songs** – one per module – practise language items presented in the module.
- The **Pairwork Activities** section features two sets of materials for students to practise picture discussion or making decisions based on visual prompts.
- The **Grammar Reference** section presents full explanations and revision of the grammar structures used throughout the coursebook. It can be used both in the classroom and at home, to practise and reinforce the grammar taught.

- **An American English – British English Guide** outlines and highlights differences between the two main international varieties of English.
- **Irregular Verbs**
This provides students with a quick reference list for those verb forms they might be unsure of at times.
- A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.

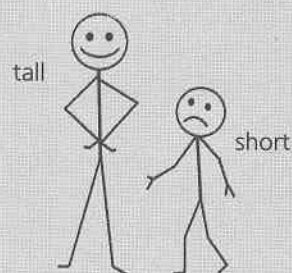
Suggested Teaching Techniques

A – Presenting new vocabulary

Much of the new vocabulary in *Upstream Level B1+* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is always presented in context and emphasis is placed on collocations and word association since memorising new words is easier when they are presented in lexical sets.

Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing and giving definitions.** Examples:
 - Present *store* by giving a synonym: *A store is a shop.*
 - Present *tall* by giving its opposite: *He isn't short, he's tall.*
 - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*
- **Context.** Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Rome is a city, but Parma is a town.*
- **Visual prompts.** Show photographs or drawings to make understanding easier.
- **Use of (bilingual/monolingual) dictionary.** Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- **Sketching.** Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Use of L1.** In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B – Writing

All writing tasks in *Upstream B1+* have been carefully designed to guide students closely in producing a successful piece of writing.

- Always read the model text provided and deal in detail with the tasks that follow. Students **will** then have acquired the language **necessary** to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- Make sure that students follow the structured outline they are provided with.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Synergy

- At the end of each lesson ask students to review and consolidate what they have learnt in the lesson. Allow students two to three minutes to look at the relevant pages and their notes, then have them close their books. Ask them to think of ten words and the grammar structures from the unit. Students then find a partner who has either the same name/eye colour, a name starting with the same letter, or someone who likes the same type of music, etc and discuss what they have learnt in the lesson.
- If necessary, practise the task with a student to help them understand how to deal with it.
- Go round the class and check Ss' performance. Help where necessary.

D – Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

When assigning writing tasks, prepare students as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases.
- *Reading aloud.* Assisted by the Student's Cassette or CD, students practise at home in preparation for reading aloud in class.
- *Writing/Project.* After thorough preparation in class, students are asked to produce a complete piece of writing.

E – Correcting students' work

All learners make errors; it is part of the process of learning. The way errors are dealt with depends on the activity.

- *Oral accuracy.* In drill work, correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free speaking activities, allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a noticeboard in the classroom or school, or give 'reward' stickers. Praise effort as well as success.

F – Class organisation

- *Open pairs.* The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.* Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.

Stages in pairwork:

- Organise students into pairs
 - Set the task and time limit
 - Rehearse the task in open pairs
 - Ask students to do the task in closed pairs
 - Go around the class and help students
 - Pairs report back to the class.
- *Groupwork.* Groups of three or more students work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.
 - *Rolling questions.* A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

G – Using the Student's Audio CD

Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud.

My Language Portfolio

At the beginning of the course, students should be asked to obtain a suitable folder, or sectioned document wallet, which they will bring to each lesson and which will hold their personal Language Portfolio. This will be used to store not only the material cut out of the printed supplement, *My Language Portfolio*, but also a wide variety of other documents and material.

In practice, Language Portfolios may include projects or other written work; computer diskettes with work or drawings completed inside or outside the class; video cassettes with the students' favourite story, filmed performances of songs, school plays, etc; Evaluation Sheets and reports from teachers; various realia or pictures and so on. In short, it is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language.

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both inside and outside the classroom.

The main emphasis is on the process of learning, so that while compiling their Language Portfolios, learners develop the skill of working independently.

The aim of the Language Portfolio is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Learners at this level are usually willing to experiment and try new things, but at the same time, can be discouraged if they are not sure what is required of them. Once a routine has been established and learners begin to develop their autonomy, they can be given more responsibility and freedom. Learners will still appreciate feedback and appraisal, though, so it is important that their efforts are monitored and facilitated.

First Steps

It is suggested that work on the Language Portfolio is started a few weeks into the course once students have made some progress in the English language. At this level, a letter can be sent home to parents to inform them that the students will need a folder, plastic envelopes, etc. At the beginning of the first session, ask the students to turn to page three of their Language Portfolio. Go through the letter together, making sure that the students have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they do not understand. Then, give the students some time to arrange their Language Portfolio. Go around, providing any necessary help.

Once the students have arranged their Language Portfolio, go through each page together, commenting on the layout and pictures, and giving a brief explanation of the content of each page. Spend some time going through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the students to do the activities in the *Dossier* section.

How to approach each section

I) Language Passport

Read out the introductory paragraph as the students follow silently. Answer any questions they may have. Each time they are given something for this section, remind them to make a record and file it in the appropriate section of their Language Portfolio.

II) Language Biography

Spend some time on each section, making sure the students know what is required of them.

Here is a brief explanation of the rationale of each section:

- *All about me*: Students fill in their personal information and record their exposure to the English language.
- *How I learn*: Go through the section along with students, providing any necessary help. The purpose of this section is for both students and teacher to be able to determine each student's individual learning style (*i.e. visual, auditory, tactile/kinaesthetic*) and needs.
- *My World of English*: By updating the record, students get a sense of achievement in the target language.
- *Now I can*: Students have the opportunity to assess their own learning. If a student moves to a new school his/her teacher will also be able to gauge this student's level.
- *Future Plans*: Students record their intentions and ambitions concerning their improvement in the target language.

III) Dossier

The activities have been designed to reinforce the language covered in each module. They can be done upon completion of each module or at a time convenient to the teacher, provided that students have covered the corresponding module.

It is suggested that teachers participate in the activities by bringing in a completed version of an activity to be presented. Students need to be motivated and inspired, and the following is a suggestion on how to approach each activity: Every time students present an activity, give them due praise and attention, reward them with stickers, etc. In general, make them feel that they have done something special; in this way, all the class will be encouraged to do likewise.

Types of Learning Styles

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute 'best' method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning styles in order to help the learners learn according to their personal learning styles.

- *Visual Learners* need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.

- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

Evaluation

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: *Initial* Evaluation at the beginning of the course, *Formative* Evaluation, which is done on a day-to-day basis, and *Cumulative* Evaluation, upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (*e.g. dialogues, songs, pairwork, etc*) and write the marks obtained with the help of the following code, using colours if you wish.

- c* (*competence - green*): the student has a full understanding of the task and responds appropriately
- w* (*working on - yellow*): the student has an understanding of the task but the response is not fully accurate

- n* (*non-competence - red*): the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

Cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The instruments of evaluation are:

- *Student's Self-Assessment Forms*: After the students have completed the *Self-Assessment Form* section of each module, they fill out the photocopyable *Self-Assessment Form*, giving their subjective opinion of their own performance. This learning-to-learn technique enables the students to develop awareness of their progress. The *Self-Assessment Forms* should be kept in their Language Portfolio for future reference. The *Self-Assessment Forms* are printed at the back of the Teacher's Book.
- *Progress Report Cards*: After students complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each student. The students should keep these cards in their Language Portfolio for future reference.

Abbreviations

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	etcetera
sb	somebody
sth	something

Module 1 (Units 1-2): Our world

In this module the Ss will ...

read ...

- an article about neighbours
- a quiz to discover their personality types based on their bedrooms
- a cartoon strip
- notes of reminder
- a letter giving news
- a joke
- a leaflet about UK wildlife
- a text on how to make a wildlife pond
- a dialogue at a party
- a leaflet on the Countryside Code
- an article about British people & stereotypes
- a dialogue in a forest
- a letter asking for information
- signs
- a text about pesticides
- a text about cities
- a leaflet about recycling

The above will be exploited through activities such as:

- inferring
- reading for specific information (scanning)
- identifying correct/incorrect information
- identifying relevant/irrelevant information
- matching information to a text
- gist reading
- comprehension questions

listen to ...

- a conversation about relationships between people
- sounds in a forest
- short dialogues
- a dialogue between friends
- a text about trees
- a park ranger talking about forests
- a dialogue about endangered species
- a conversation between people at a party
- a song about the call of the wild
- a conversation about a school trip to a safari park

The above will be exploited through activities such as:

- matching
- intensive listening for specific information
- gap filling
- predicting
- identifying correct/incorrect information

learn how to ...

- apologise & accept apologies
- request help
- describe people
- introduce yourself & others
- socialise
- express admiration

- make suggestions & agree
- express interest

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- oral pair work
- role play
- information gap activities
- teamwork (games)
- situational dialogues

write ...

- a short paragraph about a neighbour/friend
- an informal letter giving news
- a short article about wildlife habitats
- a leaflet advertising an Environment Day
- a short letter to a friend about what they are going to do to help protect the environment

do a project about ...

- stereotypes in their country
- pesticides in their local supermarket and their uses

LEXICAL AREAS

- everyday activities, chores
- appearance
- personality
- relationship to others
- animals
- flora & fauna
- social issues
- natural habitats
- the environment

The above will be practised and consolidated through activities such as:

- matching
- categorisation
- dictionary work
- picture recognition
- oral pairwork

EXPLORING GRAMMAR

- present tenses
- stative verbs
- modals (must/have to/should/ought to/mustn't)
- will – going to
- time words
- future tenses

The above will be practised & consolidated through activities such as:

- matching
- picture description
- gap filling
- prompts to sentence/question/answer forms
- exchanges

Programme

Module 2 (Units 3-4): Holidays and schooldays

In this module the Ss will ...

read ...

- an ad for a hotel
- a short story about a holiday experience
- tour ads
- a story about a safari
- an article about Butlin's holiday camps
- an article about manners
- notes & notices
- a cartoon strip
- a dialogue about the pros & cons of studying online
- a short biography
- a travel guide for South Africa
- an article about carnivorous plants

The above will be exploited through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- matching information to text
- gist reading
- comprehension questions
- multiple choice

listen to ...

- travel announcements
- ambient sounds
- weather sound effects
- information about a bus tour
- a person booking a tour
- a tannoy announcement
- someone talking about their school life
- a conversation between a parent and a school secretary
- two friends talking about a course at school
- two friends talking about their summer and the new school year

The above will be exploited through activities such as:

- intensive listening for specific purposes
- matching
- identifying relevant/irrelevant information
- identifying correct/incorrect information
- gap filling
- multiple choice

learn how to ...

- book a guided tour
- express dissatisfaction & ask for details
- talk on the phone
- make polite requests
- describe pictures

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- class/pair work (oral)
- situational dialogues
- information gap activities
- role-play

write ...

- a short magazine article about their worst holiday
- a letter to a friend from holiday
- a short paragraph describing holiday activities from their youth
- a story
- a leaflet on how a visitor to their country should behave when dining out
- an e-mail to a friend
- a for-and-against essay
- a short story about a holiday experience

do a project about ...

- plant species in a chosen habitat

LEXICAL AREAS

- education
- travel & holidays
- modes of transport
- accommodation
- holiday problems
- ways of travelling
- polite behaviour
- types of schools
- school/college subjects

The above will be practised and consolidated through activities such as:

- matching
- picture recognition
- oral pair work
- gap filling
- table completion

EXPLORING GRAMMAR

- past tenses
- used to-would
- adverbs of time & movement
- reported speech
- say-tell
- reporting verbs

The above will be practised & consolidated through activities such as:

- matching
- prompts to sentence/question/answer forms
- information gap activities
- a game

Module 3 (Units 5-6): Let's have fun

In this module the Ss will ...

read ...

- about mythical creatures
- a short article about body language
- about Halloween
- a dialogue about a Halloween party
- an article about swimming with sharks
- an article about a ghost hunt
- an article about special effects in films
- a set of instructions
- about teen culture in Tokyo
- a dialogue about computer problems
- an extract from a novel
- a short biography
- a letter
- an article about the Edinburgh festival
- an article about how to grow your own fruit and vegetables

The above will be exploited through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- matching information to text
- multiple choice
- gist reading
- comprehension questions
- identifying correct/incorrect information

listen to ...

- sound effects
- musical extracts
- someone inviting a friend to a party
- a conversation about a Mexican festival
- a film review
- a conversation about the Internet
- someone talking about how to make compost

The above will be exploited through activities such as:

- intensive listening for specific purposes
- gap filling
- matching
- identifying relevant/irrelevant information
- identifying correct/incorrect information

learn how to ...

- invite people & accept/refuse
- ask about a problem & offer help
- recommend something

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- information gap activities
- narration

- role play
- pictorial prompts
- situational dialogues
- matching

write ...

- a short article about a mythical creature
- an e-mail to a friend about a scary dream
- a short paragraph about a festival
- a 3rd-person narrative
- an advert for a walk for tourists
- a film review
- instructions on how to send a text message
- a paragraph about how teens communicate
- a letter to a friend reviewing a CD.

do a project about ...

- growing their own fruit, vegetable or herb

LEXICAL AREAS

- parts of the body
- moods & feelings
- body language
- personal experiences
- festivals
- youth culture gadgets
- the Internet
- entertainment
- technology

The above will be practised and consolidated through activities such as:

- matching
- picture identification
- oral pair work
- dictionary work
- gap filling

EXPLORING GRAMMAR

- comparatives & superlatives
- defining & non-defining relative clauses
- quantifiers
- articles
- adverbs
- reflexive pronouns
- question tags
- echo tags

The above will be practised & consolidated through activities such as:

- information gap activities
- matching
- sentence completion
- prompts to sentence forms
- exchanges

Programme

Module 4 (Units 7-8): Busy people

In this module the Ss will ...

read ...

- an interview with a diving instructor
- about personality types
- a cartoon strip
- a letter applying for a job
- an article about a Ravenmaster
- an article about self defence
- about precautions to avoid having their purse/wallet stolen
- newspaper headlines
- a news report
- an article about bullying
- an article about rules
- job advertisements
- an article about water

The above will be exploited through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- identifying correct/incorrect information
- matching information to text
- gist reading
- comprehension questions
- multiple choice

listen to ...

- sound effects
- someone talking about his job
- a dialogue about getting a job
- a conversation about ambitions
- tips for staying safe
- a news report
- an eye-witness account
- someone reporting an emergency
- a conversation about vandalism at school
- two friends talking about the jobs they want

The above will be exploited through activities such as:

- intensive listening for specific purposes
- gap filling
- matching
- identifying relevant/irrelevant information
- identifying correct/incorrect information

learn how to ...

- talk about ambitions
- agree/disagree with opinions
- give an eye-witness account
- express annoyance & calm sb down
- warn others
- report an emergency
- make suggestions & present results/consequences

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- pairwork
- information gap activities
- situational dialogues
- role play
- teamwork (game)

write ...

- an interview about someone's job
- an e-mail to a friend about their dream job
- an e-mail to a friend about regrets
- a letter of application
- a list of Do's and Don'ts
- a leaflet on safety on the streets
- newspaper headlines
- an article providing solutions to a problem

do a project about ...

- a tourist attraction where people wear special uniforms
- rules in the classroom
- water (a quiz)

LEXICAL AREAS

- | | |
|----------------|--------------------------|
| • employment | • bullying |
| • clothes | • occupations & jobs |
| • safety | • job skills & qualities |
| • emergencies | • self defence |
| • graffiti | • street crime |
| • safe surfing | • lawbreakers |

The above will be practised and consolidated through activities such as:

- matching
- picture recognition
- oral class/pair work
- odd one out identification
- categorisation
- gap filling

EXPLORING GRAMMAR

- conditionals
- wishes
- clauses of purpose
- the passive
- causative form
- clauses of result
- each/every/either/neither

The above will be practised & consolidated through activities such as:

- information gap activities
- matching
- sentence completion
- prompts to sentence forms
- multiple choice

Module 5 (Units 9-10): In action

In this module the Ss will ...

read ...

- an article about swarms of insects/animals
- a postcard
- newspaper headlines
- an article about a snow festival
- a dialogue about the weather
- an e-mail invitation
- about Ice Alaska
- a festive food calendar
- an article about body image
- do's and don'ts for a healthy lifestyle
- a dialogue about an injury
- a survey report
- a text about muscles
- a leaflet about how to be more healthy
- a text about energy sources

The above will be exploited through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- identifying correct/incorrect information
- matching information to text
- gist reading
- comprehension questions
- multiple choice

listen to ...

- animal sounds
- someone talking about locusts
- sound effects & music
- two people talking about the weather
- information about extreme weather conditions
- musical extracts
- a survey on school sports
- someone talking about a natural disaster
- a talk from a fitness advisor
- a conversation between a doctor and a patient

The above will be exploited through activities such as:

- intensive listening for specific purposes
- gap filling
- matching
- identifying relevant/irrelevant information
- identifying correct/incorrect information

learn how to ...

- talk about the weather
- express probability/possibility
- describe pictures
- ask for & give directions
- avoid direct answers

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- monologues
- pair work
- teamwork (games)
- situational dialogues
- role play

write ...

- a factfile about an insect
- an e-mail about a natural disaster
- a text about a season/weather-related festival
- an e-mail invitation
- an article about a winter event
- a food festival calendar
- an e-mail giving advice to a friend on body image
- a survey report

do a project about ...

- human heart muscles
- a solar hot dog cooker

LEXICAL AREAS

- nature
- weather
- natural disasters
- food
- fitness & health
- animal sounds
- temperature
- sports & fitness

The above will be practised and consolidated through activities such as:

- matching
- picture recognition
- labelling
- gap filling
- oral class/pair work
- table completion
- dictionary work

EXPLORING GRAMMAR

- modals: possibility, probability, certainty (may/might/ must/can't/could)
- making deductions/assumptions
- infinitive/-ing form
- prepositions of place

The above will be practised & consolidated through activities such as:

- matching
- a game
- prompts to sentence/question/answer forms
- gap filling
- information gap activities
- multiple choice

Objectives

Direct Ss' attention to the title of the module, **Our world**. Elicit that it summarises the theme of how we relate to our planet and all the living things on it (e.g. our neighbours, friends, family and relatives, wildlife, etc).

Look at Module 1

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. *what the picture shows, what else Ss can see on that page and what they think the unit might be about*).

Suggested Answer Key

pic. 1 (p. 18)

T: What page is picture 1 from?

S1: It's from p. 18.

T: What can you see in pic. 1?

S2: A woman with a little girl on her knee.

T: What else can you see on p. 18?

S3: Some trees and a leaflet about how to make a wildlife pond.

T: What do you think this section will be about?

S4: Probably about things to do with the environment.

Suggested questions

pic. 2 (p. 6)

What do you think the picture means? How is it related to the title of the unit? What do the other pictures show? Which show a good neighbour?

pic. 3 (p. 23)

Where are the people in the picture? What are they doing? Have you ever done anything like this? What else can you see on that page? What do you know about the Amazon Rainforest?

pic. 4 (p. 15)

Describe the teenager. Which country is she from? Describe the rest of the teenagers. What do you think the text is about?

pic. 5 (p. 28)

What is Ann doing? Is this a good idea? Why (not)? Which of the '3Rs' in the title of the text does the picture relate to?

Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested questions

signs: Unit 2, p. 20 (something which tells us what we must/mustn't do) Where could you see them? What are they about? Are there similar signs in your country?

a quiz: Unit 1, p. 8 (a game or competition that asks you questions) What is the quiz about? How is it related to Ex. 1?

a cartoon strip: Unit 1, p. 10 (a picture or set of pictures that tell(s) a funny story) What is the cartoon about? What are the tenses in bold? How is each used? etc

a noticeboard: Unit 2, p. 24 (a board hung on a wall where you can attach notes that give information) What is the poster about? What are the questions about?

a leaflet about wildlife: Unit 2, p. 17 (a piece of paper that tells us how to do something) What is the leaflet about? What problems do animals face? What can we do to protect them?

an advertisement: Unit 2, p. 24 (a short text that tries to make us buy or apply for something)

Go through the rest of the sections with your Ss and point out that by the end of the two units they will know how to perform the tasks listed.

Explain that the module has:

- a **Culture Clip**
- a **Curricular Cut**
- an **Eco-friends section**

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

The **Culture Clip** seems to be about customs, places and events in different countries. This one (p. 15) is about what British people are like.

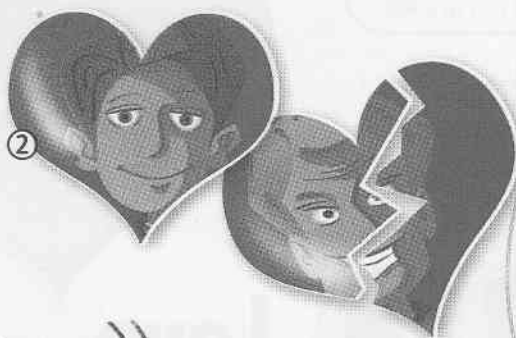
The **Curricular Cut** section (p. 25) contains a short informative piece about pesticides.

The **Eco-friends** section looks at different green issues. This one (p. 28) deals with ways to reduce waste of valuable resources, recycle and reuse things to help the environment.

Our world

Module 1

Units 1-2



- socialise
- express admiration
- make suggestions & agree
- express interest

► Practise ...

- present tenses
- stative verbs
- modal verbs (*must, have to, should/ought to, mustn't*)
- the future
- idioms related to animals, plants
- forming adjectives, nouns
- phrasal verbs with *after, out*

► Write ...

- a short paragraph about your neighbour
- a short paragraph about your friend
- an informal letter giving news
- a short article about stereotypes related to your country
- a short article about wildlife habitats in your country
- a leaflet advertising an Environment Day your group is organising
- a short letter to a friend about what you are going to do to help protect the environment
- a letter asking for information
- a list of pesticides available in your local supermarket and their uses

► Look at Module 1

Find the page numbers for pictures 1-5.

► Find the unit and page number(s) for

- | | |
|----------------------------|----|
| • signs | 20 |
| • a quiz | 8 |
| • a cartoon strip | 10 |
| • a noticeboard | 24 |
| • a leaflet about wildlife | 17 |
| • an advertisement | 24 |

► Listen, read and talk about ...

- how to be a good neighbour
- personality & appearance
- chores
- relation to others
- wildlife
- flora & rainforests
- pesticides

► Learn how to ...

- apologise & accept apologies
- request help
- describe people
- introduce yourself & others

Culture Clip: Do you really know the British?

Curricular Cut (Science): Pesticides

Eco-friends: 3Rs

1a Neighbours



1 water your plants when you're away



2 watch your house when you're away



3 feed your pet

Lead-in

- 1 What does a good or bad neighbour do? Look at the pictures and say.

A good neighbour waters your plants when you are away.

- 2 Think of your neighbours. How do the actions in the pictures make you feel: *angry? annoyed? embarrassed? thankful? grateful?*

A: I get very angry when my neighbours play loud music late at night.

B: Me too. I'm also annoyed when my neighbour does DIY at night. He makes so much noise.

Reading & Listening

- 3 a. Read the title of the text and look at the pictures again. What is the text about? Read through and check.



Love your neighbour?

I don't know about 1) ...B... , but the way I feel about my neighbours **depends on** the time of year and even the time of day. I'll tell you why.

I am a keen gardener but 2) ...D.... my next-door neighbour has a large dog that loves **digging**. Every autumn I plant bulbs and every spring I look 3) ...C... to a wonderful display of tulips, daffodils and snowdrops. I'm always disappointed and it really gets me down. I'm sure my neighbour's dog digs the bulbs up and they're 4) ...A.... given a chance to grow. I haven't



4 do the shopping for you

5 babysit your kids



STUDY SKILLS

Completing a multiple choice cloze

Read the whole text to get an idea about the topic and general meaning. Read again carefully. Read a complete sentence before deciding on your choice of answer. Once you finish, read the whole text again, with the answers, to see if it makes sense.

- b. Read the text and choose the correct word for each space. Listen and check. In groups, explain the words/phrases in **bold**. Mime or draw their meaning.

Neighbours

Objectives: learning about being a good neighbour; apologising

Reading: a text about how to be a good neighbour (multiple choice)

Skills – scanning

reading for detailed comprehension

Speaking: a dialogue between two neighbours

Vocabulary: everyday activities/chores

Writing: a short article about a neighbour

1 **Focus >** Presenting vocabulary

Write this on the board: **bad – neighbour – good**

Elicit from Ss what a good/bad neighbour does and write it on the board. Ask Ss to look at the pictures and check if they show any of their ideas. Ss complete the task individually. Select individual Ss to present their answers to the class.

Answer Key

- 2 A good neighbour watches your house when you're away.
- 3 A good neighbour feeds your pet.
- 4 A good neighbour does the shopping for you.
- 5 A good neighbour babysits your kids.
- 6 A bad neighbour does DIY at night.
- 7 A bad neighbour lets their dog bark all day/night.
- 8 A bad neighbour lets their children run wild.
- 9 A bad neighbour drops litter in your garden.
- 10 A bad neighbour plays loud music late at night.

2 **Focus >** Describing feelings

Read through the adjectives and use miming to elicit/explain any new vocabulary. Ss work in pairs to talk about how neighbours' actions make them feel. Monitor the activity. Check Ss' answers. Select pairs to present their discussions to the class.

Answer Key

- A: I feel very thankful when my neighbour waters my plants and watches my house when I'm away.
- B: Me too. I'm also grateful when my neighbour feeds my pet and does my shopping for me. etc

3 a. **Focus >** Predicting the content of a text

Direct Ss' attention to the title and the pictures in the text. Elicit/Explain what the title means (e.g. It is originally from the Bible but the question mark at the end shows that this may not always be possible) and elicit what they think the text is about. Allow Ss time to read through the text to check their answers.

Answer Key

The text is about the relationship the writer has with his/her neighbours and what they do that pleases or bothers him/her.

b. **Focus >** Listening for specific information

Present the Study Skills box.

Allow Ss 5-7 minutes to read the text and choose the correct answer for each gap. Ask them to follow the steps explained in the Study Skills. Ss compare answers with a partner. Play the recording for Ss to check their answers.

Answer Key (See overprinted answers)

In groups, Ss explain the words in bold by giving a definition, synonym, etc. Have Ss mime or draw the meaning of the words. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses. Monitor the activity. Select individual Ss to explain the words.

Answer Key

depends on (phr): used to mean that the first of two things will be affected by the second

keen (adj): enthusiastic

digging (gerund): making holes in soil, rubbish, rubble, etc

bulbs (n): large, round roots that grow into flowers or vegetables

grow (v): get bigger

give him the benefit of the doubt (exp): used when you're not sure someone is guilty, so you act as if they are innocent

does me a favour (phr): does something nice or good for sb

seeds (n): what you plant to grow into flowers, vegetables, etc

chases them away (phr): runs after to make something or someone go away

patch (n): small area of land where crops are grown

keeps an eye on things (phr): watches, looks out for

chatting cheerfully (phr): talking happily

drives me crazy (phr): makes me angry/irritated

clear away (phr): pick up and throw/put away

keep on good terms (phr): stay friendly

get along (phr v): have a good relationship

Extension: Ask Ss to identify the part of speech each word/phrase is.

Study Tip: Ask Ss to start a vocabulary section in their notebooks. Ss write any unfamiliar words/phrases, together with a short definition/synonym and an example or drawing. Ss list the words/phrases alphabetically. This helps them revise new vocabulary.

4 **Focus ►** Acting out a dialogue

Write on the board: **place, time, people, relation, theme**
Elicit from Ss where the dialogue takes place, when, who between, what their relation is and what the dialogue is about. This will help Ss visualise the scene and prepare their dialogue. Elicit from Ss that they have to use the information in para 3 in the text to prepare their dialogues. Ss work in pairs. Monitor the task, helping where necessary. Check Ss' answers. Select pairs to present their dialogues to the class.

Suggested Answer Key

- A: *Good afternoon, Ms James. Do you think I could have a word with you, please?*
B: *Of course, Ms Rogers. Is there something the matter?*
A: *Well, yes, there is actually. It's about your children.*
B: *Oh, really. What seems to be the problem?*
A: *It's just that they and their friends sit on my wall all the time and make an awful lot of noise.*
B: *Oh dear!*
A: *Yes, and that's not all. They also leave all kinds of rubbish behind. They are lovely children, but something must be done.*
B: *Yes, of course. I'll talk to them about it this evening.*
A: *Thanks so much, Ms James.*

5 **Focus ►** Apologising

Elicit how someone can be a bad neighbour (*play music loud at night, drop litter in your garden etc*). Go through the useful language table, then ask two Ss to read out the example. Ss work in pairs. Monitor the activity. Select pairs to present their exchanges to the class.

Suggested Answer Key

- A: *Mr Roberts, I'd like to apologise to you. I know that our dog, Jeff, was barking all night. I hope he didn't keep you awake.*
B: *Don't worry about it. It's the first time it has ever happened.*

6 **Focus ►** Revising new vocabulary

Ss look at pp. 6-7 for 2-3 minutes and revise any new lexis. Ss close their books and discuss with a partner as explained in the introduction (Round up).

(Ss' own answers)

Focus ► Writing a short paragraph about a neighbour

Ss read the rubric. Check comprehension of the task by asking Ss: What are you going to write? (*a short paragraph*) What will it be about? (*a neighbour*) What do you have to write about? Brainstorm ideas under the headings given. Check their notes before they start writing. Select Ss to read out their paragraphs. Check Ss' answers.

Suggested Answer Key

The man that lives next door to us is called Mr Smith. He has been our neighbour for many years and I really think he is a nice person. He always waters our plants and feeds our pet when we are away. However, sometimes, Mr Smith lets his dog bark all night. This drives me crazy because I can't get to sleep, but generally Mr Smith is a good neighbour. I think I am very lucky to live beside him!

8 let their children run wild

actually seen him do it, 5) ...^B... I give him the benefit of the doubt. However, the same dog also does me a favour, because if he sees birds trying to eat any seeds I plant, he chases them away immediately. It's because of him that I have such a lovely vegetable patch. So you can see 6) ...^D... sometimes I love him and at other times I hate him.

Then there's my other neighbour 7) ...^A... the street. She's a lovely lady who waters my plants when I'm away and generally keeps an eye on things 8) ...^B... me. Her three teenage children, on the other hand, are another story. They often sit on my garden wall in the evenings with their friends. They usually have chips and soft drinks and they stay there for hours, chatting cheerfully and laughing. It drives me crazy. They make a lot of noise and always leave their empty drink cans and chip papers 9) ...^D..., which really gets on my nerves! I have to go out the next morning and clear away their rubbish. But what can I do? I need to keep on good terms with them because their mother is so good to me.

So, love them or hate them, unless you want to move 10) ...^B... it's best to do what I do. You should try to get along with your neighbours, even if they annoy you at times.



6 do DIY at night



7 let their dog bark all day/night

- | | | | |
|------------------|-----------|-------------|-------------------|
| 1 A me | (B) you | C us | D them |
| 2 A accidentally | B luckily | C badly | (D) unfortunately |
| 3 A ahead | B behind | (C) forward | D around |
| 4 (A) never | B often | C usually | D always |
| 5 A although | (B) so | C then | D but |
| 6 A when | B where | C what | (D) why |
| 7 (A) across | B over | C round | D opposite |
| 8 A to | (B) for | C with | D and |
| 9 A after | B off | C out | (D) behind |
| 10 A home | (B) house | C address | D flat |

► Speaking

- 4 Work in pairs. Use the article to act out a dialogue between the author and her neighbour about her neighbour's children.



9 drop litter in your garden

10 play loud music late at night

Everyday English (apologising)

- 5 Work in pairs. You have been a bad neighbour. Use the language in the table to apologise. Your partner accepts your apology.

Apologising

- Sorry!
- I'm really/very/so/sorry about/for ...
- I'd like to apologise/say sorry for ...
- I'm sorry. I didn't mean to ...
- I (do) apologise (for) ...

Accepting an apology

- Don't worry about it.
- Not at all.
- That's (quite) all right/OK.
- It doesn't matter (at all).
- Forget (about) it.

A: I'm very sorry about the noise last night. I hope it didn't wake you up.

B: That's all right. I wasn't at home.

- 6 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

✍ Writing

Portfolio: Write a short paragraph about a neighbour of yours (40-60 words). Write:

- name & general impression
- what you like about him/her
- what you don't like & reasons
- sum up your opinion

Personality

- 1 a. Match the personality names (1-10) to the kind of behaviour they refer to (a-j). Are there any similar names in your language?

- 1 e a scatterbrain
2 f a lazybones
3 h a chatterbox
4 a a nosey parker
5 g a killjoy
6 j a smart Alec
7 i a silly billy
8 b a high flier
9 c a workaholic
10 d a troublemaker

- a curious, likes to know other people's business
b ambitious, achieves success easily
c very hardworking, loves to work
d causes problems between people
e forgetful, disorganised
f doesn't like to be active
g boring, doesn't like to have fun
h can't stop talking
i behaves in a childish way, isn't sensible
j thinks they are very clever

- b. Work in pairs. Choose names for some of your family, friends and neighbours and give reasons.

A: My brother John is a chatterbox.
B: Why do you say that?
A: Because he can't stop talking.

► Reading

- 2 a. What type of person are you? Do the quiz, check your score and then compare answers with your partner.

WHAT DOES YOUR BEDROOM SAY ABOUT YOU?

- 1 What is the first thing someone notices when they walk into your bedroom?
A the posters B the furniture
C the mess
- 2 What do you keep in your drawers?
A souvenirs and knick-knacks
B neatly organised essential items
C magazines and sweet wrappers
- 3 Where is your favourite item of clothing right now?
A in the wash
B clean and hanging in the wardrobe
C I'm wearing it.
- 4 What do you usually head straight for when you go into your room?
A my CD player B my desk C my bed
- 5 What do you do if your mum tells you your room is messy?
A tell her to stay out of my room
B tidy up
C hide everything under my bed
- 6 What is the last thing you do before you go to bed?
A write in my diary
B put out what I need for the next day
C listen to my favourite CD



Mostly As: You are creative and thoughtful. You like to express yourself through art, music, writing or sport.

Mostly Bs: You are sensible as well as ambitious. You know what you want and you always plan ahead.

Mostly Cs: You are easy-going and joyful and take each day as it comes. You are honest and caring but value your privacy.

- b. Match the highlighted character adjectives in the quiz to the definitions below. Use them to describe your friends.

- | | |
|---------------------------------------|---------------------------|
| 1 develop original ideas, imaginative | 4 not get easily annoyed |
| 2 not do childish, silly things | 5 be helpful |
| 3 want to be successful | 6 not tell lies |
| | 7 be very happy |
| | 8 not upset others easily |

A: What is John like?

B: He's very sensible. He doesn't do childish, silly things.

Word formation (adjectives from verbs & nouns)

- 3 Use your dictionaries to complete the sentences (1-6) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings: *-ful, -ic, -ive, -ible, -ious, -less, -ish, -y, -ing*

Vocabulary Practice

Objectives: describing people's personalities and appearance; talking about chores; requesting help

Reading: a quiz

Skills – reading for detailed comprehension

Speaking: describing personalities

Vocabulary: personality names and the kind of behaviour they refer to; chores; adjectives associated with describing people's personality; animal similes

Word formation: adjectives from verbs & nouns

Writing: a short paragraph about a friend

1 a. **Focus ►** Presenting personality names and behaviour traits

Read through the personality names (1-10) and the behaviour traits (a-j) and elicit/explain any new vocabulary. Explain the task. Allow Ss time to complete the task individually. Ss compare answers with a partner. Check Ss' answers around the class.

Answer Key (See overprinted answers)

Elicit from Ss similar personality names in their language. Ask what behaviour the names refer to.

(Ss' own answers)

b. **Focus ►** Talking about family members, friends and neighbours and their personalities

Select an open pair of Ss to read out the exchange. Ask Ss, in closed pairs, to act out similar dialogues about their family members. Monitor the activity, then ask various pairs to act out their dialogues to the class.

Suggested Answer Key

A: My sister, Sara, is a lazybones.

B: Why do you say that?

A: Because she is always tired no matter what she does.

A: My dad, Peter, is a high flier.

B: Why do you say that?

A: Because he is ambitious and achieves success easily.

2 a. **Focus ►** Reading for specific information

Direct Ss' attention to the title of the quiz and ask them what they think it means (*the way your bedroom looks shows a lot about what kind of person you are*). Ask Ss to skim the questions and possible answers. Explain/Elicit any new vocabulary. Allow Ss time to read the quiz, answer the questions and check their scores. Ss then compare scores with a partner. Walk around the room monitoring the activity. Ask Ss to report to the class what type of person their partner is. Elicit from Ss whether they feel that their quiz results accurately describe their personalities.

(Ss' own answers)

- b. Ask Ss to look at the quiz again and match the highlighted character adjectives to the definitions. Encourage Ss to try and guess the answers before using their dictionaries to check their guesses.

Answer Key

creative: 1

thoughtful: 8

sensible: 2

ambitious: 3

easy-going: 4

joyful: 7

honest: 6

caring: 5

Select an open pair of Ss to read out the exchange. Ask Ss, in closed pairs, to act out similar dialogues about their friends. Monitor the activity, then ask various pairs to act out their dialogues to the class.

Suggested Answer Key

A: What's Jane like?

B: She's very creative. She develops original ideas and is imaginative.

A: What's Kevin like?

B: He's very ambitious. He wants to be successful.

3 **Focus ►** Forming adjectives (word formation)

Explain that the endings in the box can be added to words to form adjectives. Give examples on the board *care - careful, hero - heroic, decide - decisive, sense - sensible, ambition - ambitious, care - careless, self - selfish, fun - funny, bore - boring*. Ask Ss to find examples in Exs 1 and 2 and think of the base form each adjective is derived from.

e.g. Ex. 1a *curious - cure*

Explain that each gap in the sentences can be completed by adding one of the endings to the words in bold. Do item 1 with Ss, then Ss complete the task individually. Ss can check their answers in their dictionaries. Check Ss' answers on the board.

Answer Key (See overprinted answers)

Study Tip: Ask Ss to start a Word Formation section in their notebooks. Ss have the following headings for each column:

Verb	Noun	Noun	Adjective	Adverb
-	(person)	(abstract)	-	-

Ask Ss to look in their dictionaries for the words listed under the "Word Formation" exercise and complete the table. This helps them revise regularly.

e.g. Verb	Noun	Noun	Adjective	Adverb
forget	-	forgetfulness	forgetful	forgetfully

4 **Focus** > Talking about chores

Read out the list of chores in the table and elicit/explain any new vocabulary. Select an open pair of Ss to read out the exchange. Ask Ss, in closed pairs, to act out similar dialogues about chores. Monitor the activity, then ask various pairs to read out their dialogues to the class.

Suggested Answer Key

A: *How often do you tidy your room?*

B: *Every day. And you?*

A: *Me too.*

A: *How often do you change the sheets?*

B: *Once a week. And you?*

A: *Never. My mum does it.*

Game - Extension

Chores you hate. Play in teams. Mime a chore you hate doing. The other team guesses which chore you are talking about.

Suggested Answer Key

Team AS1: ... (*mimes mopping the floor*).

Team BS1: *Juan hates mopping the floor.*

5 **Focus** > Requesting help

Read out the expressions in the table and elicit suitable endings (e.g. *Can you ... polish the furniture?*). Explain the task. Focus Ss attention on the bare infinitive or -ing form that follows the language in the "Requesting help" box. Ss work in pairs, making up short exchanges, as in the example. Walk around the room, monitoring the activity. Select pairs to present their exchanges to the class.

Suggested Answer Key

A: *Could you take out the rubbish?*

B: *I'd like to, but I must clean out the fridge.*

A: *Do you think you could clean the bathroom?*

B: *Yes, of course.*

A: *Can you please dust the furniture?*

B: *Sure. No problem.*

6 **Focus** > Working with phrasal verbs

Elicit/Explain the meaning of each phrasal verb. Ss complete the task. Check Ss' answers. Allow Ss time to complete their drawings. Collect their work and present them to the class. Have Ss guess which phrasal verbs are represented.

Answer Key (See overprinted answers)

Study Tip: Ask Ss to have a "phrasal verbs" section in their notebook. Ss list phrasal verbs alphabetically giving a synonym, example or making a drawing to illustrate the meaning. Ss can use this section to revise regularly. Invite Ss to complete this section with any phrasal verbs they come across in texts or exercises.

7 **Focus** > Learning animal similes

Explain the task. Allow Ss time to complete the task. Check Ss' answers. Elicit/Explain what the similes mean.

Answer Key (See overprinted answers)

Choose an individual S to read out the example and then explain the task. Allow Ss time to use similar sentences to talk about family members with a partner. Choose individual Ss to read out their answers.

Suggested Answer Key

My mum is always as busy as a bee. She has so much work to do in the house when she gets back from her job at the hospital.

8 **Focus** > Reviewing

Allow Ss two or three minutes to revise the unit as explained in the rubric. Ss close their books. Pairs talk about what they have learnt. Walk around the room, monitoring the activity. Select pairs to present what they have learnt to the class.

(Ss' own answers)

Focus > Writing a short descriptive paragraph about a friend

Ss read the rubric. Check comprehension of the task by asking Ss: What are you going to write? (*a paragraph*) What will it be about? (*a friend*). Allow Ss time to brainstorm ideas under the headings and organise sentences. Ss can use the information in Exs 1, 2 and 3. Check their notes before they start writing. Select Ss to read out their paragraphs. Check Ss' answers.

Suggested Answer Key

My best friend is a boy called Mike. He is a very easy-going boy and he does not get easily annoyed. He is also very thoughtful and does not like to upset others. I really like Mike and I am glad he's my friend. He's always there for me.

Workbook 1 – Vocabulary Practice

- John is very forgetful. He never remembers where his things are. **(FORGET)**
- Luke is creative. I think he'll become a painter. **(CREATE)**
- He's very ambitious. He wants to become rich and famous. **(AMBITION)**
- Ann's careless. She always loses her things. **(CARE)**
- Don't be selfish. Think of others first. **(SELF)**
- He's very funny. He tells the best jokes. **(FUN)**

Chores

► Speaking

- 4 Work in pairs. Use the table to find out which chores your partner does and how often.

• do the washing-up	• mop the floor
• tidy your room	• set the table
• clear the table	• feed the pet
• polish the furniture/ the floors	• take out the rubbish
• change the sheets	• vacuum the carpets
• clean the bathroom	• dust the furniture
• clean walls/windows/ the oven/the bathroom	• put away clothes
	• clean out the fridge
• every day/morning/week/month/etc	
• once/twice/three times a day/week/month/etc	
• daily/weekly/monthly	

A: How often do you do the washing-up?

B: Once or twice a week. And you?

A: I don't. My mum does it.

Everyday English

► Requesting help

- 5 Work in pairs. Use the phrases in the language box to act out dialogues as in the example. Use the activities in Ex. 4.

Requesting help	Agreeing/Refusing
• Can/Could you (please) ...?	• Sure. No problem!
• Do you mind (+ -ing) ...?	• Sure. That's fine.
	• Yes, of course.
• Do you think you could ...?	• I'm sorry, but ...
	• I'd like to, but ...
	• I'm afraid I can't. I ...

A: Do you mind setting the table?

B: I'm sorry, but I must vacuum the carpets.

Phrasal verbs

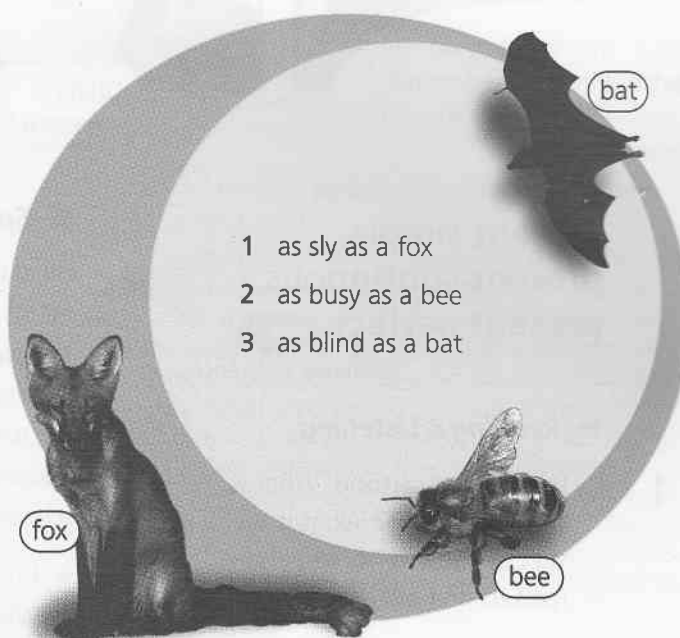
- 6 Complete the sentences with the correct verb form. Choose a phrasal verb and draw a picture of it.



- Ann takes after her mum. She looks and behaves just like her. **(resemble)**
- The policeman ran after the thief and caught him. **(pursue)**
- My dad looks after my baby brother when Mum's at work. **(take care of)**

Animal similes

- 7 Use the words to complete the phrases. Which similes best describe your family/friends? Tell your partner. Give reasons.



- as sly as a fox
- as busy as a bee
- as blind as a bat

My grandfather is as blind as a bat. He can't see anything without his glasses.

- 8 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Writing

Portfolio: Write a short paragraph about your friend (40-60 words). Write:

- name
- what he/she is like, giving reasons
- your feelings about him/her

Ladies and gentlemen, this special potion **comes** from the Amazon. It **makes** you look younger and live longer!

Really? Wow!

Look at me! I'm **standing** here today, a handsome young man – but I'm really over 200 years old!

His secret is simple – he **drinks** a bottle of this potion every day.

Hmm. That sounds good. I'm **getting** married next month. I want to look much younger on my wedding day.

How much **does it cost**?

£100 a bottle!

That's expensive!

Is he really 200 years old or **is he kidding** us?

I honestly don't know. I've only **been** with him for 150 years!

Present simple, present continuous, present perfect

Grammar Reference

► Reading & Listening

- 1 a. Look at the cartoon. What is the man selling? What is special about it? Listen and read to find out.

- b. Look at the verb forms in bold in the cartoon. Find examples of:

- a permanent state
- an action happening at or around the time of speaking
- a habit or routine
- a fixed future arrangement
- an action which started in the past and continues to the present

What tense is used in each case?

► Speaking

- 2 Fill in **do**, **go** or **have**. Then use the question words to find out about your partner's daily routine and free-time activities.

1) have breakfast/lunch/dinner 2) go out for a meal 3) do the washing-up 4) go for a walk 5) go to bed 6) go shopping 7) go out with friends 8) do the shopping 9) do homework 10) do housework 11) go jogging 12) go for a swim 13) go to work/school 14) go to the cinema 15) have a shower/a bath

- | | | |
|------------------|------------------|------------|
| • How often ...? | • Where ...? | • How ...? |
| • When ...? | • What time ...? | |

A: How often do you go out for a meal?

B: Once a week.

- 3 Read the example. Which tense is used for: timetables? future arrangements? Use the notes to act out short exchanges.

FILM STARTS 9:00 MEET AT 8:00	TOUR STARTS 6:00 LEAVE HOTEL 5:15	FLIGHT DEPARTS 8:45 LEAVE FOR AIRPORT 6:00
-------------------------------------	--	---

A: What time does the film start?

B: It **starts** at 9:00, so we **are meeting** at 8:00.

Grammar in use

Objectives: reviewing the use of tenses for routines and permanent states; stative verbs and how their meanings change when they are used in the continuous form

Reading: a cartoon

Skills – reading for detailed comprehension

Grammar: review of the use of present simple, present continuous, present perfect for routines and permanent states, stative verbs and how their meanings change when they are used in the continuous form

Listening: a cartoon

Skills – listening for specific information

1 a. **Focus ▶** Listening/reading for specific information

Direct Ss' attention to the cartoon. Elicit answers to the questions in the rubric, then play the recording so that Ss can listen and read to check their answers. Elicit/Explain the meaning of any new vocabulary.

Answer Key

The man is selling a potion. It is special because it makes you look younger and live longer.

b. **Focus ▶** Revising present simple, present continuous, present perfect

Direct Ss' attention to the first verb form in bold (*comes*) in the cartoon. Ask Ss to identify what tense it is (*present simple*). Allow Ss time to read through the list and elicit that this is a permanent state. Allow Ss time to reread the cartoon and complete the task. Ss compare their answers with a partner. Check Ss' answers around the class. Elicit what tense is being used in each case. Ss can refer to the Grammar Reference Section for more information.

Answer Key

A permanent state (present simple): comes from, it makes you, does it cost

An action happening at or around the time of speaking (present continuous): I'm standing, is he kidding

A habit or routine (present simple): drinks a bottle

A fixed future arrangement (present continuous): I'm getting married

An action which started in the past and continues into the present (present perfect): I've only been with him

Extension: Ask Ss to make sentences about themselves for each use listed in Ex. 1b.

Suggested Answer Key

I am a student.

I'm having an English lesson now.

My classes start at 8:00 every weekday.

I'm seeing my friends tonight.

I have studied English for five years now.

2 **Focus ▶** Reviewing do, go, have & practising present simple

Explain the task. Allow time for Ss to complete the task in pairs. Check answers around the class.

Answer Key (See overprinted answers)

Go through the question words in the box. Elicit when each is used. (*How often: ask about frequency; where: ask about place; how: ask about manner; when: ask about time; what time: ask about specific time*) Select an open pair of Ss to read out the exchange. Ask Ss, in closed pairs, to act out similar dialogues about daily routine and free-time activities using the phrases in Ex. 2. Monitor the activity, then ask various pairs to act out their dialogues to the class.

Suggested Answer Key

A: *Where do you go shopping?*

B: *At the shopping centre in town.*

A: *How do you go to school?*

B: *On foot.*

A: *When do you go to bed?*

B: *At nine every night.*

A: *What time do you go jogging?*

B: *At 8 o'clock every morning, etc*

3 **Focus ▶** Revising present simple - present continuous (future)

Write on the board: *The film starts at 9:00. The train leaves at 6:00. I'm seeing Tony tonight.* Elicit that we use present simple for itineraries or timetables whereas we use present continuous for fixed future arrangements. Ask Ss if there are similar grammar structures in their language. Select an open pair to read out the example. Elicit which verb shows 'timetable' (*starts*). Elicit what tense it is (*present simple*). Elicit which verb shows 'future arrangement' (*are meeting*). Elicit what tense it is (*present continuous*). Direct Ss' attention to the notes. Allow Ss time to act out short exchanges as in the example. Walk around the room, monitoring the activity. Select pairs to present their exchanges to the class.

Answer Key

A: *What time does the tour start?*

B: *It starts at 6:00, so we are leaving the hotel at 5:15.*

A: *What time does your flight depart?*

B: *It departs at 8:45, so we are leaving for the airport at 6:00.*

4 **Focus** ▶ Practising *already, yet, just* with present perfect

Ss' books closed. Write on the board: *I've already done my homework. I've just had a shower. I haven't tidied my room yet. Have you ever seen an elephant? I've never driven a car.* Underline the time words and elicit their meaning and use. Ss can refer to the Grammar Reference section for more details. Ss open their books. Explain the task. Read out the examples. Elicit/Explain the use of *already, yet* and *just*. Ss complete the task in pairs. Ss can use the phrases from Ex. 2 as well as their own ideas. Monitor the task and check Ss' answers.

Suggested Answer Key

*I've already walked the dog.
I haven't cooked dinner yet.
I've just made my bed.*

5 a. **Focus** ▶ Practising *ever/never* with present perfect

Explain the task and read out the phrases explaining any new vocabulary. (Explain that *caviar* is the salted eggs of a fish. *Caviar is quite expensive and is considered to be a luxury.*) Choose two Ss to read out the exchange. Point out that *never* comes after an auxiliary and before a participle. Ss, in pairs, complete the task. Ss act out their exchanges in front of the class. Ss can use their own ideas as well.

Suggested Answer Key

A: *Have you ever made a snowman?*
B: *No, I haven't./Yes, I have.*

A: *Have you ever ridden a horse?*
B: *No, I haven't./Yes, I have. etc*

b. Using information from the previous exercise, Ss tell the class about their partner.

Suggested Answer Key

*Sarah has never spoken to a famous person.
Sarah has never eaten caviar.*

6 **Focus** ▶ Presenting and practising the present perfect continuous

Write on the board: *I've been working as a teacher since 1990.* Draw the time line on the board.



Elicit that the present perfect continuous describes an action which started in the past and continues up to now. Elicit form (*have/has + been + verb-ing*)

Write on board: *I've worked as a teacher since 1990.*

Ask Ss to compare the two sentences. Ask which verb form emphasises duration (*present perfect continuous*). Refer Ss to the Grammar Reference Section for more details. Direct Ss' attention to the two sentences. Write the example sentences on the board and elicit the structure of present perfect continuous. Elicit/Explain the use of *for/since*. Drilling: say phrases (*e.g. October, I was ten, three hours, last winter, etc.*) Ss, in teams, add *since* or *for*. Ask for other sample sentences using *for* or *since* (*e.g. They've been working in the garden for two hours. They've been working in the garden since 9 o'clock.*) Ss do the task.

Answer Key

- 1 *have/has + been + verb-ing*
- 2 *for: something that began in the past (we don't know exactly when) and it is still going on; since: something that began in the past (we know when) and it is still going on*
- 3 *How long has she been working for him?*

7 **Focus** ▶ Practising *since/for*

Direct Ss' attention to the example sentence. Allow Ss time to complete the task. Choose individual Ss to read out their sentences, correcting where necessary.

Suggested Answer Key

*My mum has been working at the hospital for three months/since 2005.
I've been playing football for three months/since September.
We've been living here for ten years/since 1999.*

8 **Focus** ▶ Revising stative verbs

Write on the board: *I like pop music.* Underline the verb. Ask Ss: *Does the verb describe an action or a state? (a state) Can I say: I'm liking pop music? (No).* Explain that *like* is a stative verb and doesn't have continuous forms. Ask if Ss can think of other stative verbs (*love, hate, forget, want, etc.*). Refer Ss to the Grammar Reference Section for more details. Ss make their own sentences using stative verbs. Direct Ss' attention to the theory box. Explain the definition and the rule. Direct Ss' attention to the first pair of sentences. Elicit how the meaning of the stative verb changes when used in the continuous form. Allow Ss time, in pairs, to read the other four sets of sentences to decide how the meaning of the stative verbs changes when used in the continuous form. Monitor the activity. Check Ss' answers by asking individual pairs to read out their answers. Allow Ss time to make up their own sentences. Check answers around the class.

Answer Key (See overprinted answers)

9 **Focus** ▶ Practising present tenses

Complete the first item orally with the class as an example. Allow time for Ss to complete the remainder of the tasks in pairs. Check answers around the class. Ss give reasons for their choices.

Answer Key (See overprinted answers)

10 **Focus** ▶ Practising sentence transformations

Read out the rubric, stressing that the second sentence must have the same meaning as the first and that Ss must not use more than three words. Do the first item with Ss. Ss complete the task individually. Check Ss' answers on the board.

Answer Key (See overprinted answers)

11 **Focus** ▶ Reviewing

Allow Ss two or three minutes to revise the grammar structures in the unit as explained in the introduction. In pairs, Ss make sentences using the new grammar structures. Monitor the activity. Select pairs to present their sentences to the class.

Already/Just/Yet/Ever/Never

- 4 Think of your day. What have you *already/just/not yet* done? Tell your partner.

I've already had lunch.

I haven't done my homework yet.

I've just had a coffee.

- 5 a. Work in pairs. Use the phrases to find out what your partner has (never) done before.

- play the trumpet • make a snowman
- ride a horse • speak to a famous person
- go to India • drive a car • eat caviar

A: *Have you ever played the trumpet?*

B: *No, I haven't. / Yes, I have.*

- b. Tell the class about your partner.

John has never driven a car.

Present perfect continuous

Grammar Reference

- 6 Read the sentences and answer the questions.

She has been working for him for a long time.

She has been working for him since 1992.

- 1 How do we form the present perfect continuous?
- 2 How do we use *for/since*?
- 3 Which question do the sentences answer?

- 7 Use the verbs to write true sentences about yourself and your family. Use *since* or *for*.

- study • work • play • live

I've been studying French for two years/since 2004.

Stative verbs

Grammar Reference

- 8 Read the theory box. Explain the meaning of both sentences in each pair. Make sentences of your own.

Stative verbs describe a state rather than an action (e.g. *like, love, hate, want, need, forget, remember, know, suppose*). They do not usually have continuous forms. Some stative verbs do have continuous forms but there is a difference in meaning.

- 1 a Linda **looks** unhappy. (is)
b Linda **is looking** for her necklace. (searching for)
- 2 a Tina's silk scarf **feels** very soft. (is)
b Tina **is feeling** unwell today. (is sick)
- 3 a Tom **has** his own flat. (possesses)
b Tom **is having** a shower now. (is taking)

- 4 a I think *The Lord of the Rings* is fantastic. (believe)
b I'm **thinking** of buying *The Lord of the Rings*. (consider)
- 5 a This cake **tastes** delicious. (has a good taste)
b She's **tasting** the soup to see if it's spicy. (trying)

- 9 Put the verbs in brackets into the *present simple/continuous* or *present perfect simple/continuous*.

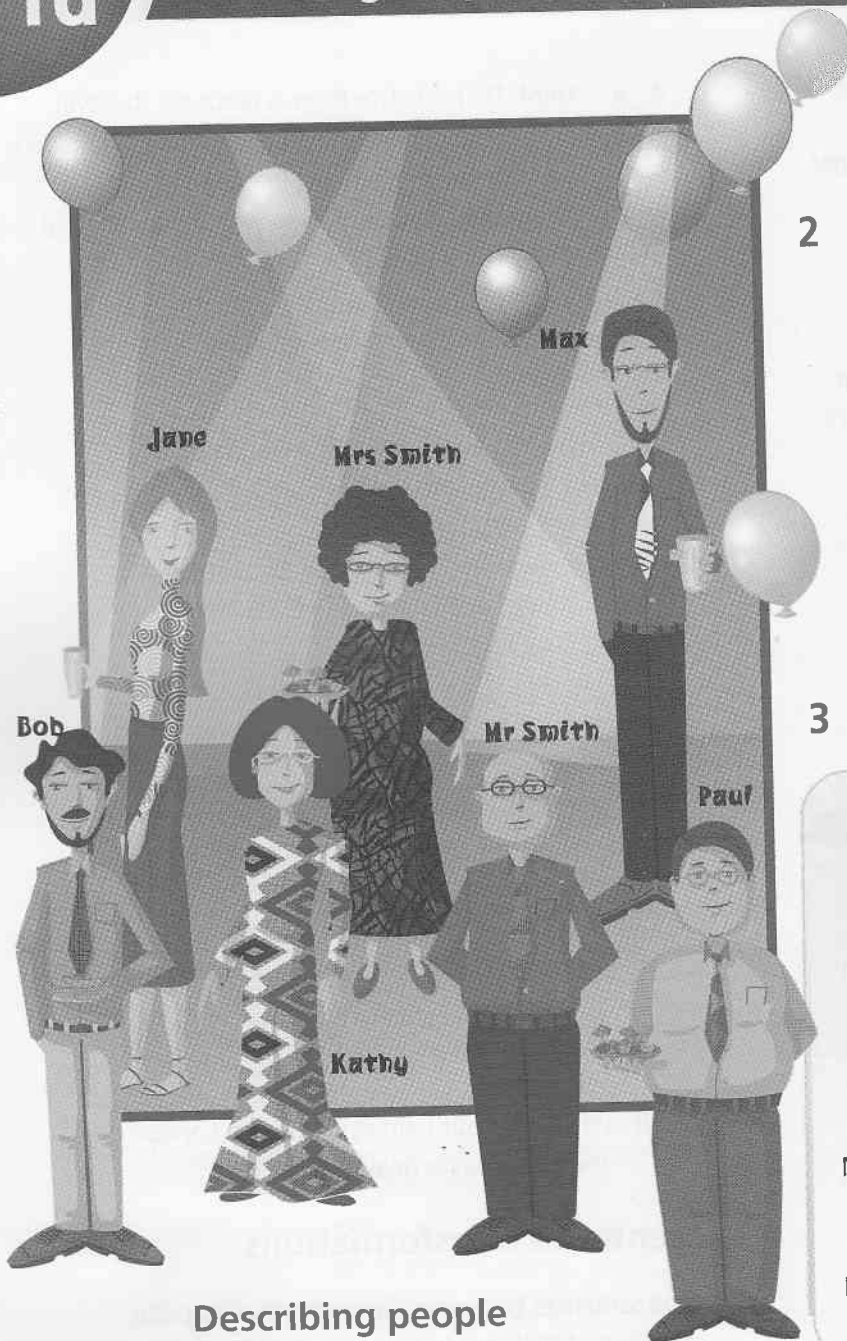
- 1 A: Have you seen **(you/see)** Mary recently?
B: No, I haven't talked **(not/talk)** to her since last month.
- 2 A: Why are you **tasting (you/taste)** the milk?
B: It smells **(smell)** strange. I think it has gone off **(go off)**.
- 3 A: Where are you going **(you/go)**?
B: Shopping. Do you want **(you/want)** anything?
- 4 A: You look **(look)** tired.
B: Yes. I have been working **(work)** since 9 o'clock this morning.
- 5 A: Where does Tony live **(Tony/live)**?
B: In London – but at the moment he is staying **(stay)** in Bahrain.
- 6 A: Are you coming **(you/come)** to Ann's party tonight?
B: I'd love to, but I am flying **(fly)** to London. The plane leaves **(leave)** at 10:30.

Sentence transformations

- 10 The sentences below are about chores. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 I hate doing the washing-up.
I don't like doing the washing-up.
- 2 Take out the rubbish, please.
Could you take out the rubbish?
- 3 She dusts the furniture every two weeks.
She dusts the furniture twice a month.
- 4 It's a week since I last tidied my room.
I haven't tidied my room for a week.
- 5 Can you please mop the floor?
Do you mind mopping the floor?

- 11 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.



Describing people

► Speaking

1 a. Look at the picture. Who:

has got: curly/wavy/straight/short/long/
brown/fair hair?

a moustache/a beard/glasses?

is: plump/thin/slim?

short/tall/of average height?

bald?

in their early/late thirties/twenties/teens?

middle-aged/old?

b. Choose a person in the picture and describe him/her to your partner.

Max is tall and slim with short brown hair. He's in his early thirties. He's got glasses and a beard.

Introducing ourselves/others

► Reading

2 Which of the following phrases do we use to introduce: *ourselves?* *others?*

- 1 Hello there!
- 2 We haven't met before, have we?
- 3 Jane, meet Bob.
- 4 Pleased to meet you.
- 5 Mr Smith, may I introduce Jane Sharp?
- 6 I don't believe we've met before. I'm Bob Grant.
- 7 How do you do?
- 8 Hi - I'm Max.
- 9 Mr Smith, I'd like you to meet Paul Brown.

3 Complete the conversation with sentences from Ex. 2. Listen and check.

Jane: Hi, Max! This is a great party, isn't it?

Max: Hello there! Yes, it is. **a 3** We work together at Smith's. Bob, this is Jane, my next-door neighbour.

Jane: **b 4**, Bob.

Bob: Nice to meet you too, Jane.

Max: Oh! I don't believe it! There's our boss and his wife standing over there.

Bob: Oh no! He's coming over. I'll see you later.

Mr Smith: Good evening, Max.

Max: Hello. **c 5** Jane, this is my boss, Mr Smith.

Mr Smith: **d 7**.

Jane: Pleased to meet you.

Read again. What are the relationships between these people?

Mr Smith and Mrs Smith—husband and wife	
Jane and Max	strangers
Max and Bob	neighbours
Bob and Mr Smith	co-workers
Jane and Mr Smith	employer and employee

4 **Portfolio:** Work in groups. You are at a party. Use the phrases in Ex. 2 to introduce the people. Record yourselves.

GAME

Play in teams. Take turns describing a person in the class (height, build, hair, eyes, etc). The other team try to guess who the person is.

Listening & Speaking skills

Objectives: describing people's appearance; talking about relationships; expressing admiration

Reading: a dialogue at a party (dialogue completion)

Skills – reading for detailed comprehension

Speaking: describing people's appearance; introducing yourself and others; describing a picture

Vocabulary: adjectives used to describe people's appearance; social expressions

Listening: short informal dialogues (choosing the correct picture)

Skills – listening for specific information

1 a. **Focus ►** Presenting & practising vocabulary used for describing people

Go through the language. Elicit/Explain any new vocabulary. Ss prepare their answers. Check Ss' answers round the class. (e.g. *Who's got curly hair? Mrs Smith. Who's got wavy hair? Bob. etc.*) As an extension ask Ss to describe each person.

Suggested Answer Key

Bob has got: short wavy brown hair, a moustache and a beard

Bob is: thin/slim, of average height, in his early thirties

Jane has got: long straight fair hair

Jane is: tall, thin, in her late twenties

Mrs Smith has got: short curly brown hair, glasses

Mrs Smith is: plump, rather short, middle-aged

Kathy has got: short straight red hair, glasses

Kathy is: of average height, slim, in her mid thirties

Max has got: short straight brown hair, a beard, glasses

Max is: tall, slim, in his early thirties

Mr Smith has got: glasses

Mr Smith is: bald, middle-aged

Paul has got: short straight brown hair, glasses

Paul is: plump, short, in his late twenties

b. **Focus ►** Consolidating vocabulary used for describing people

Direct Ss' attention to the example description. Allow Ss time to make similar descriptions in pairs. Choose individual pairs to read out their descriptions, correcting if necessary. Alternatively, have Ss read out their descriptions and see if other Ss can guess who is being described.

Answer Key

See descriptions in Ex. 1a Suggested Answer Key p. 12(T).

2 **Focus ►** Practising language for introducing ourselves/others

Read out the nine sentences. Elicit/Explain the meaning of any new vocabulary and elicit answers to the question in the rubric. Check answers around the class.

Suggested Answer Key

Introduce ourselves: 1, 2, 4, 6, 7, 8

Introduce others: 3, 5, 9

3 **Focus ►** Listening for specific information

Ask Ss to look at the dialogue. Explain the task. Allow Ss time to complete the task. Ss check in pairs. Play the recording. Ss listen to check their answers. Ask various pairs to read the dialogue aloud. Read out the names and relationships, checking understanding. Go around the class eliciting the relationships between the people. Check Ss' answers.

Answer Key (See overprinted answers)

4 **Focus ►** Practising introducing ourselves/others

Divide the class into groups of four. Decide on each person's role. e.g. *Who is having the party? Where are they? (e.g. garden) How are the guests related to the host? (friends, relatives, neighbours, etc) Do the guests know each other? (some yes, some no)*

In groups, Ss prepare their dialogues using phrases from Ex. 2. Ss can use the dialogue in Ex. 3 as a model but are welcome to improvise. If possible Ss can record their presentation. Play recordings back to the class. Evaluate each group's performance. If recording is not possible, each group presents their dialogue in class. Remind Ss that while they act out their dialogues they need to look and sound natural, use gestures and appropriate intonation patterns to express their feelings as well as interjections (*Oh!, Oh no!, etc.*)

Suggested Answer Key

Ann: Hi, Tony! Great party.

Tony: Oh, hi Ann. Yes, it is. Ann, meet Steve. We are in the same class. Steve, this is Ann, my cousin.

Steve: Pleased to meet you, Ann.

Ann: Nice to meet you too, Steve.

Tony: Look. Mr and Mrs Smith are coming. They are our new neighbours.

Steve: Good evening, Mr Smith.

Tony: Hello. Mr Smith, may I introduce Ann? She's my cousin.

Mr Smith: Hello Ann. Pleased to meet you. This is my wife, Helen.

Mrs Smith: Nice to meet you, Ann.

Ann: Nice to meet you, too. Let me introduce you to the other guests. Tony's parents will join you in a minute.

Game: Divide the class into two teams. Explain the game to the Ss. Encourage them to be as imaginative and creative as they can. Tell Ss that their team will win a point if the other team cannot guess who their team is describing. You may choose to set a time limit for each team to guess who is being described.

Suggested Answer Key

Team AS1: ... is tall with blue eyes and short straight brown hair.

Teacher: You have 5".

Team BS1: It's Ann.

5 a. **Focus** ▶ Listening for specific information

Tell Ss to read through the rubric and the prompts. Explain the task and any new vocabulary. Point out that there are some items that Ss will not need to use. Play the recording, twice if necessary, while Ss match the people to their character adjectives and appropriate relationships. Ss compare answers with a partner. Check Ss' answers.

Answer Key (See overprinted answers)

b. **Focus** ▶ Asking for personal information

Explain the task. Select an open pair of Ss to read out the exchange. Ss, in closed pairs, complete the task. Monitor the activity, then ask various pairs to read out their exchanges to the class.

Suggested Answer Key

A: Who's Sam?

B: He's my cousin.

A: What does he look like?

B: He's short and thin with curly brown hair and green eyes.

A: What is he like?

B: He's energetic, friendly and talkative.

6 **Focus** ▶ Listening for specific information

Tell Ss they will hear three short dialogues. Ask Ss what they can see in each picture, and elicit relevant vocabulary. Explain that this will help them while doing the listening task. (e.g. 1A: bald, friendly, funny; 1B: bald, friendly, funny, beard; 1C: short red hair, friendly, beard, moustache) Play the recording (twice if necessary). Ss do the task. Check answers around the class.

Answer Key (See overprinted answers)

7 **Focus** ▶ Listening for specific information

Direct Ss' attention to the lists of exchanges. Elicit/Explain the meaning of any unknown words. Explain the task. Ss complete the task. Play the recording for Ss to check their answers. Play the recording again with pauses. Ask various pairs to repeat the exchanges following the intonation patterns in the recording.

Answer Key (See overprinted answers)

8 **Focus** ▶ Listening to improve pronunciation

Read through the Study Skills box and elicit why it is important to focus on stress when you are practising speaking skills. Explain that this will improve their pronunciation. Allow Ss time to read through the sentences. Play the recording, pausing after each utterance so Ss can repeat orally. Check their pronunciation and intonation. Point out to Ss that the first three sentences are exclamations. Elicit form for the first three sentences.

what + adjective + plural noun

what + a/an + adjective + singular countable noun

how + adjective

Explain that what can also be used with uncountable nouns (*What lovely weather (what + adjective + uncountable noun)*) and how can be used with adverbs (*How fast he runs! (how + adverb)*). Ask Ss to work in pairs and make sentences practising these structures.

Suggested Answer Key

A: What a lovely T-shirt you are wearing!

B: What beautiful hair! etc

9 **Focus** ▶ Describing a picture

Ask Ss to look at the picture. Ask questions about it. How many people are there? (*Three – a man, a woman and a young boy.*) Where are the people? (*The man's in his garden and the woman and her son are standing outside the garden.*) How can these people be related? (*I think they're neighbours.*) What time of the year is it? (*I think it's spring because there are flowers in the garden and the people are wearing light clothes.*) What are the people doing? (*They are talking.*) etc. Now Ss work on their own. Allow Ss time to prepare their dialogues in pairs. Monitor the activity, then select pairs to act out their dialogues.

Suggested Answer Key

B: It was probably taken in the front garden of somebody's house.

B: I can see a man and talking to a woman and a young boy.

B: They seem to be talking. I think they are neighbours.

B: Yes, I get along very well with my neighbours. etc

As an extension, ask individual Ss to use their answers to describe the people. Tell Ss to follow this plan: *who, when, where, what, clothes, feelings.*

Suggested Answer Key

The picture shows a man and a woman with her son in the front garden of the man's house. It's spring time as there are nice flowers in the garden. The people are standing at the fence and are talking. They are wearing light clothes. The man is of average height with short brown straight hair. He's in his early thirties and is wearing a light orange shirt. The woman has got long wavy blonde hair and is of average height. She's wearing a pink tracksuit. The boy is tall and slim, with short fair hair. He's wearing a pink T-shirt and a pair of shorts. I think they are neighbours. They look relaxed and happy.

10 **Focus** ▶ Reviewing

Allow Ss two or three minutes to revise the unit. Instruct Ss to close their books. In pairs, Ss talk about what they have learnt. Walk around the room, monitoring the activity. Select pairs to present what they have learnt to the class.

(Ss' own answers)

Workbook 1 – Listening & Speaking

Relationships

► Listening

- 5 a. Listen and match the people to the character adjective and then to their relationship to Jean. There are some words you don't need.

People	Character	Relationship
Tom	talkative	co-worker
Tina	funny	brother
Jane	energetic	cousin
David	likeable	classmate
	mean	best friend
	friendly	neighbour

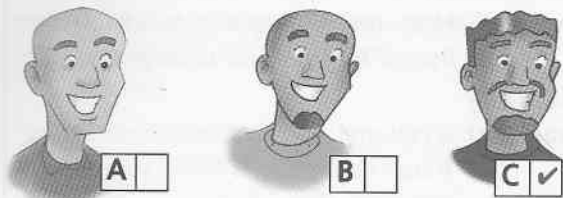
- b. Work in pairs. Write down the names of three people you know. Exchange papers and find out about each person.

- A: Who's Sarah?
 B: She's my best friend.
 A: What does she look like?
 B: She is tall and slim, with long black hair and green eyes.
 A: What is she like?
 B: She's funny, friendly and talkative.

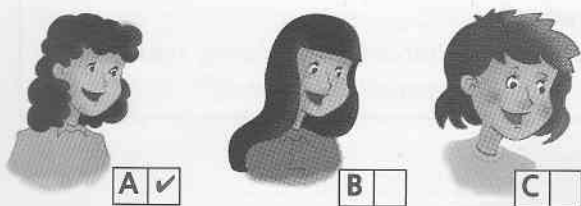
► Listening

- 6 Listen, choose the correct picture for each question and put a tick (✓) in the box.

- 1 Which one is David?



- 2 Which one is Kim?



- 3 What is Ann going to do on her birthday?



Social expressions

- 7 Match the exchanges. Listen and check.

- | | | | |
|-----|-----------------------------|---|------------------------------|
| 1 c | Good night. | a | Just fine, thanks. |
| 2 f | Have a nice weekend. | b | Take care. Have a nice day. |
| 3 a | How're things? | c | Sleep well. |
| 4 b | Bye. I'm off to school now. | d | No, no. It's my turn. |
| 5 d | Let me buy you lunch. | e | Never mind. You're here now. |
| 6 e | Sorry I'm late. | f | Thanks. The same to you. |

STUDY SKILLS

Improving pronunciation

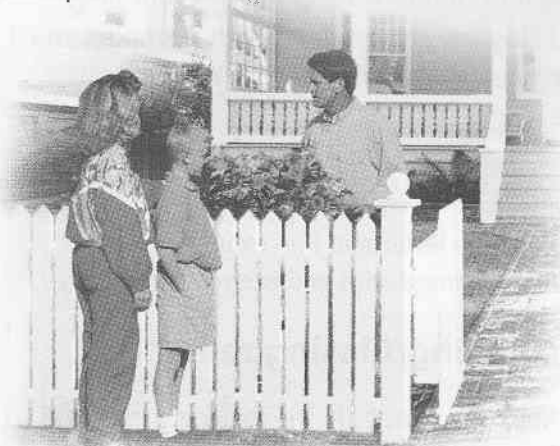
Focus on stress and intonation. This helps you sound more natural.

Expressing admiration

- 8 Listen to the sentences. Listen again and repeat.

- What beautiful eyes!
- What a lovely scarf!
- How funny he is!
- This is a lovely party, isn't it?
- This is just great!

- 9 Look at the picture. In pairs, discuss it as in the example.



- A: Where do you think the picture was taken?
 B: It was probably taken ...
 A: What can you see in the picture?
 B: I can see ...
 A: What are the people doing?
 B: They seem to be ...
 A: Do you get on with your neighbours? etc

- 10 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Getting started

- 1 Do you write letters to your friends/pen-friends? How often? What do you write to each other about? Ask and answer in pairs.

Looking closer

- 2 Anna is an exchange student in the UK. Read her letter to her friend and put the paragraphs in the correct order.

Dear Penny,

a 2 My host family are wonderful! Mr Brown is really funny. He's always telling us jokes. Mrs Brown is great, too. She's a fantastic cook and keeps making me cakes and lots of other lovely things! Their daughter Cindy is our age. She's really cool. We often go shopping together. Last, but not least, there's Andy, Cindy's fourteen-year-old brother. He is quite shy and likes playing football.

b 4 Anyway, got to go now – I've got an English exam tomorrow. Keep in touch!

c 3 I really like going to school here! The teachers are very helpful. It's great fun learning another language! My classmates are all really friendly, especially Sally. She helps me out and is very kind. Charlie is the class clown. He's always getting into trouble for making everyone laugh!

d 1 How are things going? Just dropping you a line to tell you about life here in York.

Love,
Anna

- 3 Read the letter and find examples of *short forms*, *phrasal verbs* and *everyday vocabulary*.

Opening/Closing remarks

- 4 Mark the phrases in the following list as **OR** (opening remarks) or **CR** (closing remarks).

- Write back soon and tell me your news.
- Sorry I haven't been in touch for a while.
- Hi! What's up?
- Hi! Guess what?
- I'm writing to let you know that ...
- Can't wait to see you.
- Well, that's all from me.
- Bye for now.
- Got to go now.

STUDY SKILLS

Understanding rubrics

To plan your piece of writing, read the rubric carefully and underline the key words. Key words indicate: the type of writing, the target reader, who you are, the writing style, the reason for writing and the topics you are going to write about. These will help you decide what you will write.

Your turn

- 5 Read the rubric and underline the key words. What information do they give you?

- You have recently moved to another town.
• This is part of a letter you received from a friend.

Hope you like the new area. What are your neighbours like? Have you made any new friends? What about your new classmates? Write back soon.

Jenny

Now write a letter answering your friend's questions (100-120 words).

- 6 **Portfolio:** Answer the questions in the plan, then write your letter (100-120 words).

Plan

Dear + (your friend's first name)

Introduction

(Para 1) How are you going to greet your friend? Why are you writing the letter?

Main Body

(Paras 2-3) What are your new neighbours like?
What new friends have you made?
What are they like?
What are your classmates like?

Conclusion

(Para 4) What are your closing remarks?
How will you sign off?

HYPER

Why are you late, Stan?

I was on time until I saw a sign that said "SLOW DOWN – SCHOOL AHEAD."



Writing

Objectives: writing an informal letter giving news; identifying opening/closing remarks; understanding rubrics

Reading: an informal letter giving news

Skills – reading for detailed comprehension

Writing: an informal letter giving news

1 **Focus ►** Discussing informal letters giving news

Present the questions in the rubric. Ss ask and answer in closed pairs. Choose various pairs to answer the questions. Discuss as a class.

Suggested Answer Key

A: Do you write letters to your friends or pen-friends?

B: Yes, I do.

A: How often?

B: About twice a month.

A: What do you write about?

B: I write about school, my family, sports, things like that.

2 **Focus ►** Text organisation

Explain the situation. Point out that exchange students are two students from different countries who visit each other's school to strengthen links between them, to familiarise themselves with the culture and customs in the foreign country. Explain the task and allow Ss some time to complete it. Check Ss' answers.

Answer Key (See overprinted answers)

3 **Focus ►** Analysing informal style

Explain to Ss that Ann's letter is addressed to a friend of hers so she is writing using informal style. Point out that the characteristics of informal style are short contracted forms e.g. I'm, I've got, phrasal verbs e.g. go on and everyday vocabulary/phrases e.g. How are things? What's up? Ss read the letter again and underline relevant words/phrases. Ss compare answers with their partner. Check answers around the class.

Answer Key

Short forms: He's, She's, She's, there's, It's, He's, I've

Phrasal verbs: help me out, get into

Everyday vocabulary: dropping you a line, She's really cool, got to go now, Keep in touch

4 **Focus ►** Presenting Opening/Closing remarks in a letter

Elicit/Explain what we mean by opening remarks (things we say after the greeting to begin a letter). Elicit examples e.g. How are you? Thanks for your letter ... etc. Repeat the exercise for closing remarks, eliciting examples e.g. Please write soon. That's all for now ... etc. Ss complete the task in pairs. Check Ss' answers.

Answer Key

OR: Sorry I haven't been in touch for a while./Hi! What's up?/Hi!

Guess what?/I'm writing to let you know that ...

CR: Write back soon and tell me your news./Can't wait to see you./Well, that's all from me./Bye for now./Got to go now.

5 **Focus ►** Understanding a rubric

Go through the Study Skills box with the Ss. Then read out the rubric in Ex. 5 and elicit the key words from the class.

Answer Key (See overprinted answers)

Elicit answers to the question in the rubric. Ask questions. What are you going to write about? (*a letter*) Who's going to read it? (*my friend, Jenny*) Who are you? (*a person who has moved to another town*) Why are you writing the letter? (*to answer my friend's questions*) What are you going to include in your letter? (*information about my new neighbours, new friends and new classmates*)

6 **Focus ►** Planning an informal letter, practising writing informal letters

Allow Ss some time to make notes answering the questions in the plan. Then Ss write their letters in class. Alternatively, you can assign the writing of the letter as HW.

Suggested Answer Key

Para 1: Dear Jenny/To answer your friend's questions

Main body: New neighbours are very nice. Made two new friends – Jan and Amy. They are friendly and easy-going. Classmates are nice and helpful.

Para 4: Got to go now. Write back soon./Love + your first name

Suggested Answer Key

Dear Jenny,

Hope everything is fine with you. I'm just writing to tell you about life here.

Well, we've been living in our new house for a month now. I really like it. I've met some of our neighbours and they seem very pleasant. I've also made two new friends. They live on the same street as me. One of the girls is called Jan and the other one's name is Amy. They are both very friendly and easy-going. We go everywhere together.

My new school is close to my house. It was hard getting to know my new classmates at first, but now I feel very comfortable. They are all very nice and helpful.

Anyway, got to go. Write back soon.

Love,

Nancy

Workbook 1 – Writing

Culture Clip

Objectives: learning about British people's lifestyles

Reading: a text about the personality traits of British people

Skills – reading for specific information (cloze test)

Writing: a short article about nationalities and stereotypes

- 1 **Focus ➤** Presenting vocabulary used to describe character

Explain any new vocabulary. In pairs, Ss discuss their choices giving reasons. Monitor the task, then choose individual pairs to present their dialogues to the class.

Suggested Answer Key

- A: *I think that the British are reserved because they don't reveal their feelings.*
 B: *I agree with you. I don't think they are loud because they seem to control their feelings.* etc

- 2 a. **Focus ➤** Predicting content of a text

Focus Ss' attention on the title. Elicit what they expect the text to be about. Ss skim the text to check their answers.

Answer Key

The text is about what people from Britain are like – about their 'personality' as a nation.

- b. **Focus ➤** Reading for specific information (gap-filling activity)

Explain the task. Allow Ss time to complete the exercise individually and compare their answers with a partner. Play the recording. Ss listen and check their answers.

Answer Key (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym, miming, drawing etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses. Elicit/ Explain the meaning of any other words in the text that Ss still do not understand.

Suggested Answer Key

punctual (adj): on time
reserved (adj): shy
old-fashioned (adj): not modern
polite (adj): having good manners
depicting (v): portraying, showing
bowler (n): round, hard, black hat
subtle (adj): not easily noticed
reputation (n): fame
comical light (phr): in a funny way
politeness (n): the quality of being kind
stiff upper lip (phr): if you have a stiff upper lip, you try not to show you are upset
emotions (n): feelings

- 3 a. **Focus ➤** Consolidating information from the text

Explain the task. Ss look at the text for 2 minutes then close their books. Elicit answers from Ss around the class.

(Ss' own answers)

- 4 **Focus ➤** Comparing cultures to find similarities/ differences

Explain the task. In pairs, Ss discuss their choices. Monitor the task, then choose individual pairs to read out their answers to the class.

Suggested Answer Key

- A: *People in my country are not as reserved as the British.*
 B: *That's true. They tend to be quite loud in most situations.* etc

- 5 **Focus ➤** Reviewing

Allow Ss two or three minutes to revise the lesson. Ss close their books. In pairs, Ss talk about what they have learnt. Walk around the room, monitoring the activity.

(Ss' own answers)

- 6 **Focus ➤** Writing a short article about stereotypes related to people in my country

Explain/Elicit what a stereotype is (a fixed general idea or set of characteristics that a lot of people believe represent a particular type of person, thing, nation etc). Explain the task and elicit ideas from Ss about traits commonly connected with people from their country. Write examples on the board. Ss get information and pictures from the Internet, magazines, newspapers, etc. Remind Ss that they can use the text on p. 15 as a model. Ss do the task. In case of multilingual classes, Ss can work on their own to prepare the article. Ss present their work and discuss how similar/different personality traits are.

Suggested Answer Key

Do you really know the Canadians? What comes to mind when you think of Canada? Well, I suppose Mounties, the policemen with red uniforms and horses, polar bears, and of course, lots and lots of snow! What about Canadians? Even if you've never met one, you'd probably say that they are friendly, helpful and that they have a good sense of humour.

Canadians are nice people. They like to help others. For example, if you were lost in a strange part of a town or city, most Canadians would be pleased to give you directions. Canadians are also quite funny. They enjoy telling and listening to good jokes. They are optimistic and tend to see things in a comical light.

Canadians have a beautiful country and I think that this has a lot to do with their being such a happy race of people.

Note: It is extremely important that Ss learn to use various sources to collect information for project work. This gives them the chance to familiarise themselves with various types of writing in the language they are studying and learn how to collect and organise information through the process of selection and presentation. If Ss are computer literate they can make a power point presentation, thus practising their computer skills as well.

Additional Material:

Pairwork Activities: Unit 1

Workbook: Reading, Word Perfect Unit 1



What comes to mind when you think of London? Even if you've never **0)** *been* there, you will probably think of Big Ben and double-decker buses. What about the British? Again, even if you've **1)** never met any British people, you will probably come up with ideas such as **punctual**, **reserved**, **old-fashioned** or **polite**. But what are the British really like?

Do you really know the British?



Bob

The most common picture depicting a typical Englishman is a man wearing a **bowler hat** **2)** and reading *The Times* newspaper. However, bowler hats are rarely seen in England nowadays!



John

The British sense of humour is very **subtle**. A lot of people find it hard to understand our jokes. This is probably the reason **3)** why we have a **reputation** for being very sarcastic. However, our sense of humour allows us to make fun of ourselves and see life in a **comical** light.

We are very polite! We say "Please" and "Thank you" a lot. We even thank the bus driver for the ride when we get off the bus! A lot of people think it is extreme, **4)** but **politeness** is an important part of our daily lives!



Ann



Lucy

The British are famous for their **stiff upper lip**. If you keep a stiff upper lip, you are trying not to show you are upset. However, the fact that we don't show **5)** our **emotions** doesn't mean that we don't have any!

► Reading & Listening

- 1 Which of the following adjectives would you associate with the British? Why? Discuss it in pairs.
 - reserved • loud • old-fashioned • organised
 - cold • eccentric • sensitive • tolerant
 - punctual • sarcastic • polite
- 2 a. Look at the title of the text. What do you expect it to be about? Read and check.
 b. Read and complete the gaps (1-5). Listen and check. Then explain the words in bold.
- 3 Say three things you remember from the text.

► Speaking

- 4 Which of the adjectives in Ex. 1 do you associate with the people in your country? Discuss it in pairs.
- 5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.
- 6 **Project:** Work in groups. Think of some stereotypes related to the people in your country. Write a short article for an international student magazine. Illustrate it with pictures.

2a Call of the wild

Lead-in

- 1 Listen to and read the song. How is it related to the title of the unit and the pictures?

*Listen, everybody, to the call of the wild
Calling every adult, and calling every child
Calling out for help, for a way to survive
Calling out for freedom, and trying to stay alive*

- 2 Discuss each picture, using the notes below:

- type of animal: *mammal, reptile, amphibian, etc*
- natural habitat:
land – jungle, forest, woodlands, prairie, mountains, etc
water – pond, river, lake, wetlands, ocean, etc
- endangered by:
hunting/fishing – for food, for its fur/etc, as pets, etc
habitat changes – fires, cutting down trees, pollution, building houses/roads/fences, etc

Chimpanzees are mammals that live in forests. They are endangered because their habitat is destroyed when the forests they live in are cut down. People also hunt them for food or to sell as pets.

Reading

- 3 a. Look at the title of the text and the headings. What do you think you are going to read about? Listen, read and check.

STUDY SKILLS

Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each section helps you understand the author's purpose.

- b. In pairs, find the main idea in each paragraph. What is the author's purpose in writing?

- 4 Look at the sentences (1-10) about wildlife and habitats. Read the text carefully and mark each sentence as **T** (true) or **F** (false). Then explain the meanings of the words in bold. In pairs, think of another title for the text.

- 1 Britain has a wide variety of wildlife. **T**
2 All animals need a lot of space to live in. **F**

- 3 Wildlife habitats are only found in the countryside. **F**
4 Pond habitats are smaller than woodland habitats. **T**
5 Half of all British wildlife is in danger of disappearing. **F**
6 There aren't any places left for animals to live in. **F**
7 Many animals' habitats are no longer the same. **T**
8 There are fewer ponds these days because of man. **T**
9 It's too late to save animals from extinction. **F**
10 Making a pond in your garden can help wildlife. **T**

Speaking

- 5 Imagine you work for the Environment Agency. Use the headings in the text to talk about British wildlife and habitats.

Listening

- 6 You are going to listen to someone talking about endangered species. Listen and write **Yes** or **No** next to each sentence.

- 1 There are around 12,000 endangered species today. **No**
2 The Red Data List gives details of endangered wildlife. **Yes**
3 Many plants are also endangered because of humans. **Yes**
4 The European bison is endangered because of hunters. **No**
5 The red wolf is endangered because man has cut down the trees. **No**

- 7 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

Writing

Portfolio: Work in groups. Collect information about two wildlife habitats in your country and the animals that live there. Write a short article about them (50-80 words) for a teen magazine. Write: *where they are, what lives there, your opinion.* Decorate your article with pictures.

boa

toad

Call of the wild

Objectives: learning about wildlife and habitats

Reading: a text about UK wildlife and what we can do to help (T/F statements)

Skills – skimming

reading for general comprehension

Speaking: talking about British wildlife to raise people's awareness

Vocabulary: types of animals and habitats; reasons animals are endangered

Listening: a talk about endangered species (Yes/No statements)

Skills – listening for specific information

Writing: a short article about wildlife habitats in your country and animals living there

1 **Focus ►** Introducing topic

Read out the title and direct Ss' attention to the pictures. Elicit what the title means. **Note:** Explain that *Call of the Wild* is a novel written by Jack London. The story is about the relationship between animals and people. Play the song. Ss follow lines. Elicit suggestions as to how the song could be related to the title of the unit and the pictures. Point out that this is the chorus of a song. The complete song is at the back of the book (see Songsheets section). This can be done on completion of this lesson or on completion of Unit 2.

Answer Key

The song means that nature is calling out for help. The pictures are related to the song because they show animals that are endangered and need our help to survive.

2 **Focus ►** Presenting & practising vocabulary related to animals

Ask Ss to look at the animals on pp 16, 17. Ask which of these animals can be found in the Ss' country. Read the notes aloud and explain/elicite the meaning of any new vocabulary. Choose a S to read out the example. Discuss each animal separately. Help Ss where necessary, especially with the place each animal lives in and reasons they are endangered. Alternatively, Ss can work in the computer lab in their school and prepare their answers. Ss can work in groups. Make sure each group collects information about different animals or else the task will take a lot of time to complete. Allow Ss time to prepare their descriptions. Monitor the activity, and check Ss' answers.

Suggested Answer Key

Boas are reptiles that live in the rainforest. They are endangered because their habitat is being destroyed as trees are cut down. People also hunt them so they can sell their skin.

Toads are amphibians that live in rivers and ponds. They are endangered because their habitat is being destroyed to make room for more buildings and factories. Their habitat is also becoming polluted by chemicals and fertilisers.

Pandas are mammals that live in the bamboo forests of China. They are endangered because their habitat is destroyed when trees in the forest are cut down to make more room for people. This means that they lose their homes and their food supply.

Chinchillas are mammals that live in the mountains and other rocky places in South America. They are endangered because people hunt them for their fur and meat.

Macaws are birds that live in the rainforest. They are endangered because their habitat is destroyed when trees in the rainforest are cut down. People also hunt them so they can sell them as pets.

Wolves are mammals that live in the forest. They are endangered because their habitat is destroyed when trees in the forest are cut down to build roads, houses and other buildings. People also hunt them for their fur.

Otters are mammals that live near rivers and lakes. They are endangered because the water in the areas where they live becomes polluted. People also hunt them for their fur.

Sea turtles are reptiles that live in the sea. They are endangered because their habitat is being destroyed by pollution. Also, the beaches where they go to lay their eggs are very crowded with people who litter and make a lot of noise.

Spotted dolphins are mammals that live in warm seas and oceans. They are endangered because their habitat is being destroyed by pollution. They also get caught up in fishermen's nets and die.

Brown hares are mammals that live in fields and forests in Britain. They are endangered because their habitat is destroyed when trees are cut down to make more room for people. Farmers also hunt them because they eat their crops.

Chimpanzees are mammals that live in forests, woodlands and grasslands in Africa. They are endangered when trees in the forest are cut down. People also hunt them for meat.

Bison are mammals that live in the forests and on the prairies in North America. They are endangered because their habitat is destroyed when trees in the forest are cut down.

Bengal tigers are mammals that live in forests and jungles. They are endangered because their habitat is destroyed when trees are cut down. People also hunt them for their fur.

Bald eagles are birds that live near large lakes. They are endangered because their habitat is destroyed when trees in the forest are cut down and lakes are polluted by chemicals and fertiliser.

3 a. **Focus ►** Predicting the content of a text

Direct Ss' attention to the title and headings in the text. Elicit/Explain what SOS means (*a signal that means you are in danger and need help immediately*). Elicit which country the text is about (UK). Play the recording while Ss listen and read to check their own answers.

Answer Key

The text is about wildlife in the UK. It explains what is happening to the animals there as their habitats are destroyed. It also talks about what we can do to help.

b. **Focus ►** Getting the main idea

Go through the Study Skills box with Ss and elicit why it is important to find the main idea in each paragraph of a text (*helps the reader understand the author's purpose*). Choose an individual S to read out the first paragraph of the text. Elicit answers to what the main idea of this paragraph is around the class. Allow Ss time to scan the rest of the text and say what the main idea in each of the paragraphs is. Check Ss' answers.

Additional Material: Songsheet 1

Answer Key

Para 1: a definition of wildlife

Para 2: a definition of habitat

Para 3: an explanation of what is happening to the wildlife and why

Para 4: an explanation of what we can do to help endangered species

The author's purpose is to make readers aware of the problem that is threatening the wildlife in the UK.

4 **Focus ▶** Practising true or false questions

Explain the task. Allow Ss time to complete the task individually. Check answers around the class. Select Ss to suggest corrections for the false statements.

Answer Key (see overprinted answers)

Ss explain the words in bold by giving a definition, synonym, miming, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses. Elicit/Explain the meaning of any other words in the text that Ss still do not understand.

Answer Key

in the wild (phr): not in captivity

squirrels (n): small furry animals (usually red, grey or black)

lizard (n): small reptile with a long tail

tiny (adj): very small

woodlands (n): forest

farmlands (n): area where there are many farms, fields

ponds (n): small lakes

hedgerows (n): long rows of bushes, trees or shrubs

sand grains (n): small pieces of sand

at risk (phr): facing danger

endangered species (phr): animals and plants that are about to die out

moths (n): insects that are like butterflies

bats (n): mammals that look like mice with wings

no longer (phr): not any more

extinction (n): the death of a species

environmental groups (phr): organisations that help nature

rare (adj): not common

Ss work in pairs to suggest another title.

Suggested Answer

Protecting UK Wildlife

Not Too Late

5 **Focus ▶** Giving a talk based on notes

Instruct Ss to write the four headings in their notebooks. Tell them to use the text to make notes under the headings. To make notes, Ss need to go through each section and list the most important information. *e.g. para 1 What is wildlife? (plants, animals, living things in the wild, mammals, reptiles, fish, insects, little animals.)* Ss use their notes to prepare their talk. Monitor Ss' performance and then select Ss to report their answers to the class.

Answer Key

Wildlife is all the plants, animals and living things that can be found in the wild. The places where wildlife live are called habitats. There are many different kinds of habitat. There are many different species of plants and animals in the UK. Many species have disappeared over the past 100 years. 15% of wildlife in the UK is endangered and if people don't help, the problem is going to get worse. Wildlife is endangered because habitats are being destroyed or changed. We must do something now. We can join groups that help the environment or we can start environmental projects on our own.

6 **Focus ▶** Listening for specific information

Read out the rubric and the five statements, explaining any new vocabulary. Explain the task. Play the recording twice if necessary. Allow Ss time to complete the task individually. Ss compare answers with their partners. Check answers around the class. Select Ss to suggest corrections for the 'No' statements.

Answer Key (see overprinted answers)

7 **Focus ▶** Reviewing

Ask Ss to close their books. In pairs, Ss think of ten words they have learnt in this lesson and use them in sentences of their own. Monitor the task.

(Ss' own answers)

Focus ▶ Writing a short article about habitats

Explain the task. Ss work in groups to get information and pictures from the Internet, magazines, newspapers, etc. Assign as HW. Collect Ss' work in the next lesson and check Ss' answers.

Canada's Wildlife

Canada is a very big country and it has a wide range of wildlife and wildlife habitats. Sadly, many of these habitats are disappearing or are being changed so that many species are left without homes.

One of the biggest habitats in Canada is woodlands. Forests cover a great part of Canada and they are home to many animals such as bears, deer and moose. As people cut down trees and pollute rivers and lakes, this habitat is spoiled.

Another Canadian habitat is the prairies. The prairies are home to animals like gophers, bison and groundhogs. As more and more farms are built on the prairies, these animals are forced to live in smaller and smaller areas. This means that many species become endangered.

People have to become more aware of what is happening to Canadian habitats. They could join an environmental group or get involved in community projects that help protect wildlife and habitats.

UK Wildlife - SOS!

What is wildlife?

'Wildlife' means all the plants, animals and other living things found **in the wild**. These can be mammals such as **squirrels**, reptiles like the sand **lizard**, fish, insects, and **tiny** little animals that you can't see easily.

What are habitats?

Habitats are the places where plants and animals live. They are all around us – on the land, in the water, in the city and in the countryside. Habitats can be large, like **woodlands** and **farmlands**, or small, like **ponds** and **hedgerows**. Some animals live in really tiny places, like the space between **sand grains**!

What is happening?

In the UK alone, there are about 37,000 different species of animals and 65,000 different species of plants. Sadly, though, over the last 100 years more than 170 plant and animal species have completely disappeared.

Today, about 15% of all British wildlife is still **at risk**, especially animals such as the otter and the brown hare. Unless we do something to help, things will only get worse.

The main reason why some types of plants and animals are becoming **endangered species** is that their habitats are lost or have changed. Animals like **moths**, birds and **bats** have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are **no longer** suitable for the animals and plants to live in because they are polluted, or people have filled them in.

What can we do?

We need to save many species of endangered British wildlife from **extinction** before it is too late. You can help by supporting **environmental groups** like the Environment Agency that are working to protect our **rare** wildlife and habitats from the danger of disappearing forever. You can even create a small wildlife habitat yourself, by making a pond at school or in your garden.

For a leaflet about how to create your own wildlife pond, please call: 0645 333 111.

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bald eagle



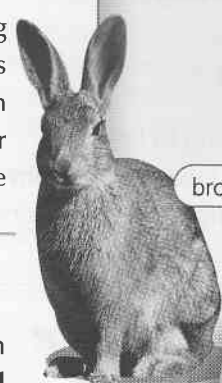
Bengal tiger



bison



chimpanzee



brown hare



spotted dolphin



sea turtle



macaw



wolf



otter



chinchilla



panda



Flora

- 1 Look at the picture.
In pairs, say:

- where the picture was taken
- what you can see
- what the people are doing
- what they are wearing/feeling

► Listening

- 2 a. You are going to listen to somebody talking about why trees are important. Listen and choose the correct words.

Trees are important

- reduce 1) **warmth/heating** and cooling costs
- protect us from ultraviolet radiation
- reduce 2) **wind/air** and soil erosion
- remove CO₂ from the 3) **ground/atmosphere** and release oxygen
- provide shelter and 4) **food/housing** for plants and animals
- reduce noise, dust and 5) **air/water** pollution

- b. Use the notes above to give a short talk on why trees are important.

How to make a **Wildlife** Pond

You 1) make a wildlife pond in your garden quite easily, whether you live in the country or in the city.

When?

The best time 2) year to do it is in November. Then the pond will be 3) by the spring.

Where?

Where you put the pond is 4) important. First, it needs to be on level ground¹. Secondly, it 5) to be somewhere that is quite sunny but also with some shade².

What with?

The pond needs to have a lining³ 6) that the water stays in. You can buy a flexible pond liner from a garden centre. You also need to put

7) soft under the lining so it doesn't tear⁴. You can use old newspapers if you like.

Now what?

Dig the hole for the pond. You can make it the size and shape that you want but it has to be at 8) two feet deep in the middle and shallow⁵ around the edges. Clear away all the stones, put in the newspapers and the pond liner and add the water.

What about the wildlife?

9) two weeks you can add pond plants in and around the pond. As 10) the animals, most of them will turn up⁶ on their own – not at once, but over time.

¹ earth

² protection from sunlight

³ layer of plastic

⁴ pull apart, get a hole

⁵ not deep

⁶ appear

► Reading

- 3 a. Read the title of the text above and the headings. In pairs, try to answer the questions. Read and check.
- b. Complete the text with the correct word for each space. Listen and check.

- | | | | |
|-------------|-------------|--------------|---------------|
| 1 (A) can | B could | C may | D might |
| 2 A in | B at | (C) of | D to |
| 3 (A) ready | B available | C complete | D arranged |
| 4 (A) very | B too | C much | D many |
| 5 A must | B can | (C) has | D should |
| 6 A because | (B) so | C to | D for |
| 7 A nothing | B anything | C everything | (D) something |
| 8 A most | (B) least | C best | D worst |
| 9 A When | B Later | C Before | (D) After |
| 10 (A) for | B far | C with | D to |

Taking action

- 4 a. Use the verbs to complete the phrases: *plant, start, recycle, adopt, raise, send, use*.
- 1 start a campaign to protect the environment; 2 raise money;
3 plant trees; 4 recycle rubbish; 5 send letters to local papers;
6 adopt an animal; 7 use public transport
- b. Work in groups. Suggest ways you can help protect the environment.
- A: *I think we should plant some trees.*
B: *That's a good idea. We can also ...*

Vocabulary practice

Objectives: learning about the importance of trees;
learning how to make a wildlife pond to help wildlife;
discussing how man's achievements have affected wildlife

Reading: a leaflet about how to make a wildlife pond
(multiple choice)

Skills – skimming

reading for detailed understanding

Speaking: using notes to talk about the importance of trees

Vocabulary: phrases associated with the environment;
phrasal verbs with out

Listening: a talk about why trees are important (multiple choice)

Skills – listening for specific information

Writing: preparing a leaflet

1 **Focus ▶** Describing a picture

Explain/Elicit what flora is (*plants, flowers growing in an area*). Direct Ss' attention to the picture. In pairs, Ss use the prompts to describe the picture. Monitor the task. Ask individual pairs to read out their questions and answers.

Suggested Answer Key

A: *The picture was taken in somebody's garden.*

B: *I can see a woman and a little girl. The little girl is probably her daughter. In front of the people, there are some lovely flowers. In the background, I can see an orange tree and some patio doors.*

A: *The woman is doing some gardening. She is holding a watering can. Her little girl is sitting on her knee.*

B: *The woman is wearing a blue T-shirt. She has a white hat. The little girl is wearing a white and yellow striped dress. I think that they are feeling quite happy. Perhaps the little girl wants to help her mum with the gardening.*

2 a. **Focus ▶** Listening for specific information

Read out the rubric and sentences 1-5, and ask Ss to guess the correct word. Play the recording. Ss listen and complete the task. Check Ss' answers. Explain/Elicit any new vocabulary.

Answer Key (see overprinted answers)

b. **Focus ▶** Giving a talk

Ask Ss to read the notes again and prepare their talk. Remind Ss to use synonyms and to paraphrase as far as possible. Select Ss to report their answers to the class.

Suggested Answer Key

Trees are very important for many reasons. First, they help reduce the amount of money we need to heat and cool our homes. They also give us shade and protect us from the sun's dangerous ultraviolet rays. The roots of trees hold soil in place so that other plants can grow. In addition, trees produce oxygen when they remove CO₂ from the air and the trees in the forest provide animals with a safe place to live and food to eat. Finally, trees cut down dust, noise and air pollution.

3 a. **Focus ▶** Predicting the content of a text

Direct Ss' attention to the title of the text and the headings in the text. Explain the task. In pairs, Ss try to guess the answers to the questions. Ask Ss to skim the text and read to check their answers.

Answer Key

The best time to make a wildlife pond is in November.

A wildlife pond has to be on level ground.

You need a flexible pond liner and old newspapers.

Dig a hole, remove any rocks, put the newspapers in and add water.

After two weeks, you can plant pond plants for the wildlife.

b. **Focus ▶** Listening for specific information

Ss read the text again and choose the correct answer for each gap. Play the recording for Ss to check their answers.

Answer Key (see overprinted answers)

4 a. **Focus ▶** Presenting verb phrases

Explain/Elicit the meaning of any new vocabulary. Ss complete the task individually, then compare answers with a partner. Check Ss' answers around the class.

Answer Key (see overprinted answers)

b. **Focus ▶** Discussing ways to help protect the environment

Divide the class into groups. Explain the task. Advise Ss they can use items from Ex. 4a to help them. Allow Ss time to complete the task. Monitor the task, ask individual groups to act out their exchanges.

Suggested Answer Key

B: *... start a campaign to protect the environment.*

C: *That's a great idea. What do you think about raising some money to adopt an animal?*

D: *Yes, that sounds good. Or we could plant some trees in the park. Or send letters to the local papers.*

A: *Yes, we could. We could also recycle rubbish and use public transport, etc*

5 **Focus** ▶ Discussing social issues

Ask Ss to match man's achievements with the effects in the tables. Direct Ss' attention to the pictures and the ideas and explain the meaning of any new vocabulary. Explain the task. Choose a pair to read out the example. Ss work in pairs. Allow pairs time to make up exchanges. Monitor the activity. Ask pairs to act out their dialogues.

Answer Key

- A: *Man has built cities and roads so we have better living conditions.*
 B: *Yes, but animals lose their habitat.*
 A: *Man has built factories so we can produce things faster and better.*
 B: *True. However, factory waste pollutes the water.*
 A: *Man has invented the Internet and the telephone so we can communicate better.*
 B: *Yes, but people are lonely.*
 A: *Man has invented new medicines and built hospitals so people's lives can be saved.*
 B: *They have. People still die of starvation or illness, though.*

6 **Focus** ▶ Working with prepositions

Explain the task. Ss work in pairs. Check Ss' answers.

Study Tip: Ask Ss to have a prepositional phrases section in their notebook as shown below. Ss list verbs, adjectives etc that go with specific prepositions. Ss update this section regularly. This helps them revise easily.

Prepositional Phrases	
AT	risk
IN	the wild, danger
FROM	extinction
Verbs, Adjectives, Nouns with prepositions	
A	
B	
C	
P	protect from

Answer Key (see overprinted answers)

Allow Ss time, in pairs, to make up sentences using the phrases. Choose some pairs to read out their sentences.

Suggested Answer Key

- Bison are at risk of disappearing off the face of the earth.*
- Trees protect us from dangerous ultraviolet rays.*
- We have to save wildlife from extinction.*
- Bald eagles are in danger of dying out.*
- There are very few pandas still living in the wild.*

7 **Focus** ▶ Learning similes

Read out the rubric. Allow Ss time to complete the tasks. Check Ss' answers. Elicit/Explain what the similes mean. Elicit from Ss whether there are similar expressions in their language.

Answer Key (see overprinted answers)

(Ss' own answers)

8 **Focus** ▶ Working with phrasal verbs

Go through the spidergram. Ask Ss if they know any of the phrasal verbs. Ss complete the task. Check Ss' answers. As an extension, ask Ss to choose a phrasal verb and draw a picture to illustrate its meaning. Ss present their drawing to the class and invite Ss to guess the meaning.

Answer Key (see overprinted answers)9 **Focus** ▶ Reviewing

Allow Ss two or three minutes to revise the lesson. Instruct Ss to close their books. Pair Ss up to talk about what they have learnt. Walk around the room, monitoring the activity. Select pairs to present what they have learnt to the class.

(Ss' own answers)

Focus ▶ Making a leaflet

Explain what a leaflet is (*a piece of paper containing information about a particular subject*). Elicit topic of leaflet (*Environment Day*). As a class discuss possible activities to be held on that day. (e.g. *plant flowers in park/school, plant trees in an area, collect rubbish in an area, etc*) Explain that the leaflet should contain information such as date, place, activities, contact name/telephone number. It should also have catchy titles and pictures or drawings to attract the reader's attention. Preferably, the information should be given under appropriate headings. Ss work in groups. Monitor the task. Invite Ss to display their leaflet.

Suggested Answer Key**Help protect the environment**

We can all help protect the environment. Be part of it. Join us on our Environment Day.

Meeting place

Meet us at 10:00 pm at Gateville school on Saturday 3rd October.

Activities

There's plenty to do.

10:00 - 12:00 plant flowers in the schoolyard

12:00 - 1:00 collect rubbish in the nearby area

1:00 - 3:00 recycle rubbish

Every little helps. Be there.

For more details contact: Green Teens Tel. No. 222 22222

Workbook 2 – Vocabulary Practice

Social issues

► Speaking

- 5 Look at the pictures. Use the ideas to discuss technology and modern life.

Man's achievements

build cities/roads

make cars/aeroplanes

build factories

invent Internet/telephone

invent new medicines/
build hospitals

travel faster

have better living
conditionsproduce things
faster and better

communicate better

people's lives can
be savedthere is a lot of air
pollutionanimals lose their
habitatfactory waste
pollutes the water

people are lonely

people still die of
starvation or illness

A: Man has made cars and aeroplanes, so we can travel faster.

B: That's true ... but on the other hand, there is a lot of air pollution.

Prepositional phrases

- 6 Underline the correct preposition in bold. Check in your dictionaries. Make sentences using the phrases in *italics*.

- 1 A lot of animals are at/in risk of extinction.
- 2 We must *protect* habitats of/from disappearing.
- 3 You can help *save* animals of/from extinction.
- 4 Chinchillas are at/in danger of extinction.
- 5 'Wildlife' means animals living at/in the wild.

Similes

- 7 Match the pairs of words, then use the phrases to complete the sentences. Are there similar expressions in your language?

as

green
fresh
red
brown

as

a daisy
a berry
grass
a rose

- 1 Jane has got a lovely suntan – she's as brown as a berry.
- 2 I went to bed late last night, but I feel as fresh as a daisy this morning.
- 3 When he started working for the company he was as green as grass, but now he is much more experienced.
- 4 Snow White has skin as white as snow and lips as red as a rose.

Phrasal verbs

- 8 Complete the sentences with the correct tense/form of the phrasal verbs.



- 1 Unless we do something soon, many species will die out. (**become extinct**)
- 2 I can't make out what type of insect this picture shows. (**see/understand**)
- 3 If we don't start protecting wildlife habitats, many animals will run out of places to live. (**have no more**)
- 4 Tom is worn out – he's been digging a hole for a pond all morning. (**exhausted**)
- 5 Paul Sterry has brought out a book of beautiful wildlife photographs. (**published**)

- 9 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Writing

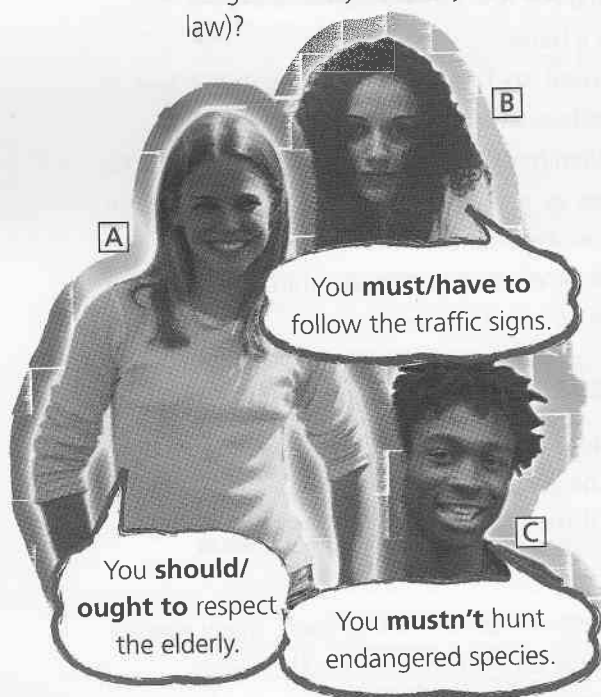
Portfolio: Work in groups. Prepare a leaflet advertising an *Environment Day* your group is organising. List the activities you are going to do.

Modal verbs – “must”/ “have to”, “should”/ “ought to”, “mustn’t”

Grammar Reference

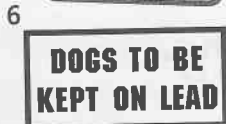
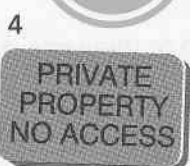
- 1 Read the speech bubbles. Which of the modals in bold express:

- prohibition (it's wrong/against the law)?
- advice/suggestion (it's the right thing to do)?
- obligation/duty/necessity (it's the law)?



► Speaking

- 2 Look at the signs below. Make full sentences using *must/have to*, *mustn't* or *should* to explain what they mean.



- 1 People **mustn't** ride their bikes on the public footpath.

Advice For The Public



You 1) should treat the countryside as you would treat your home.

- **Be safe — plan ahead and follow any signs**

When you go for a walk, you 2) should check the weather forecast before you set off and refer to up-to-date maps.

- **Leave gates and property as you find them**

You 3) **mustn't** climb over fences or hedges or touch machinery. In fields with crops you 4) should follow the paths around the edges. Do not walk across them.

- **Protect plants and animals and take your litter home**

You 5) **mustn't** drop litter — it is dangerous to wildlife and can spread diseases.

- **Keep dogs under close control**

By law, you 6) **must** keep your dog on a short lead near farm animals.

- **Consider other people**

You 7) should show respect for local people. Drive slowly and don't block gateways with your car.

► Reading & Listening

- 3 Read the text above and complete the gaps with *must*, *mustn't* or *should*. Listen and check.
- 4 Imagine you are taking a school class on a trip to the countryside. Tell the students what they *must/mustn't/should/shouldn't* do.

Word formation (forming nouns from verbs)

- 5 Use your dictionaries to complete each sentence with the noun derived from the word in bold.

We can form nouns from verbs by using the following suffixes: *-ion* (prevent-prevention), *-ation* (converse-conversation), *-sion* (explode-explosion), *-tion* (suggest-suggestion)

- There is a meeting on elephant conservation next week. (CONSERVE)
- We've got a huge collection of paintings by this artist. (COLLECT)
- You can ask questions at the conclusion of the programme. (CONCLUDE)
- The zoo announced that there will be a reduction in staff because of financial difficulties. (REDUCE)
- Recycling helps control environmental pollution. (POLLUTE)

Grammar in use

Objectives: reviewing the use of modal verbs (*must, have to, should/ought to, mustn't*); the future

Reading: a text about the Countryside Code (gap-fill)

Skills – skimming

reading for specific understanding

Speaking: explaining signs

Grammar: modal verbs (*must, have to, should/ought to, mustn't*); the future

Word formation: forming nouns from verbs

Writing: a short letter to a friend about what you are going to do to help the environment

1 **Focus** ► Reviewing modal verbs (*must/have to/should/ought to/mustn't*)

Ss' books closed. Write on the board the sentences below without the sentences in brackets. Elicit the situation these sentences apply to (*when walking in the countryside*).

*You **mustn't** litter. (It's against the law.)*

*You **must** get permission to cross farmers' fields. (It's the law.)*

*You **ought to/should** have a map with you. (I advise you.)*

Write on the board: **prohibition, advice/suggestion, obligation/duty/necessity**. Ask Ss to match the sentences to the headings. Help Ss if necessary, using the sentences in brackets. Ss' books open. Direct Ss' attention to the speech bubbles. Explain the task. Allow Ss time to complete the task. Ss can refer to the Grammar Reference Section for more details. Check Ss' answers, asking Ss to explain their choices. Ss can make sentences of their own using these modals.

Answer Key

Prohibition: mustn't (C)

Advice/suggestion: should/ought to (A)

Obligation/duty/necessity: must/have to (B)

2 **Focus** ► Practising modal verbs (*must/have to/mustn't/should*)

Read out the signs, elicit/explain the meaning of any new vocabulary. Choose a S to read out the example. Explain the task. Ss complete the task individually and then compare answers with a partner. Check Ss' answers around the class. As an extension ask Ss to notice signs they see in their area and explain their meaning.

Answer Key

2 *People **should/ought to** beware of the bull.*

3 *Drivers **mustn't** drive coaches here. Only cars are allowed.*

4 *This is private property. People **mustn't** enter. People **must/have to** stay out.*

5 *People **mustn't** litter. There is a £100 penalty.*

6 *People **must/have to** keep dogs on a lead.*

3 **Focus** ► Reading for specific information (gap filling)

Ask Ss to look at the title and the logo. Elicit what text is about. Ss read the text. Explain any new vocabulary. Remind Ss they should first decide whether the sentences express prohibition, advice/suggestion, or obligation/duty/necessity. Allow Ss time to fill in the gaps and compare answers with a partner. Play the recording. Ss listen and check their answers.

Answer Key (see overprinted answers)

4 **Focus** ► Consolidating modals

Elicit who the speaker is (*a teacher*) and who the audience is (*a school class*). This will help Ss select the information they need from the text. Tell Ss to use the text to make notes. Remind Ss to use synonyms and to paraphrase as far as possible. Monitor Ss' performance and then select Ss to report their answers to the class.

Suggested Answer Key

*Now, before we leave, let me tell you some of the rules. Firstly, you **should** treat the countryside like your home. Next, you **mustn't** climb over fences or hedges or touch machinery. In fields with crops, you **should** follow the paths around the edges and not walk across them. You **mustn't** drop litter because it's dangerous to wildlife and can spread diseases. Finally, you **should** show respect for local people.*

Game - Extension

Divide the class into two teams. Write one of the situations below or a similar situation of your own on the board. Ss from one team must use appropriate modal verbs from Ex. 1 (*must, have to, should, ought to, mustn't*) to make three sentences about the situation. The other team then makes three sentences for another situation. Each correct set of sentences gets a point. The team with the most points at the end of the game wins.

Suggested Situations

- 1 You are going on a picnic in the forest.
- 2 You are lost in the countryside.
- 3 You are going on a day out to the zoo.
- 4 It's your first day at a new school.

Suggested Answer Key

*Team AS1: You **should** check the weather forecast before you go.*

*Team AS1: You **must** keep your dog on a lead.*

*Team AS3: You **mustn't** leave any litter behind. etc*

5 **Focus** ► Forming nouns from verbs (word formation)

Explain that the suffixes in the box can be added to verbs to form nouns. Explain that each gap in the sentences can be completed by adding one of the endings to the words in bold. Do item 1 with Ss, then Ss complete the task. Check Ss' answers

Answer Key (see overprinted answers)

6 **Focus ►** Reviewing *will* vs *going to*

Read out the examples. Ss match the sentences to what they express individually and then compare answers with a partner. Check Ss' answers. Refer Ss to the Grammar Reference section for more details.

Answer Key

- 1 a prediction based on what we see
- 2 a future plan/intention
- 3 a prediction based on what we think/believe

7 a. **Focus ►** Practising *will* - *going to*

Read out the phrases and choose two Ss to read out the example exchange. Allow Ss time to complete the task in pairs. Choose pairs to read out their exchanges.

Answer Key

- B: ... make a pond at school?
 A: Yes, they are going to make a pond.
 B: Are they going to go on a school trip to the countryside?
 A: No, they aren't. Do you think they will take part in a clean-up campaign?
 B: They are going to take part in a clean-up campaign. etc

- b. Explain the task. Advise Ss they can use ideas from Ex. 9 to help them. Allow Ss time to complete the activity. Choose individual pairs to act out their dialogue.

Suggested Answer Key

- A: I'm going to make a wildlife pond in my garden.
 B: That's a good idea. I think you'll enjoy that. I'm going to join an environmental group.
 A: Really? I'm sure you'll find it very interesting. etc

8 a. **Focus ►** Presenting future continuous/future perfect

Ss' books closed. Write on the board: *This time next week I'll be on holiday. I'll be swimming in the sea. Will you be going away this weekend?*

Ask: Which example expresses an action in progress at a certain time in the future, a previously arranged action? Elicit formation of future continuous *will + be + verb -ing*. Ask Ss: *What will you be doing this time tomorrow? (I'll be having an English class, etc)*

Write on the board: *By the time we get to the cinema, the film will have started.* Explain that future perfect expresses an action finished before a certain future time. Elicit formation of future perfect *will + have + past participle*.

Ask Ss: *What will you have done by the age of 30? (I'll have graduated from university.)* Ss' books open. Ss do the task.

Answer Key

- 1 action in progress at a certain time in the future
- 2 action finished before a certain future time
- 3 previously planned action

b. **Focus ►** Practising future continuous/future perfect

Ss do the task in pairs. Check Ss' answers. Ss give reasons.

Answer Key (see overprinted answers)

9 **Focus ►** Practising future continuous/future perfect

Ss discuss their sentences in pairs. Check Ss' answers.

Suggested Answer Key

At 6 o'clock tomorrow afternoon I'll be playing football.
At 8:30 Sunday evening I'll be watching TV.
I will have started my own business by the time I'm 30.

10 a. **Focus ►** Reviewing time words (future)

Read out the examples. Elicit what tense is used in them (*simple future*). Point out that *when* takes present simple if it is a question word. Ask Ss if there are similar grammar structures in their language.

Answer Key

Present simple

b. **Focus ►** Practising present simple vs future

Explain the task. Ss complete the task individually. Check Ss' answers around the class. Ss justify their choices.

Answer Key (see overprinted answers)

11 **Focus ►** Sentence transformations

Ss complete the task individually as explained in 1c Ex. 10 p. 11(T). Check Ss' answers.

Answer Key (see overprinted answers)

12 **Focus ►** Reviewing

Allow Ss two or three minutes to revise the grammar structures in this lesson. Pair Ss up. Ss do the task. Select pairs to present their sentences to the class.

(Ss' own answers)

Focus ► Writing a short letter to a friend giving news

Ss read the rubric. Check comprehension of the task by asking Ss: *What are you going to write? (a short letter) What will it be about? (your plans to help protect the environment).* Allow Ss time to brainstorm for ideas and organise sentences. Remind Ss of the characteristics of informal letter writing. Check their notes before they start writing.

Suggested Answer Key

Dear Mandy,

Hi! How are you? Just dropping you a line to tell you about what I'm going to do to help protect the environment.

I'm going to join an environmental group and take part in various activities they organise. We are going to hand out leaflets and take part in a clean-up campaign. I'm also going to adopt an animal. At school we are going to make a pond to help wildlife. I think that we should all help save the environment.

Are you doing anything at school for the environment? Why don't you adopt an animal too? There are so many animals in danger of extinction nowadays.

Well, that's all from me. Write back soon and tell me your news.
 Love,
 Kate

"Will"/"Going to"

Grammar Reference

- 6 Match sentences 1-3 to what they express:
a future plan/intention, a prediction based on what we see, a prediction based on what we think/believe.

- 1 Look at those dark clouds! **It's going to rain.**
- 2 I'm **going to join** Greenpeace this year.
- 3 I think he **will succeed.**

- 7 a. Peter's class have made some decisions to help the environment. Ask and answer.

- 1 join an environmental group (✓)
- 2 make a pond at school (✓)
- 3 go on a school trip to the countryside (X)
- 4 take part in a clean-up campaign (✓)
- 5 buy wildlife posters (X)
- 6 visit a wildlife park (✓)

A: *Are they going to join an environmental group?*

B: *Yes, they are. Do you think they will ...*

- b. What are you going to do to help protect the environment? Discuss.

Future continuous, future perfect

Grammar Reference

- 8 a. Which verb form expresses: *a previously arranged action? an action in progress at a certain time in the future? an action finished before a certain future time?*

- 1 This time next week I'll **be travelling** to Spain.
- 2 This time next week I'll **have finished** my project.
- 3 I'll **be seeing** Ann tonight.

- b. Put the verbs in the correct tense.

- 1 A: How long have you been in this club?
 B: By the end of June I will have been **(be)** with them for a year.
- 2 A: Aren't you meeting Bob?
 B: By the time we get there, he will have left **(leave)**.
- 3 A: When's your Science test?
 B: This time tomorrow I will be sitting **(sit)** it.
- 4 A: We will be meeting **(meet)** Tom tonight.
 Would you like to come?
 B: I'd love to but I can't.

- 9 What will you be doing: *at 6 o'clock tomorrow afternoon? at 8:30 Sunday evening?* What will you have done by the time you are 30?

Time words & the future

Grammar Reference

- 10 a. Read the examples. What tense do we use after time words (*when, until, before, as soon as, after, etc*) to refer to the future?

He'll come **as soon as** he finishes work.

I'll leave **when** she gets here. (time word)

BUT: **When** will she get here? (question word)

- b. Put the verbs in brackets into the present simple or future.

- 1 Can I see Ann before she leaves **(leave)**?
- 2 We will wait **(wait)** until you're ready.
- 3 She will meet **(meet)** Dave before she goes home.
- 4 What will he do after he finishes **(finish)** school?
- 5 What does she want to be when she grows up **(grow up)**?

Sentence transformations

- 11 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Without breeding programmes, many animal species may disappear.
 Without breeding programmes, many animal species may die out.
- 2 Why don't we take the children to the zoo?
 We could take the children to the zoo.
- 3 My intention is to help the environment.
 I'm going to help the environment.
- 4 It's against the law to drop litter in the street.
 You mustn't drop litter in the street.
- 5 The law says you must keep your dog on a short lead near farm animals.
 By law, you have to keep your dog on a short lead near farm animals.

- 12 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.

Writing

Portfolio: Use your answers in Ex. 7b to write a short letter to your friend about what you are going to do to help protect the environment.



- 1 Look at the picture. Listen to the sounds. Imagine you are exploring this area. What can you *see/hear/smell/touch/taste/feel*?

► **Intonation**

- 2 Listen and repeat. Which words are stressed? Which sentences express: criticism? apology?

Don't you just love it here?
What are you doing?
What's wrong with that?
Pick up your rubbish!
Sorry – I didn't think of that.
That's no excuse.
Well, I suppose you're right.

► **Reading & Listening**

- 3 The sentences above are from the dialogue. What do you think the dialogue is about? Listen, read and check.

- 4 Read the dialogue again and complete the sentences.

- 1 Matt likes forests because ...
- 2 John wants ...
- 3 Matt gets angry with John because ...
- 4 John can't find ...
- 5 Matt persuades John to ...

Matt: Don't you just love it here? Forest as far as you can see, fresh air, silence ...

John: Yes, it's great. I'm getting hungry, though, so let's take a snack break.

Matt: All right – but not for long. We've still got plenty to see!

John: OK.

Matt: What are you doing?

John: Throwing my rubbish away. What's wrong with that?

Matt: Pick up your rubbish! We were just admiring nature, and you decide to drop litter in the forest!

John: Sorry – I didn't think of that. Anyway, it's not like there's a rubbish bin here!

Matt: That's no excuse. You're polluting the forest! Animals live here. People camp here. They deserve a clean environment.

John: Well, I suppose you're right. I'll pick it up.

Matt: That's more like it!

Everyday English

Making suggestions & agreeing

- 5 In pairs, use the language in the table, the ideas listed and your own ideas to act out conversations as in the examples.

- help save forests / use less paper / plant new trees
- cut down on rubbish / recycle paper, plastic and glass / reuse plastic bags
- protect wildlife / join an environmental group / create a wildlife habitat in our gardens
- save energy / use solar power / use energy-efficient light bulbs

A: *Let's help save our forests by using less paper.*

B: *That's a good idea! We could also plant new trees.*

A: *Good thinking.*

Making suggestions	Agreeing
<ul style="list-style-type: none"> • Let's ... • Why don't you/we ...? • How about (+ ing)? • Why not (+ inf)? 	<ul style="list-style-type: none"> • OK. Why not? • That's a(n) excellent/good idea! • Good thinking. • (What a) good/great idea!

Listening & Speaking skills

Objectives: learning about rainforests; making suggestions/agreeing; expressing interest

Reading: a dialogue (sentence completion)

Skills – skimming

reading for detailed information

Speaking: making suggestions/agreeing; acting out dialogues expressing interest

Vocabulary: words/phrases related to the environment

Listening: a talk about forests (multiple choice)

Skills – listening for specific information

1 **Focus** ► Warm up – Visualising a scene

Ask Ss to look at the picture. Explain that Ss will hear some sounds. Play the recording. Ss listen and say what they can see/hear/smell/touch/taste, how they feel.

Suggested Answer Key

I can see many trees and plants. I can hear birds singing. I can smell the scent of the pine trees. I can touch the flowers, leaves and tree trunks. I can taste the clean water from the forest stream. I feel very happy and relaxed.

2 **Focus** ► Practising intonation

Explain the task, reminding Ss that the meaning of sentences can change according to which words are stressed. Illustrate this by writing the following sentences on the board:

1 *My sister was born in London.*

2 *My sister was born in London.*

3 *My sister was born in London.*

Read the sentences aloud, stressing the underlined words. Ss repeat, chorally and individually. Elicit the meaning of each sentence (e.g. 1 – not me or my brother; 2 – but she doesn't live there now; 3 – not in Liverpool).

Refer Ss to the sentences in the exercise and ask them to underline the words they think will be stressed in each. Play the recording and check Ss' predictions. Play the recording again with pauses to allow for choral and individual repetition. Ss work in pairs to identify which sentences express criticism/apology. Check answers with the class.

Answer Key

Don't you just love it here?

What are you doing? (criticism)

What's wrong with that?

Pick up your rubbish! (criticism)

Sorry – I didn't think of that. (apology)

That's no excuse. (criticism)

Well, I suppose you're right. (apology)

3 **Focus** ► Making predictions about a text

Read out the sentences from Ex. 2 again. Ask Ss to predict what the dialogue is about. Play the recording. Ss listen and read to check if they guessed correctly. Elicit feedback about the main points in the dialogue.

Answer Key

The dialogue is about two boys out in the woods. They decide to have something to eat and then one of the boys throws his rubbish on the ground. His friend tells him to pick it up. The boy apologises and picks up the rubbish.

4 **Focus** ► Reading for detailed understanding

Explain the task. Ss read the dialogue again and complete the sentences. Check Ss' answers around the class.

Answer Key

1 ... *when you are in them you can breathe fresh air and enjoy the silence.*

2 ... *to take a snack break.*

3 ... *he drops litter in the forest.*

4 ... *a rubbish bin.*

5 ... *pick up the rubbish.*

As an extension ask Ss to read out the dialogue in pairs.

5 **Focus** ► Learning to make suggestions and agree

Direct Ss' attention to the language in the table and the ideas and explain/elicite the meaning of any new vocabulary. Elicit suitable endings for the expressions. Explain the task. Choose two Ss to read out the example. Allow pairs time to make up exchanges. Monitor the activity. Ask pairs to act out their dialogues.

Suggested Answer Key

A: *Why don't we cut down on rubbish by recycling paper, plastic and glass?*

B: *OK. Why not? We could also re-use plastic bags.*

A: *That's an excellent idea.*

A: *How about protecting wildlife by joining an environmental group?*

B: *Good thinking. We could also create wildlife habitats in our gardens.*

A: *OK. Why not?*

A: *Why not save energy by using solar power?*

B: *Good thinking. We could also use energy-efficient light bulbs.*

A: *Great idea!*

6 **Focus** ➤ Describing a picture

Ask Ss to look at the picture. Elicit where the people are (*a swamp*) and what they are doing (*cleaning it*). Refer Ss to the question prompts and elicit full answers. Ss then ask and answer the questions in pairs. Check answers with the class.

Suggested Answer Key

A: *Where was the picture taken?*

B: *In a swamp.*

A: *What can you see?*

B: *I can see three women cleaning up the swamp.*

A: *How are the people feeling?*

B: *They are probably feeling a little disgusted because people don't think before they litter. They are also probably feeling proud of themselves because they are doing such a good thing to help the environment.*

A: *Why are they doing this?*

B: *Because they want to do something to help the environment.*

A: *How can you help the environment?*

B: *I can plant new trees, create a wildlife habitat in my garden or recycle paper, glass and plastic.*

7 **Focus** ➤ Listening for specific information (multiple choice)

Read out the Study Skills box. Explain the task. Ss read the statements and answer choices to familiarise themselves with content. Ss try to predict correct answers. Play the recording twice. Ss listen and complete the task, then compare answers with a partner. Check Ss' answers around the class.

Answer Key (see overprinted answers)

8 **Focus** ➤ Expressing interest

Choose two Ss to read out the example. Go through the facts and the language box and explain the meaning of any new vocabulary. Explain the task. Allow pairs time to make up exchanges. Monitor the activity. Ask a few pairs to act out their dialogues in front of the class to check answers.

Suggested Answer Key

A: *Scientists say that 1/5 of the world's fresh water is in the Amazon Basin.*

B: *Really!*

A: *Scientists say that only 200,000 Indians live there nowadays.*

B: *How interesting!*

A: *Scientists say that more than 20% of the world's oxygen is produced there.*

B: *I never knew that!*

As an extension ask Ss to collect information on rainforests and present it to the class.

9 **Focus** ➤ Reviewing

Allow Ss two or three minutes to revise the lesson. Instruct Ss to close their books. Pair Ss up to talk about what they have learnt. Walk around the room, monitoring the activity.

(Ss' own answers)

Workbook 2 – Listening & Speaking

- 6 Look at the picture. Use the questions to discuss it in pairs.

- Where / picture taken? (*In a ...*)
- What / you / see? (*I can ...*)
- How / people / feel? (*They ...*)
- Why / they / do this? (*Because ...*)
- How / you / help / environment? (*I ...*)

STUDY SKILLS

Listening for specific information

Before you listen, read the questions and try to guess each answer. Listen the first time and check your guesses. Check each answer again carefully when you listen for the second time.

► Listening

- 7 You will hear someone talking about forests. Read the questions. Can you guess the correct answer? Listen, and put a tick (✓) in the correct box for each question.

- Why does David think forests are important?

A	✓	They support 60% of the world's wildlife.
B		They provide jobs.
C		They help keep the climate in balance.
- Why do some companies do research on forest plants?

A		to find new products
B		to find different kinds of food
C	✓	to discover new medicines
- In some parts of the world, forests provide the local people with

A	✓	most of the food they eat.
B		wood to make all their furniture.
C		the only way to heat their houses.
- Most of the wood taken from forests

A		is used for paper.
B	✓	is burned as fuel.
C		is cut down for timber.
- What harms forests the most?

A		forest fires
B	✓	human actions
C		climate change
- What does David say we can do to save forests?

A	✓	plant trees and recycle paper
B		buy less recycled paper
C		choose wood products from trees you grow yourself



Expressing interest

► Speaking

- 8 Read the example. Look at the facts and the language box. In pairs, act out dialogues as in the example. You can also use ideas from Ex. 7.

A: *Scientists have identified more than 2,000 species of fish in the Amazon Basin.*

B: *Is that so?*

Amazon Rainforest

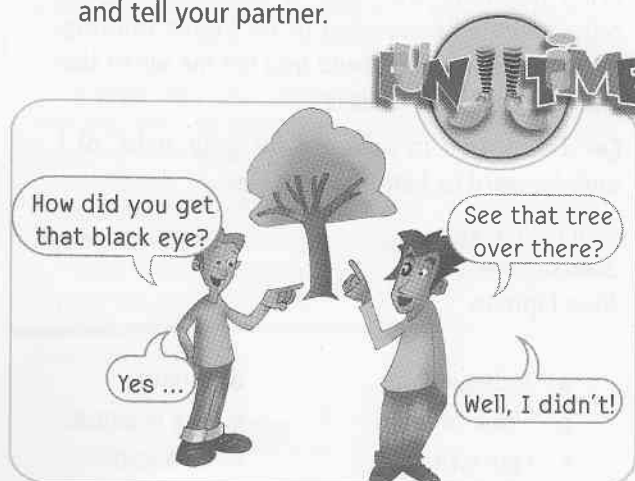
FACTS IN FIGURES

- **1/5 of the world's fresh water is in the Amazon Basin.**
- **Only 200,000 Indians live there nowadays.**
- **More than 20% of the world's oxygen is produced there.**

Expressing interest

Really! Is that so? How interesting! I never knew that!

- 9 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.



Getting started

- 1 Read the advert below. What is it about? What information does it give?

How long / last?

What time / start?



Nature Walk
in Ashton Memorial Park
all ages welcome

Saturday 3rd SEPTEMBER

For more information and an entry form, write to:
John Baxter,
77 Shelley Road,
Lancaster LA1 5PH

How much / cost?

When / closing date / entries?

If you wanted to join in the activity, what further information would you like to have? In pairs, make complete questions from the notes in blue.

Let's look closer

- 2 Read and complete the letter with the phrases (a-f). What is each paragraph about? How does this letter differ from the one on p. 14?

Dear Mr Baxter,

▶ 1) I am writing with regard to your advertisement in the Evening Reporter. I am interested in taking part in the nature walk and I would like some further information about it.

▶ 2) To begin with, does it cost anything to take part or is it free? I would also like to find out what time the walk starts, as well as how long it lasts.

▶ 3) In addition, I would like to know whether I need to wear special clothing or bring anything with me. 4) For example, will refreshments be provided or do I have to bring my own? 5) Finally, could you tell me when the closing date for entries is?

▶ Thank you in advance for your help. 6) I look forward to hearing from you.

Yours sincerely,

Jane Lipman

Jane Lipman

- a To begin with
b I look forward
c I am writing

- d Finally
e For example
f In addition

Direct/Indirect questions

- 3 a. Read the questions below. How does word order differ in direct and indirect questions?

Where is Tom? (direct)

Do you know where Tom is? (indirect)

- b. Use the expressions in the box to change the direct questions to indirect questions.

Can/Could you (please) tell me/let me know ...?
I would like to/be interested to know/find out ...

- 1 What time does it start?
- 2 How much does it cost?
- 3 Do I need any special equipment?
- 4 How long does the nature walk last?

- c. Find all the questions in the letter. Which ones are direct, and which are indirect?

Your turn

- 4 **Portfolio:** Read the rubric, answer the questions, then write your letter (100-150 words).

You saw this poster on your school noticeboard and you would like some more information. Write a letter using the notes you made.



VOLUNTEERS NEEDED!

Are you free the first weekend in September?

Are you interested in protecting the local wildlife?

If so, contact: Brian Jones,
65 Church Road, Bigley BI6 7PL

Do I need special clothes/equipment?

What time and for how long?

Where exactly?

What exactly will we do?

Plan

Dear Mr/Mrs/Miss + (the surname of the person)

Introduction What are your opening remarks?

(Para 1) Why are you writing?

Main Body What information do you want?

(Paras 2-3) What questions will you ask?

Conclusion What are your closing remarks?

(Para 4)

Yours sincerely + (your full name)

Writing

Objectives: writing formal letters asking for information based on given prompts

Reading: a letter asking for information

Skills – skimming

reading for general comprehension

Grammar: direct/indirect questions

Writing: a transactional letter (asking for information)

1 **Focus** ▶ Reading an advert

Direct Ss' attention to the advert. Elicit answers to the questions in the rubric.

Answer Key

The advert is about a walk in Ashton Memorial Park. The advert tells us that people of all ages can take part, when it takes place and how to get more information or an entry form.

Explain the task. Allow Ss time in pairs to complete the task. Check Ss' answers around the class.

Answer Key

How long will the walk last?

What time does the walk start?

How much does it cost?

When is the closing date for entries?

2 **Focus** ▶ Analysing a formal letter

Explain the task. Allow time for Ss to complete it individually and then compare answers with a partner. Check Ss' answers around the class. Elicit/Explain the meaning of any new vocabulary.

Answer Key (see overprinted answers)

Ask Ss to look at the letter again and identify the content of each paragraph. Elicit the topic of paragraph 1 to demonstrate the task. Ss complete the task individually and then compare answers with a partner. Check Ss' answers around the class.

Answer Key

Paragraph 1 states the reason for writing (the writer wants more information about the walk).

Paragraph 2 asks about cost, starting time and duration.

Paragraph 3 asks if special clothing is needed, whether one should bring anything along, and asks what the closing date for entries is.

Paragraph 4 states that the writer is looking forward to the receiver's response.

Ask Ss to compare the letter in 2e with the one in 1e. Elicit that there are differences in style. Write on the board the characteristics of an informal letter. Elicit characteristics of a formal letter and complete the table. Ask Ss to copy the table in their notebooks.

Informal letter

Start: Dear + person's first name

End: Yours/Love, + your first name

short forms

phrasal verbs

everyday vocabulary/idioms

short sentences

Formal letter

Dear + person's full name

Yours sincerely + your full name

full forms

more formal language

more complex sentences

3 a. **Focus** ▶ Presenting direct/indirect questions

Read out the questions and elicit answers to the question in the rubric.

Answer Key

Direct speech: Question word + verb + subject

Indirect speech: Do you know + question word + subject + verb

b. **Focus** ▶ Practising the use of direct/indirect questions

Ss complete the task individually. Check Ss' answers around the class.

Suggested Answer Key

1 *Could you let me know what time it starts?*

2 *I would like to know how much it costs.*

3 *Can you let me know if I need any special equipment?*

4 *I would be interested to know how long the nature walk lasts.*

c. Allow Ss time to complete the task individually, then compare answers with a partner. Check Ss' answers.

Answer Key

To begin with, does it cost anything to take part or is it free? (direct)
I would also like to find out what time the walk starts, as well as how long it lasts. (indirect)

In addition, I would like to know whether I need to wear special clothing or bring anything with me. (indirect)

For example, will refreshments be provided or do I have to bring my own? (direct)

Finally, could you tell me when the closing date for entries is? (indirect)

4 **Focus** ▶ Writing a letter asking for information

Elicit answers to the questions. Ss answer the questions in the plan. Ss then write their letter.

Suggested Answer Key

Introduction: that you have seen the advert and that you would like additional information

Main body (para 2): time and duration of event, exact location
(para 3): events/activities during event, any special clothes/equipment required

Conclusion: state that you are looking forward to the receiver's response

Dear Mr Jones,

I am writing with regard to the advertisement that I saw on my school noticeboard. I am interested in protecting the local wildlife and I would like some further information about your event.

To begin with, what time does the event take place and how long will it last for? I would also like to find out where exactly the event will take place.

In addition, I would like to know what we will be doing during the event. Finally, could you tell me whether I need any special clothing or equipment to take part in the event?

Thank you in advance for your help. I look forward to hearing from you.

*Yours sincerely,
Cindy Morgan*

Curricular Cut: Science

Objectives: learning about pesticides

Reading: a factual text about pesticides (T/F)

Skills – reading for gist

reading for detailed comprehension

Listening: a factual text about pesticides

Skills – listening for specific information

Speaking: revising information about pesticides and their uses

Project: making a list of pesticides found in the supermarket

1 **Focus ►** Predicting content of a text

Direct Ss' attention to the picture and the title and elicit/explain the meaning of the word **pesticides** (*a chemical used to control harmful insects*). Elicit questions about the text from around the class. Allow Ss time to read the text to see if their questions have been answered.

Suggested Answer Key

What is the man doing?

Why is he wearing a mask?

What are pesticides?

What are they for?

Are they dangerous?

2 **Focus ►** Reading for specific information

Ask Ss to read the four statements. Allow Ss time to complete the task individually. Check answers around the class. Select Ss to suggest corrections for the 'False' statements.

Answer Key (see overprinted answers)

Ss explain the words in bold by giving a definition, synonym, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses. Elicit/Explain the meaning of any other words in the text that Ss still do not understand.

Suggested Answer Key

harms (v): damages

disease (n): illness

control (n): sth that gives power over sth

poison (n): substance that harms or kills

weeds (n): unwanted plants

contaminating (part): poisoning

cockroaches (n): large brown insects

mites (n): tiny creatures that live on plants or in animals' fur

ticks (n): small creatures that live on the bodies of humans and animals

object (v): not agree

toxic (adj): poisonous

cancer (n): very serious illness

3 **Focus ►** Checking understanding

Allow Ss time to complete the task individually and compare answers with a partner. Check Ss' answers.

Answer Key

crops

pesticides

foods

pesticides

pesticides

pesticides

pesticides

pesticides

4 **Focus ►** Listening for specific information

Tell Ss to look at the facts and to try and guess what numbers complete the gaps. Allow Ss time to fill in the gaps and compare answers with a partner. Play the recording. Ss listen and check their answers.

Answer Key (see overprinted answers)

5 **Focus ►** Reviewing

Allow Ss two or three minutes to revise the lesson. Ss close their books. Pair Ss up to talk about what they have learnt. Walk around the room, monitoring the activity.

(Ss' own answers)

6 **Focus ►** Exploring theme

Ss visit their local supermarket and list all pesticides and their uses. Ss present the information they collected in the next session. As an extension, Ss collect information on pesticides using the Internet, encyclopaedias or school textbooks. Ss present the information to the class.

(Ss' own answers)

Additional Material:

Pairwork Activities: Unit 2

Workbook: Reading, Word Perfect Unit 2

► **Reading & Listening**

1 Look at the picture and the title. Think of five questions about the subject. Does the text answer them? Read and check.

2 Read the text and mark the sentences **T** (true) or **F** (false). Then explain the words in bold.

- | | |
|--------------------------------|---|
| 1 Pesticides are chemicals. | T |
| 2 Pesticides harm crops. | F |
| 3 Pesticides protect wildlife. | F |
| 4 Pesticides are dangerous. | T |

3 Read again. What do the highlighted words refer to?

4 In pairs, fill in the gaps with the numbers below. Listen and check.

• 37 • 500 • 400 • 31,000

Did you know?

1) 31,000 tonnes of pesticides are sprayed on UK land each year.

2) 37 pesticides have been banned in the UK.

Europe has stopped using 3) 500 different pesticides in the last 10 years.

6 pesticides are approved for use in organic farming, but non-organic farmers can use about 4) 400.

► **Speaking**

5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

► **Project**

6 Go to a supermarket near you and make a list of all the pesticides. What is each used for?

Pesticides

What are pesticides?

A 'pest' is any living thing that **harms** crop growth, carries **disease** or causes damage. Some methods of pest **control** are natural, but other methods use chemicals called pesticides. Fly spray, rat **poison** and similar things you may use in everyday life are all pesticides.

Why do we need pesticides?

Farmers use pesticides to protect crops from insects, diseases and **weeds** while they are growing. They also prevent rats and mice, flies and other insects from **contaminating** foods when they are stored.

Pesticides help us control ants and **cockroaches** in our homes and destroy **mites** and **ticks**. Pesticides in wood and wool make our furniture and clothes last longer.

Why are people concerned about the use of pesticides?

Pesticides can be useful, but they can also harm people, wildlife and the environment. This is why there are strict controls over their sale and use.

Many people **object** to their use because pesticides can contaminate our drinking water and cause health problems.

Some of the most commonly used pesticides are **toxic** to animals and humans and large amounts make us ill. They can give us headaches and stomach ache, damage our skin, hair and nails, and lead to weight loss. Experts believe that some of them can even cause **cancer**.

Vocabulary & Grammar

1 Fill in the missing word.

- 1 Cutting down trees can destroy animal habitats.
- 2 Her brother loves to work. He is a workaholic.
- 3 Tony keeps a(n) eye on things when I'm away.
- 4 He tries to keep on good terms with his neighbours.
- 5 Richard takes after his father. Both have got black hair and blue eyes.
- 6 Can you take out the rubbish?
- 7 Please do me a favour. Watch my house when I'm away.
- 8 This awful music drives me crazy.
- 9 They've been studying English since last May.
- 10 He's always as busy as a bee.

(10 marks)

2 Circle the correct item.

- 1 We can a wildlife habitat by making a pond.
A recycle B fill in **C create**
- 2 You let your dog bark all night.
A don't have to **B shouldn't** C must
- 3 A lot of people are still dying of
A erosion B habitat **C starvation**
- 4 Cindy tries to get with her neighbours.
A along B clear C after
- 5 Her sister is very She writes poems.
A sensible **B creative** C organised
- 6 Could you please do the washing-..... tonight?
A up B out C off
- 7 A lot of animals are in of extinction.
A illness **B danger** C risk
- 8 He has cleared the table.
A already B since C yet
- 9 Many plants and animals are species.
A natural B wildlife **C endangered**
- 10 Why don't we send a letter to the newspapers?
A fresh **B local** C public

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 Heather Black has published a book about endangered species.
Heather Black has brought out a book about endangered species.
- 2 It's against the law to drop litter on the pavement.
You mustn't drop litter on the pavement.
- 3 Could you change the sheets?
Do you mind changing the sheets?
- 4 Our neighbour takes care of my baby sister whenever my parents are at work.
Our neighbour babysits my baby sister whenever my parents are at work.
- 5 Can you describe Peter to me?
Can you tell me what Peter looks like?

(10 marks)

4 Complete the sentences with the correct word derived from the words in bold.

- 1 You must be very careful when you drive. **CARE**
- 2 Ann is a very imaginative person. **IMAGINE**
- 3 We must save endangered animals from extinction. **EXTINCT**
- 4 Mr Harris is very sensible; he doesn't do childish, or silly things. **SENSE**

(8 marks)

Communication

5 Complete the exchanges.

- | | |
|-------------------------------------|-----------------------------|
| a What's he like? | d That's an excellent idea! |
| b Don't worry about it. | e Pleased to meet you. |
| c Could you tidy your room, please? | |
- 1 A: Why don't you join an environmental group?
B: That's an excellent idea!
 - 2 A: We haven't met before, have we? I'm Judy Green.
B: Pleased to meet you.

- 3 A: What's he like?
B: He is talkative and friendly.
- 4 A: Could you tidy your room, please?
B: Sure. No problem!
- 5 A: I'm sorry. I didn't mean to forget your book.
B: Don't worry about it.

(10 marks)

Listening

- 6 You will hear a conversation between Claire and her friend, Tom, about a school trip to a safari park. Decide if each sentence is correct or incorrect. If it is correct, tick (✓) YES. If it is not correct, tick (✓) NO.

Yes No

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1 Claire and her classmates are paying for the trip. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 The school tour will last one day. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Claire is bored with the details of the trip. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 Two of Claire's classmates won't go on the trip. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 Tom has managed to overcome his fear of wild animals. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 Claire is looking forward to the trip. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(12 marks)

Writing

- 7 This is part of an e-mail you received from your pen-friend:

The person I admire most is my mum. What about you? Which person do you admire? Is it a family member, a teacher, a friend of yours? What do they look like? What are they like? What good or bad things do they do?

Write back soon.

Ann

Write an e-mail answering your pen-friend's questions (100-120 words).

(20 marks)

(See Suggested Answers section)

Reading

- 8 Read and choose the correct word for each space.



More than 50% of people 1) the world live in cities. The 2) of people living in cities is 3) bigger every year. In Europe and the USA, 80% of people live in cities.

People move to cities to:

- 4) a job
- be near doctors and hospitals
- go to school 5) university
- be near shops, cinemas, restaurants and sports facilities

When a lot of people live in cities there are problems:

- People 6) a lot of rubbish.
- Cars and factories pollute the air.
- People build cities on farmland so there is 7) land for growing food.
- People clear wild areas to build cities, so plants and animals 8) their habitats.
- Some people move to cities 9) can't find jobs or a home. Three billion people live in cities, but one billion haven't got a house, 10) water, electricity or a job.

- | | | |
|--------------|-------------|------------|
| 1 A at | (B) in | C on |
| 2 (A) number | B rest | C part |
| 3 A making | (B) getting | C rising |
| 4 A look | B search | (C) find |
| 5 (A) or | B but | C else |
| 6 A raise | B do | (C) create |
| 7 (A) less | B few | C many |
| 8 (A) lose | B miss | C spend |
| 9 A also | B and | (C) but |
| 10 (A) clean | B public | C local |

(20 marks)

(Total = 100 marks)

Now I can...

- describe people's appearance & character
- talk and write about the environment
- write a letter to a friend describing people
- write a letter asking for information

...in English

Eco-friends 1

► Reading & Listening

- 1 a. Look at the title and read the introduction. What do you think the article is about?
- b. In pairs, think of one thing you can reduce, one you can reuse and one you can recycle. Listen and read the text. Does it mention any of your ideas?
- 2 Read the statements and mark them *T* (true) or *F* (false). Then explain the words/phrases in bold.
 - 1 Taking the bus helps reduce pollution. T
 - 2 Using rechargeable batteries helps the environment by reducing waste. T
 - 3 Always use plastic bags when you go shopping. F
 - 4 Reuse glass, aluminium, etc instead of recycling. F
 - 5 You can't recycle mobile phones. F

► Speaking

- 3 Close your book and tell your partner three ways of helping the environment.
- 4 What are the people doing wrong? What should they do?



- A: Bill is wasting paper.
B: He can save paper if he sets ...

3Rs: Reduce, Reuse, Recycle

HELPING THE ENVIRONMENT DOESN'T REALLY REQUIRE MUCH EFFORT. LET THE '3 Rs' BE YOUR GUIDE ...

REDUCE

Every time we turn on the tap or the light switch, we're **wasting** valuable **resources**! Here's how to reduce your use of these resources:

Electricity:

- ◆ Use **energy-efficient** products.
- ◆ Turn off lights and electrical **appliances** when you're not using them.

Paper, etc:

- ◆ Buy in **bulk** – this helps avoid **excess** packaging.

Fuel:

- ◆ Use public transport – this helps reduce air pollution.

Water:

- ◆ Use water efficiently – don't leave taps running when you aren't using them.

REUSE

By reusing materials we can **cut down on** the amount of rubbish we have to **get rid of**.

- ◆ Share books, magazines and newspapers.
- ◆ Give away old items you don't need (such as clothes, CDs, games, DVDs, etc) to **charity**.
- ◆ Use **rechargeable** batteries.
- ◆ Use canvas or cloth bags when you go shopping instead of plastic ones.
- ◆ Set the printer to print on both sides of a sheet of paper.

RECYCLE

In a lifetime, the **average** person throws away 600 times their weight in waste! We can reduce our waste **output** by recycling. As well as glass, aluminium, plastic and paper, you can also recycle:

- ◆ Mobile phones & computers
- ◆ Motor oil
- ◆ **Fluorescent** light bulbs
- ◆ Printer ink **cartridges**

- 5 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

► Project

Portfolio: In groups, collect information and prepare a three-minute speech about the '3 Rs'. Record yourselves.

Eco-friends

Objectives: learning about ways to reduce the amount of waste we produce; preparing a speech

Reading: a text about ways we can reduce the amount of waste we produce (T/F)

Skills – skimming

reading for detailed understanding

Speaking: acting out dialogues about ways to help the environment

Vocabulary: a speech about the '3 Rs'

1 a. **Focus ►** Predicting the content of a text

Ss read the title of the text and the introduction. Elicit what Ss think the text will be about.

Answer Key

The article is about what we can do to help the environment.

b. **Focus ►** Reading to check predictions

Allow Ss some time, in pairs, to think of what they can reduce, reuse and recycle. List suggestions on the board. Play the recording. Ss listen and read to check their answers.

(Answers depend on Ss' ideas)

2 **Focus ►** Reading for specific information

Ask Ss to read the five statements, checking understanding. Allow Ss time to complete the task individually. Check answers around the class. Ss justify their answers. Select Ss to suggest corrections for the 'False' statements.

Answer Key (see overprinted answers)

Ss explain the words in bold by giving a definition, synonym, miming, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses. Elicit/Explain the meaning of any other words in the text that Ss still do not understand.

Suggested Answer Key

wasting (v): not using wisely

resources (n): things that can increase wealth

energy-efficient (adj): using energy efficiently

appliances (n): devices or machines used to do household chores

bulk (n): large quantity

excess (adj): extra

cut down on (phr v): reduce

get rid of (phr): throw away

charity (n): organisation that helps the needy

rechargeable (adj): able to be recharged

average (adj): normal, usual

output (n): amount produced

fluorescent (adj): type of electric lamp

cartridges (n): parts of a machine or device that can be replaced

3 **Focus ►** Reviewing information

Allow Ss two or three minutes to go through the text. Ask Ss to close their books. In pairs, Ss talk about three ways of helping the environment. Walk around the room, monitoring the activity. Select pairs to present their ideas to the class.

Suggested Answer Key

We can help the environment by reducing the amount of water we use. We can also reuse materials to cut down on the amount of rubbish we produce. Another good idea would be to recycle paper and glass.

4 **Focus ►** Talking about helping the environment

Direct Ss' attention to the first picture. Elicit what Bill is doing wrong. Choose two Ss to read out the example. Explain the task. Do the same with the rest of the pictures. Allow Ss time in pairs to complete the task. Select pairs to present their exchanges to the class.

Answer Key

... to print both sides of the paper.

A: *Ann is throwing away glass bottles.*

B: *She can reduce her waste output if she recycles them.*

A: *Tom is throwing away old clothes.*

B: *He can cut down on the amount of rubbish he gets rid of if he gives them away to charity.*

A: *Jane is wasting electricity.*

B: *She can reduce her use of resources if she turns off lights when she isn't using them.*

A: *Mark is wasting water.*

B: *He can use water efficiently if he doesn't leave taps running when he isn't using them.*

5 **Focus ►** Reviewing

Explain the task. Ss work in pairs. Monitor the activity, then elicit a variety of answers from Ss around the class.

(Ss' own answers)

Focus ► Giving a speech

Ss work in groups. Ask them to collect information from various sources e.g. the Internet, encyclopaedias, school textbooks. Ss can research as a group or separately. Then Ss select the points they will present in their speech and make notes. Ss organise their notes under appropriate headings. This will help them present their speech. Advise Ss to look at the audience and use gestures and pictures while talking, as this will attract the audience's attention. Ss can refer to their notes while speaking. If possible Ss can prepare transparencies of the main points and present them using an overhead projector. They could also prepare a PowerPoint presentation. Ss can record themselves while talking. Ss watch the various presentations and comment on each.

Before you start ...

Revise one or two points from the previous module (e.g. *personal qualities, endangered animals, problems the environment faces etc*).

Objectives

Direct Ss' attention to the title of the module, **Holidays & schooldays**. Explain that in the next two units they will learn to talk about holidays and holiday problems, education and school activities etc.

Look at Module 2

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. *what the picture shows, what else Ss can see on that page and what they think the unit might be about*).

Suggested Answer Key

pic. 1 (p. 38)

- T: *What page is picture 1 from?*
S1: *It's from p. 38.*
T: *What can you see in pic. 1?*
S2: *An elephant.*
T: *What might that have to do with the title of the module?*
S3: *The text may be about a safari holiday.*
T: *What else can you see on p. 38?*
S4: *Some people sailing on a yacht.*
T: *What other kind of holiday can you think of?* etc

pic. 2 (p. 40)

What does the picture show? How is it related to the other pictures on p. 40? What are the people doing wrong? How important is it for someone to have good manners?

pic. 3 (p. 36)

What can you see in the picture? Where are the people? What are they doing? How are they feeling? How important is it to spend time with your family? What else can you see on that page?

pic. 4 (p. 47)

Where is the teenager? What is he doing? Is it important nowadays to be computer literate? What is the role of computers in education? Have you got a computer? How do you use it?

pic. 5 (p. 30)

What does the drawing show? What problem do these people have? What do you think has happened? Look at the rest of the drawings. How are they related to the title of the article? Have you had any bad travel experiences? Talk about them.

Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is and elicit simple information about each item.

accommodation symbols: Unit 3, p. 33

(symbols that show what facilities a hotel offer) Where can you see them? Who might be interested in them? Which of them would influence your choice of holiday accommodation?

tour advertisements: Unit 3, p. 37

(short pieces of writing addressed to tourists to advertise a place, activities, etc) Where could you see these adverts? What do they advertise? Which one would you choose to go on?

a street sign: Unit 4, p. 42

(these signs tell drivers & pedestrians how to behave while driving/walking) What does the sign mean? Where could you see it? Who is this sign addressed to? What other signs are you aware of?

a cartoon strip: Unit 4, p. 44

(a short funny story developed in pictures) What is the cartoon strip about? How is it related to the grammar structure mentioned on p. 44?

a literature extract : Unit 4, p. 49

(short piece from a novel, play, etc) Where is the extract taken from? Who wrote it? What do you think it is about? Who's the woman in the pictures? (Audrey Hepburn) How might she be related to the extract? (Explain that Audrey Hepburn starred in "My Fair Lady", which is a film based on "Pygmalion".)

Explain that the module has:

- a **Culture Clip**
- a **Curricular Cut**
- an **Eco-friends section**

Elicit definitions/explanations of these sections by referring Ss to the relevant pages and texts.

Suggested Answer Key

The Culture Clip seems to be about some British camps.

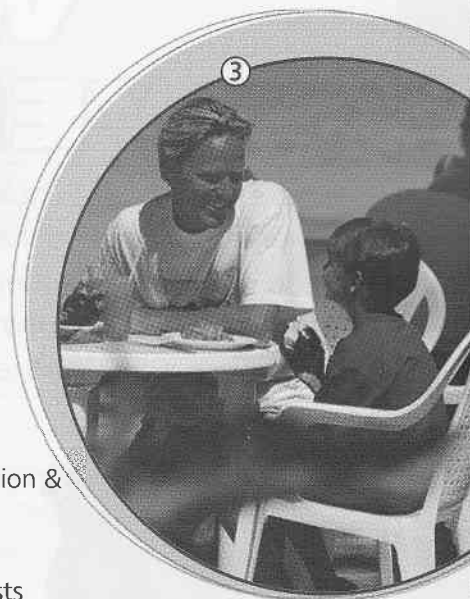
The Curricular Cut section is an extract from "Pygmalion".

The Eco-friends section looks at different green issues. This one presents carnivorous plants (i.e. plants that eat meat).

Holidays & schooldays

Module 2

Units 3-4



► Before you start ...

- What makes a good neighbour?
- What do you do to help protect the environment?

► Look at Module 2

Find the page numbers for pictures 1-5.

► Find the unit and page number(s) for

- accommodation symbols 33
- tour advertisements 37
- a street sign 42
- a cartoon strip 44
- a literature extract 49

► Listen, read and talk about ...

- transport
- accommodation
- holidays & holiday problems
- feelings
- good manners
- education & school activities

► Learn how to ...

- book a guided tour

- express dissatisfaction & ask for details
- talk on the phone
- make polite requests
- describe pictures

► Practise ...

- past tenses
- *used to* – *would*
- reported speech
- reporting verbs/modal verbs
- idioms related to holidays, education
- forming adjectives with negative meaning, nouns from verbs
- phrasal verbs with *off*, *down*

► Write ...

- a short article for a magazine about your worst holiday experience
- a letter to a friend from a holiday hotel
- a short paragraph describing some of the things you used to do on holiday when you were younger
- a story (1st person narrative)
- a leaflet on how a visitor to your country should behave while dining out
- an e-mail to a pen-friend about your school life
- a for and against essay

Culture Clip: Butlin's Holiday Camps

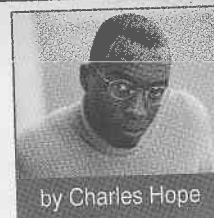
Curricular Cut (Literature): Pygmalion

Eco-friends: Carnivorous Plants

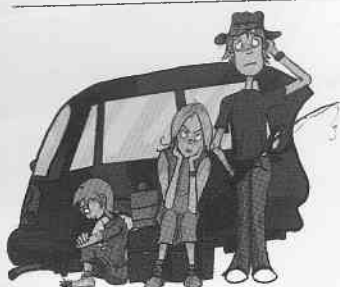
3a Take a break

WISH YOU WEREN'T HERE!

Have you had a holiday where something or everything went wrong? Everyone wants to have a good time when they go on holiday, and it can be very upsetting when the dream holiday that you've **saved up** for and **looked forward to** all year **turns into** your worst nightmare. Here are some bad experiences and problems from readers' holidays.



by Charles Hope



You can just imagine the scene. We had just finished a lovely picnic in a remote mountain forest in central France. Relaxed and happy, we made our way back to the road where we had left our car, only to discover that we had lost the keys! It was getting dark and there wasn't a soul around. I don't think we had ever felt so **terrified**! None of our mobile phones had any **reception** so we just had to wait.

Eventually, hours later, we heard the sound of a car coming along the road. Amazingly, the car was the same model as ours and we **waved frantically** for the driver to stop. He tried his key in the **boot lock** and magically, it opened, **revealing** the keys. They must have slipped out of my pocket. I can't tell you how **relieved** we felt! (Katy Banks)

We were going on holiday to San Diego, USA. We'd booked the holiday online six months earlier and I hadn't bothered to check our passports. I'd just **assumed** everything was OK. So you can imagine my surprise when we were told at the check-in desk that we couldn't fly because our son's passport was **out of date**. My wife and daughter checked in and **off they went**. Nick and I **rushed** home, got his **birth certificate** and tried to get a new passport.

There was a huge **queue** at the Passport Office, so I pushed to the front and cried, "My family's gone on holiday and my son urgently needs a new passport!" Within an hour we had his passport. We rushed to the airport, but they told us we were too late and the next flight was at 5 am. At this point I **lost my temper**. We spent the rest of the day **wandering** around the duty free. We finally arrived at our **destination** twenty hours later, exhausted but **relieved** that we could start our holiday. (Nigel Barker)



When we arrived at the **resort**, we were very happy. The hotel was nice and the staff were polite and friendly. The beach looked fantastic, too – lovely white sand and **not a soul in sight**. Then we found out why. As we were walking along the beach we **noticed** a sign **warning** people against swimming in this area. There was a nasty smell to go with it. We had to spend the entire holiday round the hotel pool instead of swimming in the sea. We were very disappointed. (Bob & Steve)

Sometimes things go wrong through no fault of your own, but some problems can be **avoided altogether**.

Simple things like wearing a **high factor** sun cream or checking the **expiry date** on a passport could save a lot of time and **inconvenience**.

Other things should go without saying, such as booking your holiday through a **reputable** travel company and **taking out** travel insurance.

If you want to know how to avoid common travel problems and how to stay **healthy** on your holidays, visit www.travel-advice.net/ or www.lonelyplanet.com/health/.

You'll also find money-saving ideas and advice on planning your next trip.

Next week: What can go wrong when you are buying a car.



*Suggested Answer Key for Ex. 7 p. 38(T)***Venice Adventure**

Arriving in Venice that scorching day in August with my classmates, I felt a great sense of freedom and adventure. I also was proud to have made my first ever trip abroad without my parents. My pen-friend Bianca was there to meet us off the boat. I already knew that this was going to be a holiday to remember.

As we passed through the centre of the city I was mesmerised by the unusual character of the buildings and the canals and couldn't wait to explore it with my friend. First of all, though, we went to the hotel and left our luggage. After we had checked in, we had the most amazing lunch in the hotel courtyard. It was still so hot and so almost everyone decided to go for a short siesta to sleep it off - apart from me and Bianca.

We tip-toed out of the hotel without telling the teacher and headed for Lido beach. The streets of Venice had become unusually empty and so we had no trouble getting the water taxi over to the island. Once there, we lay on the golden sand and chatted to each other as we sunbathed. Of course, we had to go for a swim and so we ran into the sea, shouting merrily as our feet touched the lovely cool water. We were having so much fun that we didn't see the suspicious-looking figure approach our belongings. It all happened so fast - my bag with my passport had been stolen.

Back at the hotel, I told my teacher what had happened. With the help of the hotel manager, she reported the incident to the police. You can't imagine how relieved I felt when my passport was returned to me a few days later. We agreed to keep it in the hotel safe until the end of the trip. Since that day I have always been extremely careful with my belongings!

Take a break

Objectives: holiday problems

Reading: a text about holiday problems (multiple choice)

Skills – scanning

reading for detailed comprehension

Speaking: talking about a bad holiday experience

Vocabulary: words related to holidays

Listening: short monologues (matching)

Skill – listening for specific information

Writing: a short article about your worst holiday experience

1 **Focus** ➤ Warm-up – visualising a scene

Read out the title, *Take a break*. Elicit/Explain its meaning (= have time off). Ask if there is a similar expression in Ss' L1. Read out the rubric and questions 1-5. Explain/Elicit the meaning of any new vocabulary. Ask Ss to close their eyes and focus on images and feelings each piece of music or sound brings to mind. Play the recording, pausing after each piece or sound to elicit suitable answers from around the class.

Suggested Answer Key

1 *I'm on a tropical island. I'm sunbathing on the beach. My friends are swimming. It's warm and sunny. I feel relaxed.*

2 **Focus** ➤ Predicting content

Read out the title of the text. Ask when this could be said (when sth has gone wrong). Point out that the usual expression is *Wish you were here*. It is normally used in letters, e-mails, or postcards between friends or relatives who are far away from each other. Ask Ss to read the introduction. Elicit content of article (people's bad travel experiences). Elicit what problems can turn sb's dream holiday into a nightmare. (e.g. *lose passport*, *run out of money*, *have their money/passport stolen*, *dirty/noisy hotel*, *rude staff*, *delay of flight*, *awful weather*, *crowded/dirty beach*, etc) To help Ss, write the underlined words on the board and elicit ideas. Refer Ss to the pictures as you read out the last sentence of each extract, pausing after each one to elicit Ss' suggestions regarding the nature of the problem in each case. Play the recording as Ss read the texts. Check predictions with the class.

Answer Key

Katy Banks: *Lost car keys* – Nigel Barker: *Out-of-date passport* – Bob & Steve: *Dirty sea*

3 **Focus** ➤ Practising multiple choice exercises

Go through the Study Skills box. Ask Ss to identify the topic of the text (*problems while on holiday*) and reason (*to help travellers face as few problems as possible while on holiday*). Ss complete the task individually, then compare answers with a partner. Check Ss' answers and elicit/explain why the three distractors in each item are incorrect.

Answer Key (see overprinted answers)

4 a. **Focus** ➤ Eliciting meaning from context

Ss explain the words in bold by giving a definition, synonym, antonym or miming. Encourage Ss to try

to identify the meaning from the context before using their dictionaries to check. Check Ss' answers, then elicit/explain the meaning of any other words that Ss still do not understand. Allow Ss time to go over the words in bold to find the phrasal verbs. Check Ss' answers.

Answer Key

Phrasal verbs: *saved up*, *looked forward to*, *turns into*, *taking out*

b. Ss complete the task individually and then compare answers with a partner. Check answers around the class.

Answer Key

1 *looking forward to* 3 *out of date*
2 *not a soul in sight* 4 *lost my temper*

5 a. **Focus** ➤ Listening for specific information

Go through the problems (a-i). Explain any new vocabulary. Play the recording for Ss to match the speakers to the problems. Ss compare their answers with a partner. Play the recording again if necessary. Check Ss' answers.

Answer Key

Speaker 1: h Speaker 2: e Speaker 3: d Speaker 4: i

b. **Focus** ➤ Talking about holiday problems

Explain the task. Allow Ss time to discuss the questions in the rubric in pairs. Walk around the class and monitor the activity. Choose individual Ss to tell the class about their holiday problems. Correct where necessary.

Suggested Answer Key

Last year we went to Ibiza for a week. The hotel was great and the staff very polite. Unfortunately, on the third day it started raining. It was such bad weather that we had to spend the rest of the week in our hotel.

Focus ➤ Writing a short article about an awful holiday


Ss read the rubric. Check comprehension of the task by asking Ss: *What are you going to write? (a short article) What will it be about? (your worst holiday)* Allow Ss time to brainstorm ideas under the prompts. Check their notes before they start writing. Select Ss to read out their short articles.

Suggested Answer Key

Last August I went to Sacramento, USA. I had been looking forward to it for ages, but in the end it turned out to be the worst holiday of my life.

My mother was born there but she hadn't been back for a visit in twenty years so she had decided to come with me. When our plane touched down, I looked out the window and gasped in shock. It was pouring down with rain! My mum said not to worry as the weather could change very quickly. In all, we spent two weeks in Sacramento. Believe it or not, the sun didn't come out even once! Instead of going to the beach or sightseeing, we spent most days visiting museums and going shopping. It certainly was not the holiday that I had expected.

Lead-in

- 1  Listen to the music and the sounds.
Answer the questions.

- Where are you? (*on a tropical island, in the mountains, in a forest, by a pool, in a country cottage*)
- What are you doing? (*sunbathing, swimming, relaxing, jumping off the diving board, camping, etc*)
- Are you alone or with company? (*family, friends*)
- What is the weather like? (*boiling hot, freezing cold, warm and sunny, chilly, etc*)
- How are you feeling? (*happy, relaxed, tired, peaceful, stressed, disappointed, etc*)

Reading

- 2 Read the last sentence of each text. What are the texts about? What could go wrong while on holiday? Listen, read and check.

STUDY SKILLS

Four-option multiple choice

Read the text carefully. Identify the topic, the general idea of the text, and the reason it has been written. This will help you answer the questions. Read the text again, then answer the questions one at a time. Check your choice against the text.

- 3 Read the article. Choose the best answer – A, B, C or D – for questions 1-5. Give reasons.
- What is the main purpose of the article?
 - to describe some common travel problems
 - to give readers the chance to talk about what happened to them on holiday
 - to advise us how to avoid holiday problems
 - to make fun of people's travel problems
 - What does Katy say about her holiday?
 - It was great, apart from one incident.
 - She did not enjoy it at all.
 - She wished it was like their other holidays.
 - It was a new experience.
 - What would a reader learn about Nigel from the text?
 - He loses his temper easily.
 - He likes doing things at the last minute.
 - He cries when things don't go his way.
 - He always stays calm in an emergency.

- When talking about their holiday problem, Bob and Steve say that
 - it was their fault.
 - it could happen to anyone.
 - it ruined the holiday.
 - it took them a long time to recover.

- Which of the following is the best description of Charles Hope?
 - a writer for a weekly magazine
 - a journalist who only writes about bad news
 - an advice columnist
 - a magazine editor

- 4 a. Explain the words/phrases in bold. Which of them are phrasal verbs?

- b. Complete the sentences with phrases from the text.

- We *were excited about* going to Madrid. We had been it all year.
- The beach was *empty*. There was
- Your passport has *expired*. It's
- I *was very angry*. I

Listening & Speaking

- 5 a. Listen and match the speakers (1-4) to the problems they had while on holiday.

- | | |
|---------------------|--------------------|
| a sunburn | g lost or stolen |
| b delayed flight | h passport/credit |
| c flat tyre | i card/luggage |
| d food poisoning | h the weather |
| e dirty beach/hotel | i customs problems |
| f small room | |

- b. Have you ever had any of these problems on holiday? What happened? Tell your partner.

Last summer we decided to spend our holidays in a friend's country cottage. As we were driving to the village we got a flat tyre. It took us two hours to fix it before we could continue.

Writing

Project: Think of your worst holiday experience. Write a short article for a magazine (80-100 words). Write: • where you went • who with • weather • when it happened • what happened

Transport

- 1 Read the sentences. What means of transport is each person referring to? Which is your favourite means of transport on holiday?

- I'll meet you on deck in five minutes.
- Come on! It's boarding now at gate 25. If we don't hurry, we'll miss it!
- Shall I give you a lift to the office?
- Excuse me. Is this the right platform for the 2:15 to London?
- Put on the helmet, hold on tight and let's go.

▶ Listening

- 2 Listen to the announcements and match them to the forms of transport above. Which words helped you decide?

- | | |
|----------------|------------|
| Announcement 1 | train |
| Announcement 2 | plane |
| Announcement 3 | ship/ferry |

- 3 a. Match the words in the list to the means of transport. Compare with a partner. Can you add any more words?

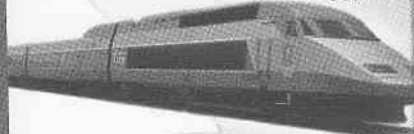
- cabin • carriage • landing • buffet car • seatbelt
- platform • check-in • boot • port • station
- rush hour • cruise • road map • flight
- takeoff • boarding pass • compartment • deck

car



seatbelt, boot, rush hour, road map (tyre, steering wheel, rear-view mirror, driver)

train



carriage, buffet car, platform, station, compartment (driver, ticket inspector)

aeroplane



landing, check-in, flight, takeoff, boarding pass (runway, pilot, air steward)

cabin, port, cruise, deck (captain, crew, harbour)

Ship/ferry



- b. Complete the following sentences with words and phrases from Ex. 3a.

- We had too much luggage to fit in the boot so we put some of it on the back seat.
- It was very windy and the plane made a very bumpy landing.
- The police stopped me because I wasn't wearing my seatbelt.
- We enjoyed our cruise immensely, thanks to the fantastic crew, who made sure the passengers had a good time.
- As we came into the port we were amazed at how many other ships were already anchored there.
- Our journey took ages because our train stopped at every station along the way!

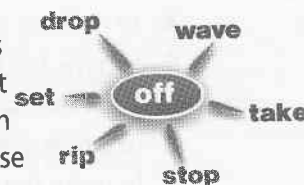
- c. Make sentences of your own for five of the other words in Ex. 3a.

- 4 Fill in: **by, on, along, towards** or **off**.

- They walked along the platform, looking for their carriage.
- We took the bus to the beach, but the children went on foot.
- Most people prefer to travel by plane.
- As soon as they got off the ship, they were surrounded by locals trying to sell them souvenirs.
- We moved slowly towards the rear of the plane, looking for our seats.

Phrasal verbs

- 5 Complete the sentences with verbs in the correct form/tense, then explain the phrasal verbs. Choose one and draw a picture to illustrate its meaning.



- As soon as the taxi arrived, they set off for the airport.
- Some tour reps try to rip off tourists by charging too much for organised tours.
- My brother dropped me off at the airport in plenty of time for my flight.
- The whole family waved Tom off at the harbour when he went on his 2-month cruise.
- On the way home, the coach stopped off in London so we could do some shopping.

Vocabulary practice

Objectives: learning about means of transport; symbols related to accommodation

Reading: a text about a hotel (comprehension questions)

Skills – scanning

reading for detailed comprehension

Speaking: discussing your favourite means of transport and which facilities/services are important to you while on holiday

Vocabulary: words related to transport and accommodation; idioms related to travel; phrasal verbs with off

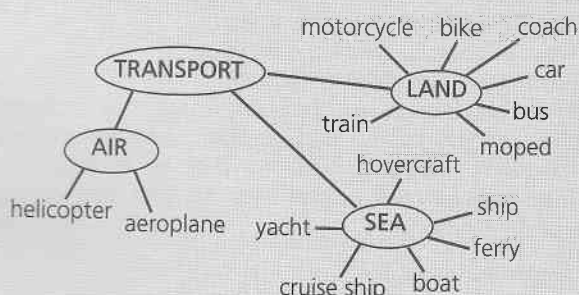
Listening: 3 short announcements (matching)

Skill – listening for general information

Writing: a letter to a friend

1 **Focus >** Identifying means of transport

Write this mind map with the words in bold on the board. Elicit means of transport from Ss to complete it.



Ss answer the questions individually and then compare answers with a partner. Check answers with the class, asking Ss to identify key words.

Answer Key

- | | |
|-----------------------------|-----------------------------------|
| a ship/ferry (on deck) | d train (platform) |
| b aeroplane (boarding gate) | e motorcycle (helmet, hold tight) |
| c car (lift) | |

Ss discuss which their favourite means of transport is in pairs.

Suggested Answer Key

- A: When I am on holiday I prefer to get around on a motorcycle. Motorcycles are economical and give you a great sense of freedom.
- B: Well, I don't really like motorcycles. I'd rather get around by car. It's more convenient.

2 **Focus >** Listening for general information

Explain the task. Play the recording as Ss listen and match the announcements to the means of transport from Ex 1. Check Ss' answers, asking for words that helped them make their choices.

Answer Key

- 1 train – passengers, departing, platform
- 2 plane – passengers, baggage, check-in, flights
- 3 ship/ferry – captain, disembark, sailing

3 a. **Focus >** Categorising vocabulary related to transport

Ss work individually to complete the task and then compare their answers with a partner. Ss can then use their dictionaries to check if their answers were correct. Alternatively, check Ss' answers round the class explaining any new vocabulary. Check Ss' answers around the class. Elicit suggestions of other words to add to the spidergrams.

Answer Key (see overprinted answers)

b. **Focus >** Practising words related to transport

Allow Ss time to complete the task. Ss compare answers with their partner. Check Ss' answers.

Answer Key (see overprinted answers)

c. Read out the rubric and allow Ss time to complete the task. Ask for a variety of answers around the room.

Suggested Answer Key

My mum told my dad to check the **road map** for directions.

Meals were served at noon in the **buffet car**.

Passengers must check in two hours before an international **flight**.

The ship has a huge pool on the upper **deck**.

Game - Extension

Ss look at the words in Ex. 1 and 3. Play in teams. Make sentences similar to the ones in Ex. 1. The other team guesses which means of transport you are referring to.

Suggested Answer Key

Team A1: I'll meet you at the **buffet car** in ten minutes.

Team B1: train etc

4 **Focus >** Working with prepositions

Read out the rubric and items 1-5. Elicit/Explain the meaning of any new vocabulary. Allow Ss time to complete the task. Check Ss' answers.

Answer Key (see overprinted answers)

5 **Focus >** Working with phrasal verbs

Ss complete the task. Check Ss' answers. Elicit/Explain the meanings of the phrasal verbs. Allow Ss time to complete their drawings. Collect their work and present it to the class. Have Ss guess which phrasal verbs are represented.

Answer Key (see overprinted answers)

Answer Key

set off: begin a trip

rip off: cheat, steal from

drop off: drive sb somewhere and then leave them at the spot where they wanted to go

wave off: say good-bye to someone as they are leaving on a trip

stop off: stop for a short time

take-off: when a plane rises into the air

6 **Focus ▶** Learning idioms

Read out the rubric. Allow Ss time to complete the tasks. Ss can use their dictionaries. Check Ss' answers. Elicit from Ss whether there are similar expressions in their language.

Answer Key (see overprinted answers)

(Ss' own answers)

7 a. **Focus ▶** Matching symbols to their meanings

Direct Ss' attention to the symbols a-k. Identify the meaning of the first symbol with the class to demonstrate the activity. Allow time for pairs to complete the task and then check answers.

Answer Key (see overprinted answers)

b. **Focus ▶** Prioritising

In pairs Ss discuss. Monitor the activity, helping where necessary. Choose individual pairs to present their answers to the class. Check Ss' answers.

Suggested Answer Key

A: When I go on holiday there are several facilities and services that are very important to me.

B: Like what?

A: Well, I want my room to have air conditioning, especially if I am in a warm country. If my room is too hot, I can't sleep and that means I'm tired all the time.

B: I agree. I also really like it when a hotel has room service. This is important because sometimes I get hungry late at night and it's nice to know that I can get a sandwich or something without having to leave my room.

8 a. **Focus ▶** Predicting the content of a text

Direct Ss' attention to the title the picture and the title, and elicit answers. Allow Ss time to read through the text to check their answers.

Answer Key

The text describes a hotel. The hotel probably has a restaurant, a swimming pool, parking and conference facilities.

b. **Focus ▶** Reading for detailed comprehension [written in the objectives, top of p. 32(T)]

Allow Ss 3 minutes to read the text silently and complete the task individually, then compare answers with a partner. Check Ss' answers.

Answer Key

- 1 The hotel is in Grange-over-Sands, Cumbria.
- 2 The rooms have air conditioning, telephones, hairdryers and TVs.
- 3 The hotel has a restaurant, a swimming pool, a gym, parking, conference facilities, room service and a laundry service.
- 4 You can book online at www.grange-hotel.co.uk or you can call 01539 533666.

Game - Extension

Divide the class into two teams of four or five Ss. Choose a word or idiom from pp. 32-33. Each S makes other words from it, using only the letters it contains e.g. boarding pass: board, in, gap, sing, sad, ring, grass, brain, rain, gas, etc. Each letter in the word can only be used once unless it appears more than once. After a set amount of time (e.g. 2-3 minutes), elicit the words the Ss have found from each team in turn and write them on the board (only write down each word once). The team whose members find the most words between them gets five points. If you wish you could award four points to the team that comes second, three to the team that comes third, etc.

Focus ▶ Writing a letter to a friend from a hotel

Check comprehension of the task by asking Ss: *What are you going to write? (a letter) What will it be about? (Holidays - place I'm staying at)* Advise Ss to use the advert from Ex. 8a for information. Write this paragraph plan on the board:

Para 1: greet friend, say where you are

Para 2 + 3: describe hotel - hotel facilities

Para 4: express your feelings - sign off

Ss make notes under these headings, then organise them in paragraphs. Elicit possible opening - closing remarks (O-R: Greetings from ... Hi! What's up? I'm at ... - C-R: That's all for now. See you soon ... etc). Ss write their letters. Check Ss' answers.

Suggested Answer Key

Dear Chris,

Greetings from Cumbria. We're having a great time here. We're staying at Grange Hotel. It's beautiful and just five miles outside the city.

The hotel has got a variety of facilities such as a swimming pool and a fully-equipped gym. I spend most of the day there!

The hotel restaurant offers delicious meals. My room is very comfortable. There's a TV as well as air conditioning.

That's all for now. Wish you were here. See you in a week.

Take care,

Martin

Synergy: Allow Ss two or three minutes to revise the lesson. Ss close their books and, in pairs, talk about ten things they have learnt in the lesson. Monitor the activity and then select pairs to report back to the class.

Workbook 3 - Vocabulary Practice

- 6 I'm always a bit nervous until the plane has taken off and is in the air.

Idioms

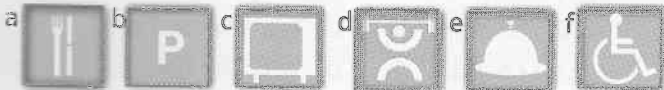
- 6 Match the idioms to their meanings, then use them to complete the sentences. Are there similar expressions in your language?

- | | |
|---------------------|--|
| 1 hustle and bustle | a spend very little in order to save for sth |
| 2 pick and choose | b choose selectively |
| 3 scrimp and save | c unharmed |
| 4 safe and sound | d busy, noisy activity |
| 5 now and again | e occasionally |

- Jane was relieved when Paul returned from his trip safe and sound.
- They couldn't wait to get away from the hustle and bustle of the city and have some peace and quiet for a while.
- Lisa likes to have a weekend away every now and again.
- Harry is so rich he can pick and choose from the most exotic holiday destinations.
- If we book this holiday, we'll have to scrimp and save for the next few months to afford it.

Accommodation

- 7 a. In pairs, match the symbols to their meanings.



- | | |
|---------------------|--|
| 1 h swimming pool | 7 f wheelchair access/ disabled facilities |
| 2 d health club/gym | 8 g air conditioning |
| 3 i telephone | 9 a restaurant |
| 4 b parking | 10 k hairdryer |
| 5 c TV | 11 j conference facilities |
| 6 e room service | |

Speaking

- b. Which facilities/services are most important to you when you go on holiday? Discuss.

A: To me, a swimming pool is important because I like to sunbathe by the pool when I'm on holiday.

B: I agree. Air conditioning is important to me because I want my room to be cool. etc

Reading

- 8 a. Look at the title and the picture. What type of accommodation does the text describe? What facilities do you think the place offers? Read and check.

Grange Hotel

Station Square
Grange-over-Sands, Cumbria



Whether you are looking for a rural retreat or a city break, Grange Hotel gives you the best of both worlds. It is in the heart of the beautiful English countryside, but still only five miles outside the city.

Our pleasant and friendly staff will do everything to make your stay magical and memorable, whether it is for one night or a fortnight. Our service is second to none.

We offer comfortable and stylish rooms as well as a wide range of facilities, including an excellent restaurant, a swimming pool and a fully-equipped gym for you to enjoy during your stay. All our rooms have air conditioning, telephone, hairdryer and TV. The hotel also offers ample parking, conference facilities, room service and a laundry service.

Book online at www.grange-hotel.co.uk
or call 01539 533666

- b. Read the text again and answer the questions.

- Where is the hotel?
- What facilities does each room have?
- What other facilities are there in the hotel?
- How can you book a room?

Writing

Project: You are on holiday at the Grange Hotel. Write a letter to a friend of yours. (70-80 words)
Include:

- where you are • where you are staying
- what facilities it has got (e.g. restaurant, room service, etc) • staff/service
- how you like it

Past simple, past continuous, past perfect and past perfect continuous

Grammar Reference

► Reading

- 1 Read the text and say what tense each verb in bold is. Look at the Grammar Reference section and say how each tense is used.

It was time for a holiday! I **1) had been working** hard for months and **2) had decided** to spend two weeks in a 5-star hotel in the Bahamas. I had booked really early, so I was able to get a great deal. Maybe I would be mixing with the rich and famous! As soon as I **3) approached** the reception desk and **announced** my name, there was a flurry of activity. Before I knew what **4) was happening**, the manager had ordered a porter to grab my bags and show me to the penthouse suite. A large basket of fruit and goodies **5) was sitting** on a table, and an invitation to join the manager of the hotel for a complimentary dinner **was lying** on a silver platter.

I had never stayed in such a luxurious hotel before and I thought to myself, "How kind and helpful the staff are!" I **6) gave** the porter a big tip, **unpacked** my bags and **headed** to the bathroom for a long, hot shower. Imagine my shock when, a few minutes after I returned to my bedroom, the porter returned and asked me nervously to pack my bags and leave the room!

A quick call to the manager cleared up the whole mystery. It seemed that I had the same name as a famous writer and the manager had mistaken me for her! They were very apologetic, but it wasn't long before I was in the regular room I had actually booked!



- 2 Put the verbs in brackets into the correct past tense to complete the short dialogues.

- 1 A: How was **(be)** your holiday in Spain?
B: Great, thanks. I had **(have)** a fantastic time.

- 2 A: What were you doing **(you/do)** when the phone rang **(ring)**?
B: I was washing **(wash)** my hair and I didn't hear **(not hear)** it.
- 3 A: Tony was surfing **(surf)** the Net when he found **(find)** a great deal on a trip to Paris.
B: I know, but by the time he told **(tell)** me about it I had already booked **(already/book)** my holiday to Berlin.
- 4 A: How did you miss **(you/miss)** your flight?
B: We were shopping **(shop)** in the duty free shop and we didn't hear **(not/hear)** the announcement.
- 5 A: Did you stay **(you/stay)** in a hotel during your holiday?
B: No. We rented **(rent)** an apartment for two weeks.
- 6 A: Why was Steve so angry?
B: I guess it was because he had been waiting **(wait)** for three hours before his flight was announced.
- 7 A: Jane looked **(look)** exhausted when I saw her.
B: She hadn't slept **(not/sleep)** at all. She had been waiting **(wait)** all night long for her family to arrive.

3 Make as many sentences as you can.

- | | |
|----------------------|---------------------------|
| 1 drive / an hour | a start raining |
| 2 buy / souvenirs | b ferry / arrive |
| 3 wait / all morning | c lose my passport |
| 4 lie on / beach | d get / flat tyre |
| 5 sleep / in tent | e someone / steal / purse |

*I had been driving for an hour **when** I got a flat tyre.*

4 Use the time adverbs to make sentences about yourself.

- yesterday • by the time • two weeks ago
- while • last year • for hours yesterday
- for ten years • all day yesterday • last summer
- yet • already • before

*A car bumped into the back of us **yesterday**.*



In teams, continue the story. Try to use a variety of past tenses.

We were all looking forward to our holiday.

Grammar in use

Objectives: reviewing the use of past tenses; *used to/ would*

Grammar: past tenses, *used to/would*

Speaking: talking about past experiences, past habits and past states

1 **Focus** ▶ Reviewing the use of past tenses

Ss' books closed. Write the following sentences on the board without reading the tenses and explanations in brackets:

*Yesterday I **woke up** late. (past simple - an action which happened at a stated time in the past)*

*I **was studying** for exams all last week. (past continuous- an action that went on continuously in the past)*

*I **was working** in the garden when it **started** to rain. (past continuous/past simple - an action that interrupted an action in progress in the past)*

*He **was talking** on the phone while she **was sleeping**. (past continuous/past continuous - two actions in progress that happened simultaneously in the past)*

*I **had been reading** for an hour when Mum **came** home. (past perfect continuous/past simple - action in progress in the past emphasising duration interrupted by another past action)*

*I went to the cinema after I **had finished** my homework. (past simple/past perfect - an action that happened before another action in the past)*

Focus Ss' attention on the verb forms. Elicit/Explain what the verb tenses in bold are and how they are used. Refer Ss to the Grammar Reference section if necessary. Ss' books open. Explain the task. Allow Ss time to read the text and complete the task individually. Ss compare answers and use the Grammar Reference Section to check answers. Confirm Ss' answers.

Answer Key

- 1 *past perfect continuous - action in progress in the past*
- 2 *past perfect - an action that happened before another action in the past*
- 3 *past simple - two actions that happened one after the other in the past*
- 4 *past continuous - an action in progress in the past*
- 5 *past continuous - two actions in progress that were happening simultaneously in the past*
- 6 *past simple - actions that happened one after the other in the past*

2 **Focus** ▶ Practising past tenses

Do the first item as an example. Ss complete the task individually and then compare answers with a partner. Check answers around the class. Ss justify their answers.

Answer Key (see overprinted answers)

3 **Focus** ▶ Practising using past simple and past continuous using *when/while*

Choose a S to read out the examples and elicit what tenses are being used (*past simple/past continuous*) and why (*an action that interrupted an action in progress in the past*). Allow Ss time to make sentences. Elicit answers around the class. Correct Ss' answers.

Suggested Answer Key

- 2 *I was buying souvenirs when (e) someone stole my purse/(c) I lost my passport./While I was buying souvenirs someone ...*
- 3 *I had been waiting all morning when the ferry arrived.*
- 4 *I was lying on the beach when (a) it started raining/(b) I saw a snake/(e) someone stole my purse./While I was lying on the beach it ...*
- 5 *I was sleeping in my tent when (a) it started raining/(e) someone stole my purse./While I was sleeping in my tent, it ...*

4 **Focus** ▶ Practising time adverbs with past tenses

Explain the task. Ss complete the task individually. Choose individual Ss to read out their sentences. Correct where necessary.

Suggested Answer Key

By the time I got home, my mother had left.

I bought a new sweater two weeks ago.

I was washing the dishes while my brother was working in the garden.

I turned sixteen last year.

I was waiting for the bus for hours yesterday.

I have been studying English for ten years.

I was studying all day yesterday.

I went to camp last summer.

I haven't had dinner yet.

I've already finished my homework.

I got home before it rained.

Game: Teams in turn continue the story for as long as possible. Make sure Ss use past tenses.

Team AS1: We all had been working hard so we couldn't wait for the plane to reach Hawaii.

Team BS1: We had booked two rooms in a 5-star hotel.

Team AS2: As soon as we got our luggage, we met our guide.

Team BS2: He was waiting for us at the airport.

Team AS3: He showed us to his jeep which he had parked outside the airport.

Team BS3: He got in and he started the engine. etc

5 **Focus ► Narrating**

Read out the text. Elicit/Explain the meaning of any new words. Play the recording and then allow Ss time to continue the narration in writing. Encourage Ss to be imaginative and creative. Choose individual Ss to read their stories. Alternatively this can be treated as a chain story. Ss continue the story, one after the other.

Suggested Answer Key

Dark clouds gathered above. Soon it was raining. We had to go back. We tried to start the engine but it wouldn't. We panicked. Then Claire saw a boat approaching us. It was the Coast Guard. Some locals had got worried when they saw how the weather had changed. They had immediately informed the Coast Guard who came to rescue us.

Back in the house, we felt relieved. We'll never set sail again without listening to the weather forecast!

6 a. **Focus ► Reviewing would/used to**

Ss' books closed. Write the following sentences on the board without the expressions in brackets:

When I was a teenager I used to/would study very hard for exams. (past habit)

As I child, I used to love ice-cream. (past state)

Elicit/Explain when both **used to** and **would** can be used (*for past habits*) and when only **used to** can be used (*for past states*). Ask Ss round the class for two more examples of each. Ss' books open. Read out the theory box and elicit an answer to the question. Refer Ss to Grammar Reference for more details.

Answer Key

*We can use **would** instead of **used to** in sentences that are talking about past habits.*

b. **Focus ► Practising would/used to**

Allow Ss time to complete the task individually. Ss compare answers with a partner. Check Ss' answers.

Answer Key (see overprinted answers)

7 a. **Focus ► Talking about what someone did/didn't use to do**

Direct Ss' attention to the pictures and the phrases. Explain/Elicit the meaning of any new words. Do the first item as an example. Allow Ss time to complete the task individually. Check Ss' answers.

Answer Key

Sharon didn't use to go scuba diving.

Sharon didn't use to take pictures.

Sharon used to go to the beach with her parents.

Sharon used to eat ice cream.

Sharon didn't use to stay in a hotel.

Sharon didn't use to go skiing.

Sharon didn't use to travel abroad.

Sharon used to collect seashells.

Sharon used to play with a ball.

- b. In pairs, Ss mime out activities that they did/didn't use to do when they were six. Choose individual pairs. One member acts out an activity while the other tells the class what his partner did/didn't use to do. Accept feedback from the class and correct where necessary.

(Ss' own answers)

8 **Focus ► Sentence transformations**

Remind Ss to use no more than three words (contractions count as two words) and to ensure the second sentence has the same meaning as the first. Ss complete the task individually. Check Ss' answers.

Answer Key (see overprinted answers)

9 **Focus ► Reviewing**

Allow Ss two or three minutes to revise grammar structures taught in this lesson and prepare sentences using them. Pair Ss up to discuss. Walk around the room, monitoring the activity. Select pairs to present their examples to the class.

(Ss' own answers)

Focus ► Writing a short paragraph about what you used to do on holiday

Ask Ss: *What are you going to write? (a short paragraph) What will it be about? (things I used to do on holiday).* Allow Ss time to brainstorm for ideas. Check on the board. Select Ss to read out their short paragraphs. Check Ss' answers.

Suggested Answer Key

When I was younger my family used to go camping every year. We would all decide on the place we wanted to go to and then we would load up the car. When we got to the campsite we would all help set up the tent. Next, we would put on our swimsuits and go to the beach. We would look for seashells and make sandcastles. After a wonderful day at the beach we would go back to the tent.

Workbook 3 – Grammar in Use

- 5 Read the text below. Listen to the sounds and continue the narration.

It had been bright and sunny all morning and we were having fun on our boat trip around the island. Then the weather changed, all of a sudden, and things quickly took a turn for the worse.

Used to/ Would

Grammar Reference

- 6 a. Read the theory. In which sentences can you write *would* instead of *used to*?

Would and *used to* can be used to talk about past habits. *As a child, I used to/would go to the seaside every year.* (also *I went*)

Used to can also be used to talk about past states. *I used to love it, but now I prefer sightseeing holidays.*

(NOT: *I would love it.*)

- b. Fill in *used to* and/or *would* where possible. Compare answers with your partner.

- As a child, my mum used to go to France on holiday.
- My dad used to have a boat that we took out on the lake each summer.
- We would/used to go fishing every morning on holiday.
- When I was younger, I would/used to stay with my cousins every summer.
- He used to hate going to museums when we were on holiday.
- When we went to Spain I would/used to go swimming every day.
- I used to have a pet cat when I was four.

Speaking

- 7 a. Look at the pictures. What did/didn't Sharon use to do on holiday when she was six?



- b. What about you? Mime the activities. Your partner tells the class.

Sentence transformations

- 8 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
- Tom telephoned during lunch to invite us to go camping.
We were having lunch when Tom telephoned to invite us to go camping.
 - We pitched our tent and then started a camp fire.
After we had pitched our tent, we started a campfire.
 - It rained every day for the whole of the camping holiday.
It didn't stop raining for the whole of the camping holiday.
 - As a child, I went camping with my family every summer.
As a child, I would/used to go camping with my family every summer.
 - After working as a tour guide for ten years, Bob opened his own campsite.
Before Bob opened his own campsite, he worked as a tour guide for ten years.
- 9 Think of the grammar structures you have learnt in this lesson. Close your books and tell a partner. Give examples.

Writing

Project: Write a short paragraph describing some of the things you used to do on holiday when you were younger.

- 1 Listen to the sound effects and number them in the order you hear them. Which are related to wind, and which are related to rain? What are these words in your language?

- | | | |
|--------|-----------|--------|
| 5 blow | 1 drizzle | 2 howl |
| 3 pour | 4 swirl | |

- 2 Look at the picture. How does it make you feel?

- worried • annoyed • confused • frustrated
- scared • relaxed

Have you ever experienced such weather while on holiday? What did you do? Tell your partner.

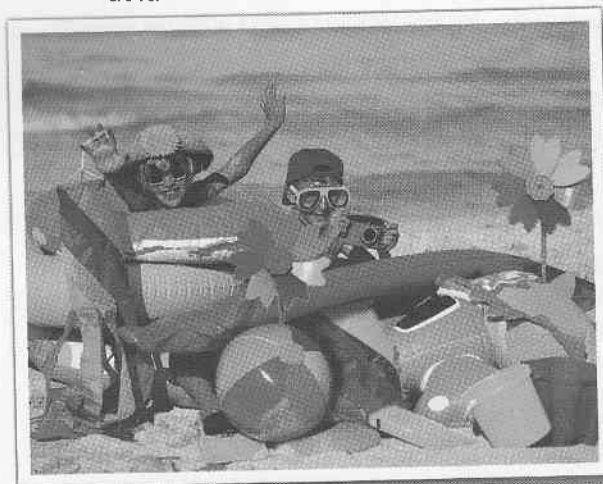


STUDY SKILLS

Describing pictures

When describing pictures, describe the people and activities as fully as possible. Imagine you are describing the picture to a person who can't see it, so be as detailed as possible.

- 3 a. Look at the picture. Use the ideas to describe it to your partner. Your partner doesn't look at it.



- people? • place? • time of day? • weather?
- activities? • clothes? • colours? • feelings?

- b. Now your partner looks at the picture and tells you how well you described it.

- c. Swap roles and do the same with the picture below.

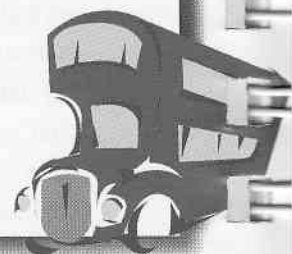


► Listening

- 4 Listen and fill in the missing information in the numbered spaces. Listen again and read to check.

Victoria Bus Company

- Operates 1) normal bus services and city sightseeing tours.
- Sightseeing buses provide commentaries in 2) seven languages.
- In 3) January tours are only available at weekends.
- There are tours every 4) twenty minutes from 9 am to 5) sunset.
- Each tour lasts for 6) two hours.
- Cost: Adults: 7) £2
Children under 8) twelve: £1



Booking a guided tour

► Reading

- 5 a. Look at the questions below from a dialogue between a tourist and a ticket seller. Who would ask each question? Write T for tourist or TS for ticket seller.
- How long does it last?
 - When would you like to go?
 - Can I help you?
 - Is there a tour at 3 o'clock?
 - How many people are you booking for?

Listening and Speaking skills

Objectives: describing pictures; booking a guided tour; expressing dissatisfaction/asking for details

Reading: a dialogue about booking a guided tour (dialogue completion)

Skills – scanning

reading for detailed comprehension

Speaking: booking a guided tour; expressing dissatisfaction

Word formation: adjectives with negative meanings

Listening: sound effects; a pre-recorded message (gap-filling)

Skill – listening for specific information

1 Focus ► Creating mental images

Read out each word, explaining the meaning of any new vocabulary. Elicit which of the items are related to wind and which are related to rain. Play the recording, pausing after each sound effect as Ss number the items in the order that they hear them. Check Ss' answers. Elicit what the items are in the Ss' language.

Answer Key

- | | | |
|------------------|----------------|---------------|
| 1 drizzle (rain) | 3 pour (rain) | 5 blow (wind) |
| 2 howl (wind) | 4 swirl (wind) | |

(Ss' own answers)

2 Focus ► Discussing feelings related to a picture

Ask Ss to look at the picture. Encourage them to talk about what they can see (*trees being blown*), what's happening (*the wind is blowing*), etc. Read out the adjectives and explain/ elicit what they mean. Elicit from Ss occasions when they feel these emotions. Refer Ss to the second and third questions in the rubric. Allow time for pairs to complete the task. Invite a few pairs to report back to the class.

Suggested Answer Key

The picture makes me feel scared and worried. Once when I was on holiday I experienced this kind of weather. All the guests in the hotel had to stay in their rooms or in the hotel restaurant. We watched the storm for many hours and then the wind died down and the rain stopped.

3 a. Focus ► Describing pictures

Read out the Study Skills box. Ask Ss to look at the picture and the question prompts. In each pair, S1 prepares a description for the picture in Ex. 3a while S2 does the same for the picture in Ex. 3c. S1 then describes the picture to S2. Monitor pairs as they work on the activity, providing assistance where necessary.

Suggested Answer Key

I can see two people in the picture. There is a young girl and a young boy. The children are at the beach and the sea is in the background. It must be in the afternoon because the sun is very bright. It is a beautiful day and it is probably quite hot. The children are smiling. It is hard to see what they are wearing but I'm quite sure they are wearing T-shirts and shorts. The little girl is wearing a straw hat with a large yellow flower on it. The boy is

wearing a red baseball cap. Both children are wearing colourful swimming goggles. The children must be feeling very happy as they are smiling.

- b. S2 now looks at the picture and assesses how well his/her partner described it.

(Ss' own answers)

- c. S2 now describes his/her picture for S1 to assess. Monitor Ss' progress. Choose individual Ss to present their descriptions to the class. The rest of the class makes notes about Ss' performance and then report back to the class.

Suggested Answer Key

I can see a family. There is a father, a mother and two children – a boy and a girl. They are at an outdoor café or restaurant. I think it is probably morning because it looks as though they are having breakfast. The weather is very nice and the sun is shining. The family are laughing and talking. The whole family is wearing light summer clothes. The mother and the girl are wearing white t-shirts, the father is wearing a white T-shirt, too, but it has some kind of picture on it. The boy is wearing a red T-shirt and a pair of shorts. The whole family look very happy as they are all smiling and laughing.

4 Focus ► Listening for specific information (gap-filling)

Allow Ss time to read the advertisement and familiarise themselves with the content of the dialogue. Ask Ss to try and predict what kind of information is missing (e.g. *numbers, times, cost, etc.*). Play the recording. Ss complete the gaps individually and then compare answers with a partner. Play the recording again if necessary. Check answers.

Answer Key (See overprinted answers)

5 a. Focus ► Predicting

Explain the task. Read out the questions and explain/ elicit the meaning of any new vocabulary. Allow Ss time to complete task. Check Ss' answers.

Answer Key

How long does it last? T

When would you like to go? TS

Can I help you? TS

Is there a tour at 3 o'clock? T

How many people are you booking for? TS

b. **Focus ►** Reading for specific information
(dialogue completion)

Ss complete the task individually and then compare answers with their partner. Play the recording. Ss listen and check their answers. Confirm Ss' answers.

Answer Key (see overprinted answers)

6 **Focus ►** Role-playing

Ask Ss to look at the advertisements. Ask: *Which places are they about? (London, York) Where are they? (England) What are they advertising? (guided tours) How is each tour conducted? (By boat, on foot) What can you see during the tour? (sights of London along the River Thames, York) etc.* Ss work in pairs and prepare a dialogue similar to the one in Ex. 5b. Monitor the activity as pairs act out their dialogues. Choose individual pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Good morning. Can I help you?
 B: Yes – I'd like to book some tickets for the city cruise, please.
 A: Certainly. How many people are you booking for?
 B: Just two adults – my friend and myself.
 A: When would you like to go? We have one starting in a half an hour.
 B: Actually, we wanted to go tomorrow morning. Is there a cruise at 11:30 tomorrow?
 A: No, but there's one at 11 o'clock.
 B: That will be fine. How long does it last?
 A: An hour. Here are your tickets. That's £19, please.
 B: Here you are.
 A: Thank you. Enjoy the cruise.
- A: Good morning. Can I help you?
 B: Yes – I'd like to book some tickets for the walking tour, please.
 A: Certainly. How many people are you booking for?
 B: Just two – my son and I.
 A: When would you like to go? We have one starting in a half an hour.
 B: Actually, we wanted to go this afternoon. Is there a walking tour at 1:30?
 A: No, but there's one at 2 o'clock.
 B: That will be fine. How long does it last?
 A: An hour. Here are your tickets. That's £8, please.
 B: Here you are.
 A: Thank you. Enjoy the walking tour.

7 **Focus ►** Forming adjectives with negative meaning

Go through the table. Explain that the prefixes in the table can be added to adjectives to form adjectives with a negative meaning. Ask Ss if there are similar structures in Ss' L1. Read out the adjectives 1-5 and explain/elicite their meanings. Ss complete the task individually and then use their dictionaries to check their answers. Check answers with the class.

Answer Key

- | | |
|-----------------|-----------------|
| 1 unfriendly | 4 misinformed |
| 2 uncomfortable | 5 overpopulated |
| 3 inconvenient | |

Allow time for Ss to make up sentences individually. Elicit a variety of answers around the class.

Suggested Answer Key

- 1 I don't know why he is so unfriendly to me.
- 2 This is the most uncomfortable chair I have ever sat in.
- 3 I hope I haven't caught you at an inconvenient time.
- 4 I think you were misinformed. The train doesn't leave till six.
- 5 The world is overpopulated and something has to be done about it.

8 **Focus ►** Expressing dissatisfaction/asking for details

Direct Ss' attention to the language in the table and the notes and explain the meaning of any new words. Elicit suitable endings for the expressions. Allow pairs time to make up exchanges. Monitor the activity. Ask pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: I didn't like the hotel staff.
 B: What was wrong with them?
 A: They were rude and unfriendly.
- A: The coach trip was not what I had in mind.
 B: What do you mean?
 A: It was long and uncomfortable.
- A: The hotel was not good enough.
 B: What was the problem?
 A: It was old-fashioned and dirty.
- A: I wasn't happy with the sightseeing tour.
 B: What was wrong with it?
 A: It was expensive and it only lasted 30 minutes.
- A: I didn't like the camping holiday.
 B: What do you mean?
 A: The weather was awful and the campsite was crowded.

9 **Focus ►** Reviewing

Allow Ss two or three minutes to revise the unit. Instruct Ss to close their books. In pairs, Ss talk about what they have learnt in the lesson. Walk around the room, monitoring the activity. Select pairs to present what they have learnt to the class.


(Ss' own answers)

Workbook 3 – Listening & Speaking

b. Complete the dialogue with the questions from Ex. 5a. Listen and read to check.

- A: Good morning. 1) Can I help you?
 B: Yes – I'd like to book some tickets for the city tour, please.
 A: Certainly. 2) How many people are you booking for?
 B: Just two adults – my friend and myself.
 A: 3) When would you like to go? We have one starting in ten minutes.
 B: Actually, we want to go this afternoon. 4) Is there a tour at 3 o'clock?
 A: No, but there's one at 3:15.
 B: That will be fine. 5) How long does it last?
 A: An hour. Here are your tickets. That's £10, please.
 B: Here you are.
 A: Thank you. Enjoy the tour!

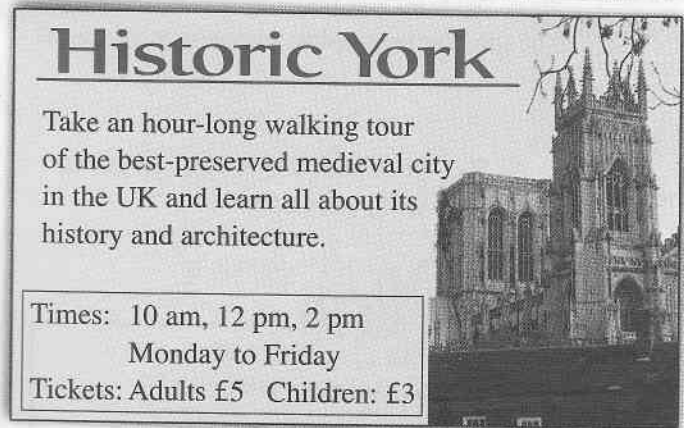
6 You have seen these advertisements. In pairs, take the roles of a tourist and a ticket seller and act out dialogues similar to the one in Ex. 5b.



CITY CRUISES

See the sights of London by boat on a one-hour cruise along the River Thames. Tours start at 11 am, 12:30 pm, 2 pm and 3:30 pm every day from Westminster Pier.

Tickets: Adults: £9.50 **Children:** £4.50



Historic York

Take an hour-long walking tour of the best-preserved medieval city in the UK and learn all about its history and architecture.

Times: 10 am, 12 pm, 2 pm
 Monday to Friday
 Tickets: Adults £5 Children: £3

Word formation (adjectives with negative meaning)

7 Read the table. Form negative adjectives for the words (1-5). Check in your dictionaries. Make sentences using them.

We use the following prefixes to form negative adjectives: **un-** (able-unable), **in-** (consistent-inconsistent), **mis-** (treated-mistreated), **over-** (crowded-overcrowded), **dis-** (organised-disorganised)

- 1 friendly 2 comfortable 3 convenient
 4 informed 5 populated

► **Speaking**

8 Use the useful language in the box and the notes below to act out exchanges in pairs, as in the example.

- room ... small / view not very good
- hotel staff ... rude / unfriendly
- coach trip ... long / uncomfortable
- hotel ... old-fashioned / dirty
- sightseeing tour ... expensive / only lasted 30 minutes
- camping holiday ... weather awful / campsite crowded

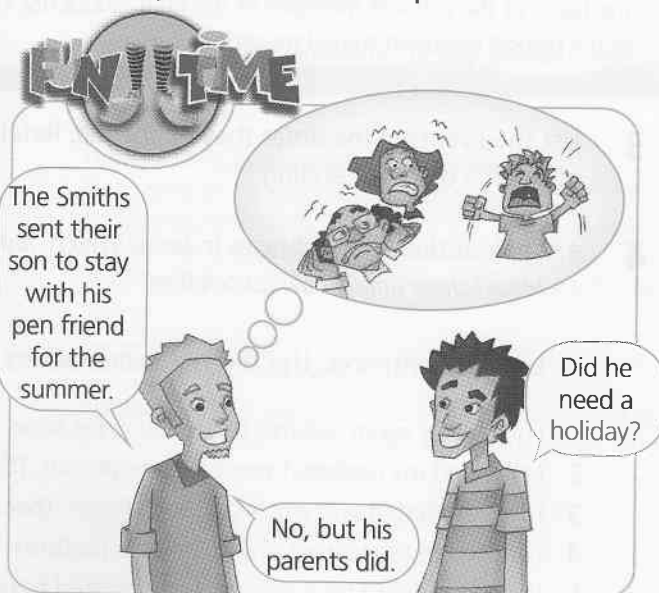
Expressing dissatisfaction	Asking for details
<ul style="list-style-type: none"> • I wasn't satisfied/happy with ... • I didn't like/want ... • The ... was not what I had in mind. • The ... was not good enough. 	<ul style="list-style-type: none"> • What was the problem? • What was wrong with it/them? • What do you mean?

A: I wasn't satisfied with my room.

B: Why? What was the problem?

A: It was too small, etc

9 Think of what you have learnt in this lesson. Close your books and tell a partner.



FUN TIME

The Smiths sent their son to stay with his pen friend for the summer.

No, but his parents did.

Did he need a holiday?

Getting started

- 1 What's your favourite kind of story – *romance, adventure, a funny incident, etc?*

Looking closer

- 2 Read the title. What do you think the story is about? Read and put the paragraphs into the correct order. Listen and check.



Safari Scare

3 At first she just looked at us curiously. Then, a few minutes later, she climbed out of the pool and started to move towards the jeep. As she came closer and closer, Saliki quietly ordered us back into the jeep. I had just put my foot on the first step of the jeep when I felt myself slipping. The next thing I knew, I was flat on my back staring at the sky. While two people frantically dragged me into the jeep, Saliki slammed his foot down on the accelerator. Soon the angry elephant was far behind us.

4 Sitting in the jeep, I couldn't stop thinking about how lucky I had been. I was extremely grateful to the members of my group, and we were all really thankful to Saliki for being such an expert guide. After all, he was the one who had saved the day.

1 When I first woke up in the strange room, I couldn't think where I was. Slowly, as I listened to the sounds of many different kinds of birds singing and smelt the exotic fragrances of flowers coming in through my window, I realised I was in Africa! It was really true – this was the beginning of my safari adventure.

2 After getting dressed, I went to meet the others in my group. We had a delicious breakfast and then joined our guide, Saliki, beside his jeep. As soon as he had given us some instructions about going on safari, we climbed into the vehicle and set off. We had not driven very far when Saliki slowed the jeep so that we could watch a herd of elephants bathing in a muddy pool. The whole group laughed as the bigger elephants sprayed the backs of the younger members of the herd. Suddenly, however, one of the biggest elephants turned towards us.

- 3 List the events in the order they happened. Retell the story, giving it a different ending.

- 4 a. Look at the words/phrases in bold. Which: *link similar ideas? show time? show cause/effect?*

b. Link the sentences. Use the words in brackets.

- 1 I got to my room. I started to unpack. (as soon as)
- 2 I changed my clothes. I went for a night out. (then)
- 3 I was excited. It was my first visit to Rome. (because)
- 4 I packed my suitcase. I ordered a taxi. (before)
- 5 I realised I didn't have my passport. I started to panic. (when)

- 5 Look at the picture and write a short paragraph to set the scene (i.e. where/when the story took place, who the characters were and what happened).

summer morning

my brother

me



Your turn

- 6 Read the rubric, underline the key words, then plan your story. Use the points below.

- The school magazine is having a short story competition.
- The story should be entitled: A holiday where everything went wrong. (100-120 words)

Before you start writing, think about:

Theme: What will your story be about?

Main Character: Who are you? What are you like?

Setting: Where does your story take place? (in space, in Italy, in your garden, in an imaginary place?) What is the weather like?

Problem: What is the problem you face? Do other characters help you solve it? What do you do to solve the problem?

Resolution: What happens in the end? How do you feel?

- 7 Portfolio: Use the plan below to write your story.

Plan

Introduction (Para 1)
set the scene

Main Body (Paras 2 & 3)
events in order they happened –
climax event

Conclusion (Para 4)
end the story – feelings

Writing

Objectives: writing a story; using linking words; setting the scene; writing plot lines

Reading: reading for general understanding

Listening: confirming sequence of events

Writing: writing a 1st person narrative

1 **Focus ►** Talking about stories

Ask Ss to think about all the different stories they have read. (e.g. *The call of the Wild*, *The War of the Worlds*, etc) Ask: *What type is each?* Elicit answers to complete a spidergram.



Conduct a class discussion of favourite kinds of stories. Ss give reasons for their choices.

(Ss' own answers)

2 **Focus ►** Reading for general understanding

Direct Ss' attention to the title of the text. Elicit what the text is about and what kind of story it is. Check Ss' answers.

Answer Key

The story is about something dangerous that happened while somebody was on a safari.

Allow Ss time to read the text and to put the paragraphs in the correct order. Play the recording while Ss listen to check their own answers. Confirm Ss' answers.

Answer Key (see overprinted answers)

3 **Focus ►** Analysing a story

Explain the task. Allow Ss time to make a list of events in their notebooks. Ss compare their answers in pairs. Check Ss' answers around the class.

Answer Key

- The narrator woke up, got dressed, met her group for breakfast and went to join her guide.
- The guide gave the group some instructions.
- They set off in a jeep.
- The group stopped to watch a herd of elephants bathing.
- One of the biggest elephants started coming towards the jeep.
- The narrator fell as she was getting into the jeep.
- Two people helped her get into the jeep and the guide sped off.
- The narrator sat in the jeep thinking how lucky she was.

Ss can work in pairs to write a new ending for the story. Encourage Ss to be creative and imaginative. Monitor the activity, helping where necessary. Have Ss present their endings to the class. Have Ss vote on who had the best new ending.

(Ss' own answers)

4 a. **Focus ►** Using linking words

Ss work in pairs. Check Ss' answers. If time allows, have Ss make up sentences of their own.

Answer Key

Link similar ideas: and

Show time: then, a few minutes later, as, while, soon, when, after, as soon as, suddenly

Show cause/effect: so that

- b. Ss complete the task individually and then compare answers with a partner. Check Ss' answers orally in class.

Answer Key

- 1 As soon as I got to my room, I started to unpack.
- 2 I changed my clothes and then I went out for the night.
- 3 I was excited because it was my first visit to Rome.
- 4 Before I ordered a taxi, I packed my suitcase.
- 5 When I realised I didn't have my passport, I started to panic.

5 **Focus ►** Setting the scene

Explain to Ss that before we start writing a story we need to decide on a scene to start with. The introduction should contain information such as: **who the main characters are, where they are, what the weather is like, when the story happens, what happens.** This will help them organise their story and give the reader a clear idea of what the story is about.

Ask Ss to look at the picture and the notes. Ss write their paragraphs. Ask Ss to check if they have included all the necessary information in their paragraphs. Ss swap papers and evaluate their partner's piece of writing.

Suggested Answer Key

It was a nice summer morning. My brother and I had been looking forward to this trip. We got on our ship and set sail.

6 **Focus ►** Planning a narrative

Read out the rubric. Help Ss to identify the key words and underline them.

Answer Key (see overprinted answers)

Read out the questions in the 'before you start writing' section and elicit answers from Ss. Brainstorm ideas.

Answer Key

Theme: A holiday where everything went wrong

Main character: I, a teenager, very adventurous

Setting: Italy, hot & sunny

Problem: have passport stolen, hotel manager helps

Resolution: I decide to keep my passport in the hotel safe, I feel relieved

7 **Focus ►** Writing a story

Ask Ss to write a plot line for their story. Then, Ss write their story following the plan. Ss swap papers and correct their partner's story.

(See p. 30(T) for Suggested Answer)

Culture Clip

Objectives: learning about holiday camps in the UK
Reading: an article about holiday camps (comprehension questions)

Skills – scanning

reading for specific information

Speaking: discussing holiday camps; preparing a radio advert

1 a. **Focus ►** Predicting the content of a text

Play the recording. Ss listen to hear what kind of holiday is being suggested. Check Ss' answers.

Answer Key

The announcement suggests a holiday at some kind of camp.

b. **Focus ►** Reading for specific information

Direct Ss' attention to the title and the brochure. Elicit answers to the question (e.g. *go swimming, play games, etc.*). Allow Ss time to read the text and check their answers. Play the recording. Ss listen and read.

Answer Key

There were many things visitors could do at the camp. People could play games, enter talent shows and other competitions, ride on a railway, swim, play in the playgrounds, and go to the theatre.

2 **Focus ►** Reading for specific information

Read out the questions. Allow Ss three to four minutes to read the text and answer the questions. Check Ss' answers orally in class.

Answer Key

- 1 *They used to go to camps.*
- 2 *They could play games, ride on a miniature train, swim in the swimming pools, play in adventure playgrounds, watch theatre shows.*
- 3 *In large dining halls.*
- 4 *Because package holidays became popular, mainly because they were cheap.*
- 5 *Yes, there are three camps.*
- 6 *They can stay in apartments and luxury hotels, eat at restaurants, attend concerts/pantomimes & films and have fun at water parks/funfairs.*

3 **Focus ►** Synonyms

Allow Ss time to read through the text and find synonyms for the items. Ss use their dictionaries if necessary. Ss compare answers with a partner. Check answers with the class.

Answer Key

small: miniature

terrible: awful

variety: range

amusement park: funfair

dated: out of fashion

fixed: set

cosy: comfortable

survive: remain

roomy: spacious

4 **Focus ►** Preparing a radio advert

Divide the class into groups. Explain the task. Ss work together using the information in the text to prepare their adverts. Write these headings on the board to help Ss prepare the advert:

- *invite audience to Butlin's*
- *explain how important it was in the past*
- *say how it is nowadays*
- *recommend the place*

Point out that Ss need to use the imperative (*come, stay etc.*). Ss prepare their adverts and present them to the class. For weaker classes photocopy the Suggested Answer Key leaving some blanks for Ss to complete.

Suggested Answer Key

Looking for the holiday of a lifetime? Why not come and stay at any one of Butlin's Camps' great locations? In the past, Butlin's was the place to go on holiday. Holiday-makers could enjoy many activities such as games, talent shows and competitions. Butlin's is even better now! Come and stay in a spacious apartment or a luxury hotel. Sit down to a fantastic meal in our wide range of restaurants. Attend a concert, pantomime or film. Come and play at one of our water parks or funfairs. Butlin's has changed a lot since the 50's but one thing has stayed the same – we still offer inexpensive holidays that the whole family will love!

5 a. **Focus ►** Discussing holiday camps

Read the first question. Discuss as a class. Ask Ss to compare their country's holiday camps to Butlin's.

(Ss' own answers)

b. **Focus ►** Describing imaginary situations

Explain the task. Ss make notes under the headings. Ss then talk about their ideal camp. Point out that Ss should use *would* as they are referring to sth imaginary.

Suggested Answer Key

My ideal holiday camp would have comfortable little cottages in a big forest. There would be a big restaurant in the middle of the camp that served great food at all times of the day. At night the restaurant would have great bands and funny comedians. There would be a big swimming pool with a waterslide. There would be lots of activities like hiking, mountain biking and fishing. It would be inexpensive and the staff would be friendly.

Additional Material:

Pairwork Activities: Unit 3

Workbook: Reading, Word Perfect Unit 3

Butlin's

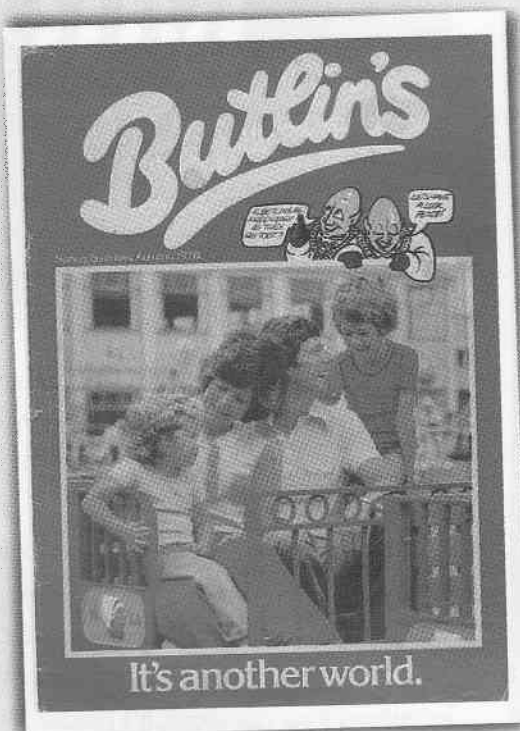
Holiday Camps

1▶ Can you imagine spending your holiday on a campsite with 9,000 other people, being woken up at 7:30 every morning with "Good morning, campers!" from a loudspeaker? Sounds awful, doesn't it? Well, it's how many British people used to spend their summer holidays in the 1950s and 60s. Campers stayed not in tents but in comfortable chalets at different seaside locations around the UK. The biggest and most popular ones were run by Billy Butlin.

2▶ Butlin's holiday camps were exciting places for all the family. There were all sorts of activities, including games, talent shows and competitions. Every camp had its own miniature railway to ride on. There were swimming pools, adventure playgrounds, and theatre shows to suit people of all ages. There were also babysitters so parents could go out for the evening.

3▶ One unusual feature was that there weren't any restaurants! Campers used to eat in large dining halls at set times, and if they didn't get there on time, they didn't get any food! This was one reason why there were loudspeakers everywhere – to remind people of meal times!

4▶ However, times changed, and by the early 1980s a lot of the camps were closed. Cheap package holidays abroad gained popularity and holiday camps went out of fashion. Today, three Butlin's resorts remain in the UK. These days, guests stay in spacious apartments and luxury hotels, eat at a wide range of restaurants, attend concerts, pantomimes and the latest movies, or have fun at water parks and funfairs. One thing hasn't changed, though – they still offer inexpensive family holidays.



► Reading & Listening

- 1 a. Listen to the announcement. What type of holiday does it suggest?

- b. Look at the title and the holiday brochure. What could someone do at these camps? Listen, read and check.

- 2 Read the text and answer the questions.

- 1 Where did the British use to go on holiday?
- 2 What could someone do at Butlin's camps?
- 3 Where did the campers eat?
- 4 Why did holiday camps go out of fashion?
- 5 Are there any Butlin's camps today?
- 6 What can guests do there nowadays?

- 3 Find words/phrases in the text that mean: *small, terrible, variety, amusement park, dated, fixed, cosy, survive, roomy.*

► Speaking

- 4 Work in groups. Use the text to prepare a one-minute radio advert about Butlin's camps. Record yourselves.

- 5 a. Are/Were there holiday camps like these in your country? Discuss.
- b. What would your ideal holiday camp be like? Tell your partner. Think about: *location, accommodation, entertainment, activities, food and dining facilities.*

*My ideal holiday camp would be ... It would have ...
There would be ... It would be ...*

4a Live & learn

Mind your Manners!

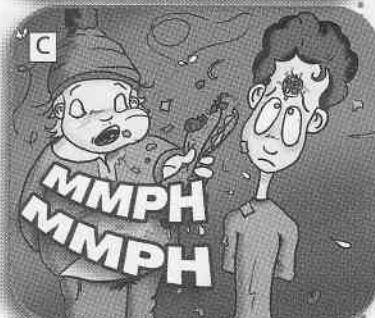
Do you ever speak with your mouth full of food? Do you forget to cover your mouth with your hand when you sneeze? If you are guilty of these 'crimes', then perhaps you should enrol on an Etiquette and Social Skills course. This is not just an **ordinary** course. It's a course in manners. You will have lessons in good manners and how to behave in **social situations**.

The person who teaches these lessons is Maggie O'Farrill at the Petite Protocol School, and her students are aged between six and twelve years old. She thinks this is the best time to teach kids. "At this age they are very easy," O'Farrill says. "When they get older, it's harder for them to **break bad habits**. Children at this age want to be polite. You can see that they're trying."

Maggie **instructs** the children to speak properly on the phone and walk correctly, as well as telling them about **basic** table manners. These classes have become popular because parents want **well-behaved** children but they are too busy to teach manners at home.

So, what do the children actually think of this course? The classes have **proven** to be popular with most of the children, and their teachers at school have **noticed** that the youngsters are **treating** each other with more respect. They also feel the **skills** they have learnt will be useful to them in the future. Danny, aged nine, **commented**, "If I get invited to the White House, I know I won't **spill** anything on the President."

Maggie O'Farrill herself believes that such skills can be **life-changing**. "We'll have children **growing up** who **value** manners. Maybe we'll see a change in direction for the better in society." That, however, **remains** to be seen. Only time will tell.



Lead-in

- 1 Look at the pictures. What is someone doing in each picture: yawning without covering their mouth with their hand? putting their feet on the table? laughing at sb? talking behind sb's back? talking loudly on the phone? sneezing without covering their mouth? talking with their mouth full? What do all these actions have in common?

Reading & Listening

- 2 a. Look at the title of the article. How is it related to the pictures? What do you think you are going to read about? Listen, read and check.

Live & learn

Objectives: learning about good manners

Reading: a text about a school that teaches good manners (multiple choice)

Skills – scanning

reading for detailed comprehension

Speaking: acting out a dialogue between a school owner and parents

Vocabulary: words associated with good/bad manners

Writing: a leaflet about good table manners in Ss' country

1 **Focus ►** Identifying pictures

Read out the title *Live & learn*. Elicit what it means. (As long as a person lives, they continue to learn. This reminds us of the Greek philosopher, Socrates', words, 'The older I get, the more I learn.')

Go through the phrases in the rubric in Ex. 1. Ss use the phrases to describe the pictures. Explain that there are some distractors Ss won't need to use. Elicit what the actions have in common (*show people behaving rudely*).

Ask Ss to think of other actions which would be considered rude (*e.g. picking one's nose, biting one's nails, burping, chewing with your mouth open, slurping your soup, licking your fingers, interrupting sb while they're talking, pointing at sb, etc.*). Write them on the board. Ss copy them into their notebooks. Point out that good manners suggest politeness and shouldn't be confused with people's customs (*e.g. taking off shoes when entering a Japanese house*).

Answer Key

- A Yawning without covering their mouth with their hand
- B Sneezing without covering their mouth
- C Talking with their mouth full
- D Talking loudly on the phone

All these actions are impolite behaviour.

2 a. **Focus ►** Predicting the content of a text

Direct Ss' attention to the title and the pictures. Elicit/Explain what the title means (*eg. It means that you should always remember to be polite*) and elicit what they think the text is about. Allow Ss time to scan the text to check their answers. Alternatively, play the recording for Ss to check.

Answer Key

An article about good and bad manners

b. **Focus** ▶ Reading for specific information

Explain the task. Point out that questions 1 and 5 require an overall impression of the text as they focus on writer's purpose (1) and text's main idea (5). Ss complete the task individually, then compare answers with a partner. Check Ss' answers and elicit/ explain why the distractors in each item are incorrect.

Answer Key (See overprinted answers)

3 **Focus** ▶ Using verb phrases

Ss complete the task individually, then compare answers with a partner. Check Ss' answers around the class. Allow Ss time to make up sentences of their own. Choose individual Ss to read their sentences aloud. Correct where necessary. Ask Ss to memorise the phrases.

Answer Key (See overprinted answers)

Suggested Answer Key

- 1 'I want to learn to ride a horse.'
'Why don't you take lessons?'
- 2 It takes a lot of work and patience to break bad habits such as biting your nails.
- 3 It is best to teach children good manners when they are young.
- 4 You should treat your parents with respect. They care for you and are the ones you can always turn to for help.

4 **Focus** ▶ Working with prepositions

Allow Ss two minutes to do the task. Ss use the text to check their answers. Check answers with the class.

Answer Key (see overprinted answers)

5 **Focus** ▶ Explaining new vocabulary

Ss explain the words in bold by giving a definition, synonym, etc. Have Ss mime or draw the meaning of the words where possible. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.

Answer Key

ordinary (adj): normal, usual; **social situations** (phr): occasions when we interact with others; **break bad habits** (phr): stop doing impolite or unhealthy actions; **instructs** (v): teaches; **basic** (adj): key, primary; **well-behaved** (adj): polite; **proven** (v): shown; **noticed** (v): become aware of; **treating** (v): behaving towards sb in a certain way; **skills** (n): talents; **commented** (v): gave an opinion or explanation; **spill** (v): accidentally flow over the side of a container; **life-changing** (phr): used to describe sth that alters one's life; **growing up** (phr v): getting older; **value** (v): appreciate; **remains** (v): is left to

Game: Divide the class into teams. Explain the game. Encourage the Ss to be imaginative and creative! Ss can use their notes from Ex. 1. The team that guesses the most correct answers wins the game.

6 **Focus** ▶ Simulating

Divide the class into groups of three. Explain the task and assign roles. Remind Ss that they have to sound polite and behave according to the situation. Monitor the task, helping where necessary. Check Ss' answers. Choose individual groups to present their role-play to the class.

Suggested Answer Key

Ms O'Farrill: Welcome, Mr and Mrs Jones. Won't you have a seat?
Mrs Jones: Thank you.

Ms O'Farrill: To start with, just let me say that I'm very pleased that you're thinking of sending your son to the school.

Mr Jones: We were wondering what it is that you actually teach at the school.

Ms O'Farrill: Well, basically, we teach children how to be polite – how to say please and thank you, how to behave in social situations.

Mr Jones: What kind of social situations?

Ms O'Farrill: Uhh, eating in restaurants, going to parties, visiting other people's homes, things like that.

Mrs Jones: Oh, I see. And do you think that your lessons really work? etc

Focus ▶ Making a leaflet

Ss read the rubric. Check comprehension of the task by asking Ss: What are you going to write? (a leaflet) What will it be about? (dos and don'ts of good table manners). Brainstorm ideas and write them on the board. Now elicit leaflet layout by asking questions: Should you write a title? (yes) Does the leaflet need a short introductory paragraph? Why? (Yes, in order to familiarise readers with theme) How will you present your information? Will you organise information under headings? (Yes – Dos – Don'ts) How will you end? (addressing the reader, expressing hope the info can help them, etc). Write the leaflet outline on the board. Ss copy this into their notebook.

TITLE

short introduction

first heading – Dos

points listed in bullet form

second heading – Don'ts

points listed in bullet form

short conclusion

Pairs prepare their leaflets. Put their leaflets on display in the classroom.

Suggested Answer Key**Eating out in ... (Ss' country)**

When you dine out in ..., remember to follow these tips.

Dos

- Wait until all are seated before starting to eat.
- Cut your food into bite-size pieces.
- Say please and thank you when asking for or receiving something.
- Take small sips when you drink.

Don'ts

- Put your elbows on the table.
- Tip your chair back.
- Talk with your mouth full.
- Chew with your mouth open.
- Slurp your soup.
- Pick up food with your fingers.
- Lick your fingers.

Follow these tips, and enjoy your dining out.

b. Read the text again and, for questions 1-5, choose the best answer, A, B, C or D.

- 1 What is the writer's main purpose in writing the text?
 - A to talk about pupils' bad habits
 - B to try to change society
 - C to encourage children to respect each other
 - D** to discuss a way to improve children's manners
- 2 Maggie O'Farrill thinks you should
 - A** teach manners when children are still young.
 - B give lessons on manners to teachers.
 - C show parents how to teach their children.
 - D instruct parents to be less busy.
- 3 What would a reader learn about Maggie O'Farrill from the text?
 - A She cannot teach Maths.
 - B** She knows how to be polite.
 - C She can only teach six-year-olds.
 - D She studies at the Petite Protocol School.
- 4 Pupils enjoy these classes because
 - A they can meet the President.
 - B they learn about the future.
 - C** they are helpful for their future lives.
 - D they learn not to spill things on people.
- 5 Which of the following is the best description of the Petite Protocol School?

A
This is the only school of its kind in the world.

B
It is a school for children who have broken the law.

C
It is a regular school with extra courses for young pupils.

D
Parents like it and rely on it to help them bring up their children.

3 Match the words in the two columns. Use the phrases to make sentences of your own.

- | | |
|-------------|----------------|
| 1 take/have | a good manners |
| 2 break | b lessons |
| 3 teach | c with respect |
| 4 treat sb | d bad habits |

4 Complete each sentence with the correct preposition. Check in the text.

- 1 Don't speak with your mouth full of cake.
- 2 John is speaking on the phone.
- 3 Ann isn't at work. She's at home.
- 4 What do you think of his ideas?
- 5 She's very popular with her classmates.
- 6 You should treat older people with respect.
- 7 What we learn at school will be useful in the future.
- 8 Be careful not to spill coffee on your dress.

5 Explain the words in bold. Choose two or three and draw or mime their meaning.

GAME

Divide the class into teams. A student from team A mimes something that is bad manners. Team B tries to guess what it is.

Team A S1: (*mimes speaking with mouth full*)

Team B S1: You shouldn't speak with your mouth full of food.

Team A S1: Sorry.

Speaking

- 6 Work in groups. One of you is Ms O'Farrill, who is speaking to two parents about the school. Talk about what pupils are taught.

Writing

Portfolio: You have been asked to make a leaflet on how a visitor to your country should behave while dining out. Divide the leaflet into two sections, with Dos and Don'ts – that is, one for good table manners and one for bad. Work in pairs and decorate your leaflet with photographs or your own drawings.

Education

- 1 Complete the lists with these words. Add words of your own. Compare answers with a partner.

• French • head teacher • Maths • primary • Art
 • secondary • Geography • high • nursery
 • Music • headmaster • pupil • Science • library
 • state • private • lab • playing fields • university
 • classroom • playground • canteen • gym
 • librarian • college

The graphic shows a central signpost with a triangular warning sign (pedestrians) and a rectangular sign below it that says 'School'. Five lines branch out from the central post to five rectangular boxes for notes:

- Further Education
- Types of school
- School facilities
- School subjects
- People in a school

▶ Speaking

- 2 Discuss the questions with your partner. Use words from the lists in Ex. 1.
- 1 What type of school do you attend? Is it single-sex or co-educational?
 - 2 Which is your favourite/least favourite school subject?
 - 3 How many days a week do you attend school? What time do classes start/finish?
 - 4 What facilities does your school have?
 - 5 Which years are compulsory? When can you leave school?
 - 6 Are you planning any further studies?
 - 7 Have you ever been blamed for sth you didn't do? Has anyone ever threatened you at school? When? Why? What happened?

▶ Listening

- 3 Listen to Slava talking about his school life and make notes using the questions in Ex. 2. Compare your school life to Slava's.

School activities

- 4 a. Match the verbs to the nouns to make phrases related to things you do at school, as in the example.

- | | |
|---------------------|-----------------------|
| 1 do | a an exam/a test |
| 2 get | b your homework |
| 3 take/pass/mess | c lessons |
| up/fail/retake/have | d on a course |
| 4 have | e English/Maths/Music |
| 5 study | f high/low marks |
| 6 enrol | g attention in class |
| 7 pay | |

b. Use verbs to complete the sentences.

- 1 Do you pay attention in class?
- 2 He has Music lessons on Mondays.
- 3 Steve is doing his homework now.
- 4 Joan is taking/retaking a test tomorrow.
- 5 She decided to enrol on a cookery course.

5 Underline the correct word. Check in your dictionaries. Explain the rest of the words.

- 1 Tony is at university studying for a (qualification/certificate/diploma/degree) in English Literature.
- 2 Owen got six GCSE (passes/grades/marks/results) in his exams.
- 3 A (headmaster/teacher/tutor/professor) comes every Thursday to help me with Maths.
- 4 There were over 250 students at Dr Appleton's (lecture/lesson/seminar/class) on the Minoans.
- 5 I'm doing a 6-month business (curriculum/course/programme/schedule) at college.
- 6 Brian is a (pupil/student/learner/schoolboy) at Oxford University.
- 7 He (graduated/left/dropped out/applied) from Leeds University with a degree in History.
- 8 I have to hand in my thesis next week. The (close, deadline, end, term) is Wednesday.

Idioms

6 Complete the sentences with the correct idiom.

• live and learn • learn one's lesson
 • learn sth by heart • read sb like a book

- 1 Claire learnt the poem by heart for the test.
- 2 Tom was ill after eating too much. He won't do it again – he learnt his lesson!
- 3 After being married for twenty-five years, I can read my husband like a book.
- 4 I didn't know our teacher had eight children. Well, you live and learn!

Vocabulary practice

Objectives: learning about education and school activities

Reading: short communicative messages (multiple choice)

Skills – reading for specific information

Listening: school life in another country (note-taking)

Speaking: describing your school; comparing your school life to a person's from another country

Vocabulary: words related to education; idioms related to education; phrasal verbs with *down*

Word formation: nouns from verbs/nouns

Writing: an e-mail to a pen-friend about your school life

1 **Focus** ▶ Presenting words related to education

Ask Ss to look at the sign and the subheadings. Elicit that the subheadings group words related to the main heading (*school*). Ss do the task individually, then check with a partner. Check Ss' answers, explaining any new vocabulary.

Answer Key

Types of school: primary, secondary, high, nursery, state, private

School subjects: French, Maths, Art, Geography, Music, Science

People in a school: head teacher, headmaster, pupil, librarian

Further Education: university, college

School facilities: library, lab, playing fields, classroom, playground, canteen, gym

2 **Focus** ▶ Personalising

Have individual Ss read out the questions. Explain/Elicit the meaning of any new vocabulary. In pairs, Ss discuss the questions. Tell Ss they can use words from Ex. 1 to help them. Monitor the activity, helping where necessary. Choose individual pairs to present their answers to the class. Check Ss' answers.

Suggested Answer Key

1 A: What type of school do you attend?

B: I go to a state school. You?

A: I go to a private school. Is your school single-sex or co-educational?

B: It's co-educational. What about yours?

A: Mine's single-sex.

2 A: What's your favourite school subject?

B: Maths. Yours?

A: French. What's your least favourite school subject?

B: Art. Yours?

A: Geography.

3 A: How many days a week do you have school?

B: Five. You?

A: The same. What time do your classes start?

B: They start at nine and end at three. What about yours?

A: Mine start at eight thirty and end at three. etc

3 **Focus** ▶ Note-taking

Explain to Ss that they will hear a boy talking about his school. Write the following headings on the board: *type of school*, *favourite/least favourite subject*, *days a week*, *hours*, *facilities*, *years compulsory*, *other*. Have Ss copy the headings in their notebooks. Play the recording (twice if

necessary) while Ss listen and make notes under the headings. Check Ss' answers around the class. Ss use their notes to compare their school life with Slava's. Check answers around the class.

Answer Key

type of school: co-educational

favourite/least favourite subject: Literature/Mathematics

days a week: five

hours: 8:30-3:00

facilities: playground, Biology lab

years compulsory: 6-15 years old

other: blamed for cheating on an assignment/threatened by a boy/threw all his books in the mud/stay away from him

(Ss' own answers)

4 a. **Focus** ▶ Practising phrases related to school activities

Ss complete the task individually, then compare answers with a partner. Check Ss' answers around the class. Ask Ss to memorise these phrases.

Answer Key (See overprinted answers)

b. Explain the task. Allow Ss time to complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

5 **Focus** ▶ Learning words related to further education

Ss work in pairs. Explain the task. Allow Ss time to read through items 1-8 underlining the words that they think are correct. Ss now use their dictionaries to see if their answers are correct. Check Ss' answers and elicit/explain the meanings of the distractors.

Answer Key (See overprinted answers)

6 **Focus** ▶ Working with idioms

Read out the rubric. Allow Ss time to complete the task. Check Ss' answers. Elicit/Explain what the idioms mean (e.g. *memorise*, *learnt through a bad experience*, *know someone very well*, *gain experience over time*). Elicit from Ss whether there are similar expressions in their language.

Answer Key (See overprinted answers)

7 **Focus ➤** Practising phrasal verbs

Explain that each sentence can be completed with a phrasal verb from the diagram. Ss complete the task individually. Check Ss' answers, eliciting the meaning of each phrasal verb.

Answer Key (See overprinted answers)

let down: disappoint

break down: become very upset

take down: note

go down: decrease, get worse

settle down: prepare to concentrate on sth

As an extension ask Ss to choose a phrasal verb and draw a picture to illustrate its meaning. Play in teams. Ss from each team show their drawing in turn. The other team guesses the phrasal verb it matches.

8 a. **Focus ➤** Predicting the content of a text

Ask Ss to identify the types of messages giving reasons.

Answer Key

- 1 note (sb wants to inform sb else of sth)
- 2 e-mail (layout)
- 3 notice (explaining a rule)
- 4 advert (to inform people of a new club – gives contact)

b. **Focus ➤** Reading for specific information

Allow Ss three to five minutes to do the task. Ss compare answers with their partner. Check Ss' answers. Ask Ss to justify their choice.

Answer Key (See overprinted answers)

9 a. **Focus ➤** Forming nouns from verbs/nouns

Direct Ss' attention to the theory box. Explain that the suffixes in the box can be added to verbs/nouns to form nouns. Ss compare the rules to similar ones in their L1.

- b. Ss complete the task, then check in their dictionaries. Check Ss' answers on the board. Allow Ss time to make up sentences using the nouns. Ask individual Ss to read their sentences aloud. Correct where necessary.

Answer Key

dancer – She trained for ten years to be a ballet dancer.

collector – John is a stamp collector. He's got over a thousand.

comedian – Steve Martin is one of the best comedians of all time.

pianist – You have to practise a lot to become a good pianist.

examiner – The examiner was very fair when he marked my paper.

operator – My dad works at the factory as a machine operator.

musician – My favourite musician is Mick Jagger.

organiser – Do you know who the festival organiser is?

performer – She is a famous circus performer.

10 **Focus ➤** Reviewing

Ss revise the new words/their notes and prepare their answers. Pair Ss up as explained to discuss. Monitor the activity.

(Ss' own answers)

Focus ➤ Writing an e-mail

Ss read the rubric. Check comprehension of the task by asking Ss: *What are you going to write? (an e-mail) What will it be about? (school life)*. Write the e-mail layout on the board.

Dear + your pen-friend's first name,

Para 1: reason for writing

- Para 2:**
- type of school
 - favourite subject – least favourite subject
 - how many days a week
 - time classes start/end

Para 3: school facilities

- teachers – headmaster
- classmates

Para 4: ask pen-friend to write back

Yours,
your first name

Allow Ss time to brainstorm ideas, organise sentences and re-read their answers from Ex. 2. Ss write their e-mail. Select Ss to read out their pieces of writing. Check Ss' answers.

Suggested answer

Dear Celia,

Hope you are well. You asked me about my school life.

Well, I go to a single-sex private school in London. My favourite subject is French and my least favourite subject is Geography. I go to school five days a week and my classes start at 8:30 and end at 3.

I have a great school. It's got a library, a playground and two large playing fields. I have some really good teachers, but the headmaster is very strict. All of my classmates are very nice.

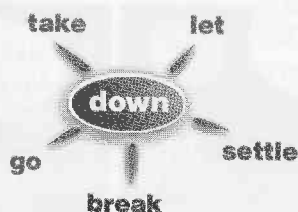
Write back and tell me all about your school.

Bye for now,

Maddie

Workbook 4 – Vocabulary Practice

Phrasal verbs



7 Fill in the correct verb form then explain the phrasal verbs.

- Philip felt that he had let the team down when he missed the penalty.
- Ann broke down and started crying as she couldn't answer any of the questions!
- The students took down the main points of the lecture.
- Vicky's grades have gone down.
- After dinner she settled down to do her homework.

► Reading

8 a. Look at texts 1-4. What type are they?

- b. Read the texts. What does each mean?
Circle the correct letter, A, B or C.

1
Joey,
Your Drama teacher called. This evening's rehearsal for next Wednesday's school play will be at 8pm, not 7pm. Don't forget to bring your costume because it will be a full dress rehearsal.
See you later,
Mike

- A The rehearsal is next Wednesday.
B Joey must have his costume with him next Wednesday.
C The rehearsal this evening is going to be later than planned.

2
To: Diana
From: Debbie
Hi, Diana -
Just a quick note to remind you to bring your Chemistry notes from last week with you to school tomorrow so that I can copy them. I was sick and missed both Tuesday's and Thursday's lessons, and I need to catch up before the exam next Friday.
Thanks a lot!
Debbie

- A Debbie wants the Chemistry notes by Thursday.
B Debbie missed more than one lesson.
C The Chemistry exam is on Tuesday.

- 3 Students who do not attend class must bring a note from their parents explaining reason for absence.

NO EXCEPTIONS!

- A All students must present a note if they miss a class.
B Parents must come to school to explain their children's absence.
C Students can't attend class if they haven't got a note.

4 Got some free time after school?

Why not join the Photography Club?

Field trips to exhibitions

Great club events

Learn about photography from the experts.

ALL FOR JUST £10 PER MONTH!

You don't even need a camera as we can supply you with one.
To join, contact Hugh on 3914723

- A The Photography Club meets on weekdays.
B You must have a camera in order to join the Photography Club.
C Joining the Photography Club is free.

Word formation (nouns from verbs/nouns)

9 a. Read the theory. Are there similar structures in your language?

We can use the following suffixes to form nouns from verbs: **-er** (drive-driver), **-or** (act-actor) or other nouns: **-ian** (library-librarian), **-ist** (art-artist)

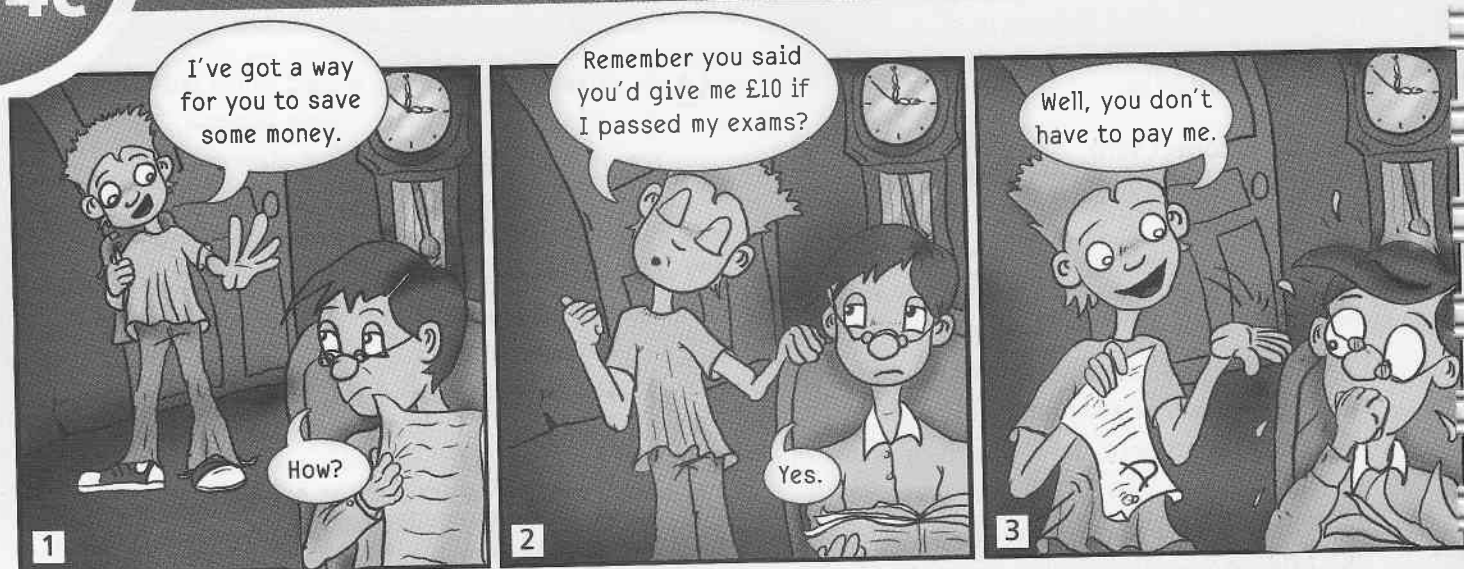
- b. Now write the nouns for the following.
Check in your dictionaries. Use them in sentences of your own.

• dance • collect • comedy • piano • examine
• operate • music • organise • perform

- 10 Think of ten words/phrases related to education you have learnt in this lesson. Make sentences using them. Tell your partner.

Writing

Project: Use your answers in Ex. 2 to send an e-mail to your English pen-friend about your school life. Start with: *Dear ...*,
You asked me about my school life.



Reported statements

Grammar Reference

1 a. Read the table and answer the questions.

Direct Speech	Reported Speech
"I'm ten," said Ann.	Ann said (that) she was ten.
"I'm studying hard," Kim said to Pete.	Kim told Pete (that) she was studying hard.
"I've done my essay," said Ben.	Ben said (that) he had done his essay.
"I passed the exam," said Rose.	Rose said (that) she had passed the exam.
"I was doing my homework," Sean said to Bill.	Sean told Bill (that) he had been doing his homework.
"I'll lend you my book," said Jim.	Jim said (that) he would lend me his book.

- Which verbs do we use to report someone's words? Which verb do we use, in both direct and reported speech, when the person spoken to is not mentioned?
- How do tenses change?
- How do pronouns / possessives change?
- Are there similar structures in your language?

► Reading

b. Read the joke. Which speaker uses *reported speech*? What were the person's actual words?

2 Choose what the speaker actually said.

- The teacher told Simon his marks were good.
 - "Your marks are good."
 - "Your marks were good."
- He said he had seen John at school.
 - "I'll see John at school."
 - "I saw John at school."

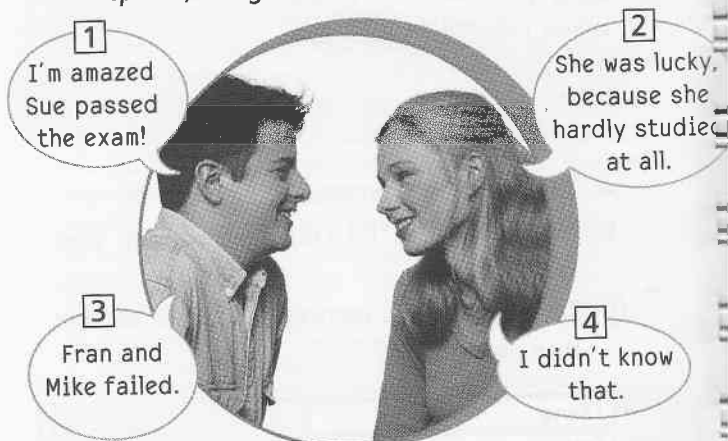
3 Ian said they would meet me after school.

- "I'll meet you after school."
- "We will meet you after school."

4 Pam said that she had been studying in the library the previous afternoon.

- "I was studying in the library yesterday afternoon."
- "I have been studying in the library this afternoon."

3 Put Nick and Linda's comments into *reported speech*, using **said** or **told** as the reporting verb.



1 I'm amazed Sue passed the exam!

2 She was lucky, because she hardly studied at all.

3 Fran and Mike failed.

4 I didn't know that.

4 Turn the statements into *reported speech*.

- "I don't want to go to school today," said Jimmy.
- "When you finish your homework, you can play outside," Kate said to her son.
- "I haven't finished my project yet," said Jane.
- "Tom finished school last month and he's looking for a job," Paul said to Lisa.
- "Tony was doing his homework yesterday afternoon at 4:00," Andy told Fran.
- "I will try to help you with your maths," Jack said to me.

Grammar in use

Objectives: reviewing the use of direct and reported speech
Grammar: reviewing reported statements/questions/commands/ requests; using appropriate reporting verbs; reporting modal verbs

1 a. **Focus** ▶ Reviewing reported speech

Ss' books closed. Write these two sentences on the board: 1) "I want to play ball," she said. 2) She said that she wanted to play ball. Elicit/Explain that sentence 1 is the speaker's exact words (*direct speech*) and sentence 2 is someone reporting what the speaker said (*reported speech*). Focus Ss' attention on the changes that we make when we report someone else's words. Ask concept questions: *When do we use inverted commas? (direct speech) What happens to the verb tense? (goes one tense back) What happens to the pronouns? (becomes he/she, etc).* Ss' books open. Give Ss time to read the information in the table. Read out the questions and elicit answers. Refer Ss to the Grammar Reference Section for more details.

Answer Key

- 1 say/told – say
- 2 the tenses go back a tense
- 3 they change according to the meaning e.g. Sam said, "I bought a car." (*direct speech*) but Sam said that he had bought a car. (*indirect speech*)
- 4 Ss' own answers

- b. Allow Ss time to read the joke at the top of the page and then check understanding. Elicit answers.

Answer Key

The boy uses reported speech in pic 2. The actual words were: "I will give you £10 if you pass your exams."

2 **Focus** ▶ Practising using reported speech

Explain the task. Instruct Ss to read through the items and underline all the verbs. Remind Ss that tenses go one back when used in reported speech. Allow Ss time to complete the task individually. Ss compare answers with a partner. Check Ss' answers, eliciting why the distractors are incorrect.

Answer Key (See overprinted answers)

3 **Focus** ▶ Using 'said' or 'told'

Write these examples on the board.

Direct speech	Reported speech
"He'll be late," Ann said.	Ann said he would be late.
"He'll be late," Ann said to Pete.	Ann told Pete he would be late.

Ask: Which verb (*said* - *told*) can be used in both *direct*/*reported speech*? (*said*) Which takes *to*? (*said*) Which doesn't take *to*? (*told*)

Choose two Ss to read out the speech bubbles. Allow Ss time to complete the task in pairs. Check Ss' answers around the class.

Answer Key

- 1 Nick said (that) he was amazed that Sue had passed the exam.
Nick told Linda (that) he was amazed that Sue had passed the exam.
- 2 Linda said (that) Sue had been lucky because she had hardly studied at all.
Linda told Nick (that) Sue had been lucky because she had hardly studied at all.
- 3 Nick said (that) Fran and Mike had failed.
Nick told Linda (that) Fran and Mike had failed.
- 4 Linda said (that) she hadn't known that.
Linda told (Nick) that she hadn't known that.

4 **Focus** ▶ Practising reported speech

Check Ss' answers round the class. Correct where necessary.

Answer Key

- 1 Jimmy said (that) he didn't want to go to school that day.
- 2 Kate told/said to her son (that) he could play outside when he finished his homework.
- 3 Jane said (that) she hadn't finished her project yet.
- 4 Paul told/said to Lisa (that) Tom had finished school the month before and that he was looking for a job.
- 5 Andy told Fran that Tony had been doing his homework the previous afternoon at 4:00.
- 6 Jack told/said to me (that) he would try to help me with my maths.

Game - Extension

Divide the class into small teams. Each team prepares a short comment/speech (2-3 sentences) that a person in a particular situation might say (see below). One S in each team presents the team's comment/speech to the class. Another S in each team then reports it using reported speech. Award a maximum of three points for accuracy (i.e. correct tenses, pronouns). The game proceeds in this way for each situation in turn. The team with the most points wins.

Suggested Situations

Someone who ...

- 1 has just passed an important exam.
- 2 has had an argument with his/her best friend.
- 3 is going on holiday tomorrow.
- 4 is having problems at school.
- 5 has just moved house.

Suggested Answer Key

Team AS1: "I can't believe I've passed! I really didn't expect to. I'm going out to celebrate tonight!"

Team AS2: He said that he couldn't believe he had passed and that he really hadn't expected to. He also said that he was going out to celebrate that night. etc

5 a. **Focus** ▶ Reviewing reported questions/commands/requests

Ss' books closed. Write on the board: 1) "Are you reading?" John asked me. 2) "When did he leave?" John asked me. Ask: Which question starts with a question word? (the second – when) Elicit word order in questions: 1) auxiliary verb + subject + verb 2) question word + auxiliary verb + subject + verb

Write next to each sentence:

John asked me *if/whether* I was reading.

John asked me *when* he had left.

Ask: Which verb do we use to report a question? (asked) Which words do we use to report a question which doesn't start with a question word? (if/whether) What is the word order in the reported question? (if/whether/when + subject + verb) Do we use question marks when we report a question? (No, we use a fullstop.)

Now write on the board:

"Go out!" John said to me.

"Don't move!" John said to me.

Elicit how we form positive/negative commands (verb in the imperative). Write:

John asked me to go out.

John told me not to move.

Ask: Which verbs do we use to report commands/requests? (asked, told) How do we report a positive command? (to-inf) How do we report a negative command? (not + to-inf)

Ss open their books. Refer them to the Grammar Reference Section for more details.

- b. Allow Ss time to read how Dan reports Frank's words. Ss discuss the questions. Check Ss' answers.

Answer Key

- 1 asked
- 2 if/whether
- 3 positive command/request; to-inf
negative command/request; not + to-inf
asked/told (for both questions)

6 **Focus** ▶ Practising reported verbs

Ss' books closed. Elicit sentences from Ss that express a promise (I'll take you to the cinema.), a suggestion (Let's have lunch.), an explanation (Joe can't come because he has an exam.), a denial (I did not hit him!) and write them on the board. Ask Ss how these sentences would be written using the reporting verbs *promised*, *suggested*, *explained* and *denied* (Suggested answers: She promised she would take me to the cinema./She suggested having lunch./She explained Joe couldn't come because he had an exam./She denied that she had hit him.) Elicit that *promised/explained/denied* are followed by a *that*-clause whereas *suggested* is followed by an *-ing* form. Refer Ss to the Grammar Reference Section for more details. Ss' books open. Allow Ss time to complete the task individually, then compare answers with a partner. Check answers around the class.

Answer Key

- 1 Philip suggested going to the concert.
- 2 Kathy denied (that) she had taken my pencil case.
- 3 Alex promised (that) he would bring it back the next day.
- 4 Sam explained (that) Ian couldn't play football today (that day) as he had detention.

- 5 He promised (that) he would help me study.
- 6 He suggested going to the library.

7 **Focus** ▶ Consolidating reported speech

Allow Ss time to complete the task individually, then compare answers with a partner. Check answers around the class.

Answer Key

- 1 Tom asked Jane how she was.
- 2 Bob asked Linda if/whether she could lend him £5.
- 3 Julia asked Sam what the exam had been like.
- 4 He asked me if/whether he could use my ruler.
- 5 She asked me what my favourite subject was.
- 6 She told me to give her my dictionary.
- 7 The teacher told us not to eat in the classroom.
- 8 She told Ann to stop arguing because she was tired.
- 9 Tom told Ian that he should make a plan before he started writing his essay.

8 **Focus** ▶ Reviewing reporting modal verbs

Direct Ss' attention to the theory box and elicit/explain how modal verbs change when used in reported speech. Refer Ss to the Grammar Reference Section for more details. Explain the task. Allow Ss time to complete the task individually and check answers around the class.

Answer Key

- 1 She said to/told me (that) I must/had to study harder.
- 2 She said to me/told me (that) David would be able to help me later.
- 3 The teacher said (that) we would go on an excursion.
- 4 Ann said (that) they would be able to come the next day.
- 5 He said to/told Bill (that) he shouldn't lie to her.
- 6 She said (that) he could speak French fluently.

9 **Focus** ▶ Sentence transformations

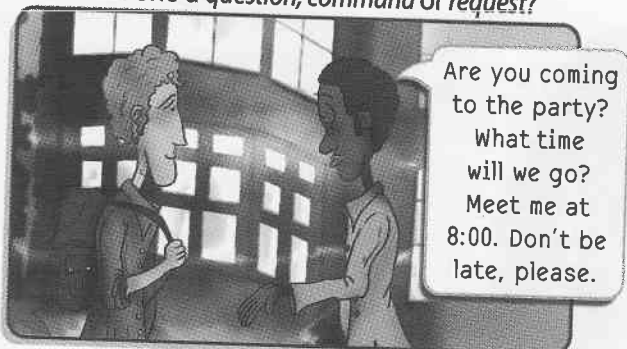
Remind Ss to use no more than three words (contractions count as two words) and to ensure the second sentence has the same meaning as the first. Ss complete the task individually. Check Ss' answers.

Answer Key (See overprinted answers)

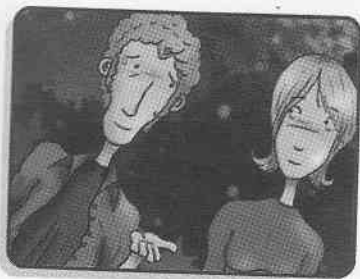
Synergy: Allow Ss two or three minutes to revise the lesson. Ss close their books and, in pairs, talk about ten things they have learnt in the lesson. Monitor the activity and then select pairs to report back to the class.

Reported questions/commands/requests

- 5 a. Dan meets Frank. Look at Frank's sentences. Is each one a *question*, *command* or *request*?



- b. Now Dan is talking to his friend. Read how he reports Frank's words, and answer the questions (1-3).



Frank asked me *if/whether* I was going to the party.
He asked me *what* time we would go.
He asked/told me to meet him at 8:00.
He asked/told me not to be late.

- Which verb is used to report questions?
- Which words are used to introduce a reported question when there is no question word?
- How do we report a positive/negative command/request? Which verbs can we use to report a command/request?

Reporting verbs

Grammar Reference

- 6 Look at the Grammar Reference section. Choose a verb to report the statements.

• promised • suggested • explained • denied

- "Let's go to the concert," Philip said to Ann.
- "I didn't take your pencil case!" Kathy shouted.
- "I'll bring it back tomorrow. Really!" Alex said.
- "I can't play football today, because he has detention," Sam said.
- "I'll help you study," he said.
- "Let's go to the library," he said.

- 7 Report the sentences.

- "How are you?" Tom asked Jane.
- "Can you lend me £5?" Bob asked Linda.
- "What was the exam like?" Julia asked Sam.
- "Can I use your ruler?" he asked me.
- "What's your favourite subject?" she asked me.
- "Give me your dictionary, please," she said to me.
- "Don't eat in the classroom!" the teacher said to us.
- "Stop arguing! I'm tired," she told Ann.
- "You should make a plan before you start writing your essay," Tom said to Ian.

Reporting modal verbs

Grammar Reference

- 8 Look at the table. Then turn the following sentences into *reported speech*.

will/would → *would*, *may* → *might*, *must* → *must/had to*, *can* → *could* (present)/*would be able to* (future)
Would, could, used to, mustn't, should, might and *ought to* do not change.

- "You must study harder," she said to me.
- "David can help you later," she said to me.
- "We'll go on an excursion," the teacher said.
- "We can come tomorrow," Ann said.
- "You shouldn't lie to her," he said to Bill.
- "He can speak French fluently," she said.

Sentence transformations

- 9 Here are some sentences about school. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- "Let's study together," Emma said to me.
Emma suggested (our) studying together.
- "Do you enjoy the lessons?" Molly said to me.
Molly asked if/whether I enjoyed the lessons.
- "Where's your homework?" the teacher asked John.
The teacher asked John where his homework was.
- "I failed the exam," she said.
She said she had failed the exam.
- "Give your reports to your parents to sign," the headmaster said to us.
The headmaster asked us to give our reports to our parents to sign.

Telephone etiquette

► Reading

- 1 Read the dialogue below. What is it about? Complete the telephone conversation with the sentences A-H. There are three extra sentences. Listen and check.

- A: Good morning. Parklands Primary School. How can I help you?
 B: 1) Hello – may I speak to Miss Gibson, please?
 A: Who is speaking, please?
 B: 2) It's Moira Watson, Alison Watson's mother.
 A: One moment, Mrs Watson. I'll just call the staff room.
 B: 3) Thank you.
 A: I'm afraid Miss Gibson isn't there right now. Would you like to leave a message?
 B: 4) Yes, please. Could you tell her that Alison has a toothache and won't be able to go on the school trip today?
 A: I'll make sure Miss Gibson gets the message.
 B: 5) Thanks. I'd appreciate it.



- A Thank you.
 B Yes, please. Could you tell her that Alison has a toothache and won't be able to go on the school trip today?
 C No, thank you. I'll call back later.
 D Hello – may I speak to Miss Gibson, please?
 E Thank you. I hope Alison will be better tomorrow. Bye.
 F Can you take a message, please?
 G It's Moira Watson, Alison Watson's mother.
 H Thanks. I'd appreciate it.



- 2 a. Look at the sentences in the table. Which could you hear in a telephone conversation between: *two friends? a secretary and a customer?*

Speaker A	Speaker B
<ul style="list-style-type: none"> How can I help you? Who's speaking, please? I'm afraid ... is out of the office right now. I will put you through. 	<ul style="list-style-type: none"> May I speak to ... , please? It's ... Could I leave a message?
<ul style="list-style-type: none"> Hi, Pat speaking. Sorry, he's out. 	<ul style="list-style-type: none"> Hi. It's ... Can I talk to ... Can you tell him to call me when he's back?

- b. Listen to three short telephone exchanges. Which one is formal? In which one does someone leave a message?

- 3 **Portfolio:** In pairs, use expressions from Exs. 1 & 2 to act out these telephone conversations.

- phone your music teacher to ask if you can change the time of your piano lesson
- phone your class teacher to say you are ill and are not coming to school today
- phone your friend to invite him out

Polite requests

- 4 a. Complete the phrases with: *help, give, lend, hand in, borrow, hand out, write*

- to borrow sb's dictionary
- to lend sb money
- to help sb with a school project
- to give sb a lift to school
- to hand in your homework
- to write on the blackboard
- to hand out photocopies/tests

- b. Use the useful language in the table and the phrases in Ex. 4a to act out exchanges.

Requests	Agreeing	Disagreeing
<ul style="list-style-type: none"> Could/Can you ..., please? Would you ...? Do/Would you mind ... -ing? 	<ul style="list-style-type: none"> Yes, of course. Yes, certainly. All right. OK. 	<ul style="list-style-type: none"> Actually, I ... Sorry, but ... I'm afraid ... I'm sorry, but I can't ... No, I can't.

- A: *Could I please borrow your dictionary?*
 B: *Yes, of course.*

Listening and Speaking skills

Objectives: learning about telephone etiquette; making polite requests; describing pictures; discussing education and computers

Reading: a telephone conversation (dialogue completion)

Skills – reading for detailed comprehension

Speaking: acting out telephone conversations; acting out exchanges; making polite requests; discussing the role of computers in education

Listening: a dialogue about school courses (multiple choice)

Skills – listening for specific information

1 **Focus** ▶ Completing a dialogue

Read the heading *Telephone etiquette*. Elicit what it means. (*Specific language used when talking on the phone.*) Ask Ss to read the sentences in the first box. Ask: *Who's A? (maybe a secretary at Parklands Primary School) Who's calling A? (maybe a S's mother who wants to talk to a teacher, Miss Gibson) What could Mrs Watson be calling about? (to check on her daughter's/son's progress, to tell the teacher her child is ill, etc).* Allow Ss some time to complete the dialogue. Ss compare their answers. Play the recording for Ss to check. If you wish, ask pairs of Ss to read out the dialogue.

Answer Key (See overprinted answers)

2 a. **Focus** ▶ Presenting level of formality

Go through the table. Elicit answers. Explain that informal speech is characterised by use of: contracted verb forms (*I've*), everyday language (*Can you ...*), omission of auxiliary verbs (*Pat speaking*), phrasal verbs (*he's out*) whereas formal speech is characterised by use of: full verb forms (*who is speaking*), more formal language and polite tone (*May I ...*), more advanced phrasal verbs (*put you through*).

Answer Key

The first set of exchanges is formal. The second set is informal.

b. **Focus** ▶ Identifying level of formality

Explain the task. Play the recording. Ss answer the questions.

Answer Key

The second exchange is formal. The speaker leaves a message in the first exchange.

3 **Focus** ▶ Using telephone etiquette

In pairs, Ss prepare dialogues using the dialogue in Ex 1 as a model. Monitor the activity, then ask pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Good morning. Figaro's Music Academy. How can I help you?

B: Hello. May I speak to Ms Reynolds, please?

A: Who is speaking, please?

B: It's Annie Lemux. I'm one of Ms Reynolds' students.

A: One moment, Annie. I'll just call the staff room.

B: Thank you.

A: I'm afraid Ms Reynolds isn't there right now. Would you like to leave a message?

B: Yes, please. I'd like to change the time of my piano lesson. Could you get her to call me back, please?

A: I'll make sure Ms Reynolds gets the message.

B: Great. I'd appreciate it.

A: Good morning. A G Baillie Primary School. How can I help you?

B: Hello. May I speak to Mr Branca, please?

A: Who is speaking?

B: It's Janet Ferguson. I'm one of Mr Brancas' students.

A: One moment, Janet. I'll just call the staff room.

B: Thank you.

A: I'm afraid Mr Branca isn't there right now. Would you like to leave a message?

B: Yes, please. I'm ill today so I won't be coming to school.

A: I'll make sure Mr Branca gets the message.

B: Great. I'd appreciate it.

A: Matt speaking.

B: Hi Matt. It's Steve.

A: Oh, hi Steve. How are you?

B: Fine, thanks! There's ... on at the Rex tonight. Do you fancy going together?

A: Sure. What time?

B: How about 7:30 outside the cinema?

A: I'll be there.

B: See you later.

4 a. **Focus** ▶ Making polite requests

Explain the task. Allow time for Ss to complete the task individually. Check answers.

Answer Key (See overprinted answers)

b. Direct Ss' attention to the language in the table and the phrases. Elicit suitable endings for the expressions (e.g. *Could/Can you lend me your dictionary, please?*) Explain the task. Choose two Ss to read out the example. Allow pairs time to make up exchanges. Monitor the activity. Ask pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Would you lend me some money?

B: Actually, I don't have any on me right now.

A: Do you mind helping me with my school project?

B: I'm sorry, but I can't right now. etc

5 **Focus ►** Listening for specific information

Explain the situation. Ask Ss to read the questions and possible answers. Explain that ICT stands for Information and Communication Technology. Play the recording as Ss listen and choose the best answers. Ss compare answers with a partner. Play the recording again. Check Ss' answers and elicit/explain why the other distractors in each item are incorrect.

Answer Key (See overprinted answers)

6 a. **Focus ►** Describing a picture

Direct Ss' attention to the picture. Ss, in pairs, use the phrases to discuss it. Check Ss' answers.

Suggested Answer Key

A: *Where was the picture taken?*

B: *(It was taken) in a classroom.*

A: *What can you see?*

B: *I can see some students and a teacher.*

A: *What is happening?*

B: *The teacher has asked a question and a girl has put up her hand to answer it.*

A: *How do you think the people feel?*

B: *Probably quite interested in what the lesson is about.*

b. **Focus ►** Describing a picture

Direct Ss' attention to the picture. Ss, in pairs, use the phrases to discuss it as another pair assesses their performance in terms of grammar, accuracy, fluency, intonation and detailed description.

Suggested Answer Key

A: *Where was the picture taken?*

B: *In a classroom.*

A: *What can you see?*

B: *I can see some students working on computers. I can also see a teacher helping someone.*

A: *What's happening?*

B: *Perhaps the students are doing an assignment.*

A: *How are the people feeling?*

B: *They're probably quite interested in what they are doing.*

7 a. **Focus ►** Expressing opinion

Point out the Study Skills box and read out the information that it contains. Invite Ss to suggest the importance of the information (e.g. *Why is it important to give reasons to support your opinion when discussing something? Because it shows that you can use the language to justify yourself. Why is it important to listen to your partner? So you will know what she/he is thinking about.*) Read out the questions explaining/eliciting the meaning of any new vocabulary. Allow Ss time to discuss the questions in pairs. Walk around the room monitoring the activity. Correct where necessary.

Suggested Answer Key

A: *Do you use a computer to do your homework?*

B: *Sometimes. It depends what I have to do. I use it to get information for projects. How about you?*

A: *I use it to write essays. Do you enjoy ICT?*

B: *Oh, very much! It's so interesting. How about you?*

A: *Yes, I like it. I'm sure it will teach me things that will be helpful in the future.*

B: *What do you think of online learning?*

A: *Hmmm. I think I prefer having a teacher and going to a regular school. You?*

B: *Same here. I can't imagine not having lots of classmates.*

b. **Focus ►** Assessing others' performance

Explain the task and the three criteria Ss will use to assess their classmates. Invite pairs to discuss the questions from Ex. 7a aloud while another pair assesses their performance.

8 **Focus ►** Reviewing

Allow Ss two or three minutes to revise the lesson. Instruct Ss to close their books. In pairs, Ss tell each other which ten new phrases they have learnt. Walk around the room, monitoring the activity.

(Ss' own answers)

Workbook 4 – Listening & Speaking

► **Listening**

5 You are going to hear two friends talking about a course they are taking at school. For each question, circle the correct letter, A, B or C.

- 1 Mary is on her way
 - (A) to her ICT class.
 - B back to her house.
 - C to meet Tom.
- 2 Mary and Tom are in
 - A their second year of ICT.
 - B the same ICT class.
 - (C) different ICT classes.
- 3 In the beginning, Mary didn't think she would
 - A enjoy her assignment.
 - B like her new ICT teacher.
 - (C) be interested in her ICT class.
- 4 For her assignment, she has to
 - (A) make sure her information is correct.
 - B correct the information she finds.
 - C be more careful with her planning.
- 5 Tom's assignment is all about
 - (A) pricing things.
 - B buying refreshments.
 - C using excellent maths skills.
- 6 Tom told Mary that his teacher
 - A gave him £25 for his project.
 - B is going to give the money for the party.
 - (C) has made the students a promise.

b. Now describe this picture. Another pair assesses your performance.

**STUDY SKILLS****Improving speaking skills**

Express your opinion, giving reasons, and ask questions to elicit your partner's views. All good speakers are good listeners, too. Listen to your partner. This will help you understand what he/she thinks about the topic.

7 a. In pairs, discuss the following:

- Do you use a computer to do your homework?
- Do you enjoy ICT (Information & Communication Technology)?
- What do you think of online learning?

b. Assess another pair's performance. Think about:

- grammar and vocabulary
- pronunciation
- interactive communication

Describing pictures► **Speaking**

6 a. Look at the picture below. Use the phrases to discuss it in pairs.



A

B

Where / picture taken?

In/At ...

What / you see?

I can see ...

What / happening?

The ... has ... / A ... is

How / people feel?

I think they ...

8 Think of ten new phrases you have learnt in this lesson. Close your book and tell each other.



Getting started

- 1 In pairs, think of reasons for and against studying online.

Looking closer

- 2 a. Read the essay and compare your reasons with those in the text.
- b. Which paragraph: *states the topic? presents the arguments for? presents the argument against? concludes and gives the writer's opinion?*

Linkers

- 3 In for and against essays we use sophisticated words to link ideas. Replace the words in bold in the essay in Ex. 2 with the following:

- Finally • To conclude • In addition • although
- To start with • On the other hand • Lastly
- As a result • To sum up • Furthermore • Firstly
- What is more • Consequently • However

STUDY SKILLS

Topic sentences

Begin each paragraph of the main body with a topic sentence which introduces or summarises the main idea of the paragraph. This should be followed by supporting sentences which give details and examples to develop and support this idea.

- 4 a. Underline the topic sentences in the essay. Suggest alternative ones.
- b. Match the topic sentences to the supporting sentences.
- 1 a Even very young children should sit exams.
- 2 b Final grades should depend entirely on exam results.

- a They get used to the idea, and it is good practice because they learn the correct way to prepare for exams.
- b First of all, students are aware from the very beginning how important the results will be for their future. In addition, teachers have a standard method for grading students.

The **PROS** and **CONS** of

Studying online

► Online learning is becoming more popular today as more people have access to computers and the Internet. Indeed, there are those who believe that computers will replace classrooms in the near future.

2 It is true that there are a number of advantages to learning online. **One**, you can study whenever you choose and you can find a wealth of information on the Internet. **And**, lessons do not last for a limited length of time. **So**, teachers can answer any questions you may have in greater detail.

3 **But**, there are a number of disadvantages. **To begin**, online students cannot share and discuss ideas in the way they do in a classroom. **Also**, the equipment needed is expensive and information on the Internet is not always accurate. **Finally**, working on your own requires a lot of self-discipline which young children in particular do not have.

4 **In conclusion**, I believe that **even if** learning online has some advantages, the disadvantages outweigh them. In my opinion, children will always learn best when they are in a classroom with a real live teacher.

Your turn

- 5 Read the rubric and the table. Think of topic sentences and supporting sentences for each point.

Your teacher has asked you to write an essay for and against wearing uniforms at school. Write your essay (100-160 words).

Pros
<ul style="list-style-type: none"> • encourage discipline, students concentrate better • help identify intruders in the school • help students resist peer pressure to buy trendy clothes
Cons
<ul style="list-style-type: none"> • are useless outside the school • limit freedom of expression

- 6 Answer the questions in the plan, then write your essay (100-160 words).

Plan

Introduction (Para 1)

What is the topic?

Main Body (Paras 2 & 3)

What are the pros/cons?

What are the reasons to support them?

Conclusion (Para 4)

What is your opinion?

Writing

Objectives: discussing for and against arguments; learning how to use linking words; writing topic sentences

Reading: a short article about the pros and cons of studying online

Skills – scanning

reading for specific information

Writing: a for-and-against essay

1 **Focus ►** Discussing reasons for and against studying online

Explain/Elicit what *studying online* means. (*studying using a computer – having no classmates*) Allow pairs time to think of reasons, then elicit answers round the class.

Suggested Answer Key

For: increases knowledge of IT, flexible study

Against: no interaction with classmates or a teacher, Internet expensive

2 a. **Focus ►** Reading for specific information

Allow Ss time to read the essay and to compare the reasons they found in Ex 1 with the reasons given in the essay. Check Ss' answers.

Answer Key

For:

- You can study where and when you choose.
- You can find a wealth of information on the Internet.
- Teachers can give students more personal attention.

Against:

- Students cannot share ideas and interests with peers.
- Computers/Internet are expensive.
- Information on Internet not always accurate.
- Working on your own requires a lot of self-discipline.

b. **Focus ►** Analysing text organisation

Explain the task. Allow Ss time to read the essay again and answer the questions in the rubric.

Answer Key

States the topic: Para 1

Presents arguments for: Para 2

Presents arguments against: Para 3

Concludes and gives the writer's opinion: Para 4

3 **Focus ►** Using linking words

Allow Ss time to complete the task individually. Check answers around the class.

Answer Key

One: To start with, Firstly

And: In addition, Furthermore, What is more

So: As a result, Consequently

But: On the other hand, However

To begin with: To start with, Firstly

Also: In addition, Furthermore, What is more

Finally: Lastly

In conclusion: To conclude, To sum up

even if: although

4 a. **Focus ►** Reviewing topic sentences

Work through the Study Skills box with the class. Ss locate and underline the topic sentences in the main body text. Check answers and then allow Ss time to think of alternative topic sentences.

Answer Key (See overprinted answers)

Suggested Answer Key

2 *Learning online has a number of advantages.*

3 *Learning online does have its problems, though.*

b. **Focus ►** Paragraph coherence

Explain the task. Allow Ss time to complete the task individually. Check answers.

Answer Key (See overprinted answers)

5 **Focus ►** Supporting arguments with reasons

Direct Ss' attention to the rubric for the written activity and the table. Allow Ss time to think of topic and supporting sentences. Check Ss' answers.

Suggested Answer Key

There are a number of advantages to wearing school uniforms. Encourage discipline, students concentrate better – students will get better grades.

Help identify intruders in the school – the school will be a safer place for both students and teachers.

Help students resist peer pressure to buy trendy clothes – parents will save a lot of money.

However, there are some disadvantages.

Are useless outside school – students need other clothes for out-of-school activities.

Limit freedom of expression – all the students look the same.

6 **Focus ►** Writing a for-and-against essay

Discuss answers in class, then Ss write their essay.

Suggested Answer Key

Many schools expect their students to wear school uniforms. It is thought that wearing school uniforms is very beneficial.

There are a number of advantages to wearing school uniforms. First of all, wearing school uniforms encourages discipline so that students will concentrate better. Consequently, students will get better grades. In addition, uniforms can help identify intruders in the school. As a result, the school will be a safer place for both students and teachers. Lastly, when students wear uniforms it is easier for them to resist peer pressure to buy trendy clothes so parents save a lot of money.

However, there are some disadvantages. To start with, uniforms are useless outside school and students need other clothes for out-of-school activities. Furthermore, wearing uniforms limits freedom of expression and all the students look the same.

In conclusion, wearing school uniforms has its pros and cons but I believe the benefits outweigh the problems and help students get a better education.

Curricular Cut: Literature

Objectives: learning about the literary works of George Bernard Shaw; understanding/analysing a scene from a play

Reading: a short biography, a scene from a play by George Bernard Shaw

Skills – reading for gist and detailed comprehension

Listening: a script from a play

Skills – listening for gist

1 a. **Focus ►** Identifying genre

Direct Ss attention to the text. Ask Ss to say what type of text it is, justifying their answers.

Answer Key

A play (A play is written in the form of a dialogue – not a continuous text. A play is divided into acts.)

b. **Focus ►** Predicting content of a text

Allow Ss some time to read the biography and answer the two questions.

Answer Key

The play was written by George Bernard Shaw. It is about Professor Henry Higgins, a professor of phonetics who makes a bet that he can turn a common flower girl, Eliza Doolittle, into a lady in six months.

2 a. **Focus ►** Identifying characters

Allow Ss time to look at the extract to find the answer to the question in the rubric. Confirm Ss' answers.

Answer Key

Four

b. **Focus ►** Predicting/confirming the content of a text

Choose two Ss to read out the first exchange. Ask Ss to guess the answers to the questions. Play the recording as Ss check answers. Confirm Ss' answers.

Answer Key

The young woman is named Liza Doolittle and she is a flower girl. She wants Higgins to teach her to speak properly.

3 **Focus ►** Reading for detailed comprehension

Allow Ss time to go through the extract and answer the first two questions. (*All use formal polite language but Eliza.*) Read Eliza's first lines. Elicit answers on how to make her words sound more polite. Ss work in groups. Check Ss' answers round the class.

Suggested Answer Key

- *Don't talk to me like that. I haven't explained the reason of my visit yet. Did you mention to the Professor that I came in a taxi?*
- *I can assure you I'm not here to ask for any compliment, and if you think that I can't afford it, then I can ask elsewhere.*

- *You haven't understood, have you? I'm interested in having lessons with the professor. And I'm willing to pay for them.*
- *Well, if you were a gentleman, you would offer me a seat. Haven't I made the reason of my visit clear to you?*
- *I wouldn't welcome such rudeness especially since I'm willing to pay any fee.*
- *I want to work in a flower shop rather than being a poor flower girl at the corner of Tottenham Court Road. I would never be accepted if I can't behave like a lady. Professor said he would teach me how. I'm here to start my lessons and pay for them and I'm treated as if I were a beggar.*
- *I can't see why not. I'm aware of the fees and I am willing to pay any price.*
- *Now we are doing business.*
- *No, thank you.*
- *I'd love to.*
- *Eliza, Eliza Doolittle.*

4 **Focus ►** Reading aloud

Divide the class into groups of four and assign each member of the group a role. Ss, in groups, read out the play. Walk around the class monitoring the activity, correcting when necessary. Choose a group to read out the play for the class.

5 **Focus ►** Predicting an ending

Lead the class in a discussion about what will happen next and write their suggestions on the board. In their original groups Ss act out their ending. Play the recording while Ss listen to the ending of the act.

Answer Key

Liza and Higgins have a discussion about the cost of the lessons. In the end, Higgins agrees to take her on as a student.

Additional Material:

Songsheet 2

Pairwork Activities: Unit 4

Workbook: Reading, Word Perfect Unit 4

► Reading

- 1 a. Look at the text. What type is it: *a novel, a play, a cartoon strip*?
- b. Who wrote it? What is it about? Read the biography and check.



George Bernard Shaw (1856-1950)

was born in Dublin, Ireland, to poor parents. In 1876, he moved to London. While there, he became deeply involved in politics and worked as a

theatre critic. In 1892, he wrote his first play, *Widowers' Houses*. He went on to write many more plays. *Pygmalion* (1913) is the story of Professor Henry Higgins, a professor of phonetics who makes a bet that he can turn a common flower girl, Eliza Doolittle, into a lady in six months. He succeeds, and becomes quite fond of Eliza, but she eventually leaves him to marry the upper class Freddy Eynsford-Hill.

- 2 a. Look at the extract. How many people take part in this scene?
- b. Read the first exchange. Who do you think the young woman is? What does she want? Listen and read to find out.
- 3 Read again. Who uses formal, polite language? Who uses slang? How could Eliza express herself in a formal, polite style?

► Speaking

- 4 In groups, take roles and read out the extract.

► Listening

- 5 What do you think happens next? In groups, continue the scene. Listen and check.

Pygmalion

MRS PEARCE. [*returning*] This is the young woman, sir.

HIGGINS. Why, this is the girl I jotted down last night. She's no use. [*To the girl*] Be off with you. I don't want you.

THE FLOWER GIRL. Don't you be so saucy. You ain't heard what I come for yet. Did you tell him I come in a taxi?

MRS PEARCE. Nonsense, girl! What do you think a gentleman like Mr Higgins cares what you came in?

THE FLOWER GIRL. I ain't come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

HIGGINS. Good enough for what?

THE FLOWER GIRL. Good enough for ye-oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for 'em, too.

HIGGINS. WELL!!! What do you expect me to say to you?

THE FLOWER GIRL. Well, if you was a gentleman, you might ask me to sit down, I think. Don't I tell you I'm bringing you business?

HIGGINS. Pickering, shall we ask this baggage to sit down or shall we throw her out of the window?

THE FLOWER GIRL. I won't be called a baggage when I've offered to pay like any lady.

PICKERING. [*gently*] What is it you want, my girl?

THE FLOWER GIRL. I want to be a lady in a flower shop instead of selling at the corner of Tottenham Court Road. But they won't take me unless I can talk more gentle. He said he could teach me. Well, here I am ready to pay him – not asking any favour – and he treats me as if I was dirt.

MRS PEARCE. How can you be such a foolish ignorant girl as to think you could afford to pay Mr Higgins?

THE FLOWER GIRL. Why shouldn't I? I know what lessons cost as well as you do; and I'm ready to pay.

HIGGINS. How much?

THE FLOWER GIRL. Now you're talking!

HIGGINS. Sit down.

MRS PEARCE. Sit down, girl. Do as you're told.

THE FLOWER GIRL. Ah-ah-ah-ow-ow-oo! No!

PICKERING. Won't you sit down?

THE FLOWER GIRL. Don't mind if I do.

HIGGINS. What's your name?

THE FLOWER GIRL. Liza Doolittle.

Vocabulary & Grammar

1 Fill in the missing word.

- The next train from Liverpool to Hull will arrive at platform 2 in 15 minutes.
- He won't make that mistake again. He's learnt his lesson.
- He liked the poem so much he learnt it by heart.
- Penny has such bad manners. She's always talking with her mouth full.
- Sandra broke down in tears when she heard the bad news.
- He used to hate swimming when he was young.
- Robert likes surfing on the Net in his free time.
- Can you drop Jim off at the station on your way into town?
- Make sure you have checked the expiry date on your passport before you go on holiday.
- The beach was empty with not a soul in sight.

(10 marks)

2 Circle the correct item.

- History is an interesting to study.
A class B lesson **C subject**
- Children should learn to manners.
A grow **B value** C break
- He from Leeds University last year.
A graduated B applied C studied
- Ann never her temper.
A misses B forgets **C loses**
- He doesn't have the right to become a pilot.
A charms **B skills** C gifts
- We hard all year so we needed a holiday.
A had been working B worked
C have been working
- Dan in the countryside when he got a flat tyre.
A was driving B drove C had driven
- You must wear your when you are driving.
A seatbelt B boot C road map

- You talk in the library. It is not allowed!
A ought to B can **C mustn't**

- Gerald and Pat to the South of France three times now.

A have been B went C were going

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- "I don't know how to use a computer," she said.
She said that she didn't know how to use a computer.
- "I'll see you soon, Mary," Anne said.
Anne told Mary she would see her soon.
- She asked Bob when he would be ready.
"When will you be ready, Bob?" she asked.
- "Don't forget to bring a coat!"
He told me not to forget to bring a coat.
- "Are you leaving now?" he asked.
He asked if I was leaving then.

(10 marks)

4 Complete the sentences with the correct word derived from the words in bold.

- She will be a great pianist one day. **PIANO**
- Pay attention to what he says. **ATTEND**
- My brother is so disorganised he can never find a thing! **ORGANISED**
- That dog looks very unfriendly! Keep away from it! **FRIENDLY**

(8 marks)

Communication

5 Complete the exchanges.

- Would you like to leave a message?
- Could I speak to the manager, please?
- Of course not.
- Why? What was the problem?
- Yes. I'm not satisfied with your service.

- 1 A: Could I speak to the manager, please?
B: One moment, I'll see if she's in.
- 2 A: Would you like to leave a message?
B: It's all right. I'll call again this afternoon.
- 3 A: Would you mind opening the door?
B: Of course not.
- 4 A: Is there a problem, sir?
B: Yes. I'm not satisfied with your service.
- 5 A: I didn't enjoy the meal very much!
B: Why? What was the problem?

(10 marks)

Listening

- 6 You will hear a conversation between Sally and her friend, James, about the summer and the new school year. Decide if each sentence is correct or incorrect. If it is correct, tick (✓) YES. If it is not correct, tick (✓) NO.

	YES	NO
1 Sally is sorry that the summer holiday has finished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Monday is not a good day for James.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Miss Counter teaches Geography.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 James thinks Mr Shaw is a good Maths teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 James and Sally are not good at foreign languages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Sally has arranged to study Spanish this year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(12 marks)

Writing

- 7 This is a magazine advert for a short story competition.

We are looking for short stories about your holiday experiences ... good or bad! Where did you go? What was it like there? What happened? How did things turn out? Was your holiday a dream or a nightmare?

So get writing now and you may see your name in print next month!

You've decided to enter the competition. Write your own short story about a holiday experience (100-120 words).

(See Suggested Answers section) (20 marks)

Reading

- 8 Read the article and mark the statements T (true) or F (false).

TRAVEL GUIDE:

South Africa

South Africa is one of the most beautiful countries in the world and a favourite destination for many travellers. From Kruger National Park to the Kalahari Desert, South Africa provides a great introduction to Africa, but it has more to offer than stunning landscapes.

If you visit South Africa, make sure you stop off in Cape Town. There is so much to see and do, you'll never get bored. There's always something happening in this exciting city, and it has great shops, too. The more adventurous can take a trip up Table Mountain or take a boat trip to see great white sharks and seals. Cape Town has something for everybody.

South Africa is a place that everyone should visit at least once in their lifetime! Book now for a holiday you will never forget.

- 1 South Africa is not very popular with tourists. F
- 2 The Kalahari Desert is in Cape Town. F
- 3 There is not much going on in Cape Town. F
- 4 You can see some big, scary fish there. T
- 5 The author recommends that everyone should go to South Africa. T

(20 marks)

(Total = 100 marks)

Now I can...

- talk and write about transport
- talk and write about holidays and holiday problems
- talk and write about good manners and education
- write a short story
- express dissatisfaction/ask for details
- make polite requests

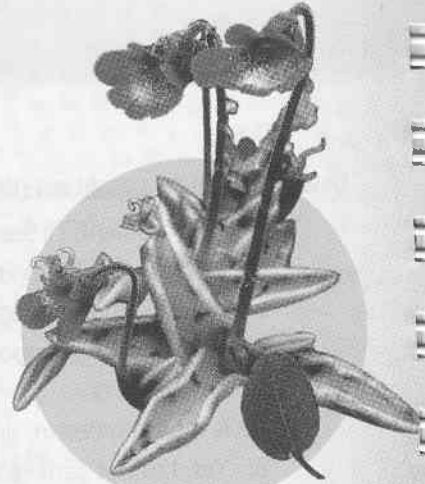
...in English

Eco-friends 2

Carnivorous Plants

All plants need certain **1** basic (**base**) nutrients, including carbon, oxygen, nitrogen, phosphorus, potassium and other minerals. These keep the plants **2** alive (**live**) and help them grow. Oxygen comes from the atmosphere, and most plants take in other nutrients from the soil. But some plants live in soils that do not have enough of the minerals they need, and have become carnivorous, meaning they eat meat! They get extra nitrogen from the body of insects which they catch in traps.

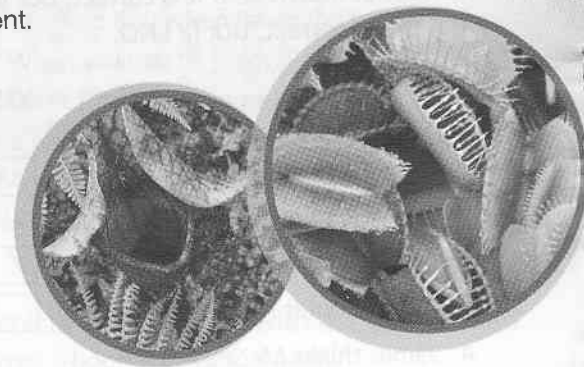
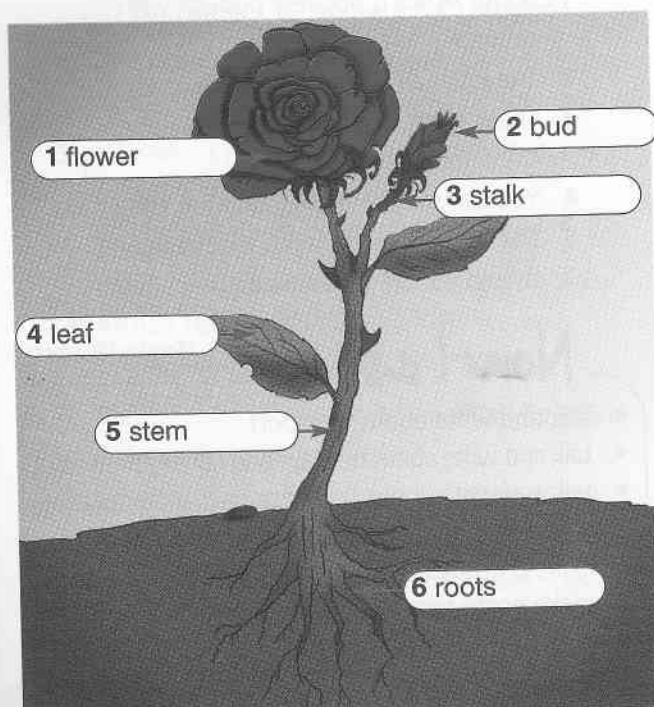
Carnivorous plants have come up with **3** different (**differ**) ways of catching insects. The leaves of the Butterwort are sticky, so insects which land on the leaves get stuck, and the plant **4** slowly (**slow**) digests them. The Pitcher Plant, on the other hand, has long, hollow jug-shaped traps called 'pitchers', which hang at the end of its leaves. Insects fly to the pitcher because of its colour and smell, then fall down into the trap and cannot escape because the sides are **5** slippery (**slip**). In the case of the Venus Fly Trap, when an insect lands on one of its lobes, they snap shut and trap the insect inside. In this way, carnivorous plants have managed to adapt **6** perfectly (**perfect**) to their environment.



► Speaking

- 1 a. Name some unusual plants in your country. Where do they live?
- b. Label the diagram of the plant with the words below. What are these words in your language?

• leaf • flower • stem • roots • bud • stalk



► Reading & Listening

- 2 a. How do plants usually feed themselves? Read the first paragraph of the text and check your answers.
- b. Read the text and complete each gap with the correct word derived from the word in brackets. Listen and check.
- 3 Explain the underlined words. Ask and answer comprehension questions based on the text.

► Project

Portfolio: Choose a habitat (a woodland, a river bank, a grassland) in your neighbourhood and do a plant study. Identify the species of plants you find there, and find out as much as you can about them. Make a poster, and either stick on photographs of them or draw them, then write a short paragraph about them. Give a short presentation to your class. Record yourself.

Eco-friends

Objectives: learning about carnivorous plants; making and labelling a diagram

Reading: a text about carnivorous plants (cloze)

Skills – skimming

reading for detailed understanding

Speaking: talking about unusual plants

Vocabulary: parts of a plant

Writing: a plant study in your neighbourhood

1 a. **Focus ►** Introducing the topic

Ask Ss to name some unusual plants in their country. Elicit what makes the plants unusual (*colour, smell, shape, growth cycle, etc.*). Elicit where the plants are commonly found. Make notes of the most interesting points on the board.

(Ss' own answers)

b. **Focus ►** Introducing vocabulary

Direct Ss' attention to the diagram. Allow Ss time to complete the diagram. Elicit answers from around the class.

Answer Key (see overprinted answers)

2 a. **Focus ►** Predicting the content of a text

Go through the questions in the rubric. Elicit answers from around the class. Allow Ss time to read the first paragraph to check their answers. Elicit/ Explain any new information the Ss have discovered.

Suggested Answer Key

Flowers use the energy in sunlight to convert carbon dioxide into simple sugars. Flowers rely on soil for water and nutrients.

b. **Focus ►** Reading for detailed understanding

Allow Ss time to complete the task. Play the recording and check answers around the class.

Answer Key (see overprinted answers)

3 **Focus ►** Understanding vocabulary from context and speaking practice

Allow Ss time to read around the words and phrases. Encourage Ss to guess if they are unsure. Elicit answers around the class.

Answer Key

nutrients (n): substances that help flowers grow

minerals (n): substances such as salt and sulphur that are formed naturally

traps (n): things that catch insects or animals

insects (n): very small creatures with six legs

sticky (adj): something adhesive like glue

digests (v): food passing through a body to give nutrients, etc.

hollow (adj): with a space inside it

hang (v): suspend from above

snap shut (v): close quickly and tightly

adapt (v): change to suit a new situation

Suggested Answer Key

A: *What do plants need to help them grow?*

B: *They need nutrients, including carbon, oxygen, nitrogen, phosphorus, potassium and other minerals. What does 'carnivorous' mean?*

A: *It means something that eats meat. etc*

Focus ► Exploring theme and giving a presentation

Ss work in groups. They choose a place near their school or house and list the plants that exist there. Ss can take photographs of the plants. Then Ss prepare their posters and their presentation. Ss can talk about types of plants, make diagrams of plants and label their parts etc. Alternatively, you can organise a short visit to the nearest park for Ss to photograph various plants and talk about them.

If Ss wish to learn more about plants and flowers ask them to visit the website below.

Useful Link –

<http://www.blueplanetbiomes.org/plants.htm>

Before you start ...

Revise one or two points from the previous module (e.g. *holidays, transport, education*) by asking Ss to discuss the questions in class.

Objectives

Direct Ss' attention to the title of the module, *Let's have fun*. Explain that it summarises the theme of how we spend our free-time (e.g. *with our neighbours, friends, family and relatives, wildlife, etc.*). Where we go, what we do (e.g. *parties, festivals, cinema etc.*).

Look at Module 3

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. *what the picture shows, what else Ss can see on that page and what they think the unit might be about*).

Suggested Answer Key

pic. 1 (p. 66)

T: What page is picture 1 from?

S1: It's from p. 66.

T: What does the picture show?

S2: A DVD player.

T: What else can you see on p. 66?

S3: Gadgets.

T: Which ones have you got?

S4: I've got a mobile phone, a laptop, etc.

T: Which do you find the most useful?

S5: My mobile phone. I can call my friends, send SMS messages, etc.

Suggested questions

pic. 2 (p. 55)

What do you think the picture shows? (a unicorn) How is it related to the title of the unit? What do the other pictures on pp. 54-55 show? What do you know about these creatures?

pic. 3 (p. 64)

What does the picture show? Where is it taken from? (a film) How is it related to the title of the unit? How are these pictures related to the title of the text? Which is your favourite type of film?

pic. 4 (p. 58)

What does the picture show? What do you know about Halloween? Do you celebrate it in your country? What festivals do you celebrate in your country? Which is your favourite?

pic. 5 (p. 70)

What does one of the girls have on her lap? What are the people in the other two pictures doing? Do you use a computer/the Internet? How often and what for?

Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is.

Suggested questions

an advert about a ghostly tour: Unit 6, p. 63 (it tells us what we can do at a place) Where could you read it? What is it about? Are there similar tours in your country?

instructions on how to use a gadget: Unit 6, p. 67 (steps how to use sth) What gadget are the instructions for?

a pie chart: Unit 6, p. 68 (a circle divided into sections to show the relative proportions of a set of things) What is the pie chart about? What else can you see on pp. 68-69? How is each used? etc

a book cover: Unit 6, p. 73 (the cover of the book with a picture showing some part of the story) What does the book cover show? What might the book be about?

Go through the rest of the sections with your Ss and point out that by the end of the two units they will know how to perform the tasks listed.

Explain that the module has:

- a Culture Clip
- a Curricular Cut
- an Eco-friends section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

The Culture Clip is about a tour of York.

The Curricular Cut section contains an extract from an H G Wells' novel *The War of the Worlds*.

The Eco-friends section looks at different green issues. This one (p. 76) deals with how to grow our own vegetables.

Let's have fun

Module 3

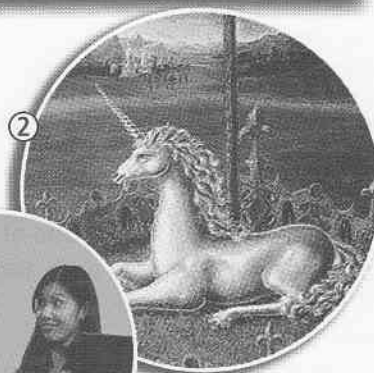
Units 5-6



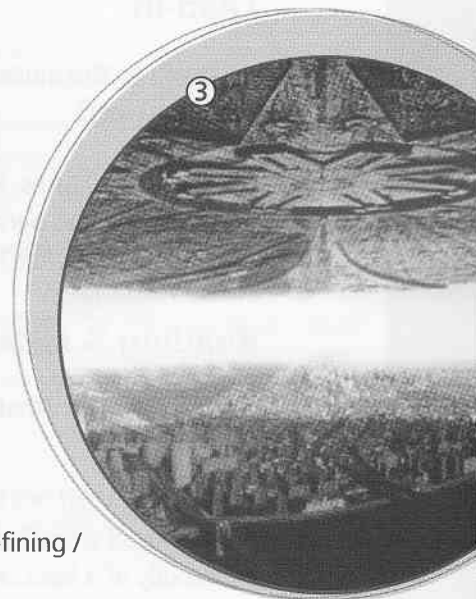
①



⑤



②



③



④

► Before you start

- Have you ever had a bad experience while on holiday? Tell the class.
- What is a typical school day like?

► Look at Module 3

Find the page numbers for pictures 1-5.

► Find the unit and page number(s) for

- an advert about a ghostly tour 63
- instructions on how to use a gadget 67
- a pie chart 68
- a book cover 73

► Listen, read and talk about ...

- mythical creatures
- moods & feelings
- body language
- types of films
- entertainment
- gadgets
- the Internet

► Learn how to ...

- invite people & accept / refuse
- ask about a problem & offer help
- recommend something

► Practise ...

- relative clauses (defining / non-defining)
- comparatives & superlatives
- exclamations
- articles
- quantifiers
- adverbs
- reflexive pronouns
- phrasal verbs with *over*, *in*

► Write ...

- a short article about a mythical creature from your country
- an e-mail to your pen-friend about a scary dream you had
- a short paragraph about a festival in your country
- a 3rd-person narrative
- an advert for a walk tourists can take in your town
- a short review of a film you have seen
- instructions on how to send a text message
- a paragraph about how teens in your country communicate with friends
- a letter to a friend reviewing a CD

Culture Clip: The Ghost Hunt of York

Curricular Cut (Literature): The War of the Worlds

Eco-friends: Grow your own

5a Weird & wonderful

Lead-in

- 1 Listen to the music and the sounds. How do the sounds make you feel?
- 2 Look at the pictures. How are they related to the title of the unit? Which time period do you associate them with: *the past, present or future*?

Reading & Listening

- 3 Work in groups. What do you know about these creatures? Which had:
 - a long spiky tail? • a long neck? • big claws? • a glossy coat?
 - the body of a bird? • a horn on its forehead? • only one eye?
 - the body of a lion? • an eagle's head and pointed ears? • the body and legs of a horse? • nine heads? • large, strong wings?

What was each known for? Listen, read and check.

- 4 Read the text and decide if the sentences below are **T** (true) or **F** (false). What is the writer's reason for writing the text?

- | | |
|---|---|
| 1 This website was designed for people who are interested in myths and legends. | T |
| 2 Dragons belonged to powerful magicians. | F |
| 3 There is only one famous Sphinx, the one from Thebes. | F |
| 4 The Sirens attracted sailors with their beautiful voices. | T |
| 5 People believed unicorns could heal the sick. | F |
| 6 The Hydra had six heads. | F |
| 7 All giants were mean and nasty. | F |
| 8 Griffins often protected collections of valuable things. | T |
| 9 Centaurs had human bodies and horses' heads. | F |
| 10 All the creatures in the text come from Greek myths. | F |

- 5 Match the underlined words in the text with the following meanings.

- 1 killing 2 numerous 3 unforgettable 4 tempted 5 shiny
6 sticking out 7 huge 8 bravery 9 protect 10 guide

- 6 Replace the phrases in bold with words/phrases from the text.

- 1 Midas was **unaffected by** any poison. immune to
- 2 The Egyptians believed that the pharaohs were gods and **never died**. immortal
- 3 Ancient Greeks **were scared of** the Hydra. feared
- 4 The Sphinx was hated because it would kill those who didn't answer its **puzzling question**. riddle

Gallery

Books



The Hydra



Dragon



Giant



The Sirens



Griffin



Centaur



Sphinx

- 5 The Hydra had nine heads, each of which was **connected** to a long neck. attached
- 6 The Ancient Greeks had a lot of **old, popular stories** about mythical creatures. myths

Weird and wonderful

Objectives: describing mythical creatures

Reading: a text describing mythical creatures (T/F statements)

Skills – reading for detailed comprehension

Speaking: talking about mythical creatures

Vocabulary: body parts; physical characteristics

Writing: an article describing a mythical creature from your country

1 **Focus ▶** Introducing the topic

Explain the task. Make sure Ss listen with eyes closed to focus their attention on the task. Play the recording. Allow a short time for Ss to discuss their answers in pairs. Conduct feedback with the class, asking Ss what images the music and sounds brought to mind.

Suggested Answer Key

I see wild animals, dangerous, angry, nasty, snarling and growling creatures. I feel a little bit scared but amazed.

2 **Focus ▶** Expanding the topic

Read the title. Elicit what **weird** means (*strange*). Go through the pictures with Ss. Ask Ss if they have heard of these creatures. Discuss the questions in the rubric with the class, referring Ss to the pictures and the title of the unit.

Suggested Answer Key

The pictures are related to the title because they are all mythical creatures. All these creatures existed in the past – at least in myths and legends.

3 **Focus ▶** Presenting key vocabulary

Work through the bullet points with the class, explaining any new vocabulary with the help of the pictures. Play the recording. Ss listen and read to check answers.

Suggested Answer Key

The hydra was known for its nine long heads that would grow back when cut off.

Dragons had long wings, big claws and a long spiky tail. They were known for their ability to breathe fire.

Giants had only one eye. They were known for eating people.

The Sirens had the body of a bird. They were known for their beautiful voices.

Griffins had the body of a lion and an eagle's head and pointed ears. They also had big claws. They were known for their ability to protect vast treasures.

Centaurs had the body and legs of a horse. They were known for the fact that they were half human and half horse.

The Sphinx had the body of a lion and large strong wings. It was known for its habit of asking travellers a riddle.

The unicorn had a horn on his forehead and a glossy coat. He was known for the fact that if you drank from its horn you would be immune to all poisons.

4 **Focus ▶** Reading for detailed comprehension

Allow time for Ss to answer the T/F questions individually and then compare answers with a partner. Check answers and then discuss the writer's purpose with the class, asking Ss to justify their answer(s).

Answer Key (See overprinted answers)

The author wrote the text to give us information about these mythical creatures.

5 **Focus ▶** Matching vocabulary items to meanings

Go through words 1-10 with the class to check understanding. Explain/Elicit the meaning of any new vocabulary. Ss complete the matching task individually and then compare answers with a partner. Check answers around the class.

Answer Key

1 slaying	5 glossy	9 guard
2 countless	6 projecting from	10 steer
3 haunting	7 vast	
4 lured	8 courage	

6 **Focus ▶** Developing further vocabulary

Demonstrate the task by completing the first item with the class. Ss complete the remaining items individually and then compare answers with a partner. Check answers around the class.

Answer Key (See overprinted answers)

7 **Focus ►** Exploiting the text

Ss work in groups of 3-4. Explain the task and elicit wh-question words. List these on the board. Tell groups they should prepare no more than ten questions. Allow time for groups to prepare their questions. Monitor groups as they work on the task, providing assistance where necessary. Groups exchange their work and answer the questions. Groups then combine to check answers. Conduct feedback with the class, asking Ss to comment on the difficulty of the task.

Suggested Answer Key

- 1 What are dragons symbols of?
- 2 Where was the most famous sphinx from Greek legends?
- 3 How did sirens lure sailors to their deaths?
- 4 What did unicorns look like? etc

Game - Extension

Play in teams. Choose from the text one of the mythical creatures and describe it to the class. Make two mistakes. The other team corrects the mistakes.

Suggested Answer Key

Team A S1: The Sirens were ugly creatures. They were half woman and half horse. They had beautiful voices.
Team B S1: The Sirens were beautiful. They were half woman and half bird.

8 **Focus ►** Talking about mythical creatures

Allow time for group discussion, monitoring the activity and providing help where necessary. Ss can collect information from encyclopaedias, the Internet, etc if they can't answer the questions. Alternatively, Ss can talk about any mythical creature they know about.

Suggested Answer Key

- A: In my country we have mythical creatures called the Selkie Folk. They were half human and half seal.
B: Yes, and at night they would come out of the sea and take off their fur.
C: That's right, and people say that they had human bodies under their fur.
A: Yes, and they say that in their human form the Selkie Folk liked to dance on the beach in the moonlight.

Focus ► Writing a short article about a mythical creature.

Explain the task, telling Ss they can base their writing on the points discussed in Ex. 8. Allow time for Ss to complete the task individually.

Suggested Answer Key

Off the coast of Scotland they say that there used to be creatures called the Selkie Folk. They were half human and half seal. At night they would come out of the water and take off their fur. Under their fur they had human bodies. In their human form they liked to dance on the beach in the moonlight.

Game - Extension

Play as a class. The first S says an animal or body part. Another S then says another animal or part of the body beginning with the last letter of the first word. Ss in turn continue the chain in the same way. Any S who repeats a word already used or cannot continue the chain is out of the game. The S who is left at the end wins.

Suggested Answer Key

S1: tail
S2: lion
S3: nail
S4: leg etc

Synergy: Allow Ss two or three minutes to revise the lesson. Ss close their books and, in pairs, talk about ten things they have learnt in the lesson. Monitor the activity and then select pairs to report back to the class.

Games

Forum

Unicorn

MYTHICAL CREATURES

- A** *Dragons* can be found in countless stories around the world. The stories usually involve the slaying of the dragon by a hero. Dragons are symbols of evil, magic and power, perhaps because they often guard a treasure in a cave. Typically described as monstrous, lizard-like creatures that can breathe fire, have big claws, wings and a long spiky tail, it's no wonder they are storybook favourites. **READ MORE>>**
- B** *The Sphinx* is a mysterious creature from Egypt and Greece. It had the body, legs and tail of a lion, a human head (sometimes male, sometimes female) and large, strong wings. The most famous sphinx from Greek legends was in Thebes. It asked travellers a riddle. Those who could answer the riddle were allowed to pass and those who could not were killed. **READ MORE>>**
- C** *The Sirens* come from Greek mythology. They were very attractive creatures who were half woman and half bird, with wings and claws. They lived on an island between Italy and Sicily, and their beautiful voices and haunting songs lured sailors to their deaths by making them steer their ships straight towards the island and crash onto the rocks. **READ MORE>>**
- D** *Unicorns* were magical mythical creatures that looked like horses. They first appeared in ancient myths from Mesopotamia, China and India. They were strong, wild and fierce, with glossy white coats, blue eyes and a horn projecting from their foreheads. People believed that if they drank from a unicorn's horn they would be immune to all poisons. **READ MORE>>**
- E** *The Hydra* was a huge snake-like monster with nine heads. Each head was attached to a long neck, and if one was cut off, two would grow back in its place. They feature in Greek and African mythology. **READ MORE>>**
- F** *Giants* were huge human-like creatures that appeared mainly in European folklore. They were tall, fat and ugly, and some had only one eye. They were feared and hated because of their cruelty, stupidity and fondness for eating people, although friendly giants were not completely unheard of. **READ MORE>>**
- G** *Griffins* were gigantic mythical creatures from the Middle East and the Mediterranean. They had a lion's body and an eagle's head and wings, with pointed ears like a horse. With the speed and sight of an eagle and the strength and courage of a lion, griffins often protected vast treasures. **READ MORE>>**
- H** *Centaurs*, from Greek mythology, were half horse and half man. They were human from the waist up, with the body and legs of a horse. There were two races: the first were wild and violent creatures that lived in the mountains and the forests; the other were gentle, wise and intellectual. **READ MORE>>**

- 7** Work in groups. Prepare questions based on the text. Exchange your questions with another group. Which group has the most correct answers?

Speaking

- 8** What mythical creatures come from your country? Are there any famous stories about them? What did they look like? Discuss it in groups.

Writing

Portfolio: Write a short article about any mythical creature from your country (60-80 words). Include:

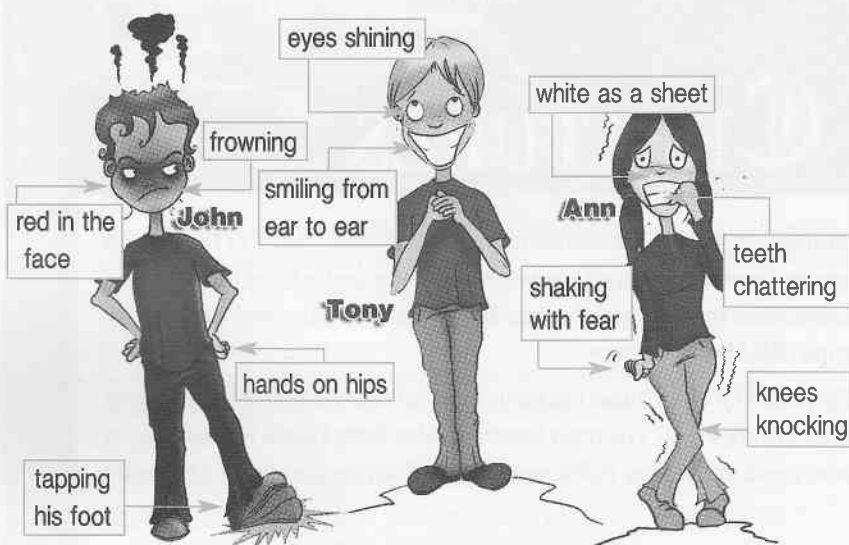
- what it looked like
- where it lived
- what it did

Decorate your project with pictures.

Moods & feelings

► Speaking

- 1 a. Look at the pictures. Who's: *happy and excited? angry and impatient? frightened and shocked?* Use the words/phrases to describe the people.



John stood with hands on hips, tapping his foot impatiently ...

- b. What gestures and facial expressions do people in your country use when they are *scared, shocked, angry, excited*, etc?
- 2 a. Circle the odd word out. Check in your dictionary.

- 1 petrified, (sleepy) scared 4 exhausted, (sad) tired
2 (pleased) afraid, terrified 5 (shy) surprised, shocked
3 ecstatic, happy, (bored)

- b. Use adjectives from Ex. 2a, and the ideas below, to act out exchanges as in the example.

- 1 watch a horror film 5 see a snake in the garden
2 hear good news 6 witness a bank robbery
3 find a mouse in the kitchen 7 have my tooth taken out
4 almost crash my bike 8 have a bad dream
9 spend all night studying

A: I watched a horror film last Friday.

B: Were you scared?

A: Scared? I was petrified!

STUDY SKILLS

Onomatopoeia

Onomatopoeic words are words that sound like the noise they describe (e.g. hiss, pop, etc). Use of such words makes descriptions more vivid.

- 3 Match the nouns to the verbs, then listen and check. Which make you feel: *peaceful? scared? warm and cosy?*

1 g	birds	a crackles
2 c	leaves	b howls
3 b	wind	c rustle
4 e	chains	d creak
5 a	fire	e rattle
6 f	thunder	f rumbles
7 d	floorboards	g sing

- 4 Complete the sentences with one of the phrases below. Explain them in your language.

- fight to the death
- live in fear of
- scared to death of
- frighten the life out of

- 1 I'm scared to death of snakes!
2 The dog next door frightens the life out of me every time I leave the house.
3 I would fight to the death to protect my family.
4 Villagers near the forest live in fear of attacks from wolves.

Prepositional phrases

- 5 Fill in: *of, at, from, in or with*.

- 1 She trembled with fear as the giant came closer and closer.
2 He finally managed to escape from the dragon's cave.
3 You'd be really surprised at how many people thought unicorns were real.
4 They say that the monster died of a broken heart.
5 He gasped in horror at the sight of the snake.

Idioms

- 6 a. Match the idioms (1-5) to the definitions (a-e).

- 1 d They killed the dragon in cold blood.

Vocabulary practice

Objectives: expressing feelings, using gestures; body language

Vocabulary: describing moods and feelings; phrasal verbs with *over*; collocations with sounds

Reading: a text about body language (comprehension questions)

Skills – reading for specific information

Listening: a dialogue about a dream

Skills – listening for global understanding

Writing: an e-mail describing a dream

- 1 a. **Focus ►** Introducing vocabulary related to moods and feelings

Explain/Elicit the meaning of feelings mentioned in the rubric. Ask Ss to look at the pictures and elicit each person's feelings. Point out that our body gestures and body language signal our feelings. Go through the phrases listed for each person and explain any new vocabulary. Ss use the phrases to describe the pictures to their partners. Monitor the activity and then ask a few Ss to report back to the class to check answers.

Answer Key

John is angry and impatient.

Tony is happy and excited.

Ann is frightened and shocked.

... is frowning and is very red in the face.

Tony's eyes are shining and he is smiling from ear to ear.

Ann is white as a sheet. She is shaking with fear and her teeth are chattering. Her knees are knocking.

- b. **Focus ►** Comparing body language in different cultures

Discuss the questions in the rubric with the class, explaining that these are examples of 'body language'.

(Ss' own answers)

- 2 a. **Focus ►** Identifying adjectives describing feelings

Complete the first item with the class to demonstrate the task. Once Ss identify the word that does not belong to the set (*sleepy*), ask them which of the remaining two adjectives expresses the strongest feelings and why. Tell Ss to refer to their dictionaries if necessary to answer the question. Allow time for Ss to complete the remaining items individually. Check answers with the class.

Answer Key (See overprinted answers)

- b. **Focus ►** Using adjectives to describe feelings

Go through the items to check understanding. Explain any new vocabulary and then invite a pair of Ss to read out the example exchange to demonstrate the activity.

Monitor pairs as they work on the task, providing assistance where necessary. Check answers by inviting a few pairs to act out their exchanges for the class.

Suggested Answer Key

2 A: *I heard some good news yesterday.*

B: *Were you happy?*

A: *Happy? I was ecstatic!*

3 A: *I found a mouse in the kitchen last Monday.*

B: *Were you afraid?*

A: *Afraid? I was terrified!*

4 A: *I almost crashed my bike last Friday.*

B: *Were you afraid?*

A: *Afraid? I was terrified! etc*

- 3 **Focus ►** Understanding onomatopoeic words

Work through the information in the Study Skills box with the class and elicit other examples. (e.g. T: *What sound do bees make when they fly?* S: *They buzz, etc*) Allow time for Ss to match the nouns to the verbs individually. Play the recording, pausing after each sound to give Ss time to identify them. Check answers with the class and then ask Ss how they feel about the sounds, playing the recording again if necessary.

Answer Key (See overprinted answers)

Suggested Answer Key

The sound of leaves rustling makes me feel peaceful, but the sound of wind howling makes me feel scared. A fire crackling makes me feel warm and cosy.

- 4 **Focus ►** Using idiomatic expressions

Refer Ss to the expressions. Explain that three of them use exaggerated language and ask Ss to identify the one that is most factual (*live in fear of*). Ss complete the sentences individually and then compare answers with a partner. Check answers with the class. Ask for equivalent phrases in Ss' L1.

Answer Key (See overprinted answers)

- 5 **Focus ►** Practising prepositional phrases

Ss complete the sentences individually, then check in their dictionaries. Check answers with the class.

Answer Key (See overprinted answers)

- 6 a. **Focus ►** Understanding idioms with 'blood'

Explain the task. Ss match the idioms to their definitions individually and then compare answers with a partner. Ss can use their dictionaries if they wish to. Check answers with the class. Ask Ss if there are similar idioms in their L1.

Answer Key (See overprinted answers)

b. **Focus ►** Using idiomatic expressions

Refer Ss to the example and explain the task. Ss write sentences individually. Invite a few individuals to read out their sentences to the class to check answers.

Suggested Answer Key

- 2 *Trying to get your money back from him is like trying to get blood out of a stone.*
- 3 *You should give the job to your brother not your friend. Remember blood is thicker than water.*
- 4 *You have to sweat blood if you want to be a star athlete.*
- 5 *His behaviour yesterday made my blood boil.*

7 a. **Focus ►** Predicting content of text

Ask Ss to look at the text and identify the text type. Refer them to the title and elicit suggestions as to what the text will be about. Write Ss' predictions on the board.

Suggested Answer Key

The text is an article. I think it's going to be about body language.

b. **Focus ►** Answering comprehension questions

Ask the class to read the text and answer the questions.

Answer Key

- 1 *A non-verbal language we use unconsciously to express our feelings.*
- 2 *To express our feelings, inner thoughts, etc*
- 3 *Because it helps identify the other speaker's feelings*
- 4 *Babies don't walk but smile or cry, rubbing your eyes ... our legs crossed.*

8 **Focus ►** Using phrasal verbs with over

Go through the phrasal verbs with the class, inviting Ss to give sentences to illustrate the meaning of any they are already familiar with. Ss complete the sentences individually. Ss can look up any unknown phrasal verbs in their dictionaries. Check answers with the class and then allow time for Ss to draw illustrative pictures. Ss hold up their pictures and the class tries to identify the phrasal verb.

Answer Key (See overprinted answers)

9 **Focus ►** Understanding frequently confused words

Ss complete the task individually, using dictionaries if necessary. Check answers with the class.

Extension: Ss write sentences to illustrate the meanings of the alternative words.

Answer Key (See overprinted answers)

Suggested Answer Key

- 1 *He **raised** his hand to ask a question.*
- 2 *Could you please **check** that the information is accurate?*
- 3 ***Remember** to collect the tickets on the way home, will you?*
- 4 *I fell asleep as soon as I **lay** down.*

10 **Focus ►** Listening for gist

As a lead-in to the task, initiate a discussion about dreams that Ss have experienced, focussing on their feelings about the dreams. Explain the task and play the recording twice. Check answers with the class.

Answer Key

*She was in a forest.
She saw a ghost.
She felt terrified.*

Focus ► Writing an e-mail to a pen-friend

Remind Ss of the dream described in Ex. 10 and ask them to recall the key points. Play the recording again if necessary. Explain the task, making sure that Ss understand what they have to write (*an e-mail to a pen-friend*) and reminding them to include the information suggested in the bullet points. Allow time for Ss to complete the task individually. Remind Ss how we begin/end an e-mail to a friend. Elicit beginning/ending from Ss. With weaker classes give the introduction/conclusion and ask them to complete the e-mail.

Suggested Answer Key

Hi Jim,

Just a quick e-mail to tell you about this weird dream that I had last night.

In the dream, I was in New York and I was this famous pop star. I was about to give a concert at one of the biggest stadiums in the city. The place was packed! I walked out onto the stage and gave a bow. The crowd went wild. Then I opened my mouth to start my first song but no sound came out. I tried again and still nothing. The crowd started booing and throwing things. Just as the fans were starting to come up onto the stage to get me, I woke up. It was really awful. I couldn't get back to sleep because I was so scared. Strange, wasn't it?

Do you ever have dreams like that?

*Catch you later,
Ted*

Synergy: Allow Ss two or three minutes to revise the lesson. Ss close their books and, in pairs, talk about what they have learnt in the lesson. Monitor the activity and then select pairs to tell the class what they have learnt.

- 2 c Trying to get information from him is **like getting blood out of a stone!**
- 3 b My family means more to me than friends. After all, **blood is thicker than water.**
- 4 a He **sweated blood** to set up the company.
- 5 e Cruelty to animals **makes my blood boil.**

- a work extremely hard
- b family relationships are the most important
- c very difficult
- d in a cruel, unfeeling, violent way
- e make someone very angry

b. Now make up sentences using the idioms.

He committed the crime in cold blood.

► Reading

- 7 a. Read the title.
What could it mean?
Read the text to find out.



SPEAK without saying a word

A new student walks up to you slowly, smiles, and says, "Excuse me – where's the lab?" Do you think they're desperate to find the lab? Think about it. They're smiling openly and approaching slowly with their head tilted. They are only trying to get to know you.

Body language is the quiet, secret language which is the most powerful language of all. According to experts, our non-verbal language communicates about 50% of what we really mean. The tone and speed of our voice account for 38%, while words themselves contribute only 7%. Non-verbal signals also have five times the impact of verbal signals.

Non-verbal communication is familiar to us from birth. A baby doesn't talk, but it smiles or cries to express itself. Our bodies send out messages constantly, and we don't always realise that we are communicating a lot more than we say. We understand what someone's gestures and body position indicate, and we send out our own messages, too – but we rarely stop to think about how we do it. Rubbing our eyes, clearing our throat, tapping our toes, scratching our nose, opening our arms or keeping our legs crossed all send out strong messages.

It is important to be aware of our own body language, as well as to understand what other people's body language means, so we can assess and react to them effectively. After all, actions speak louder than words.

b. Answer the questions. Then say three things you remember from the text.

- 1 What is body language?
- 2 How do we use body language?
- 3 Why is it important to understand body language?
- 4 What examples of body language are mentioned in the text?

Phrasal verbs

- 8 Use the phrasal verbs to complete the sentences. Choose one and draw a picture to illustrate its meaning.



- 1 It took her quite a long time to get over the shock. (**recover from**)
- 2 He pulled over to the side of the road to see where the light was coming from. (**stop**)
- 3 He handed over the card to Ann. (**pass**)
- 4 I don't know what came over me, but I started shaking like a leaf! (**suddenly happen to**)
- 5 He took over the company when his uncle died. (**get control of**)

Words often confused

- 9 Underline the correct word.

- 1 The smoke raised/rose high into the air.
- 2 The boy's wild behaviour is a serious problem. Nobody can control/check him.
- 3 He remembers/reminds me of my uncle.
- 4 The dog lay/laid down near the fire.

► Listening

- 10 You will hear Tom and Helen talking about a dream. Where was Helen in her dream? What happened? How did she feel?

Writing

Portfolio: Write an e-mail to your pen-friend about a scary dream that you had (80-100 words). Include: *where you were (in the dream), what happened, how you felt and why.*

Halloween



There was a **0** *time* in the past when the people of Britain celebrated the end of summer and the beginning of winter on All Hallow's Eve, which is **1** 31st October. In **2** days, they thought that bad things always came with the long dark winter nights, **3** they built fires which they danced around. They also performed rituals to keep **4** evil. There were many people who believed that there were ghosts everywhere in winter. Villagers, whose beliefs were very simple, thought that if they wore scary costumes and masks **5** they left their homes after dark, the spooks and monsters that roamed around **6** night would not recognise them. They also left bowls of food outside their houses for these invisible ghouls, thinking this would stop **7** from trying to get in. Today, the British continue to celebrate this festival, which is now called Halloween, on 31st October. They do this by **8** up, wearing masks and putting candles inside lanterns made **9** pumpkins. They leave the lanterns outside to frighten **10** witches and ghosts, just as people in the past did, but today it is just for fun.

- | | | | |
|---------------------|---------------|---------------|-------------------|
| 0 A years | B time | C period | D age |
| 1 A in | B on | C at | D to |
| 2 A late | B these | C previous | D those |
| 3 A after | B so | C next | D then |
| 4 A back | B down | C out | D up |
| 5 A after | B soon | C while | D when |
| 6 A in | B at | C to | D on |
| 7 A they | B those | C them | D these |
| 8 A covering | B putting | C wearing | D dressing |
| 9 A with | B by | C of | D from |
| 10 A for | B away | C of | D out |

Relative clauses

Grammar Reference

► Reading & Listening

- 1** a. Think of three questions you want to ask about Halloween. Read the text and see if you can answer them.
- b. Choose the correct word, A, B, C or D, to complete the gaps (1-10). Listen and check.

► Speaking

- 2** Complete the sentences about yourself. Which of the underlined words are used for: *people? things? animals? places? time?* Find examples in the text.

- 1** I don't like stories which/that ...
- 2** I'd never go to a place where ...
- 3** I like someone who/that ...
- 4** I once met a man whose/that ...
- 5** It was this time last year when ...

- 3** a. Read the examples, then mark sentences 1-6 as **D** (defining) or **ND** (non-defining).

Tony, who loves scary movies, has a huge collection of DVDs. (non-defining relative clause)
People who don't eat meat are called vegetarians. (defining relative clause)

- 1** They give necessary information. D
- 2** They are not put between commas. D
- 3** They give extra information. ND
- 4** They cannot be omitted. D
- 5** They can be omitted. ND
- 6** They are put between commas. ND

- b. Fill in the relative pronouns. Is each relative clause defining or non-defining? Use commas where necessary.

- 1** My cousin Lisa is the sort of girl who loves dressing up. D
- 2** Jim, who loves telling stories, says he saw a ghost. ND
- 3** The book which he is reading is about dragons. D
- 4** That's the boy whose sister is an actress. D
- 5** This is the shop where you can buy good clothes. D
- 6** On our last holiday, when we went to Spain, we made a lot of new friends. ND
- 7** My sister is studying at Cambridge, which is a famous university. ND
- 8** The costume which/that you're wearing is great. D

Grammar in use

Objectives: learning to use relative clauses comparing
Reading: a text about a festival (multiple choice cloze)

Skills – reading for specific information

Grammar: relative pronouns; defining and non-defining relative clauses; comparatives and superlatives

Word Formation: adjectives ending in -ful/-less

Writing: a description of a festival

1 a. **Focus ►** Introducing the topic

Refer Ss to the title of the text and ask them what they know about Halloween and where it is celebrated. Accept any plausible answers and then elicit questions Ss might ask to find out more about this celebration. Write Ss' questions on the board and then allow time for Ss to read the text and try to find answers to their questions. Check answers with the class.

Suggested Answer Key

When is Halloween? (31st October)

Where is it celebrated? (Britain)

What do people wear? (masks and costumes)

What do people make? (lanterns made from pumpkins)

b. **Focus ►** Answering multiple choice cloze questions

Explain the task, reminding Ss of the importance of using contextual clues when determining answers. Ss complete the task individually and then compare answers with a partner. Play the recording. Ss check their answers.

Answer Key (See overprinted answers)

As an extension Ss ask and answer comprehension questions in groups.

Suggested Answer Key

S1: What is All Hallow's Eve?

S2: An ancient British celebration. What do they celebrate?

S3: The end of summer and the beginning of winter. Why were they afraid of the long dark winter nights?

S4: Because they thought that bad things happened at that time. etc

2 **Focus ►** Introducing relative clauses

Allow time for Ss to complete the sentences individually. Check each answer with the class. Elicit that the underlined words are relative pronouns (*who, whose, which*) and relative adverbs (*when, where*), then elicit how each is used (*who/that* for people, *where* for places, *which/that* for things and animals, *whose* to show possession for people, things and animals, *when* for time). Point out that *that* is never used after commas or prepositions. Ask if there are similar structures in Ss' L1.

Write on the board: *That's the place in which (NOT: ~~in that~~) I was born.* Ask Ss to replace the underlined words with an appropriate relative adverb (*where*). Write: *That's the place which I was born in.* Elicit place of preposition. Write: *12th July is the date on which (NOT: ~~on that~~) they got married.* Ask Ss to replace the underlined words with an appropriate

relative adverb (*when*). Write: *12th July is the date which they got married on.*

Suggested Answer Key

1 ... are scary.

2 ... I don't know anybody

3 ... is kind and honest.

4 ... wife was a magician/was a magician.

5 ... I graduated from university.

People: *who, whose*

Things: *which*

Animals: *which, whose*

Places: *where*

Time: *when*

3 a. **Focus ►** Presenting defining and non-defining relative clauses

Write the following sentences on the board:

1 *My brother, who is studying Art, will be 23 next month.*

2 *People who don't eat meat are called vegetarians.*


Ask Ss to read the first sentence omitting the relative clause. Ask: *Is the meaning of the main clause complete?* (Yes) Elicit that the relative clause gives extra information about 'my brother' so it can be omitted without causing confusion or changing the meaning of the main clause. Explain that this type of relative clause is called **non-defining** and **must be put between commas**. Repeat the procedure with the second example. Elicit that the relative clause gives essential information about the main clause (not all the people – only those who don't eat meat). Explain that this type of relative clause is called **defining**. It cannot be omitted as this could obscure the meaning of the main clause and **cannot be put between commas**. Leave the sentences on the board and refer Ss to the examples in the book. Ask them which sentence contains a defining relative clause (the second). Ss then complete the task individually. Check answers with the class.

Answer Key (See overprinted answers)b. **Focus ►** Using relative pronouns in defining and non-defining clauses

Remind Ss that commas are required if the clause is non-defining. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

► Reading

- 1  Listen to the music. Imagine you are at a spooky Halloween party. Describe the scene. Think about: *where it is, when it is, who is there and what is happening.*

I'm at my friend's house in the garden. It's midnight. etc

- 2 a. Read the first and the last exchanges in the dialogue. What do you think Kim is going to do on Saturday? Listen and check.

John: Hi, Kim. I haven't seen you for ages. How are you?

Kim: I'm fine, thanks. I moved house recently so I've been very busy.

John: Sounds as if you need a rest! Listen, I'm having a Halloween party on Saturday night. Would you like to come?

Kim: It's very good of you to ask me, but I'm too busy. I still have a lot to do in the house.

John: Oh, come on! Everybody needs a break now and then.

Kim: Yes, you're right. To tell you the truth, I am getting a bit fed up with it all! OK. I'd love to. What time?

John: How about 7? We can chat a bit before the party starts at 8.

Kim: Sounds great! I can't wait.

John: Great! I'll see you on Saturday, then.

Kim: I wouldn't miss it for the world!

- b. Read the dialogue and answer the questions.

- 1 Why hasn't John seen Kim for a while?
- 2 What does John invite Kim to?
- 3 Why does Kim refuse the invitation?
- 4 Why does Kim change her mind?
- 5 What time will the party start?

Invitations

- 3 a. Read the table. Work in pairs. Use the phrases in the table to act out a dialogue like the one in Ex. 2a, giving it a different ending.

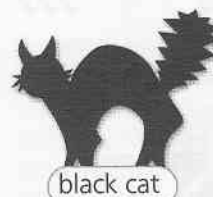
Inviting	Accepting	Declining
<ul style="list-style-type: none"> • (How) Would you like to (+inf)? • What/How about (+ -ing form)? • Do come to ... • Please come to ... 	<ul style="list-style-type: none"> • Thank you. • That will be (very) nice. • I'd be glad to (+inf) • With pleasure. • I'd like/love to. • I wouldn't miss it for the world. 	<ul style="list-style-type: none"> • No, I'd rather not. • (I'm sorry but) I can't because I'm (+ -ing form) • Sounds good, but (+clause) • Unfortunately I can't (+ing form) • I'm afraid I can't.

- b. Act out dialogues for the following situations.

- Invite a friend to a fancy dress party at your place. Your friend accepts.
- Decline an invitation to dinner but invite the person to a festival instead.
- Invite a friend to the cinema with you. Your friend declines.

Making decisions

- 4 a. A friend of yours is having a Halloween party and has asked you to help with the decorations. Look at the pictures and decide which three things are the most appropriate.



black cat



Jack'o'lantern



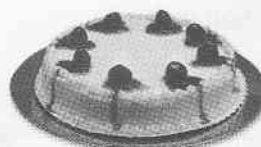
balloons



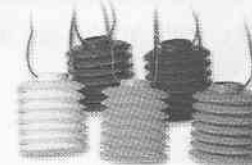
flowers



paper lanterns



cake



witch's hat

Listening and Speaking skills

Objectives: discussing parties and celebrations

Reading: a dialogue (answering comprehension questions)

Skills – reading for specific information

Speaking: inviting, accepting and declining; exclamations

Listening: a dialogue about a festival (Yes/No statements); answering T/F questions

Skills – listening for specific information

1 **Focus** ▶ Introducing the topic

Explain the task. Tell Ss to close their eyes as they listen to the recording and then allow time for them to discuss their impressions in pairs. Discuss answers with the class.

Suggested Answer Key

I'm at my friend's house in the garden. It's midnight. Most of the children from my class are here. We're all dressed in funny or scary costumes. We are playing games. There is spooky music playing on the stereo and there is lots of food to eat.

2 a. **Focus** ▶ Predicting text content

Ask a pair of Ss to read out the first and last exchanges in the dialogue. Elicit predictions from the class. Play the recording as Ss follow the dialogue in their books to confirm predictions.

Suggested Answer Key

John and Kim haven't seen each other for a long time. I think they are arranging to do something together on Saturday.

b. **Focus** ▶ Reading for specific information

Ss read the dialogue again and answer the questions individually. Allow time for Ss to compare answers with a partner and then check answers with the class.

Answer Key

- 1 *Because Kim has been very busy moving house.*
- 2 *A Halloween party.*
- 3 *Because she is still very busy doing things in her new house.*
- 4 *Because she is getting a bit fed up with all the work in the house.*
- 5 *At 8.*

3 a. **Focus** ▶ Presenting the language of invitations

Work through the language in the box with the class, asking Ss to provide a suitable continuation where required (e.g. *Would you like to come to the cinema with me? etc.*). Ask Ss to find examples of the language of invitation in the dialogue in Ex. 2. Ss then act out the dialogue with a different ending.

Suggested Answer Key

John: Why don't I pick you up at 6 and we can go for a quick drink before the party starts at 8?

Kim: Oh, that sounds nice. But a painter is coming to my house at 6 to finish some work.

John: How long will that take?

Kim: I'm not sure, but I'll probably make it to your house in time for the party.

John: Great. I'll see on Saturday then.

Kim: For sure! Thanks again for inviting me.

John: My pleasure.

b. **Focus** ▶ Practising situations involving invitations

Explain the task and check that Ss understand the three situations. Remind them that they should always give a reason for declining an invitation and then allow time for pairs to complete the activity. Invite a few pairs to act out their dialogues for the class in order to check answers.

Suggested Answer Key

A: How would you like to come to a fancy dress party at my place?

B: I'd love to. I wouldn't miss it for the world!

A: How about coming to dinner?

B: Sounds good, but I'm going to a festival. Why don't you come with me?

A: What about coming to the cinema with me?

B: I'm afraid I can't. I've got a lot of homework to finish.

4 **Focus** ▶ Discussing arrangements for a party

Ask Ss to read the rubric. Check understanding of the task and then direct Ss' attention to the pictures, asking them to identify the items shown. (*a black cat, a pumpkin, balloons, a witch's hat, lanterns, a birthday cake, flowers*) Ss make their choices.

(Ss' own answers)

b. **Focus ►** Acting out a dialogue

Explain the task and go through the prompts with the class to check understanding. Monitor pairs as they act out their dialogues, providing assistance where necessary. When they complete the task, invite a few pairs to act out their dialogues for the class.

Suggested Answer Key

- A: *I think we should have some paper lanterns because they're traditional at Halloween.*
 B: *Yes, I agree. I don't think we need flowers or a cake – they aren't appropriate, are they?*
 A: *No, not really. What about some witches' hats?*
 B: *Good idea. How about balloons?*
 A: *Hm – maybe not for Halloween.*
 B: *Perhaps you're right. We definitely need a Jack'o'lantern though.*
 A: *That's true. I think that's enough.*
 B: *OK. We're agreed, then – we'll have a Jack'o'lantern, paper lanterns and hats. Let's get started!*

5 a. **Focus ►** Introducing exclamations

Ask Ss to look at the exclamations and elicit when such expressions might be used (*to express surprise, astonishment*). Ask Ss to mark the words they think will be stressed and then play the recording to check answers. Invite a few Ss to read out the exclamations, checking correct use of stress. Explain any new vocabulary.

Answer Key (See overprinted answers)b. **Focus ►** Identifying how exclamations are formed

Discuss how the exclamations are formed with the class, asking questions to elicit the key features. Ss compare these structures with similar structures in their L1.

Answer Key

We form exclamations as follows:

What + adjective + uncountable noun/plural noun

What + a/an + adjective + noun

How/So + adjective/adverb

Such + a/an + adjective + noun

Such + adjective + plural noun/uncountable noun

In writing, we punctuate the expression with an exclamation mark instead of a full stop.

6 **Focus ►** Using exclamations

Direct Ss' attention to the pictures. Treat the activity as a drill, providing Ss with prompts as follows:

T: *One. How ...*

S1: *How ugly he looks!*

T: *so ...*

S2: *He looks so silly! etc*

Ss then make other exclamations about the pictures.

Suggested Answer Key

What a long beard he has!

How mean he looks!

It's such a funny costume!

She's so spooky! etc

7 a. **Focus ►** Understanding the task

Tell Ss to read the first sentence of the rubric and then ask questions to check understanding (e.g. *How many people will you hear? What are they going to talk about? etc*). Allow time for Ss to underline key words individually. Check answers with the class, explaining any new vocabulary.

Answer Key (See overprinted answers)b. **Focus ►** Listening for detailed comprehension

Refer Ss to the title of the listening and the picture. Ask Ss what they think the festival is about and then explain the task. Play the recording once. Allow Ss time to compare their answers with a partner and then play the recording again if necessary. Check answers with the class.

Answer Key (See overprinted answers)8 **Focus ►** Reviewing

Allow Ss two or three minutes to revise their notes. Pair Ss up to discuss. Select a few pairs to tell the class the phrases they have learnt.

(Ss' own answers)

Workbook 5 – Listening & Speaking

► Roleplay

- b. In pairs, use your ideas in Ex. 4a to act out the dialogue below.

A: I think we should have some, because they're traditional at Halloween.

B: Yes, I agree. I don't think we need or – they aren't really appropriate, are they?

A: No, not really. What about some ?

B: Good idea. How about ?

A: Hm – maybe not for Halloween.

B: Perhaps you're right. We definitely need, though.

A: That's true. I think that's enough.

B: OK. We're agreed, then – we'll have, and Let's get started!

Exclamations

- 5 a. Listen and underline the stressed words.

- What awful weather! • What scary costumes!
- What a spooky house! • It's such a scary film!
- It's so frightening! • It's so spooky in here!
- How cold it is in here!

- b. How do we form exclamations? Are there similar expressions in your language?

- 6 Now look at the pictures and make exclamations with *what*, *how*, *such*, *so*.



► Listening

- 7 a. You will hear a conversation between two friends about a Mexican festival. Read through the sentences (1-6) and underline the key words.

- b. Listen and tick (✓) Yes if the sentence is correct or No if it is incorrect.

DÍA DE LOS MUERTOS

Day of the Dead in Oaxaca



- | | Yes | No |
|--|-------------------------------------|-------------------------------------|
| 1 Tom spent his <u>holiday</u> in <u>Oaxaca</u> . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 The <u>festival</u> is celebrated <u>throughout Mexico</u> . | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 The <u>festival</u> lasts for <u>two days</u> . | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 People wear <u>costumes</u> . | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 <u>Mexicans</u> find the festival <u>depressing</u> . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6 In the end, <u>Julia</u> wants to <u>go</u> to the <u>festival</u> . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

- 8 Think of five phrases you have learnt in this lesson. Close your books and tell a partner.

Why do skeletons drink so much milk?



It's good for the bones.



Swimming with SHARKS

We've all heard about people swimming with dolphins, but what about sharks? Well, that's what Oliver did last year in Australia! He had always dreamt of going to the Great Barrier Reef and it was exactly as he had imagined it – clear blue water and thousands of exotic fish. One day, as he was walking along the beach, he saw a sign advertising trips to dive with sharks. This was his kind of diving!

The next day he walked excitedly to the harbour, and soon he was on his way out to sea. Suddenly the captain switched off the engine. Some sharks had been spotted swimming near the boat. He put on his wetsuit and stepped carefully inside the cage that would take him underwater and protect him from any attack.

Sinking through shark-infested waters, trapped in a cage, is not everyone's idea of fun, but Oliver was absolutely thrilled! He

waited impatiently for the sharks to appear, and sure enough, within minutes, five huge Great Whites cautiously approached the cage and started circling it. They were so close he could see their sharp white teeth. Oliver had never realised how beautiful these animals were and how gracefully they moved. Suddenly, one of them crashed against the cage, knocking him over. Picking himself up, he saw the door of the cage lying open, the lock broken!

He knew he had to make it back up to the boat. He swam out of the cage and grabbed the rope that connected the cage to the boat overhead. But instead of attacking him, the sharks swam slowly around him as he was climbing up the rope.

He reached the boat in safety, aware that this had been the most amazing experience of his life. Can you guess what he did the very next day?

Getting started

- 1 Read the title and listen to the sounds. What do you think the story is about? Listen, read and check.

Looking closer

STUDY SKILLS

Beginning/Ending a story

An interesting beginning catches the reader's attention and a good ending makes him feel satisfied. You can start/end a story by:

using direct speech

"I told you not to go there," John said angrily.

asking a rhetorical question

Who would go into an abandoned house alone?

addressing the reader directly

Have you ever come face to face with a crocodile?

- 2 a. Read the story. Which technique(s) does the writer use to start/end his story?
b. In pairs, suggest another beginning/ending.

- 3 Complete the phrases with adverbs from the text. Use these phrases in sentences of your own.

- | | |
|-----------------|--------------------|
| 1 walked | 4 approached |
| 2 stepped | 5 moved |
| 3 waited | 6 swam |

Using adjectives

- 4 Using a variety of adjectives makes the story more interesting. Find and circle the adjectives that the writer uses in the story. What effect do they have?

- 5 Replace the underlined adjectives in the text below with alternatives from the list.

- happy • terrible • pleasant • huge
- fresh • peaceful

It was a 1) nice summer's day and Tom was out walking his dog in the 2) nice, quiet countryside. Tom felt 3) good to be in the 4) good air. Just then, something 5) bad happened. A 6) big man jumped out of the bushes and grabbed Tom's dog.

Your turn

- 6 Look at the rubric and answer the questions in the plan. Then write your story (100-150 words).

- A teen magazine wants its readers to send in stories that begin with: "It was a dark and stormy night. John was on his way home."

Plan

Introduction (Para 1)

When/Where does the story take place? Who is/are the main character(s)?

Main Body (Paras 2-4)

What happens? What are the events in order?

Conclusion (Para 5)

What happens in the end? How do(es) the character(s) feel?

Writing

Objectives: learning ways to start/end a story; using a variety of adjectives

Writing: a story (third person narrative)

1 **Focus ►** Introducing the topic

Refer Ss to the title of the story and ask them to think what it might be about. Play the recording of the sounds and then invite Ss to give their suggestions. Play the recording of the story as Ss read and then check answers with the class.

Suggested Answer Key

The story must be about an experience someone had swimming with sharks.

2 a. **Focus ►** Understanding writing techniques

Go through the points in the Study Skills box with the class and ask them to find examples in the text.

Answer Key

He uses a rhetorical question (beginning) and a question to address the reader directly (ending).

b. **Focus ►** Providing an alternative beginning/ending to a story

Allow time for pairs to prepare alternatives and then invite a few pairs to read out their suggestions to the class.

Suggested Answer Key

*Have you ever swum with sharks?
"I'll definitely do it again," he said.*

3 **Focus ►** Using adverbial phrases

Ss match the adverbs to the verbs individually. Check answers and elicit other possible combinations (E.g. *cry impatiently, demand angrily, etc.*). Allow time for Ss to make their own sentences and then ask a few individuals to read out their sentences to the class.

Suggested Answer Key

1 excitedly	3 impatiently	5 gracefully
2 carefully	4 cautiously	6 slowly

Suggested Answer Key

1 *She walked excitedly towards the boat.*
2 *He stepped carefully onto the deck, etc*

4 **Focus ►** Using descriptive language

Ss find the adjectives individually and then compare answers with a partner. Check answers and discuss the effect of the adjectives with the class.

Answer Key (See overprinted answers)

Suggested Answer Key

The adjectives add atmosphere to the story and help us visualise the scene.

5 **Focus ►** Practising descriptive language

Ask Ss to read the text and say why it is uninteresting (*the writer has not used an effective range of appropriate adjectives*). Point out that Ss use plain adjectives such as good, bad, nice. This makes their writing rather poor. Ss then complete the task individually and compare answers with a partner. Check answers with the class.

Answer Key

1 warm	3 happy	5 terrible
2 peaceful	4 fresh	6 huge

6 **Focus ►** Writing a third person narrative story

Ask Ss to read the rubric and elicit what they have to write (*a story*). Go through the points in the plan with the class, building an outline for a story on the board. Ss write their stories. Before Ss hand in their stories remind them to check if they have used any of the techniques mentioned to end their story and if their story contains a variety of adjectives. Ss can swap papers and correct each other's piece of writing.

Suggested Answer Key

Introduction: last week/on a dark street/John

Main body: John meets a phantom dog.

- *John walks down a dark street.*
- *He hears a dog whimpering.*
- *He looks behind a rubbish bin.*
- *He sees a small dog.*
- *He looks at the dog's tag to see where it lives.*
- *He decides to take it home.*
- *He finds the house.*

Conclusion: John meets the old lady who lives there. She says her dog died five years ago. John feels confused.

It was a dark and stormy night. John was on his way home. He had a long walk in front of him. 'Why didn't I leave the party earlier? Now I've missed my bus!' he muttered angrily.

As he walked miserably down the deserted street, he heard a dog whimpering quietly. John stopped and looked behind a smelly rubbish bin. He couldn't believe his eyes. Among the rubbish was a small brown and white dog. He looked at the dog's tag to see where it lived. John realised that the house was not far away so he decided to take the dog back to its home. He called the dog and it happily followed him. John soon found the right house and he knocked on the door.

After what seemed a long time, the door slowly opened. An old woman stood there. 'What do you want?' she asked grumpily. John explained that he had found her dog. 'Dog, what dog?' she snapped. 'A little brown and white dog', John replied, 'he's right here.' When he turned around, however, the dog wasn't there. The old woman asked him why he wanted to play tricks on her. 'What do you mean? John asked. She responded, 'I used to have a little dog like the one you described, but he died years ago.' John apologised and walked away. To this day, John cannot decide if the dog had been real, or if it had been a ghost. What do you think?

Culture Clip

Objectives: learning about a tourist walk in England
Reading and listening: a description of a tourist walk

*Skills – reading for general understanding
 summarising*

Speaking: using arguments of persuasion

Writing: an advertisement giving information about a guided walk in Ss' country

1 **Focus** ➤ Introducing the topic

Allow time for Ss to study the photographs and then elicit answers to the questions in the rubric. Play the recording as Ss follow the text. Check answers with the class.

Background information: York is a compact walled riverside city in the North of England, roughly 2 hours by rail from London. It's been the North's spiritual capital for 2000 years. Tourists can visit York Minster, Stonegate, the JORVIC Viking Centre, the National Railway Museum and York Castle Museum.

Suggested Answer Key

The man is dressed in this way because he is the guide for a ghost hunt in York.

2 **Focus** ➤ Summarising a text

Explain the task, telling Ss that they will need to use a single word or short phrase to complete the summary. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

appear (v): become visible

traditional (adj): customary

maze (n): a large number of connected lines or streets

medieval (adj): used to talk about the middle ages, the period in European history between the end of the Roman Empire in 476AD and about 1500AD

highly entertaining (phr): very amusing

audience participation (phr): where spectators take part in an event

concludes (v): ends

3 **Focus** ➤ Using arguments of persuasion

Explain the task and allocate roles. Explain that student B is reluctant to accept the invitation and elicit possible reasons for this reluctance (e.g. *tired, afraid of ghosts, etc.*). Monitor pairs as they prepare and act out their dialogues, providing assistance where necessary. Ask a few pairs to act out their dialogues for the class.

Suggested Answer Key

A: Look at this, Jane. It's an advertisement for the Ghost Hunt of York.

B: The what?

A: The Ghost Hunt of York. It's a guided tour through York, where you hunt for ghosts!

B: Ghosts! No, thanks. I'm frightened of ghosts.

A: Don't be silly. There's nothing to be afraid of.

B: What do you do on the tour?

A: You listen to a guide as he takes you around the scary parts of the city.

B: Is that all?

A: No. There's practical jokes and you get to take part in the tour.

B: And you don't think I'll be scared?

A: What's there to be scared of? I'll be right there beside you.

B: Oh, I don't know.

A: The tour ends with a visit to Caesar's Restaurant.

B: Really? I love Caesar's! OK, I'll go.

Focus ➤ Creating an advertisement

Explain the task. If Ss are unable to find appropriate information, ask them to design a walk of their own to write about. Allow time for groups to create their advertisement and present them to the class. Ss can use photos to decorate their advertisement.

Suggested Answer Key

Notes:

Where: Fortress of Louisburg, Nova Scotia, Canada

When: June 1st - Sept 30th

How long it takes: allow at least two hours

What the tour includes: a guided tour of the fortress, lunch or dinner

Cost: Adults \$6.50, children \$3.25

Fortress of Louisburg

Come and step back in time and enter the wonderful world of 1744. At the Fortress of Louisburg you'll see a wonderfully rebuilt city. You'll experience what it was like to live back then. Visit an authentic blacksmith's, sample the produce of a traditional bakery or buy some interesting souvenirs.

The Fortress of Louisburg offers guided tours daily from June 1st to September 30th. The park is open all day long and you are free to stay as long as you like. Make sure you allow yourself at least two hours, though, because there is just so much to see and do. If you're feeling hungry, you can take advantage of our restaurant or canteen services. Don't expect anything fancy, however, as all the food is prepared as it was back in 1744. Come for a visit! It's educational and highly entertaining! Adults \$6.50, children \$3.25.

Additional Material:

Pairwork Activities: Unit 5

Workbook: Reading, Word Perfect Unit 5

the GHOST HUNT of YORK

You'll laugh, you'll scream, you may even cry – but you'll definitely have fun on the Ghost Hunt of York. It's an hour-and-a-half-long tour of the most haunted places in and around the city centre of York.

Whatever the weather, your guide will **appear** at 7:30 pm, formally dressed in his **traditional** Victorian coat and top hat, ready to lead you through the **maze** of streets that make up this **medieval** city. Ringing his death bell, he will take you on a walking tour of the darker side of the city and tell you its fascinating ghost stories. As well as telling you the spookiest ghost stories you've ever heard, your host will give you an interesting and hilarious history lesson, with a laugh a minute.

Highly entertaining as well as frightening, the tour will take you on

an emotional journey that includes practical jokes, optical illusions and **audience participation**. The tour **concludes** with a visit to Caesar's Restaurant, where customers may find more body parts on their plates than they ordered! Believe me when I say it may well be the best fun you'll have in ages! Still not sure? Then read these comments from some satisfied customers:

"A fabulously entertaining tour which all of us enjoyed immensely."

The O'Sullivan Family (Portsmouth)

"What a laugh! Looking forward to going again! Thanks. You made my night."

Alison Hunt (Cambridge)

"The ghost hunt was wonderful – entertaining and informative. I will definitely return for more ghosthunting next year!"

Jill Durhanu (California)



7:30 pm
EVERY NIGHT
THE SHAMBLES, YORK
Adults £5 Boils &
Ghoul* – £3
No need to book
* boys & girls

► Reading & listening

- 1 Look at the photos. What do you think is happening? Why is the man dressed in this way? Listen, read and find out.
- 2 Read the text and complete the summary, then explain the words/phrases in bold.

The Ghost Hunt of York takes place in the city of
1) York. It starts at 7:30 pm 2) every night in the Shambles. It costs 3) £5 for adults and £3 for children. It lasts for 4) one-and-a-half hours and takes place whatever the weather. The tour guide leads you through the streets, ringing a bell and telling you ghost 5) stories. The tour ends at 6) Caesar's Restaurant, where the people have an unusual dinner.

► Speaking

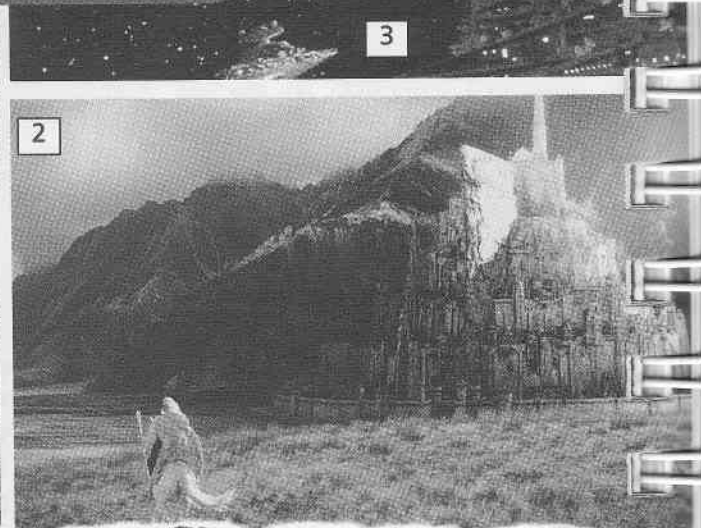
- 3 Work in pairs. Try to persuade your partner to go on the Ghost Hunt of York.

✍ Writing

Portfolio: Work in groups. Find information about a walk that tourists can take in a town in your country. Make notes under the following headings and then create your own advertisement.

- where/when it takes place
- how long it takes
- what the tour includes
- how much the tickets are

6a State-of-the-art



Lead-in

1 Listen to the music and the sounds. Describe the scene. Where are you? What are you doing? What is happening? How do you feel?

2 Which is your favourite type of film?

- historical • science-fiction • action • comedy
- romance • horror • drama • war • thriller
- cartoon • western • detective

What do the films in the pictures have in common?

Reading

3 a. Read the title of the text and look at the pictures. What is the text about? Listen and read to check.

b. Read the text and, for each question, choose the correct answer, A, B, C or D.

- 1 What is the writer's main purpose in writing the text?
 - A to describe his favourite films
 - B to say what he likes about different films
 - ☒ C to talk about his career in the film business
 - D to explain the history of special effects
- 2 What would a reader learn about filmmakers from the text?
 - A They want to fly.
 - B They are invading the Earth.
 - C They will destroy freedom across the universe.
 - ☒ D They want us to believe the impossible.
- 3 What does the writer say about his family?
 - A He wanted to zap them with a ray gun.
 - ☒ B They were his first audience.

C They liked dressing up like soldiers.

D They thought his choice of career was funny.

4 What does the writer say about his working life?

- A He enjoyed working on *2001: A Space Odyssey*.
- B He didn't enjoy working on *Star Wars*.
- ☒ C He enjoyed working on the Indiana Jones films.
- D He enjoyed working on *The Lord of the Rings* trilogy.

5 What might the writer say about special effects in films?

- A They're not as good as they used to be.
- ☒ B They've helped to make some great films.
- C They're more important than a good story.
- D They can't get any better than they are now.

4 Complete the sentences with the underlined words in the text.

- 1 Happiness is a wonderful emotion.
- 2 I like action films where lots of stuff gets blown up.
- 3 A lot of science-fiction films are about aliens invading Earth.
- 4 This film is about a tyrant and his evil empire on the planet Mars.
- 5 They arrived and breathed life into the party, which was quite boring until they got there.
- 6 Computer generated images have been around for years, but they get better all the time.
- 7 Astronomers still don't know a lot about our universe.
- 8 In the end the hero walks off into the sunset.

State-of-the-art

Objectives: learning about films and special effects

Vocabulary: words related to films

Reading: predicting text content; answering multiple choice questions

Skills – reading for specific information

Speaking: acting out an interview based on information from a text

Listening: a film review

Skills – listening for specific information

Writing: a film review

1 **Focus** ➤ Introducing the topic

Explain the task. Make sure Ss listen with eyes closed to focus their attention on the task. Play the recording. Allow a short time for Ss to discuss their answers in pairs. Conduct feedback with the class, asking Ss what images the music and sounds brought to mind.

Suggested Answer Key

I think I am in space. I could be in a spaceship travelling to other galaxies or I could be watching a film like 'Star Wars'. I feel a little frightened but also excited.

2 **Focus** ➤ Discussing different types of film

Go through the film categories with the class to check understanding. Allow time for Ss to discuss their preferences in pairs or small groups and then invite a few Ss to report back to the class. Refer Ss to the pictures and ask them what the films have in common. Explain that they show films. Elicit names (1 – *Independence Day*, 2 – *Lord of the Rings*, 3 – *Star Wars*, 4 – *Superman*). Ask Ss if they have seen any of these. If yes, ask them what impressed them.

Suggested Answer Key

I like historical films because I love to see how people used to live and I think the costumes are beautiful.

The films shown in the pictures all use special effects/science fiction films.

3 a. **Focus** ➤ Predicting text content

Ask Ss to read the title and look at the pictures. Elicit Ss' suggestions about the content of the text. Play the recording as Ss follow the text and then check predictions with the class.

Suggested Answer Key

The text is about a man who is describing his work as a special effects supervisor in the film industry.

b. **Focus** ➤ Reading for specific information – answering multiple choice questions

Explain the task. Allow time for Ss to read the text and answer the questions individually, then compare answers with a partner. Check answers with the class. Ss justify their choices.

Answer Key (See overprinted answers)

4 **Focus** ➤ Reinforcing understanding of vocabulary

Explain the task and go through the sentences with the class to check understanding, explaining any new vocabulary as necessary. Ss answer the questions individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

5 **Focus >** Finding synonyms in a text

Explain the task. Ss find the synonyms individually and then compare answers with a partner. Check answers with the class.

Answer Key

- | | | |
|-----------------|-----------|-------------|
| 1 encouragement | 3 freedom | 5 look back |
| 2 zap | 4 massive | 6 mission |

6 **Focus >** Reading for gist; identifying sentence topics

Remind Ss that they do not need to understand every word in a text in order to get the overall meaning and then allow time for Ss to complete the task individually. Check answers with the class, asking Ss which words in the texts led them to their answers. (See underlined words.)

Answer Key (See overprinted answers)

7 **Focus >** Acting out an interview

Explain the task and elicit what questions an interviewer might ask Dick Summers (e.g. *When did you first become interested in special effects? What was the first film you worked on? etc.*). Write suggestions on the board and then allow time for pairs to prepare their interviews. Monitor pairs as they act out their interviews, providing assistance where necessary. Finally, ask a few pairs to act out their interviews for the class.

Suggested Answer Key

- A: David, how did you become interested in special effects?
 B: I saw the film 'The War of the Worlds' and I liked the effects so much I decided to copy them. I made a short film using my dad's home movie camera. It was fun.
 A: When did you start working in the film business?
 B: In the 1970s. I first worked with George Lucas. etc

8 **Focus >** Listening for specific information

Tell Ss they will hear a short film review. Go through the prompts with the class and elicit the type of information they need to listen for in order to complete the gaps. Play the recording once and then allow time for Ss to compare answers with a partner. Play the recording again and then check answers with the class.

Answer Key (See overprinted answers)

Focus > Writing a short film review

Explain the task. Ss make notes under the headings, then write their reviews. Alternatively, the task may be set for HW.

Suggested Answer Key

Garfield 2 is an animated comedy starring the American cartoon cat, Garfield. Directed by Tim Hill, Garfield 2 is a great mix of animation and live action and involves Garfield (voiced by Bill Murray) coming to London where he is mistaken for a royal cat. It also stars Billy Connolly, Breckin Meyer and Jennifer Love Hewitt. An amusing film for the whole family.

Synergy: Ss look at pp. 64-65 for 2-3 minutes and revise any new vocabulary. Ss close their books and discuss with a partner.

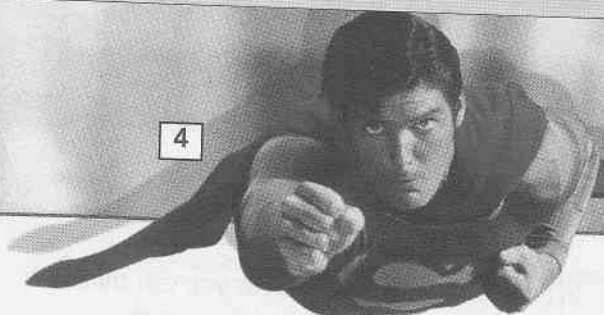
Dick Summers:

Special Effects

SUPERVISOR

A long time ago in a galaxy far, far away ... people used to believe whatever they saw with their own eyes. But do you really believe a man can fly? Do you believe aliens are invading Earth or that an evil empire will destroy freedom across the universe? For the makers of films like *Superman*, *Independence Day* and *Star Wars*, their **mission** is to make you believe and that's when they come to someone like me.

Over the years, I've travelled through time, breathed life back into dinosaurs and blown up entire planets. Today, I work at Industrial Light & Magic, but my interest in special effects goes back to my childhood. I remember seeing the alien in *The War Of The Worlds* **zap** some soldiers with a ray gun and I thought to myself, "I want to do that." My father had a home movie camera and I filmed my brother pretending to be a soldier. Then I filmed some fireworks exploding. My mum went crazy when she saw it, but my dad thought it was really funny and



that was all the **encouragement** I needed. I finally got into the film business in the 70s. Stanley Kubrick had amazed everybody with his beautiful film *2001: A Space Odyssey* and I found myself working on a similar film for a young guy called George Lucas. He kept talking about robots, or swords made out of light, and superfast spaceships, and I kept saying, "Sure, George, but how are we going to make it?" Well, in the end we found a way and *Star Wars* was a **massive** blockbuster. We made two more *Star Wars* films, and I had a great time working on the *Indiana Jones* movies, but then along came *Jurassic Park* in 1993 and that changed everything.

Computer animation had been around for a long time, but now we could make any kind of creature we wanted. Suddenly, it seemed like every film had to have CGI (computer generated imaging) and I think some people forgot that films still need imagination. I enjoy films like *The Lord of the Rings* trilogy because they've got drama and emotion as well as great special effects, but my kids like computer animated films like *Shrek*. Sometimes I try to imagine what kind of films they'll be watching when they're older, but then I **look back** at how far we've already come. Who could have dreamed any of this would really happen?

5 Match the words in bold to their synonyms.

- | | | |
|-----------|-----------|-----------|
| 1 support | 3 liberty | 5 reflect |
| 2 shoot | 4 huge | 6 task |

6 Read the sentences. Which is about a: CD? film? game? concert? play? Use the underlined words to talk about your favourite CD, film, etc.

- 1 With an excellent cast, gripping plot and lots of film special effects, this is sure to be a box office hit!
- 2 The title track is the best, but the whole album is worth a listen, and some tunes may even have you singing along. CD
- 3 Despite the simple plot and dull graphics, this fantasy adventure is engaging, quite difficult and lots of fun. game
- 4 The cast played to a full house on opening night and the audience loved their performance. play
- 5 The packed stadium rocked and the band gave a fantastic live performance of songs from throughout their long career. concert

Speaking

- 7 In pairs, think of questions, then act out an interview between Dick Summers and a journalist, based on the information in the text.

Listening

- 8 Listen and complete the film review.

Title: 1) The Shaggy Dog

Directed by: Brian 2) Robbins

Starring: Tim 3) Allen as Dave Douglas.

Robert Downey Jr gives a 4) good performance as Dr Kozak.

An exciting film for 5) kids (children).

Writing

Portfolio: Write a short review of a film you have seen recently (50-60 words). You should include:

- title • actors/director • plot • your opinion

Entertainment

- 1 a. In pairs, list as many places as you can think of where people go for entertainment.

- b. Complete the word(s) to match each definition. Are any of these words in your list?

- 1 You go here to watch a film. cinema
- 2 You can meet your friends here for a coffee. café
- 3 You can ride on a roller coaster here. theme park
- 4 You go here to watch a play. theatre
- 5 You go here to watch a musical performance. concert hall
- 6 You can see paintings here. art gallery
- 7 You can go ten-pin bowling here. bowling alley
- 8 You go here to watch an opera. opera house

- c. In pairs, talk about which of these places you can find in the area where you live.

A: *There's a cinema and lots of cafés in my area.*

B: *There are some cafés in my area too, but there's no theatre.*

- 2 Fill in: **audience, subtitles, DVD, dubbed, band, performance, downloaded, track, album, applause, songs, crowd, films, website, horror.**

- 1 A: I don't like watching films if the language has been dubbed. I prefer to read subtitles.
B: Really? I don't watch many foreign films.
- 2 A: There was a huge round of applause from the audience at the end of the performance.
B: Yeah. The crowd went wild!
- 3 A: This song is my favourite track on the whole album.
B: Yeah. They're my favourite band, too.
- 4 A: I rented a really good DVD last night called *Shawn of the Dead*.
B: That sounds like a horror film. Was it?
A: No – actually, it was a comedy.
- 5 A: I downloaded some great songs onto my iPod last night.
B: Really? Tell me the name of the website so I can see if there's anything I might like.

- 3 Fill in: **sequel, trilogy, special effects, blockbuster, computer animated, plot, box office.** Check in your dictionaries.

- 1 The *Star Wars* films were huge box office hits.
- 2 Three films make up a trilogy.
- 3 A sequel continues the story of a previous film.
- 4 Special effects make films more exciting.
- 5 *Shrek* is a computer animated film.
- 6 This film is sure to be a summer blockbuster.
- 7 The plot was boring and predictable.

- 4 Fill in: **stars, filmed, directed, features, is set.**

- 1 Most of the *Star Wars* films were filmed in a studio.
- 2 Tom Cruise stars in a lot of action films.
- 3 The film is set in outer space.
- 4 The film is directed by Steven Spielberg.
- 5 *Shrek* features a green ogre voiced by Mike Myers.

Gadgets

► Speaking

- 5 a. Look at the items. Which ones have you got?



- b. Use the verbs to complete the phrases. Then rank the objects in Ex. 5a in order of importance to you. Compare answers with a partner.

• send (x2) • listen (x2) • record • play
• take • store • watch • call

- 1 call friends
- 2 send text messages

Vocabulary practice

Objectives: vocabulary related to types of entertainment & gadgets

Vocabulary: places and types of entertainment; gadgets

Reading: a jumbled text giving instructions

Skills – reading for specific information

Writing: a text giving instructions on how to send a message on a mobile phone

1 a. **Focus ►** Introducing the topic

Allow a few minutes for pairs to brainstorm ideas and then use their suggestions to build up a list of places of entertainment on the board. Accept any plausible suggestions.

Suggested Answer Key

Cinema, theatre, circus, jazz club, amusement arcade, music festival, etc

b. **Focus ►** Identifying places of entertainment

Explain the task. Ss complete the task individually. Check answers with the class, paying particular attention to spelling, and then ask which of the items were on Ss' original lists.

Answer Key (See overprinted answers)

c. **Focus ►** Relating target vocabulary to personal experience

Go through the places of entertainment listed on the board again, asking Ss to identify those that are present in the areas where they live. Ask a pair of Ss to read out the example exchange to demonstrate the task and then allow time for pairs to discuss their own experience. Invite various pairs to act out their dialogues in class.

(Ss' own answers)

2 **Focus ►** Extending vocabulary

Go through the vocabulary items with the class to check understanding. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

3 **Focus ►** Developing vocabulary related to films

Ss use dictionaries to help them complete the task individually. Check answers with the class, explaining any outstanding vocabulary problems as necessary. Ask Ss if these words are/sound the same in their L1.

Answer Key (See overprinted answers)

4 **Focus ►** Further vocabulary practice

Ss complete the sentences individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

5 a. **Focus ►** Discussing various types of gadgets

Elicit/Explain the meaning of the word **gadget** (*a small machine or device that does something useful*). Go through the items with the class, asking Ss which ones they possess.

(Ss' own answers)

b. **Focus ►** Forming collocations

Ss complete the task of matching the items individually. Check answers with the class. Invite individual Ss to explain what they can do with the gadgets.

Answer Key (See overprinted answers)

Allow time for Ss to rank the items in order of importance individually. Ss then compare their answers with a partner, explaining why they consider each gadget important.

Suggested Answer Key

A: *My laptop is the most important thing to me because it means I can work anywhere.*

B: *I haven't got a laptop, but I'd like one. My first choice is my mobile phone. It's important because I can keep in touch with my family and friends wherever I am, especially in an emergency. etc*

Game - Extension

Ask students to revise the words on p.66 for a set period of time (e.g. 2-3 minutes) and then ask them to close their books. Choose ten of these words and write them on the board, but miss out the vowels (e.g. 1 *adnc* (audience) 2 *sql* (sequel) 3 *cnct hll* (concert hall) etc). The first student to write down all of the words with the vowels put back in is the winner. Alternatively, you may wish to allow students to keep their books open, especially with a weaker class.

6 a. **Focus ►** Ordering a jumbled text

Ss complete the ordering task individually and then compare answers with a partner. Check answers with the class and elicit which gadget the instructions apply to.

Answer Key (See overprinted answers)

They are instructions for using a DVD player.

b. **Focus ►** Acting out a dialogue based on a text

Go through the instructions again to check that Ss understand them fully. Explain any new vocabulary and then ask a pair of Ss to read out the example exchanges to demonstrate the task. Monitor pairs as they act out their dialogues, providing assistance where necessary. Finally, invite a few pairs to act out their dialogues for the class.

Suggested Answer Key

B: *Press the eject button to open the disc tray.*

A: *Right, I've done that.*

B: *Insert the disc, then press the eject button again to close the tray.*

A: *OK. What do I do now?*

B: *Wait until the onscreen menu appears.*

A: *Here it is.*

B: *Good. Now, use the directions buttons to highlight the menu item you want, then press enter.*

A: *How can I stop the movie?*

B: *Press the pause button to stop it briefly.*

A: *And what do I do to continue?*

B: *Press the play button to continue watching from that point.*

A: *How do I skip scenes?*

B: *Press the previous button or next button to skip a scene before or after the one you are watching.*

A: *I've got it.*

B: *One last thing. After watching the film, press the stop button to stop the movie, then press the on/off button to switch off.*

7 **Focus ►** Matching adjectives to nouns

Refer Ss to the example in their books to demonstrate the task. Ss complete the task individually and then compare answers with a partner. Check answers with the class. As an extension Ss can make sentences using these phrases.

Answer Key (See overprinted answers)

8 **Focus ►** Presenting prepositional phrases

Allow time for Ss to complete the task individually. Check answers with the class.

Answer Key (See overprinted answers)

9 **Focus ►** Presenting phrasal verbs

Draw Ss' attention to the phrasal verbs and explain/elicite the meaning of each. Allow Ss time to complete the task individually, then compare with a partner. Check answers with the class.

Suggested Answer Key

turn in: go to bed

stay in: not go out

give in: surrender

take in: offer hospitality

cut in: interrupt

pull in: reach the station

bring in (money): make, earn

10 **Focus ►** Presenting common idiomatic expressions

Complete the task with the class and then elicit/explain the meanings of the idioms. Invite Ss to suggest similar idioms from their own language. As an extension ask Ss to choose an idiom and draw a picture to illustrate its meaning. Ss swap papers and guess what idiom the picture illustrates.

Answer Key

1 *to thoroughly enjoy something*

2 *pay a very large sum of money.*

3 *become very popular in a very short time.*

4 *to pay your own share for entertainment.*

Focus ► Writing a text giving instructions on how to send a message on a mobile telephone

Explain the task and invite any Ss who have mobile phones to explain orally how they send messages. Write key vocabulary on the board. Allow time for Ss to write their instructions. Alternatively, write the sentences in the suggested answer key in a muddled order on the board. Ss put them in the correct order.

Suggested Answer Key

First of all, make sure the phone is turned on.

Press the 'menu' key until the word 'messages' appears in the display.

Press the 'select' key. The display will show the 'write message' option.

Press the 'select' key again and write your message.

When you have finished your message, press the 'options' key.

From the new display use the cursor keys to highlight the 'send message' option.

Press 'select'.

Enter the telephone number of the person you are sending the message to and press the 'send' key. You will see a 'message sent' report on the display once the message has been transmitted.

Press the 'back' key several times to return to the original display.

Synergy: Allow Ss 2-3 minutes to revise the lesson. Instruct Ss to close their books. Ss work in pairs to talk about what they have learnt. Monitor the activity and then select pairs to present what they have learnt to the class.

Workbook 6 – Vocabulary Practice

- 3 play the latest games
- 4 listen to your favourite tunes
- 5 send e-mails
- 6 store addresses, birthdays, etc
- 7 record films
- 8 take pictures
- 9 listen to music, news, talk shows, etc
- 10 watch TV programmes


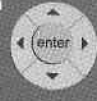







A: *To me, the mobile phone is the most important of all, because I can call my friends or send text messages.*

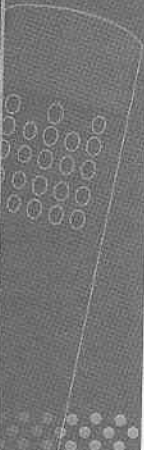
B: *To me, the games console is the most important of all, because I can play the latest games.*

► Reading

- 6 a. Read the instructions and number them in the correct order. Which gadget from Ex. 5a are they for?

Chapter 2: Using the remote control

- 1 press power on/off  to switch on
- 4 use the direction buttons to highlight the menu item you want, then press enter 
- 6 press previous  or next  to skip a scene before or after the one you are watching
- 2 press eject  to open the disc tray; insert a disc; press eject again to close the tray
- 3 wait until the onscreen menu appears
- 5 press pause  to stop the movie briefly; press play  to continue watching from that point
- 7 after watching, press stop  to stop the movie, and press power on/off  to switch off



- b. In pairs, use the instructions to act out a dialogue about how to use the gadget.

A: *I don't know how to use this. What do I do?*

B: *Well, first push the on/off button to switch it on.*

A: *This one? OK. It's on. What now? etc*

- 7 Match the adjectives to the phrases, then find the odd word out, as in the example.

- | | |
|------------|---------------------------------------|
| 1 scary | a cartoon, (phone) joke, film |
| 2 funny | b plot, character, game, (crowd) |
| 3 complex | c thriller, adventure, drama, (album) |
| 4 boring | d book, film, song, (cinema) |
| 5 gripping | e ride, film, (song), book |

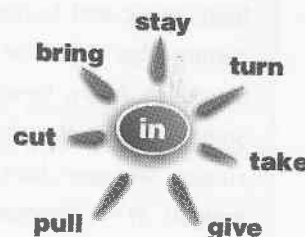
Prepositional phrases

- 8 Fill in: **on** or **in**.

- 1 Is there anything worth watching **on** TV tonight? I'm **in** the mood for a thriller.
- 2 I saw *X-Men III* at the cinema last night and I was **on** the edge of my seat!
- 3 I need to charge my mobile phone. Where can I **plug** **in** the charger?
- 4 I **tune** **in** to this radio station every day.

Phrasal verbs

- 9 Complete the sentences with the correct verb form, then explain the phrasal verbs in bold.



- 1 It's really late and I'm tired. I think I'll **turn in**.
- 2 I don't feel like going to the cinema – I'm going to **stay in**.
- 3 OK. I **give in**. How do you work this digital camera?
- 4 After the concert we found a B&B to **take us in** for the night.
- 5 Please don't **cut in** when I'm talking.
- 6 We got to the station just as the train **pulled in**.
- 7 My part-time job at the cinema only **brings in** about £100 a week.

Idioms

- 10 Fill in a word from the list below, then explain the idioms in bold. Are there similar idioms in your language?

• whale • Dutch • leg • storm

- 1 We **had a whale of a time** at the party.
- 2 Sam **paid an arm and a leg** for his new laptop.
- 3 Mobile phones have **taken the world by storm**.
- 4 When I go out with Paul, we always **go Dutch** – that is, we each pay half the bill.

Writing

Project: Write a text giving instructions on how to send a text message on your mobile phone.

Articles

Grammar Reference

► Reading & Listening

- 1 a. Read the text and complete the gaps with **a**, **an** or **the** where necessary. Listen and check. How are articles used in your language?

TOKYO teens

Japanese culture is having 1) an enormous impact on 2) the rest of the world, especially in 3) the areas of film, food, music and fashion. In 4) — Tokyo you can find cutting-edge fashion, experimental music and 5) a really funky, trendy youth scene. 6) The streets of Shibuya are 7) the city's most popular area for youth culture. Teenagers here are hip kids with all 8) the latest gadgets. 9) — Japanese teenage girls spend their money on 10) the hottest trends in clothes and music, and 11) — teenage boys invest in 12) the latest computer games and 13) — technology. Some young Japanese people have started their own fashion houses and design companies which are taking 14) the rest of 15) the world by storm!



- b. Answer the questions.

- Which is the most popular teenage spot in Tokyo?
- What do Japanese teens spend their money on?
- What about teenagers in your town? In pairs, compare them with Japanese teens.

Quantifiers

Grammar Reference

- 2 a. Which of these words go with countable/uncountable nouns? What are these words used for? List them from the least to the most.

- several – few – all – many – a few
- some – little – a lot of – a little – every
- each – not any/no

- b. Underline the correct word. Give reasons and make sentences with the other words.

- 1 A: Each/Every of us has a mobile phone.
B: Yes, but few/some people aren't so fortunate.

- 2 A: A lot of/A few my friends don't like going to the cinema.

B: Well, much/many people prefer to watch DVDs at home.

- 3 A: Little/Few adults know how to use the Internet.

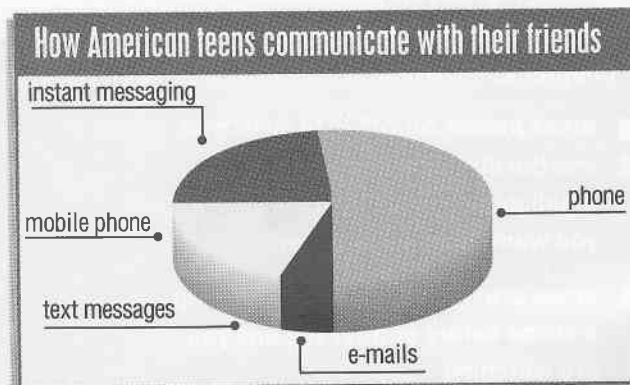
B: I disagree. I think there are only a few/a little who don't.

- 4 A: All/Several my family uses SMS. How about yours?

B: Some/Not any of us do, but my dad still hasn't got a clue.

► Speaking

- 3 Use the information in the pie chart to make sentences. Use *most*, *a few*, *some*, *several*, *a lot of*.



Most American teenagers choose the phone when they want to communicate with friends.

Adverbs

Grammar Reference

- 4 a. Read the theory. Give examples of your own. Are there similar structures in your language?

Adverbs describe **how**, **how often**, **where**, **when** and **to what degree** something happens.

*John walks **quickly**.* (How does he walk? – manner)

*The film has **almost** finished.* (To what degree? – degree)

*He **often** catches the bus to work.* (How often? – frequency)

*I saw him **yesterday**.* (When? – time)

*He was working **in the garden**.* (Where? – place)

- b. Put the words in order to make complete sentences. What type of adverb is each?

- DVDs / all afternoon / we / watched
- waited / Bob / for the taxi / by the door
- slowly / chewed / Jane / her food
- disappointing / the film / rather / was
- to the cinema / goes / with her brother / usually / she

Grammar in use

Objectives: using articles, quantifiers, adverbs, question tags, reflexive pronouns

Reading: a text about Tokyo teens – answering comprehension questions

Skills – reading for specific information

Grammar: articles; quantifiers; adverbs; question tags; reflexive pronouns

Speaking: saying how American teens communicate

Writing: a questionnaire and report on how teenagers in your country prefer to communicate with friends

1 a. **Focus ►** Using definite and indefinite articles

Write the following sentences on the board: 1) *I like holidays.* 2) *I like a holiday by the sea.* 3) *I liked the holiday we had last year.* Ask Ss to explain the use of articles in the sentences (e.g. 1 – a general statement; 2 – a type of holiday; 3 – a specific holiday). Refer Ss to the Grammar Reference Section for more details. Ss complete the gap fill task individually. Play the recording. Check answers with the class and then compare the use of articles in English with the use of articles in Ss' L1.

Answer Key (See overprinted answers)

b. **Focus ►** Answering open-ended comprehension questions

Ss answer the questions individually and then compare answers with a partner. Check answers with the class.

Answer Key

- 1 *The streets of Shibuya*
- 2 *Clothes, music, computer games and technology*
- 3 *(Ss' own answers)*

2 a. **Focus ►** Ranking quantifiers

Elicit what countable/uncountable nouns are: (countable: can be counted e.g. egg, uncountable: cannot be counted e.g. sugar). Allow time for Ss to look at the quantifiers and identify their use. Refer Ss to the Grammar Reference section for assistance if necessary. Ss complete the ranking task individually and then compare answers with a partner. Check answers with the class. As an extension ask Ss to make sentences using them. Focus Ss' attention on **few – a few/little – a little**.

Write on board: *There were few eggs left. We need more.* (= not many) *There were a few eggs left. Let's make an omelette.* (= a couple of, some) *I have little money left. I can't afford this.* (= not much) *I have a little money. I can lend you some.* (= enough)

Elicit which of the underlined words can be used with countable/uncountable nouns, then elicit difference in meaning between each pair of sentences.

Answer Key

- 1 *few (C), a few (C), several (C), many (C), all (C/U)*
- 2 *little (U), a little (U), some (C/U), a lot of (C/U), every (C)*
- 3 *not any/no (C/U), each (C)*

b. **Focus ►** Choosing appropriate quantifiers

Allow time for Ss to choose the correct words individually and then check answers with the class. Ask individual Ss to provide example sentences using the alternative quantifiers.

Answer Key (See overprinted answers)

Suggested Answer Key

- 1 *Every apple in the box was bad.*
Few people went to the concert.
- 2 *A few of them enjoyed it.*
Much of the music was boring.
- 3 *There was little we could do to help.*
I like a little sugar in my coffee.
- 4 *We saw the president several times.*
There isn't any sugar left.

3 **Focus ►** Using quantifiers to describe number

Refer Ss to the pie chart and ask them what information it provides. Ss then prepare their own sentences based on the example. Ask individual Ss to read out their sentences.

Suggested Answer Key

Only a few American teenagers send e-mails when they want to communicate with friends.
Some American teenagers send text messages when they want to communicate with friends.
Some teenagers use their mobile phones when they want to communicate with friends.
A lot of American teenagers use instant messaging, when they want to communicate with friends.

4 a. **Focus ►** Presenting adverbs

Go through the information in the theory box with the class, eliciting further examples and discussing similar structures in Ss' L1.

(Ss' own answers)

b. **Focus ►** Forming sentences with adverbs

Ss form the sentences and identify the type of adverb individually. Check answers with the class.

Answer Key

- 1 *We watched DVDs all afternoon.* (time, duration)
- 2 *Bob waited for the taxi by the door.* (place)
- 3 *Jane chewed her food slowly.* (manner)
- 4 *The film was rather disappointing.* (degree)
- 5 *She usually goes to the cinema with her brother.* (frequency)

5 **Focus ►** Presenting question tags

Ss' books closed. Write on the board: *She is German, isn't she? Ann hasn't come yet, has she?*

Elicit/Explain that the underlined phrases are question tags used at the end of a statement. Elicit form: auxiliary verb + personal pronoun. Point out that when the statement is in the affirmative, the question tag is in the negative and vice versa. Drill the structures. Say sentences, then Ss, in teams, add the question tag. (*Suggested statements: He left early, She can't dance, Ann & Sue are sisters, Bob was working, Helen is watching TV etc.*) Refer Ss to the Grammar Reference Section for further details. Ss' books open. Refer Ss to the cartoon. Invite a pair of Ss to read the exchanges and then elicit the answer to the question in the rubric. Ask pairs of Ss to read the exchanges again, checking that they use the correct falling, intonation pattern for the question tags.

Answer Key

The questions ask for confirmation.

6 **Focus ►** Practising question tags

Allow time for Ss to complete the question tags individually. Remind them of the intonation pattern used in Ex. 5 and explain that a rising intonation pattern is used when we are not sure of the answer to the tag question. Play the recording. Ss tick the boxes according to the intonation pattern they hear. Check answers with the class and then play the recording again, pausing for Ss to repeat chorally and individually.

Answer Key (See overprinted answers)

7 a. **Focus ►** Recognising intonation patterns in echo tags

Refer Ss to the examples and play the recording, asking Ss to identify the intonation patterns used (*confirmation – falling; surprise – rising*). Discuss the use of similar structures in Ss' L1 with the class. Ask various Ss to read out the sentences using appropriate intonation patterns.

(Ss' own answers)

b. **Focus ►** Using echo tags

Demonstrate the task by reading out each sentence and inviting individual Ss to respond appropriately. Ss then work in pairs to practise giving appropriate responses. Monitor pairs to check that they are using the correct intonation patterns.

Answer Key

- 1 *Is it?* ↗ 3 *Is he?* ↗ 5 *Haven't you?* ↗
2 *Isn't she?* ↘ 4 *Isn't it?* ↘

8 **Focus ►** Identifying the uses of reflexive pronouns

Read out the examples 1-3. Elicit the form of reflexive pronouns. Allow time for Ss to complete the matching task individually and then check answers, eliciting further examples from Ss. Refer Ss to the Grammar Reference Section for more details.

Answer Key (See overprinted answers)

9 **Focus ►** Practising reflexive pronouns

Ss complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

10 **Focus ►** Transforming sentences to reinforce grammar points

Explain the task, reminding Ss that they must not use more than three words to complete each sentence. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

Focus ► Writing a questionnaire and report

Explain the task. Ss work in groups to prepare a Yes-No questionnaire. Ss can use ideas from Ex. 3 p. 68. Point out that Ss should give their questionnaire a title to inform readers what the questions are about. (*Suggested title: How do you communicate with friends?*)

Suggested questions

- 1 *Do you like talking on the phone?*
2 *Have you got a mobile phone? etc*

Refer Ss to Ex. 3 and elicit the ways of communicating presented in the exercise. Ss then prepare their questionnaires and distribute them for completion. Ss complete the task in writing.

(Ss' own answers)

Game - Extension

Divide the class into two teams. A S from each team comes forward and is given a board pen. Write up a statement that could take a question tag (suggested statements: *You went to John's party; We'll help you tomorrow; Sam's in Spain; Your sister can drive; You don't like carrots; They've gone out; Tim has got an ipod*). The first S to finish writing the correct question tag for this statement on the board wins a point for their team (spelling must be correct). Continue the game in this way, calling different pairs to the board each time and using a new statement. The team with the most points at the end of the game wins.

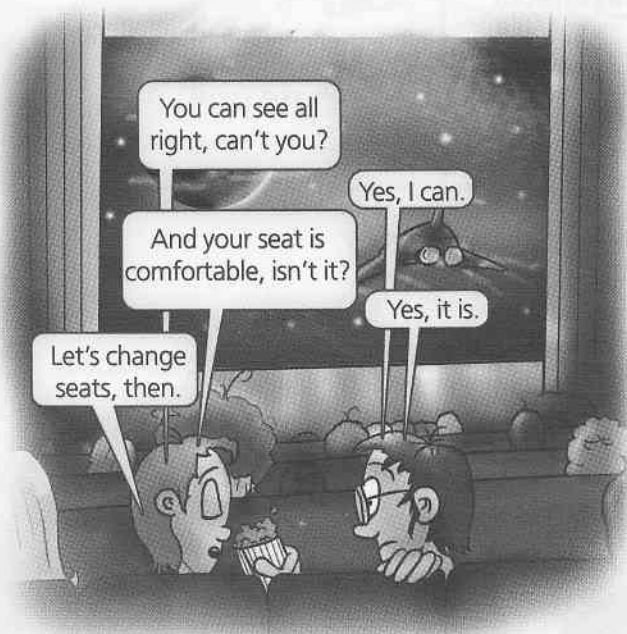
Synergy: Allow Ss 2-3 minutes to revise the grammar in this lesson. Ss close their books and then write sentences in pairs. Ask some pairs to present their sentences to the class.

Workbook 6 – Grammar in Use

Question tags

Grammar Reference

- 5 Read the cartoon. Do the question forms ask for information or confirmation/agreement?



► Listening

- 6 Complete the question tags. Listen and tick. Listen again and repeat.

- 1 That's not a new jacket, is it?
- 2 You'll write to me, won't you?
- 3 I'm dressed smartly enough, aren't I?
- 4 We've been invited, haven't we?
- 5 He left an hour ago, didn't he?
- 6 You've got enough, haven't you?

	(sure)	(not sure)
1	✓	
2	✓	
3		✓
4		✓
5		✓
6	✓	

Echo tags

Grammar Reference

- 7 a. Listen and read the examples. Are there similar structures in your language?

He left. *He did, didn't he?* (confirmation)

He left. *Did he?* (surprise)

He didn't come. *He didn't, did he?* (confirmation)

He didn't come. *He didn't?* (surprise)

- b. Respond to the following.

- 1 It's 7 o'clock already. (surprise)
- 2 Maria's her sister. (confirmation)
- 3 He is still at work. (surprise)
- 4 It's a very funny film. (confirmation)
- 5 I haven't seen that film. (surprise)

Reflexive pronouns

Grammar Reference

- 8 Match the examples to the uses (a-c).

- 1 He cut himself. a
- 2 She went by herself. c
- 3 I don't believe it myself, but some people do. b

- a the subject and the object are the same
- b to emphasise the subject
- c (with a preposition) = 'without anyone else'

- 9 Complete the sentences with reflexive pronouns.

- 1 A: Who are you going to the cinema with?
B: I'm going by myself.
- 2 A: What's wrong with Sarah?
B: She's hurt herself.
- 3 A: Can I get you a drink?
B: No, thanks. I'll get one myself.
- 4 A: Has Jenny got a new mobile phone?
B: Yes, but she didn't pay for it herself.
- 5 A: Who is arranging the party?
B: We are doing everything ourselves.

Sentence transformations

- 10 Here are some sentences about technology. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Most teenagers in America use the Internet.
They are only a few American teenagers who don't use the Internet.
- 2 Not many people can write computer programs.
There are a lot of people who cannot write computer programs.
- 3 I'm sure a mobile phone can't be that expensive!
A mobile phone can't cost that much, can it?
- 4 There isn't a better MP3 player than this one.
This is the best MP3 player.

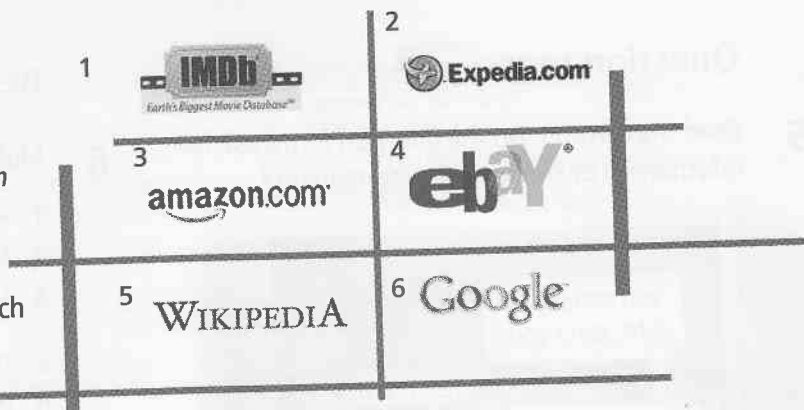
Writing

Portfolio: Prepare a simple questionnaire about how teens in your country prefer to communicate with their friends. Collect the completed questionnaire, prepare a pie chart, then write a short paragraph analysing the facts.

Do you like talking on the phone? Yes - No

The Internet

- 1 a. Look at the logos. Which is: a search engine? a shopping site? a travel site? an online auction site? an encyclopaedia? a film site?
- b. Do you know these websites? Which are your favourite websites?



- 2 Which of the following are: e-mail addresses? website addresses?

- 1 www.ebay.co.uk
- 2 www.google.com
- 3 ben.freeman@freemail.co.uk
- 4 jenster_85@registeredsite.com
- 5 www.channel5/competition.net.au

How do we say each of these?

@ _ / .

Read the addresses aloud, then listen and check.

▶ Listening

- 3 You will hear a conversation between two friends about the Internet. Listen and decide if each sentence is correct or incorrect, and tick (✓) box A for Yes or B for No.

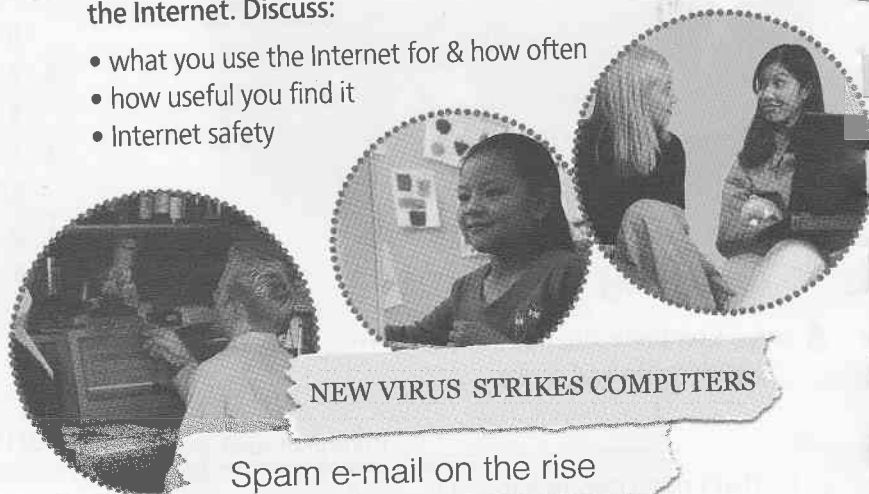
	A	B
	Yes	No
1 Sarah thinks that Andy spends too much time online.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 At first, Sarah understands why Andy likes the Internet.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Sarah thinks the Internet is safe.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Andy thinks Sarah has a pessimistic attitude.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 Andy is confident about the safety measures he has taken.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Sarah thinks Andy is responsible when he uses the Internet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Expressing viewpoints

▶ Speaking

- 4 Look at the pictures and the headlines. In pairs, talk about the Internet. Discuss:

- what you use the Internet for & how often
- how useful you find it
- Internet safety



Asking about a problem & offering help

- 5 a. Match the verbs to the nouns.

Computer problems

1 c	delete	a computer
2 e	can't check	b software
3 d	can't connect to	c a file
4 b	can't install	d the server/Internet
5 f	corrupt	e e-mails
6 a	crash	f a disk

- b. In pairs, use the problems in Ex. 5a and the useful language to act out exchanges, as in the example.

Asking about a problem	Offering help
<ul style="list-style-type: none"> • What's wrong? • What's the matter? • What's the problem? • What's up? 	<ul style="list-style-type: none"> • Let me/Do you want me to have a look at it? • Can I help? • Perhaps I can help.

A: What's wrong?
 B: I deleted a file by mistake.
 A: Perhaps I can help.

Listening & Speaking skills

Objectives: learning about the Internet

Listening: a dialogue – answering T/F questions

Skills – listening for specific information

Speaking: discussing the pros and cons of the Internet; defining problems and offering help; making recommendations

Reading: a dialogue – gap fill

Skills – listening for specific information

Word formation: verbs from adjectives

1 a. **Focus ►** Introducing the topic

Introduce the topic by asking Ss what they know about the Internet. Refer Ss to the logos and ask them to identify each. Check answers with the class.

Answer Key

- | | |
|------------------|--------------------------|
| 1 a film site | 4 an online auction site |
| 2 a travel site | 5 an encyclopaedia |
| 3 an online shop | 6 a search engine |

b. **Focus ►** Discussing websites

Use the questions in the rubric to discuss uses of the Internet with the class.

(Ss' own answers)

2 **Focus ►** Recognising and reading Internet addresses

Check that Ss understand the difference between an e-mail address and a website address and then ask them to identify the addresses given (*an e-mail address contains @*). Refer Ss to the punctuation marks and elicit/teach how each is said. Invite individual Ss to read each address aloud and then play the corresponding recording to check.

Answer Key

e-mail addresses: 3, 4

website addresses: 1, 2, 5

@ = 'at'; _ = 'underscore'; / = 'slash';

. = 'dot'

3 **Focus ►** Listening for specific information

Ask Ss to read the rubric and then check their understanding of the task. Go through the questions with Ss to familiarise them with the content of the dialogue. Explain any new vocabulary and play the recording once. Allow time for Ss to compare answers with a partner. Play the recording again if necessary and then check answers with the class.

Answer Key (See overprinted answers)

4 **Focus ►** Expressing viewpoints about the Internet

Refer Ss to the headlines and pictures. Explain the task. Monitor pairs as they work on the activity, providing assistance where necessary. When they complete the activity, invite pairs to report back to the class.

Suggested Answer Key

A: *I use the Internet to do my homework or research to collect information.*

5 a. **Focus ►** Forming collocations

Ss complete the matching task individually and then compare answers with a partner. Check answers with the class.

Answer Key (See overprinted answers)

b. **Focus ►** Asking about problems, offering help

Refer Ss to the useful language box and then invite a pair of Ss to act out the example exchange to demonstrate the task. Monitor pairs as they work on the activity, providing assistance where necessary. Invite a few pairs to act out their exchanges for the class to check answers.

Suggested Answer Key

A: *What's the matter?*

B: *I can't check my e-mail.*

A: *Let me have a look at it.*

B: *What's up?*

A: *I can't connect to the Internet.*

B: *Do you want me to have a look at it? etc*

6 a. **Focus ►** Predicting the topic

Go through the sentences with the class to check understanding and then ask them what they think the dialogue is about.

Suggested Answer Key

The dialogue is about someone who has a computer problem.

b. **Focus ►** Gap fill: Completing a dialogue

Ss read the dialogue to check their predictions and then complete the dialogue individually before comparing answers with a partner. Play the recording for Ss to check answers.

Answer Key (See overprinted answers)c. **Focus ►** Acting out a dialogue

Explain the task and go through the phrases with the class to check understanding. Monitor pairs as they act out their dialogues, providing assistance where necessary. When they complete the activity, invite a few pairs to act out their dialogues for the class to check answers.

Suggested Answer Key

A: Hi, Janet. How's it going?

B: Oh, hello, Paul. Not very well, actually.

A: Why? What's up?

B: My computer screen is frozen. I've tried everything, but it won't work.

A: Why don't you restart the computer? That usually works.

B: Really? Yes, you're right. That's done the trick. Thanks.

A: No problem. etc

7 **Focus ►** Forming verbs from adjectives with the affix 'en'

Go through the information and examples in the box with the class and then explain the task. Ss complete the sentences individually. Check answers with the class.

Answer Key (See overprinted answers)8 **Focus ►** Making recommendations

Ask Ss to read the exchanges and say what they are about (*asking for opinion and making recommendations*). Refer Ss to the information in the language box and ask them which expressions could replace the ones in the examples (e.g. 1 – *It's wonderful! If I were you, I'd buy it*).

Explain the task, pointing out that the more stars an item has, the more highly recommended the item is. Monitor pairs as they act out their dialogues, providing assistance where necessary. When they complete the activity, invite a few pairs to act out their dialogues for the class to check answers.

Suggested Answer Key

A: What is that new shopping centre like?

B: It's fantastic! Don't miss the chance to go there!

A: What do you think of the new Nightmare CD?

B: It's awful. It's not worth the money.

A: What do you think of the latest Harry Potter film?

B: It's excellent.

A: What is the Batman DVD like?

B: Don't miss it.

Synergy: Allow Ss 2-3 minutes to revise the lesson. Instruct to close their books. In pairs, Ss talk about what they have learnt. Monitor the activity and then invite pairs to report to the class.

Workbook 6 – Listening & Speaking

► Reading

6 a. Read these sentences from a dialogue. What do you think the dialogue is about?

- Glad I could help.
- You're practically glued to that computer screen.
- Maybe you can help me.
- Why don't you try again?
- That's done the trick.
- What am I doing wrong?

b. Complete the dialogue with the sentences from Ex. 6a. Listen and check.

A: Hi, John. How's it going?

B: Oh, hello, Kim. I didn't see you there.

A: Yes, I know. **1)** You're practically glued to that screen.

B: Actually, I've got a problem. **2)** Maybe you can help me.

A: Sure. What's up?

B: I'm trying to check my e-mail but I can't get into it. It says to check my user ID and password, but I did that. **3)** What am I doing wrong?

A: **4)** Why don't you try again? These things are usually case sensitive, you know. Forgetting a capital letter can mess it up.

B: Really? Yes. You're right. **5)** That's done the trick. Thanks.

A: No problem. **6)** Glad I could help.

c. Act out your own dialogues, using the ideas below.

- screen frozen / tried everything / restart the computer – usually works
- deleted a file by accident / can't find it / look in the recycle bin – you can usually restore it from there

Word formation (verbs from adjectives)

7 Read the rule, then form verbs from the adjectives to complete the sentences.

We use the prefix **en-** or the suffix **-en** to form verbs from adjectives to give the meaning **make**. – *Make sure you **enable** the firewall on your computer. We had to **widen** the doorway to get the new equipment in the room.*

- 1 Digital photography makes it easy for people to enlarge their own pictures. (**large**)

- 2 Computers have definitely shortened the time it takes to do a lot of repetitive tasks. (**short**)
- 3 One problem with using computers is that it can weaken your eyes. (**weak**)
- 4 Run your anti-virus program regularly to ensure that your computer is kept clean. (**sure**)
- 5 Many people who use the Internet say it has broadened their horizons. (**broad**)

Recommending

8 Read the exchanges. In pairs, act out similar exchanges, using the ideas below and the expressions in the language box.

- 1 A: What do you think of this new video game?
B: It's excellent! You should definitely buy it.
- 2 A: What is that new computer shop like?
B: It's not very good. I wouldn't bother going there if I were you.
- 3 A: Have you been to the new spa in Bath?
B: Yes – it's fantastic! Don't miss the chance to go there!

Positive recommendation	Negative recommendation
<ul style="list-style-type: none"> • It's great/fantastic/excellent/wonderful/etc! • If I were you, I'd buy one/go there/try it/etc. • Don't miss it/the chance to go there/see it/etc! • You should definitely buy one/go/try it/etc. • It's well worth a look/etc. • It's a must have/see! 	<ul style="list-style-type: none"> • It's terrible/awful/disappointing/etc. • I wouldn't buy one/go there/try it if I were you. • Don't bother! • I wouldn't bother (going there/etc) if I were you. • It's not worth it/the money/a look/visit/etc.

- new shopping centre *****
- Nightmare CD *
- latest Harry Potter film *****
- Batman DVD ***

Did you write this play yourself?

Well, I'm glad to meet you, William Shakespeare. I thought you were dead.

Every line of it.



Getting started

- 1 What's your favourite type of music? Who's your favourite singer? Tell your partner.

Let's look closer

- 2 a. Read the letter. Which paragraph mentions: *the writer's reasons for liking the CD? a recommendation? name of CD? information about CD?*

Dear Julie,

▶ Hi! How are you? Sorry I haven't been in touch for a while but I've been really busy. Anyway, I've finally got some free time, so I thought I'd drop you a line and tell you about a great new CD I've bought. I listen to it all the time and I know it's just the sort of thing you like, too!

▶ The CD is called 'Escape' and it's by Enrique Iglesias, one of the best-selling Spanish artists in the world. It's a brilliant CD with thirteen tracks to enjoy.

▶ It's an album filled with many different types of songs, from upbeat pop tunes to romantic ballads. My favourite song is 'Here'. It's a beautiful slow song and Enrique's voice is full of emotion as he sings it. The title track 'Escape' is great, too. It will have you singing and dancing in no time with its catchy tune and rich sound.

▶ I think the album has something that will appeal to everyone. You should add this CD to your collection. I'm sure you'll like it. Anyway, I'd better go now. Write soon.

Love,
Ann

- b. Read the letter again. What does Ann like about the CD?
- 3 Think of your favourite film/book/CD. Use the following phrases to talk about them.

Background

- The film/story is set in ...
- This book is about ...
- This CD was recorded ...

Descriptions

- The plot is excellent/interesting.
- It has amazing sound effects.
- The lyrics are great.
- The special effects are excellent/superb.
- The cast is superb/amazing/fantastic.
- The sound is rich.
- It's got catchy tunes.
- The singer's powerful voice makes this CD one of his best.

General comments/opinion

- Don't miss it.
- It's well worth seeing/playing.
- You really must see/read/listen to it.

Your turn

- 4 a. Read the rubric and the information in the box. Then answer the questions in the plan.

... This is part of a letter you received from an English pen friend.

In your next letter, please tell me all about your favourite CD. Why do you like it? What songs has it got?

Write a letter answering your pen friend's questions.

Plan

Introduction

(Para 1) *Greetings – reason for writing*

Main Body

(Para 2) *What facts should you include? (e.g. name, type, etc)*

(Para 3) *What does the CD contain? (tracks, comments on artist's performance)*

(Para 4) *Why do you like it?*

Closing Remarks

(Para 5) *What is your recommendation? – closing remarks*

- b. Write your letter (120-180 words). You can use the letter in Ex. 2 as a model.

Writing

Objectives: reviewing a music CD

Reading: an informal letter

Skills – reading for specific information

Speaking: describing your favourite film/book/CD/video

Writing: an informal letter to a friend reviewing a music CD

1 **Focus ►** Introducing the topic

If possible, play some music to the class and ask Ss to identify the type of music to introduce the task. Alternatively, elicit different types of music and list them on the board (e.g. *classical, rock, jazz, pop, heavy metal, etc.*). Ss then discuss the questions in the rubric in pairs. Ask a few pairs to report back to the class.

(Ss' own answers)

2 a. **Focus ►** Analysing the format of an informal letter of review

Go through the questions in the rubric with the class, checking understanding and explaining the task. Allow time for Ss to complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key

Reasons for liking the CD: para 3

Recommendation: para 4

Name of CD: para 2

Information about CD: para 2, 3

b. **Focus ►** Reading for specific information

Ss complete the task individually and then compare answers with a partner. Check answers with the class.

Answer Key

Likes: 'Here' and the title track 'Escape'

3 **Focus ►** Describing favourite films, video games, etc

Go through the phrases with the class to check understanding. Ss complete the task in pairs. Monitor pairs as they work on the activity, providing assistance where necessary. When pairs have completed the task, invite a few Ss to report back to the class.

Suggested Answer Key

This book is my favourite. It's about a family on a desert island. The plot is really interesting. You really must read it.

4 a. **Focus ►** Preparing for a writing task

Ask Ss to read the information provided and underline the key words. Ask questions to check understanding of the writing task (e.g. *Who are you going to write to? What are you going to write about? What is the name of the CD? etc.*).

Refer Ss to the plan. Allow time for Ss to discuss their answers to the questions in pairs and then check answers with the class.

b. **Focus ►** Writing a review in an informal letter

Ss write their letters.

Suggested Answer Key

Dear Jane,

Hi! I hope things are fine with you. Thanks for your letter with your news. At last I have some time to write back and tell you about my favourite CD.

My favourite CD has got to be 'Fallen' by Evanescence, an alternative rock band from the USA. It is their debut album and has eleven wonderful tracks, many of which have been successful singles.

Although their music has been called 'rock', it is really a unique mixture of different influences. The unusual combination of piano and strings, together with Amy Lee's classically trained vocals, makes it so beautiful to listen to. A feeling of spirituality comes through in their music.

My favourite track on the album is called 'My Immortal', a song remembering a past love. It is a powerful piano ballad with thought-provoking lyrics. Another great track is 'Bring Me to Life', their first song. I just love the sensitive vocals and the rich sound of the guitar.

You should definitely buy a copy of this album for your collection – you won't be disappointed. Also look out for their new CD that's coming out soon. Anyway, that's all just now. Write soon.

Love,

Tanya

Workbook 6 – Writing

Curricular Cut: Literature

Objectives: analysing an extract from *The War of the Worlds*
Reading and listening: an extract from an early science fiction novel

Skills – reading for general detailed comprehension

1 **Focus ►** Introducing the topic

Write the name **H G Wells** on the board. Explain that he was a writer and ask the class if they know anything about him. Write any information Ss are able to provide on the board and then ask Ss to look at the book cover and biographical information to elicit/confirm the type of books he wrote.

Suggested Answer Key

He wrote science-fiction novels.

2 **Focus ►** Matching sounds to phrases; predicting text content

Explain the task and play the recording. Check answers with the class, eliciting/explaining the meaning of any new vocabulary. Ask Ss what they think the text will be about, writing suggestions on the board. Play the recording as Ss follow the text. Check answers with the class.

Answer Key

- | | |
|-------------------------------|------------------------|
| 1 <i>metallic hammering</i> | 4 <i>thudding</i> |
| 2 <i>violent hooting</i> | 5 <i>beating noise</i> |
| 3 <i>hissing of an engine</i> | 6 <i>whistling</i> |

The text describes aliens assembling machines.

3 **Focus ►** Answering open-ended comprehension questions

Ss read the extract and answer the questions individually. Check answers with the class.

Suggested Answer Key

- The narrator is buried under the ruins of a house.*
- It was like a huge metallic spider.*
- It made a machine similar to itself.*
- Nobody.*

4 **Focus ►** Understanding reference words

Complete the first item with the class to demonstrate the task. Explain that a good way to check what the words refer to is to replace the reference word with the word or words Ss think it refers to. If the sentence makes sense, then their answer is probably correct. Ss complete the task individually and then compare answers with a partner. Check answers with the class. Ss then explain the words in bold. Ss give synonyms, antonyms or mime/draw the meaning of as many words as possible.

Answer Key

Para 1 *These – hammering, hooting, hissing*
it – the mechanism

Para 2 *It – the mechanism*

Para 3 *Its – the mechanism's/the handling machine's*
this – the degree of complexity, coordination and animation

Para 4 *its – the shape of the handling machine*
its – the digging machine

This – the movement of the digging machine

cylinder (n): a tube with a circular cross section

buried (v): hidden below the ground

pit (n): a large hole in the ground

occupant: person inside a building, etc

stood stiff (phr): alert, at attention, not moving

glittering mechanism (phr): a shining metal machine

crawling (v): moving slowly on hands and knees like a baby

scientific advancement (phr): progress, learning, knowledge of the physical world

enormously (adv): very much

jointed (adv): having flexible parts

agile (adj): able to move quickly and easily

levers (n): a handle on a machine

bars (n): a long, straight piece of metal

tentacles (n): long, thin, flexible parts of an animals body used for holding things

complex (adj): not simple

gleam (n): shining with a pale, clear light

coordinated (adj): two or more things working together in harmony

animated (adj): energetic; seeming to have life

apparatus (n): equipment, tools and machines used to do a specific task

remarkably similar (phr): surprising alike

letting off (phr): releasing, emitting

vapour (n): gas

5 **Focus ►** Describing a machine

Allow time for Ss to make their lists individually. Check the lists before Ss describe the machine to their partners. Invite a few Ss to read out their descriptions to the class.

Suggested Answer Key

glittering, metallic spider, five jointed legs, jointed levers, bars, tentacles

The handling machine looked like a huge, glittering metallic spider. It had five jointed legs and a huge number of jointed levers, bars and tentacles.

6 **Focus ►** Describing a character's feelings

Go through the list of adjectives and elicit meaning. Conduct the activity as a class discussion, inviting individual Ss to give their opinions and stating their reasons.

Suggested Answer Key

Although I am sure the narrator was scared, he doesn't say so. He seems to be amazed by the machines that he sees.

7 **Focus ►** Describing personal feelings (simulating)

Allow time for pairs to discuss their answers to the questions in the rubric before inviting a few Ss to report back to the class.

Suggested Answer Key

I am sure that I would be very scared and I would try to run away as soon as I could.

Additional Material:

Pairwork Activities: Unit 6

Workbook: Reading, Word Perfect Unit 6

H G Wells (1866-1946) was

a British writer and was one of the first authors to write about time travel, space flight and alien invasion. He was most famous for his science-fiction novels, including *The Time Machine* (1895) and *The Invisible Man* (1897). In *The War of the Worlds* (1898), Martians use their advanced technology to invade Earth in huge machines, equipped with heat rays and chemical weapons, to attack humans.



The War of the Worlds



"The fifth **cylinder**," I whispered, "the fifth ship from Mars, has struck this house and **buried** us under the ruins!"

Outside there began a metallic hammering, then a violent hooting, and then a hissing like the hissing of an engine. These noises continued occasionally, and increased as time wore on. Soon a thudding that made everything about us shake began and continued. The cylinder was already opened in the centre of the **pit**, and on the far edge of the pit, one of the great fighting-machines, left empty by its **occupant**, **stood stiff** and tall against the evening sky. At first I hardly noticed the pit and the cylinder because of the extraordinary **glittering mechanism** I saw, and because of the strange creatures that were **crawling** slowly and painfully across the ground near it.

The mechanism certainly held my attention first. It was one of those complicated frameworks that we now call handling-machines, and the study of which has already helped our **scientific advancement enormously**. It looked like a sort of metallic spider with five **jointed**, **agile** legs, and with an extraordinary number of jointed **levers**, **bars**, and reaching and clutching **tentacles** about its body.

Its movements were so **complex** and perfect that at first I did not see it as a machine, in spite of its metallic **gleam**. The fighting-machines were **coordinated** and **animated** to an extraordinary level, but nothing to compare with this.

When I looked again, the busy machine had already put together several of the pieces of **apparatus** it had taken out of the cylinder into a shape **remarkably similar** to its own; and down on the left a busy little digging machine had come into view, **letting off** jets of green **vapour** and working its way round the pit. This was what had caused the regular beating noise, and the rhythmic shocks. It whistled as it worked. So far as I could see, the thing was working without **direction** from a Martian at all.

► Reading & Listening

- 1 Look at the book cover. What kind of novels do you think H G Wells wrote? Read the biographical information above to find out.

- 2 Listen to the sounds and match them to the words/phrases below. What do you think is happening? Listen and read to find out.

- beating noise
- hissing of an engine
- metallic hammering • whistling
- violent hooting • thudding

- 3 Read the extract and answer the questions.

- 1 Where is the narrator?
- 2 What was the handling machine like?
- 3 What did it make?
- 4 Who operated the digging machine?

- 4 Read again. What do the underlined words refer to? Explain the words in bold.

- 5 What did the handling machine look like? List the words used by the author. Use your list to describe the machine to your partner.

- 6 Discuss which of the adjectives below best describe the narrator's feelings.

- amazed • surprised • shocked • scared
- sad • tense • relaxed • disappointed

Give reasons.

► Speaking

- 7 Imagine you were there. How would you feel? What would you do? Tell your partner.

Vocabulary & Grammar

1 Fill in the gaps with the correct word.

- 1 Such rude behaviour makes my blood boil.
- 2 Are you OK? You look as white as a sheet.
- 3 This MP3 player stores up to 1,000 songs.
- 4 I'm scared to death of cockroaches.
- 5 He must be happy – he's smiling from ear to ear.
- 6 The band gave a great live performance of their most famous songs.
- 7 He took over the company after his father died.
- 8 He does like science-fiction stories.
- 9 Dragons are mythical creatures that can breathe fire.
- 10 He sent me a text message asking me to meet him at 6:00.

(10 marks)

2 Circle the correct item.

- 1 She trembled fear as the giant approached her.
☐ A with ☐ B of ☐ C at
- 2 John over to the side of the road to have a rest.
☐ A handed ☐ B came ☐ C pulled
- 3 I tune to Radio 2 every morning.
☐ A on ☐ B in ☐ C up
- 4 We met a girl father was a diver.
☐ A which ☐ B that ☐ C whose
- 5 teenagers know how to use the Net.
☐ A Each ☐ B Every ☐ C Most
- 6 Avril is the singer in the world!
☐ A best ☐ B better ☐ C worse
- 7 Listen to the birds in the trees.
☐ A creaking ☐ B howling ☐ C singing
- 8 She taught how to use a computer.
☐ A herself ☐ B himself ☐ C myself
- 9 The broke into applause at the end.
☐ A cast ☐ B band ☐ C audience
- 10 He me of my uncle.
☐ A looks ☐ B reminds ☐ C remembers

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 The Christmas party was better than the Halloween party.
 The Halloween party wasn't as good as the Christmas party.
- 2 Ann's fairy costume won a prize.
 Ann was the girl whose costume won a prize.
- 3 She arrived before Tony.
 Tony arrived later than her.
- 4 Most young people have mobile phones.
 There are few young people who don't have mobile phones.
- 5 He said no one helped him fix it, but I don't believe him.
 He said he fixed it himself, but I don't believe him.

(10 marks)

4 Fill in the correct word derived from the word in bold.

- 1 Jane is a very helpful girl. She always makes time for others. **HELP**
- 2 There are many beautiful fish in the aquarium. **BEAUTY**
- 3 I was left speechless by the shocking news! **SPEECH**
- 4 The kitten never stops running around. It's very playful. **PLAY**
- 5 My dog looks scary, but he's harmless really! **HARM**

(10 marks)

Communication

5 Complete the exchanges.

- a I wouldn't miss it for the world!
- b What's wrong?
- c It's not worth the money.
- d Would you like to come to my party on Saturday?
- e I'm really scared of heights!

- 1 A: What's wrong?
B: I deleted a file by mistake.
- 2 A: Please come to my party.
B: I wouldn't miss it for the world!
- 3 A: What do you think of this jacket?
B: It's not worth the money.
- 4 A: I'm really scared of heights!
B: There's nothing to worry about.
- 5 A: Would you like to come to my party on Saturday?
B: Sounds good, but I'm away that weekend.

(10 marks)

Listening

- 6 You will hear a girl inviting a friend to a Halloween party. Fill out the details on the invitation below.

PARTY TIME



TO: 0) Tom
FROM: 1) Anna
DATE: 2) 31st October
PLACE: 3) Anna's place/house
ADDRESS: 7, 4) Blackhall Road
TIME: 5) 8 o'clock

(10 marks)

Writing

- 7 Write a short review of your favourite film (100-120 words). Include the title, actors/director, the plot and your opinion.

(20 marks)

(See Suggested Answers section)

Reading

- 8 Read the text and answer the questions.

The Edinburgh Festival

If you are ever in Scotland in August you should pay a visit to the Edinburgh Festival. It is a huge celebration of culture, where you can see comedy shows, musical performances, plays and much more.

The first Edinburgh Festival took place in 1947. It was seen as a way to re-unite Europe through culture, after World War II. The festival was so successful that it attracted more performers than there was room for. After nearly 60 years, the festival is still going strong and growing bigger every year.

The Festival is a place where new talent is discovered, as the principle is that anyone can apply to perform there. Last year's festival featured 27,000 performances in 240 different venues. There were so many performers that it would take you 5 years, 11 months and 16 days to watch all of them back to back!

With over 1.35 million tickets sold last year, it is certainly the place to be. For more information about this year's festival, go to <http://www.edfringe.com>.



- 1 Where does the Festival take place? Edinburgh, Scotland
- 2 What type of acts can you see there? comedy shows, musical performances, plays and much more
- 3 How long has the Festival been running? about 60 years
- 4 What was the purpose of the first Festival? to reunite Europe through culture
- 5 How many tickets were sold last year? 1.35 million

(20 marks)

(Total = 100 marks)

Now I can...

- talk and write about mythical creatures
- talk & write about festivals
- invite & accept/refuse
- write a 3rd-person narrative
- talk & write about a film I've seen/a CD I like
- talk & write about how teens communicate
- ask about a problem & offer help
- recommend sth

...in English

Eco-friends 3

Grow Your Own

Nothing tastes better 1)C..... fruit and vegetables that you have grown yourself, and growing them is a fun and healthy hobby. You don't need a big garden, 2)B..... they can grow well in pots, bags, hanging baskets and window boxes.

Even if you are an absolute beginner with only a balcony 3)D..... spare, you can easily grow your own plants. All you need is a little effort and 4)A..... patience.

Firstly, choose which fruits and vegetables you 5)C..... like to grow. Tomatoes, peppers, aubergines, strawberries, spring onions, lettuce, beetroot and many types of herbs can all be 6)D..... in pots. You can also grow peas and beans if you add a cane frame to the pot. You can buy the seeds from a garden centre. Then all you need are some large pots and a 7)C..... of bags of compost. Sow the seeds according to the instructions on the packet and make 8)A..... you put different varieties of plants in separate pots. Choose an area that is shaded but gets some sunlight. Water the plants straight 9)A..... sowing, and then regularly throughout the summer. In a 10)B..... weeks you should be able to enjoy the fruits of your labour.

- 1 How many of the fruits and vegetables in the pictures can you name? What are they called in your language? Do you grow any of them in your garden/on your balcony?

► Reading

- 2 a. Look at the title of the text. What do you think it is about?
b. Read through the text once quickly. How many of the fruits and vegetables in the pictures are mentioned?
- 3 Read the text again and choose the correct word, A, B, C or D, to complete each gap. Listen and check.

- | | | | |
|----------------|-------------|------------|------------|
| 1 A as | B of | C than | D from |
| 2 A whereas | B because | C but | D although |
| 3 A for | B on | C in | D to |
| 4 A a lot of | B much | C many | D lots |
| 5 A should | B could | C would | D had |
| 6 A brought up | B developed | C made | D grown |
| 7 A pair | B couple | C two | D duo |
| 8 A sure | B confirmed | C definite | D positive |
| 9 A after | B off | C from | D away |
| 10 A little | B few | C some | D lot |

- 4 Find synonyms in the text for the words below.

• complete • plant (v) • kinds • routinely • work (n)
absolute sow types regularly labour

► Listening

- 5 a. You are going to hear someone talking about how to make your own compost. Listen and put the steps in the right order.

- A 3 Fill it with kitchen and garden waste.
B 5 Wait 2-3 months and then mix it up.
C 1 Buy compost bin.
D 4 Add some soil.
E 6 Put compost on garden.
F 2 Put bin on an earth surface.

- b. Listen again. What can you use to make compost?

► Project

Work in groups. Grow your own fruit, vegetable or herb in a plant pot. Report back to the class on its progress.

Eco-friends

Objectives: learning about growing your own fruit and vegetables

Reading: a text about growing fruit and vegetables at home

Skills – scanning

reading for detailed understanding

Speaking: talking about growing vegetables

Listening: someone talking about compost

Writing: a report on the progress of a plant grown at home

1 **Focus** ▶ Introducing the topic

Draw Ss' attention to the pictures. Elicit/Explain the names of the fruits and vegetables and write them on the board.

Answer Key

Left: radishes, beetroot, aubergines, peas

Right: tomatoes, lettuce, raspberries, blueberries, strawberries

(Ss' own answers)

2 a. **Focus** ▶ Predicting the content of a text

Draw Ss' attention to the title. Elicit answers from around the class. (*The text is about growing your own fruit and vegetables at home.*)

b. **Focus** ▶ Scanning the text for specific information

Allow Ss time to scan the text for the names of fruits and vegetables. Elicit answers from around the class.

Answer Key

tomatoes, aubergines, strawberries, lettuce, beetroot, peas

3 **Focus** ▶ Reading for detailed understanding

Allow Ss time to read the text carefully. Encourage Ss to read around the gaps. Elicit answers from around the class.

Answer Key (see overprinted answers)

4 **Focus** ▶ Reading for specific information

Elicit/Explain the meaning of *synonym* (a word/ expression meaning the same as another). Explain the task and elicit what part of speech (e.g. *adjective, verb, noun, adverb*) each word is. Elicit the answer to the first item to demonstrate the activity. Give Ss time to complete the task individually. Encourage Ss to guess if they are unsure. Elicit answers from around the class.

Answer Key

complete (adj): absolute

plant (v): sow

types (n): varieties

routinely (adv): regularly

work (n): labour

5 a. **Focus** ▶ Listening to comprehend a process

Explain that compost is put on plants to help them grow. Allow Ss time to read through the rubric and the steps A – F. Check understanding of the task and play the recording once. Elicit answers from around the class.

Answer Key (see overprinted answers)

b. **Focus** ▶ Listening for specific information

Draw Ss' attention to the rubric without eliciting any answers. Play the recording again and elicit answers from around the class.

Answer Key

Any organic material / kitchen and garden waste

Focus ▶ Writing a report on a plant grown at home

Ask Ss to discuss in pairs the type of plant they would like to grow and elicit choices and reasons from around the class. Ask Ss to try to grow a plant at home. Ss could take pictures of / draw their plants at different stages of development and add them to a written report. Allow several weeks for sufficient progress to be made before asking Ss to present their report. It may be necessary to casually enquire as to the progress of Ss' plants in the meantime, so that Ss do not forget to keep a record.

(Ss' own answers)

Before you start ...

Revise one or two points from the previous module (e.g. *festivals, celebration, entertainment*) by asking Ss to discuss the questions in class.

Objectives

Direct Ss' attention to the title of the module, **Busy people**. Explain that it summarises the theme of what we do for a living and how we work together under rules and laws.

Look at Module 4

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then, elicit other information (e.g. *what the picture shows, what else Ss can see on that page and what they think the unit might be about*).

Suggested Answer Key

pic. 1 (p. 84)

T: What page is picture 1 from?

S1: It's from p. 84.

T: What can you see in pic. 1?

S2: A young man making photocopies.

T: What is he wearing?

S3: Casual clothes, jeans and a sweater.

T: What do the rest of the pictures show?

S4: People in various working environments. etc

Suggested questions

pic. 2 (p. 83)

What does the picture show? How does the man feel? Why?

pic. 3 (p. 95)

Where is the boy? What is he doing? Have you ever done anything like this? What else can you see on that page?

pic. 4 (p. 78)

What does the man in the picture do for a living? What about the others? What might the article on p. 79 be about?

pic. 5 (p. 88)

What does the picture show? How is it related to the title of the text? How can someone stay safe?

Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then, ask them to explain what each one is.

Suggested questions

a cartoon strip about an accident: Unit 8, p. 94 (a story in pictures) Have you ever seen/been in a car accident?

a letter of application: Unit 7, p. 86 (a letter asking for a job) When do we send letters of application? What information do they contain?

newspaper headlines: Unit 8, p. 90 (titles of newspaper reports) What are the headlines about? What information do they give us?

a job advert: Unit 7, p. 86 (a short text advertising a job) What job is being advertised? Is it a full-time job?

Go through the rest of the sections with your Ss and point out that by the end of the two units they will know how to perform the tasks listed.

Explain that the module has:

- a **Culture Clip**
- a **Curricular Cut**
- an **Eco-friends** section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

The **Culture Clip** seems to be about people someone in old-fashioned costume who works at a castle in Britain (the Tower of London).

The **Curricular Cut** section contains a short informative piece about rules and laws.

The **Eco-friends** section looks at different green issues. This one (p. 100) deals with water and how we use it.