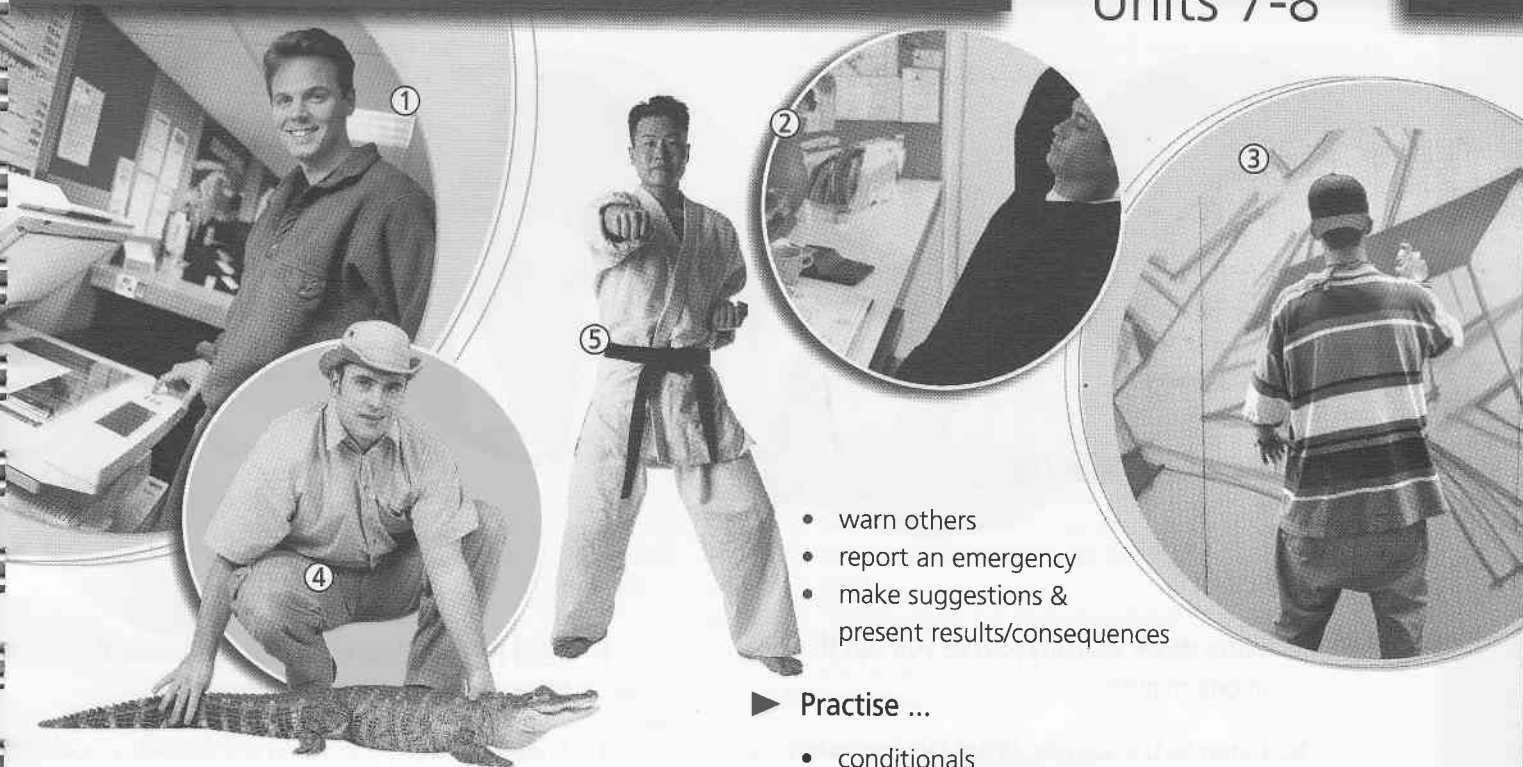


# Busy people

## Module 4

### Units 7-8



#### ► Before you start

- Think of two festivals in your country. Describe them to the class. Which do you like most?
- Which is your favourite film? Describe its plot to the class.

#### ► Look at Module 4

Find the page numbers for pictures 1-5.

#### ► Find the unit and page number(s) for

- a cartoon strip about an accident 94
- a letter of application 86
- newspaper headlines 90
- a job advert 86

#### ► Listen, read and talk about ...

- jobs, job skills & qualities
- clothes at work
- self defence & how to stay safe
- types of crime
- the importance of having rules

#### ► 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

#### ► Practise ...

- conditionals
- wishes
- clauses of purpose/result
- the passive
- causative form
- every, each, either, neither
- idioms related to work, crime
- formation of adjectives from verbs
- phrasal verbs with *through*, *away*

#### ► Write ...

- an article interviewing a person about their job
- a short e-mail to your English pen-friend about your dream job
- an e-mail to a friend of yours about some things you regret having done
- a letter of application
- an article about a popular tourist attraction in your country where you can see people in special uniforms
- a list of Dos and Don'ts on how to defend yourself
- an essay providing solutions to problems

**Culture Clip:** The Ravenmaster

**Curricular Cut (Citizenship):** Following the rules

**Eco-friends:** Hydro-Logical

# 7a All in a day's work

Laura

Dave

Claire

Tim

Paul

## Lead-in

- 1 a. Write down as many jobs as you can think of in one minute.

b. Listen to the sounds. What job does each remind you of? Are these jobs in your list?

- 2 a. Look at the pictures. What does the person in each picture do for a living?

*I think Laura's a ...*

- b. Fill in: **work, get, wear, do**. Use the phrases to make sentences about the people in the pictures.

- 1 get a good salary
- 2 work from home
- 3 work long hours/shifts/weekends
- 4 wear a suit/a uniform to the office
- 5 do a lot of travelling

- c. What about your family members? What do they do? Use the phrases to talk about them in pairs.

A: *My dad works as ... He works long hours, but he doesn't mind as he likes his job a lot. What about yours?*

B: *My ...*

## Reading

- 3 a. Read the title, the introduction and the questions in the text. What do you expect the article to be about? Listen, read and check.

- b. Read the text and mark the sentences **Y** (Yes), **N** (No) or **DS** (doesn't say).

- 1 Angela started diving when she finished school. DS
- 2 Angela has passed two diving exams. Y
- 3 It is important for Angela to earn a good salary. DS
- 4 Angela is adventurous and determined. Y
- 5 It helps to have other skills as well as diving skills. Y
- 6 Angela works on her own. N
- 7 Coral reefs are in danger. Y
- 8 We can't do much to help protect the coral reefs. N
- 9 Angela often gets homesick. N
- 10 Angela has had no difficulties with her groups so far. Y

- c. What do we learn about coral reefs from the text?

- 4 Complete the sentences with words from the text.

- 1 You need to study to get qualifications before becoming a doctor.
- 2 After university, I trained to become a teacher.
- 3 Kindness and patience are necessary qualities if you want to be a nurse.
- 4 Typing and filing are essential skills for secretaries.
- 5 It took him a while to adapt to the new work environment.



## All in a day's work

**Objectives:** learning about work & jobs

**Reading:** interview about a person's job (Yes/No/Doesn't say)

*Skills – reading for specific information*

**Speaking:** talking about family members' jobs; presenting a person's job

**Vocabulary:** jobs; job requirements

**Listening:** identifying type of job

**Writing:** a short article about a person's job

### 1 a. **Focus** ► Brainstorming jobs

Draw a circle with the word 'jobs' in the middle of the board and ask Ss to take a fresh page to complete the task. Tell Ss they have exactly one minute (working individually or in pairs) to write down as many different job titles on their page. Encourage a wide variety of jobs, prompting/helping as necessary. Elicit types of jobs from Ss and write them on the board.

### b. **Focus** ► Associating sounds with jobs

Ss listen and write down their associations. Check answers as a class, asking why they thought of that job.

#### Answer Key

- 1 a clown (sounds of the circus)
- 2 a musician (sound of the violin)
- 3 receptionist/phone operator (sound of phone ringing)
- 4 pilot/air hostess (sound of plane taking off)

### 2 a. **Focus** ► Guessing what people do for a living

Direct Ss' attention to the pictures of the five people at the top of the page. Ask for suggestions as to their occupations, practising 'I think ...'s a ...' Ask why they came to that particular conclusion.

#### Suggested Answer Key

- I think Laura's a musician/violinist/music teacher (because she is playing a violin).  
 I think Dave's a zoo keeper/crocodile trainer (because he is holding a crocodile and is wearing khaki).  
 I think Claire's a receptionist (because she has headphones and a microphone).  
 I think Tim's a diver (because he is wearing a wetsuit and has breathing apparatus).  
 I think Paul's a clown/an entertainer (because he is wearing a yellow wig, has a red nose and is wearing funny clothes).

### b. **Focus** ► Phrases with work, get, wear, do/ describing people's jobs

Ss complete the phrases, choosing the appropriate verb. Check answers. Explain any unknown vocabulary. Tell Ss to write about the people in 2a using these phrases.

#### Answer Key (See overprinted answers)

#### Suggested Answer Key

- Laura probably gets a good salary if she is a famous musician.  
 I think she does a lot of travelling. If she is a music teacher, she

maybe works from home.

Dave may work shifts/weekends.

Claire wears a suit to the office and may work long hours. I don't think she works at weekends.

Tim probably does a lot of travelling and gets a good salary.

Paul probably works weekends. He doesn't work shifts.

### c. **Focus** ► Discussing family members' jobs

In closed pairs Ss talk to each other about what members of their family do. (Remind Ss to use the phrases from Ex. 2b.) Monitor the activity and then ask a few pairs to reproduce their dialogue to the whole class.

#### Model dialogue

- A: My dad works as a pilot. He works long hours but doesn't mind as he likes his job a lot. What about yours?  
 B: My dad is a chef in a big hotel. He gets a good salary but he works long hours sometimes. My mum, on the other hand, has a more flexible job. She works from home – she's a writer.  
 A: My mum works in a local hospital as a nurse. She likes her job as she is able to help people. But the downside is that she has to work shifts.  
 B: My mum ... etc

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

Ask Ss to look at the picture. Elicit jobs related to the sea (scuba diver, sailor, diver, lifeguard, captain, marine researcher, diving instructor, etc). Ask Ss read the rubric and predict the content of text. Play the recording. Ss listen and read to check if their guesses were correct.

#### Suggested Answer Key

The text is about a woman, Angela Webb, who is talking about her job as a diving instructor.

### b. **Focus** ► Reading for specific information

Allow Ss some time to go through the text and answer the questions. Ss compare their answers with their partner. Check Ss' answers, asking for justification.

#### Answer Key (See overprinted answers)

### c. **Focus** ► Reading for specific information

Ss find the relevant parts in the text and make notes, then use their notes to tell the class about coral reefs. As an extension ask Ss to do research on coral reefs and their importance and present their findings to the class.

#### Suggested Answer Key

Coral reefs offer shelter to a quarter of all marine life. They grow about 2 cm a year. They are in danger because of man. We should protect coral reefs. We shouldn't touch the coral, drop anchor on a reef, dump rubbish or take any coral home.

### 4 **Focus** ► Vocabulary from the text

Ss skim text and complete the sentences. Check Ss' answers round the class.

#### Answer Key (See overprinted answers)



5 **Focus ►** Matching synonyms and identifying parts of speech

Explain the task. Ss work in pairs. Monitor the activity and check answers.

**Answer Key**

*daunting (adj): frightening*

*sense (n): feeling*

*look after (phr v): take care of*

*progress (v): move on*

*jeopardy (exp): danger*

*dumped (v): thrown away*

*acquire (v): get*

*perfect (adj): ideal*

6 **Focus ►** Listening for specific information

Explain to Ss that they should listen for key words that will help them answer the questions in the rubric. Play the recording twice if necessary. Ss answer the questions.

**Answer Key**

*crocodile trainer*

*He likes his job because it's unusual/works outdoors with animals/is own boss/has good salary*

*Negative points: works long hours/does a lot of travelling/can be bitten*

7 **Focus ►** Summarising

Ss makes notes under the headings, then use their notes to prepare their answers. Choose various Ss to make their presentations to the class.

**Focus ►** Writing an article about a person's job

Check comprehension of the task by asking Ss: *What are you going to write? (an article) What will it be about? (a person's job)*. Ss can interview their parents, relatives or parents' friends. Help Ss prepare their questions. Ask: *What should we know about a person's job?* Elicit ideas and write them on the board: **type of job, salary/wages, working hours, place of work, qualifications, pros/cons, person's feelings**. Ss prepare their questions. After Ss have interviewed the person, they write their article. Ss present their articles in the next lesson. Select Ss to read out their writing.

**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.



# Cracking Career!

*Ever dreamed about having a job on a tropical island like one of the Virgin Islands? Then why not consider working as a diving instructor? Not only can you help people learn this fascinating sport, but you can also help educate people about the environment ... Meet Angela Webb and discover how you can make your hobby your career!*

So, Angela, is it hard to become an instructor? What qualifications do you need?

If you are determined and you really want to succeed, anything's possible! But, yes, it takes a lot of time to gain the relevant experience and qualifications. Through the BSAC (British Sub-Aqua Club), I first trained as a Sports Diver and then went on to do my Instructor qualification. If you are really ambitious, you can even progress to Advanced Instructor.

What kind of personality do you need to have to do this line of work? What qualities?

I would say a sense of leadership is important.

Also, determination and an adventurous spirit helps! But, obviously, you have to be good at working with people in a team, and fairly organised. But then there are also skills you need to acquire, like knowing how to use computers or how to speak other languages.

What facts can you tell us about coral reefs?

As much as a quarter of all marine

life lives there – did you know that? So, it's imperative that we look after them. Unfortunately, as you probably know, they are in jeopardy due to man's activity. They're being destroyed a lot faster than the time it took for them to be formed. Did you know that coral reefs take thousands of years to grow? Even if the conditions are perfect, they only grow about two centimetres a year.

That is amazing. Really makes you respect them. So what can we do to ensure the survival of coral reefs?

When diving, be careful not to touch the coral, either with your body or your equipment. Also, we have to be extremely careful in the boat, so we don't drop anchor on a reef. Certainly, no rubbish should ever be dumped there, for obvious reasons. And, naturally, you shouldn't even think about taking some coral home as a souvenir!

Is there anything you don't like about the job you do? Of course it's difficult being away from your family and friends for long periods, and it takes time to adapt to the new culture you are living in. But after a while you find that you have a new home and a new set of friends, and there is no time to get homesick as there are so many new things to discover. The other main concern is the safety aspect – it can be daunting to think that you are responsible for the safety of all the people you instruct. Luckily, everyone under my instruction has escaped unharmed – touch wood!

## 5 Match the underlined words to their synonyms.

- frightening • feeling • take care of • move on
- danger • thrown away • get • ideal

What part of speech is each?

## Listening

- 6 Listen to someone talking about his job. Why does he like it? What negative points does he mention? What job do you think he does?

## Speaking

- 7 Make notes under the headings, then tell the class about what it is like being a diving instructor.

- qualifications • personal qualities • pros/cons

## Writing

**Project:** Interview a person about his/her job. Use the headings in Ex. 7 to prepare your questions. Interview the person, then write a short article (60-80 words) about him/her, similar to the one about Angela.

## Jobs

- 1 a. Match the words to form compound nouns.

1 e	bus	a	instructor
2 c	bank	b	agent
3 h	web	c	clerk
4 f	security	d	programmer
5 b	travel	e	driver
6 g	factory	f	guard
7 a	ski	g	worker
8 d	computer	h	designer

- b. Choose two jobs from Ex. 1a. Use these phrases to make as many true sentences about each job as possible.

**work:** shifts / from nine to five / six days a week / overtime / in an office / in a factory / from home / with your hands / behind a desk / with a computer / outside

**be:** your own boss / self-employed / well-paid / poorly-paid / underpaid / overworked / successful

**the work is:** boring / creative / stressful / interesting / repetitive / challenging / satisfying

*I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.*

► **Speaking**

- 2 What about you? What job would you love/hate to do? Why?

*I could never be a ... because I wouldn't like working shifts.  
I'd prefer to be ...*

**Job skills & qualities**

- 3 In pairs, use the notes to talk about what skills/qualities each job requires, as in the example.

- teacher • architect • lawyer
- tour guide • librarian • songwriter
- office worker • vet • secretary

**Needs to have ...** good computer / organisational skills; a good telephone manner; a driving licence / university degree  
**Must be good at ...** foreign languages, ICT, maths, music, etc;  
 working alone / as part of a team; explaining things  
**Should be ...** careful, creative, dedicated, hard-working, honest, patient, polite, reliable  
**Must be interested in ...** helping others, reading, working with children / animals / etc

*A teacher needs to have a university degree, and must be good at explaining things. They should be dedicated and patient, and interested in helping others.*

► **Reading**

- 4 Read the descriptions of six personality types. Which type(s) are most/least like you? Which of the jobs would you like to do? Does this match the personality type you think is most like yours?

**Risk-taker:** You like to



be in charge. You focus on goals and like to reach your target. You see opportunities and take them. You want to be

rich and successful.  
*stockbroker, pilot, business manager*

**Conventional:** You



like to see things through to the end and you pay attention to detail. You like order,

routine and structure.  
*secretary, cashier, accountant*

**Investigative:** You're



very curious and enjoy problem solving. You like to know how things work and

to test out your ideas.  
*scientist, doctor, astronomer, detective*

**Creative:** You're a



bit of a dreamer, but you can express yourself and you like to find

different ways of doing this.  
*artist, photographer, musician*

**Practical:** You like to



get things done and don't like wasting time. You are good with your hands

and like to spend time outdoors.  
*policeman, carpenter, farmer, electrician, mechanic*

**Caring:** You like



being with people and working as part of a team. You are a good

listener and like helping people with their problems.  
*teacher, nurse, social worker*



## Vocabulary practice

**Objectives:** learning about job skills, qualities and personality types

**Reading:** descriptions of personality types

*Skills – reading for general understanding*

**Speaking:** talking about the good things and bad things about certain jobs; the skills and qualities needed

**Vocabulary:** compound nouns, phrases and idioms related to jobs; phrasal verbs with *through*

**Word formation:** forming adjectives from verbs

**Writing:** an e-mail about your dream job

### 1 a. **Focus ►** Matching words to form compound nouns

Explain the task. (Answer item 1 together then allow Ss time to complete.) Ss compare answers, checking in a dictionary if necessary. Check Ss' answers.

**Answer Key** (See overprinted answers)

### b. **Focus ►** Describing jobs

Go through the phrases and explain any unknown words. Select a S to read out the example. Ask Ss, in closed pairs, to write about the two jobs they have chosen, using as many of the phrases given as possible. Monitor the activity then ask various pairs to read out their answers to the class.

**Suggested Answer Key**

*Bank clerks work from nine to five five days a week. They don't usually work shifts but they can work overtime. They work behind a desk and usually work with a computer. I think they are quite well-paid. Their work is probably quite stressful because they must be very careful not to make a mistake. etc*

### 2 **Focus ►** Expressing personal preferences

Ss consider the jobs from the list, stating which they would love/hate to do. (They may also consider other jobs not given.) Remind them that they should have reasons to justify why they would love/hate that job. Ss prepare individually and then discuss in pairs or groups.

(Ss' own answers)

### 3 **Focus ►** Considering the skills/qualities needed for certain jobs

Elicit from Ss the difference in meaning between a **skill** and a **quality**. (A *skill* is a type of work or activity which requires special training and knowledge; someone's *qualities* are characteristics which are part of their nature.) Read through the example and the notes, checking for comprehension, then tell Ss to work in closed pairs to talk about the jobs given. Monitor the activity.

**Suggested Answer Key**

**A:** An architect may need a university degree, and must be good at ICT. They should be careful and creative, and interested in working with plans.

**B:** A lawyer needs to have a university degree, and must be good at explaining things. They should be hard-working and honest, and interested in helping others.

**A:** A tour guide may need to have organisational skills and they

*must be good at foreign languages. They should be polite and sociable as they meet lots of people while working. etc*

### 4 **Focus ►** Reading for general understanding

Explain to Ss that the drawings represent six personality types. Elicit from Ss what each type is. Read out (randomly) some of the jobs given and ask Ss to say which types they are. Allow Ss time to read the text and decide which personality type they think they are most/least like. Invite comments about the existence of such 'types'.

**Suggested Answer Key**

*I think caring is most like me as I like being with people. I'm not at all practical as I'm not good with my hands, so I could never be a carpenter. I'd like to be a teacher as I like working with children. I think this job matches the characteristics of a "caring" person.*

**Game - Extension**

**Occupation, please.**

Write various jobs on pieces of paper. Choose a S to draw a card. The class in teams asks him/her yes/no questions to find out what the job is.

**Suggested Answer Key**

**Teacher:** (draws card "travel agent")

**Team AS1:** Do you work shifts?

**Leader:** No, I don't.

**Team BS1:** Do you work behind a desk?

**Leader:** Yes, I do.

**Team AS2:** Do you need to have a university degree?

**Leader:** No, I don't. etc.

The first student to guess the correct job draws the next card.

5 **Focus ►** Practising job-related vocabulary

Explain the task. Allow Ss time to complete the task, using dictionaries if necessary. Check Ss' answers.

**Answer Key**

- |                       |                     |
|-----------------------|---------------------|
| 1 applied             | 4 promotion, resign |
| 2 unemployed, vacancy | 5 payslip           |
| 3 dismissed, retired  |                     |

6 **Focus ►** Working with prepositions/dictionary work

Explain the task. Ss complete the exercise, checking in a dictionary. Check Ss' answers. Encourage Ss to note down the phrases in their relevant notebook section.

**Answer Key** (See overprinted answers)

7 **Focus ►** Practising word usage

Explain the task. Allow Ss time to select the correct words to complete the sentences, checking the differences in meaning/usage in a dictionary and then to write their own sentences. Monitor and check.

**Answer Key** (See overprinted answers)

**Suggested Answer Key**

- Doctors get paid a really good salary.  
Let's go out – I got my wages yesterday!
- My brother Sam earns a lot more than I do.  
My friend Matt wins every game of chess we play!
- I'm going to apply for a summer job at a theme park.  
I really want to have a career as a singer.
- Teaching is a very rewarding occupation.  
It is often difficult for students to find employment in the summer.
- Mike works in the shipping industry.  
Amy wants to start her own business.

8 **Focus ►** Forming adjectives from verbs

Explain that the suffixes in the box can be added to verbs to form adjectives. Explain that each gap in the sentences can be completed by adding one of these adjectives. Do item 1 with Ss then Ss complete the task individually. Check Ss' answers on the board.

**Answer Key** (See overprinted answers)

9 **Focus ►** Working with idioms

Explain that the aim of the exercise is to express the same meaning in the second sentence using correct idioms. Ss complete the task individually using dictionaries if they wish. Check Ss' answers and ask if there are similar idioms in their language. As an extension ask Ss to choose an idiom and draw a picture to illustrate its meaning. Ss, in groups, swap papers and guess which idiom the drawing illustrates.

**Answer Key** (See overprinted answers)

10 **Focus ►** Working with phrasal verbs

Elicit/Explain the meaning of each phrasal verb with 'through'. Explain that each gap can be filled in with a phrasal verb from the diagram. Ss complete task. Check Ss' answers. Allow Ss time to complete their drawings. Collect their work and present to the class. Have Ss guess which phrasal verbs are represented.

**Answer Key** (See overprinted answers)

**Game:** Play the game as described.

**Suggested Answer Key**

After finishing school Jane decided to look for a job. She looked through the local paper for a vacancy. When she saw that Pep's Co were looking for a secretary she immediately called to ask for an interview. The woman who answered the phone put her through to Mr Harris who asked her to meet him the next day. Jane's interview went fine and she got the job. She was doing well when one day Mr Smith, her superior, assigned her a difficult task to carry through. Jane went through a hard time. She tried as hard as she could but her planning fell through due to lack of experience.

**Focus ►** Writing an e-mail about a dream job

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? (a dream job) Allow Ss time to brainstorm for ideas under the headings in the bullet points and prepare their piece of writing. Select Ss to read out their e-mails.

**Suggested Answer Key**

Hi Suzie!

What's your idea of a dream job? For me it would be a song writer because I'd love to be my own boss and make my hobby my career. Also, I'm a very creative person who likes to express myself, so I think making up songs would be perfect for me! I hope my dream comes true one day!

What about you? Write and tell me!

Love from,

Ann

**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.



**5** Fill in: *payslip, applied, dismissed, unemployed, vacancy, resign, promotion, retired*.

- 1 A: Have you found a job yet?  
B: I ..... to join the army, but I haven't heard anything yet.
- 2 A: Is your brother still .....?  
B: No. There was a ..... at the local factory, so he's working there now.
- 3 A: Have you heard? Jones from Sales was .....  
B: No. He just ..... early so he can spend more time with his family.
- 4 A: I can't believe I didn't get that .....!  
B: You should ..... and look for another job.
- 5 A: How's your new job going, Sam?  
B: It's great. I can't wait to get my first .....

**6** Fill in: *for, as or in*. Check in your dictionaries.

- 1 I'd like to apply *for* the post.
- 2 I have worked *as* a singer since 1995.
- 3 How long have you worked *in* Accounts?
- 4 Fill in this application form.

**7** Complete the sentences with the correct word. Check in your dictionaries. Make sentences using the rest of the words.

- 1 I haven't had a salary/wages/pay rise for four years.
- 2 Until he earns/gains/wins more experience, there's no chance of him getting a better job.
- 3 Sarah is a teacher by job/career/profession.
- 4 Eve wants to make herself a(n) occupation/career/employment in the music industry.
- 5 Jack works for a sales business/industry/company.

**Word formation (forming adjectives from verbs)**

**8** Read the theory, then complete the sentences with the correct adjective derived from the verbs in bold.

We can form adjectives from verbs with the suffixes:  
**-able** (*imagine – imaginable*), **-ible** (*sense – sensible*),  
**-ive** (*impress – impressive*), **-ed** (*please – pleased*) and  
**-ing** (*please – pleasing*).

- 1 You have to be creative (**create**) to be an artist.
- 2 Sam can't find a suitable (**suit**) job.

- 3 Tom is brilliant at making any subject comprehensible (**comprehend**) to small children.
- 4 Being a teacher is always interesting (**interest**) because every day is different.
- 5 Now he has finished university, Lee is a qualified (**qualify**) architect.

**Idioms**

**9** Choose the correct word in the second sentence to complete the idioms in bold, whose meaning is given in the first sentence. Are there similar idioms in your language?

- 1 Laura believed they would ask her to leave. She thought she would **get the bag/sack**.
- 2 This factory operates all day and all night. This factory operates **(a)round the clock/hours**.
- 3 Bill stopped working and went home at 6 pm. At 6 pm, Bill **called/named it a day**.
- 4 Henry was asked to leave his last job. Henry **got fired/shot** from his last job.

**Phrasal verbs**

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



- 1 Can you put me through to Mr Smith, please? (**connect by phone**)
- 2 John's working on a difficult project but I'm sure he can carry it through. (**complete successfully**)
- 3 Their plans for opening a new branch fell through due to lack of money. (**failed**)
- 4 Sue went through a painful time when she got fired. (**experienced**)
- 5 Why don't you look through the local paper for a vacancy? (**look at quickly**)

**GAME**

Work in pairs. Make up a story including the phrasal verbs. The class votes for the best story.

**Writing**

**Project:** Write a short e-mail to your English pen-friend about your dream job. Say: *what it is, why it's your dream job, how it matches your personality type*.

## Conditionals

Grammar Reference

## ► Reading

- 1 a. Read the joke. What tenses are used after *if*?  
Complete the table using sentences from the text.

Don't be late again. If you **aren't** back by 9:00, you'll **be** in trouble.

OK, Dad, I promise.

My watch stopped. If it **hadn't stopped**, I **would have been** on time.

Yes, Dad.

If you **weren't** always late, I **wouldn't mind** so much. You promised to be on time, didn't you?

When you **break** your promises, I **get** angry. And I promised to punish you ...

That's OK, Dad – I **won't get** angry if you **break** your promise, too!

Type	Conditional clause	Main Clause
0	If/When + present simple <i>When/if you break your promises,</i>	present simple <i>I get angry.</i>
1	If + .....	will/won't (can/should/may/might/imperative) + bare infinitive
2	If + .....	would/wouldn't (could/might) + bare infinitive
3	If + .....	would/wouldn't + have + past participle

- b. Which type refers to: *an unlikely situation in the present? a real or probable situation in the present/future? an imaginary situation contrary to facts in the past? a general truth?*

- 2 Work in pairs. How do these sentences differ in meaning? Check in the Grammar Reference.

*If he does this project well, he'll get promoted.*

*Unless he does this project well, he won't get promoted.*

*When he does this project well, he'll get promoted.*

- 3 Complete the sentences. Which type of conditionals is each one?

- When she finishes (finish) school, she will look (look) for a job. (type 1)
- Unless Tom is (be) determined, he won't be (not/be) successful. (type 1)
- If you enjoy (enjoy) your job, you are (be) lucky. (type 0)
- When you see (see) Mr Smith, tell (tell) him to come immediately. (type 1)
- When you mix (mix) red and white, you get (get) pink. (type 0)

- 4 Helen is quite unhappy. Read her thoughts, then rewrite the sentences using the second conditional.

1 I don't have enough qualifications to find a better job.

2 I don't earn enough money to buy a flat.

3 I feel tired because I go to bed late every night.

4 I don't have any friends, so I feel lonely.

*If I had more qualifications, I could find a better job.*

## ► Speaking

- 5 Work in groups. What would you do if you ...

- were Prime Minister for a day?
- had a lot of money?
- saw a mouse?
- got lost in the jungle?
- failed your exams?

- 6 Work in pairs. What would have happened if you ...

- had woken up late this morning?
- had lost your pocket money?
- hadn't done your homework?
- had been born in another country?
- had won £1 million?



## Grammar in use

**Objectives:** reviewing conditionals; using clauses of purpose; expressing wishes/regrets

**Reading:** a joke

*Skills – reading for specific understanding*

**Speaking:** talking about possible/unlikely scenarios

**Listening:** a monologue expressing regrets

*Skills – listening for specific information*

**Grammar:** reviewing the use of conditional tenses after *if* (Type 0, 1, 2, 3 conditionals); using clauses of purpose; language to express wishes and regret

**Writing:** an e-mail to a friend about some things you regret

### 1 a. **Focus ►** Reviewing the form of conditionals (Type 0, 1, 2, 3)

Ask Ss to read the joke. Alternatively, go through the joke. Focus Ss' attention on the conditional sentences. Elicit which word introduces a conditional sentence (*if*). Ask: *Which sentence expresses a possible situation in the present/future? (If you aren't back ...)* Elicit that this is Conditional Type 1, then elicit what tenses are needed to form this type. Ss complete the table. Repeat to elicit which sentence expresses an imaginary situation contrary to facts in the present and therefore unlikely to happen in the present/future (*If you weren't ...*) (Type 2) and which expresses an imaginary situation contrary to facts in the past (*If it hadn't stopped, ...*) (Type 3). Draw Ss' attention to "When you don't keep your promises, I get angry." Elicit that this sentence expresses a general truth and explain that this is Type 0 Conditional. Point out that we use **when** instead of **if** for definite things that always or normally happen.

#### Answer Key

- 1 *If + present simple (you aren't back by 9:00; you break)*
- 2 *If + past simple (you weren't always late)*
- 3 *If + past perfect (it hadn't stopped)*

### b. **Focus ►** Reviewing the use of conditionals (Type 0, 1, 2, 3)

Explain the task. Ss complete the task individually. Check Ss' answers. Refer Ss to the Grammar Reference section for more details.

#### Answer Key

*Unlikely situation in the present: Type 2 conditional. (e.g. If trees had legs, they would run away.)*

*A real or probable situation in the present/future: Type 1 conditional. (e.g. If I miss the bus, I won't go shopping.)*

*An imaginary situation contrary to facts in the past: Type 3 conditional. (e.g. If I had seen you in town, I would have said hello.)*

*A general truth: Type 0 conditional. (e.g. If you don't sleep enough, you get a headache.)*

### 2 **Focus ►** Reviewing *if*, *unless*, *when*

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

#### Answer Key

*The first sentence leads us to believe that there is every chance he will get promoted, should he complete the project well. (But he will only get promoted if he fulfils this requirement.) The second sentence expresses the same idea; however, it is phrased more negatively. (It is absolutely essential that he complete the project well in order to get promoted; a positive outcome is in doubt.) The third sentence, with the use of 'when', expresses complete confidence in his ability to complete the project and get promoted. (It is only a matter of time before he does.)*

### 3 **Focus ►** Practising using conditionals/identifying types

Explain the task. Allow Ss time to complete individually. Monitor the task and check Ss' answers.

*Answer Key (See overprinted answers)*

### 4 **Focus ►** Practising the second conditional (writing)

Read the rubric and the example sentence. Allow Ss time to complete the task individually. Check answers around the class.

#### Answer Key

- 1 *If I had more qualifications, I could find a better job.*
- 2 *If I earned enough money, I could/would be able to buy a flat.*
- 3 *If I didn't go to bed so late every night, I wouldn't feel so tired.*
- 4 *If I had some friends, I wouldn't feel so lonely.*

### 5 **Focus ►** Speaking about (un)likely scenarios

Explain the task. Read out the scenarios. Allow Ss time to consider what they would do and then set up groups for them to compare their responses.

*(Ss' own answers)*

#### Suggested Answer Key

*If I were Prime Minister for a day, I'd abolish slavery/I'd build a lot of schools/I'd give money to the poor. etc*

*If I had a lot of money, I'd go on a world cruise/I'd build a house for the homeless/I'd buy a mansion etc*

*If I saw a mouse, I'd scream/I'd run away*

*If I got lost in the jungle, I'd panic/I'd try to find my way back/I'd build a hut etc*

*If I failed my exams, I'd be sad/my parents would be disappointed/I'd re-sit them. etc*

### 6 **Focus ►** Practising the third conditional (speaking)

Set up Ss in pairs to ask and answer the questions. Walk around the room monitoring the activity.

#### Suggested Answer Key

A: *What would have happened if you had woken up late this morning?*

B: *I'd have missed the school bus. What would have happened if you had lost your pocket money?*

A: *I wouldn't have been able to buy any snacks. What would have happened if you hadn't done your homework?*

B: *My teacher would have been angry with me. What would have happened if you had been born in another country?*

A: *I wouldn't have met you. What would have happened if you had won £1 million?*

B: *I would have given it to the poor.*

7 **Focus ►** Speaking – statements/questions/outcome game

On the board write up the headings **true statement**, **question**, **outcome**. Write up the example in different colours. Explain that now the Ss will get a chance to say their own true statements and consider different outcomes. (For each 'colour' a new student must speak.) Work around the class, guiding the activity, calling out **statement**, **question** and **outcome**.

**Suggested Answer Key**

(Suggested answers: I tidied my room yesterday. I bought a pair of new trainers. I helped my brother with his homework yesterday.)

S1: I tidied my room yesterday.

S2: What would have happened if you hadn't tidied it?

S3: My mum would have been angry with me. etc

8 **Focus ►** Using clauses of purpose

- Read the examples and draw Ss' attention to the structures. Elicit if there are similar structures in Ss' L1.
- Explain the task. Allow Ss to write their answers individually. Check answers around the class.

**Answer Key**

- He is studying English so as to travel abroad.
- Mark is saving hard so that he can buy a new car.
- The company is interviewing now with a view to hiring new staff.
- She got a mortgage from the bank in order to buy a house.
- Everyone stopped working at one o'clock for lunch.

9 a. **Focus ►** Expressing wishes

Write on the board: **wishes about the present/future**, **wishes/regrets about the past** and elicit from Ss which sentences are which, writing them in the correct columns. Draw Ss' attention to the way wishes are introduced and elicit the tense used afterwards.

**Answer Key**

**Wishes about the present/future:** If only you weren't working late today. I wish I could be a rock star.

**Wishes/Regrets about the past:** I wish I had applied for the job. If only I had won that singing contest.

Language used to introduce – If only ..., I wish ... + past perfect

b. **Focus ►** Practising expressing regret

Explain the task. Allow Ss time to write their answers. Check answers around the class.

**Answer Key**

- I wish/If only I had known that company was hiring new staff.
- I wish/If only my job was less tiring.
- I wish/If only my salary was higher.
- I wish/If only I had the career I wanted.

10 **Focus ►** Expressing personal wishes and regrets (speaking)

Explain the task and set up pairs. Monitor Ss and then select Ss to report their answers to the class.

(Ss' own answers)

11 **Focus ►** Listening for specific information

Explain the task. Check comprehension of the questions, then play the recording and allow time for Ss to note down their answers individually. Play the recording again if necessary. Check answers around the class.

**Answer Key**

Mary had the opportunity to study dress design and maybe become a famous fashion designer. However, she didn't take the opportunity because she didn't want to leave home and she had been offered a well-paid job in an office. If Mary had been more adventurous and accepted the job, she would perhaps be a wealthy fashion designer now running her own business.

12 **Focus ►** Sentence transformations

Ss complete the task individually. Check Ss' answers.

**Answer Key** (See overprinted answers)

**Focus ►** Writing an e-mail to a friend

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? (some things you regret doing)* Allow Ss time to brainstorm ideas. Ss can use their ideas from Exs. 7 & 10 to do the task.

**Suggested Answer Key**

Dear Anna,

You asked me how my summer went. Well, it was awful! I was so bored and I had a terrible argument with my best friend!

You see, I didn't apply for that job you told me about at the zoo. I really regret it now! If I had listened to your advice I would have worked every day and I wouldn't have felt so bored! Also, I really wish I hadn't argued with my best friend. If I hadn't argued with her we could have hung out together and I would have had something to do! I really wish I could turn back the clock!

Oh well – I guess things can only get better! How was your summer? Write back soon.

Love,

Jenny

**Synergy:** Allow Ss two or three minutes to revise the grammar structures. In pairs, Ss make sentences using the new structures. Monitor the activity and then select pairs to present their sentences to the class.



- 7 Start with a true statement about your day yesterday, then say what could have happened if you had done something different.

S1: I woke up at 8 am yesterday.

S2: What would have happened if you hadn't woken up at 8 am?

S3: I would have missed the school bus. etc

## Clauses of purpose

- 8 a. Read the examples.

- (to)-infinitive *He called to say he'd be late.*
- in order to, so as to (more formal) *They are working overtime in order to meet their deadline.*
- so that *I'll give you his number so that you can call him.*
- for + noun phrase *He wrote the article for money.*
- with a view to + -ing *She got a degree in design with a view to becoming a stylist.*

- b. Join the sentences, using the words in brackets.

- 1 He is studying English. He wants to travel abroad. (so as to)
- 2 Mark is saving hard. He wants to buy a car. (so that)
- 3 The company is interviewing now. They want to hire new staff. (with a view to)
- 4 She got a mortgage from the bank. She wants to buy a house. (in order to)
- 5 Everyone stopped working at one o'clock. They wanted lunch. (for)

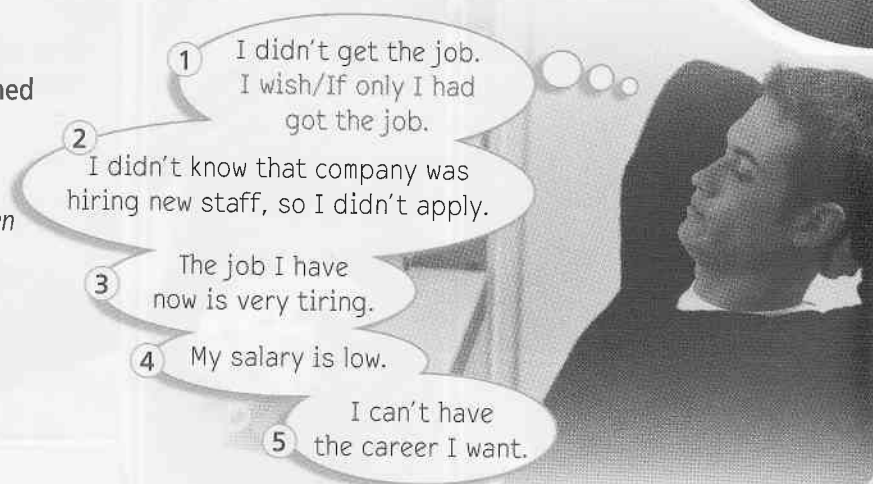
## Wishes

Grammar Reference

- 9 a. Read the sentences. Which is: *a wish about the present/future? a wish/regret about the past?* What words are used to introduce wishes? What tenses are used after these words?

- I wish I had applied for the job
- If only you weren't working late today.
- I wish I could be a rock star.
- If only I had won that singing contest.

- b. Read Greg's thoughts and write sentences, as in the example.



- 10 Work in pairs. Say two things that you wish you could do/be, and two things you regret (not) having done.

A: I wish I had taken my friend's advice.

If I had taken my friend's advice, I wouldn't have ...

B: I wish I were more patient.

If I was more patient, my friends ...

## ► Listening

- 11 Listen to Mary. What does she regret? What would have happened if she had made a different choice?

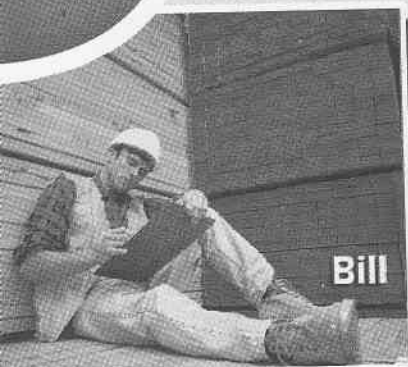
## Sentence transformations

- 12 Here are some sentences about the music industry. Complete the second sentence so that it means the same as the first. Use no more than three words.

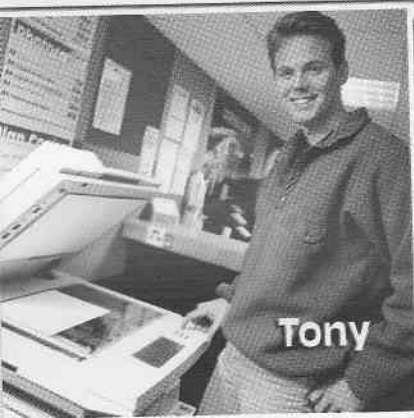
- 1 Deirdre doesn't earn enough money.  
Deirdre wishes she earned more money.
- 2 You need a lot of experience to get the job.  
Unless you are (very) experienced, you won't get the job.
- 3 Mel worked all night on the music video.  
Mel spent all night working on the music video.
- 4 John is a stylist for a rock star.  
John works as a stylist for a rock star.
- 5 She works Monday to Friday from 9 to 5.  
She has a job from Monday to Friday.

## ✍ Writing

**Portfolio:** Think of some things you regret having done. Write an e-mail to a friend of yours, explaining the situation and what would have happened if you had acted differently.



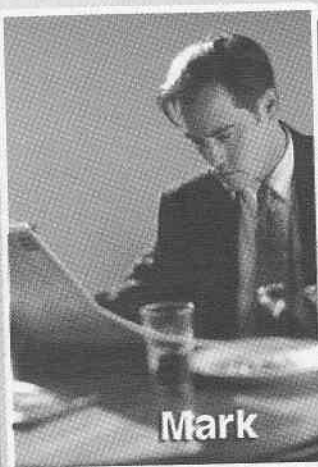
Bill



Tony



Ann



Mark



Laura

### Clothes at work

- 1 a. Look at the pictures. Who wears *a uniform, a hard hat, an overall, a blouse, a suit, jeans, boots, casual clothes* to work? What do these people do for a living?
- b. What clothes do you think are suitable to wear for a job interview as a: *part-time shop assistant? waiter at a café? secretary?*

### STUDY SKILLS

#### Listening for specific information

Read the statements and underline key words. This will help you understand the general content of the listening. Listen carefully. Try to listen for synonyms or rephrasing.

#### ► Listening

- 2 a. Read statements 1-5. What might the dialogue be about?
- b. Listen and mark the statements below as **T** (true) or **F** (false). Were your guesses correct?
- |   |   |
|---|---|
| 1 Claire has an interview this morning.                                       | F |
| 2 Lynn thinks Claire should wear a smart suit for her interview.              | F |
| 3 At first, Claire thinks she doesn't have to dress nicely for the interview. | T |
| 4 Claire usually wears a lot of make-up.                                      | T |
| 5 Lynn thinks Claire may get the job.   | T |

### Getting a job

#### ► Reading

- 3 a. Look at the questions. What is the dialogue about? Read through and check.
- A How many hours will you be working?  
 B What do you have to wear?  
 C How much money will you get?  
 D Did you meet any of the people you'll be working with?  
 E How did the interview go?
- b. Read again and complete the dialogue. Compare answers with a partner. Listen and check.

A: Hi, Betty! **1 E**

B: I got the job! I start on Saturday!

A: Congratulations! **2 A**

B: Sixteen hours a week, weekends only, and the pay is pretty good – £5 an hour plus tips.

A: Yeah. Not bad. **3 B**

B: A uniform. It's a blue T-shirt, a red skirt and a white apron. They've provided me with two, so I always have a clean one to wear when the other is in the wash.

A: Smart thinking! **4 D**

B: A few. They were really friendly. My duties will be quite easy, too – basically, just taking customers' orders, serving food and drinks and clearing away. I think I'm going to like it.

A: Good for you.

- c. Which of the sentences below best summarises the dialogue?

- Looking for a job
- **Getting a job**
- Applying for a job



## Listening & Speaking skills

**Objectives:** considering appropriate clothing for different jobs; describing pictures accurately, fluently and with grammatical precision; talking about ambitions; practising agreeing and disagreeing with opinions

**Reading:** a dialogue (gap-fill)

*Skills – predicting*

*placing questions in correct order (making cohesion)*

*summarising the main topic*

**Speaking:** describing what people wear to work and what line of work they do; speaking about a part-time job; talking about ambitions; describing pictures; talking about the best job in the world – agreeing and disagreeing

*Skills – assessing a partner's accuracy of description, grammar and fluency*

**Vocabulary:** phrases to express agreement and disagreement; clothes related to various jobs

**Listening:** dialogue about an interview (T/F statements); dialogue about ambitions

*Skills – predicting, listening for specific information*

### 1 a. **Focus** ▶ Presenting vocabulary

Ask Ss to look at the pictures. Elicit the jobs the people do and ask Ss to describe the clothes they wear to work.

#### **Suggested Answer Key**

*I think Bill is a builder. He wears jeans, boots and a hard hat to work.*

*Tony is an office worker. He wears casual clothes to work, like jeans and a jumper.*

*Ann is a florist. She wears an overall to work.*

*Mark is a businessman. He wears smart clothes to work, a suit and a tie.*

*Laura is a secretary. She wears a suit and a blouse to work.*

### b. **Focus** ▶ Considering most suitable clothes for interviews

Write the spidergrams on the board. Complete them with Ss. Ss work in pairs to decide which clothes are suitable. Invite Ss to use words from the spidergrams. Invite Ss' suggestions and encourage class discussion on the subject. As an extension ask Ss what their parents wear at work.



(Ss' own answers)

#### **Suggested Answer Key**

A: *I think that a pair of jeans, a shirt/blouse and comfortable shoes would be fine for someone who was going to have a job interview for a part-time shop assistant.*

B: *I agree. Casual clothes would be fine.*

- *waiter at a café: pair of trousers & shirt, skirt and top/blouse, comfortable flat shoes etc*
- *a secretary: suit and tie, blouse and skirt (F)/pair of trousers and shirt and tie (M), high heels (F)/flat shoes (M)*

### 2 a. **Focus** ▶ Pre-listening (predicting)

Ss read statements and predict topic of dialogue.

#### **Suggested Answer Key**

*The dialogue is between two friends, Claire and Lynn. They are talking about what clothes Claire should wear for a job interview she has.*

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

Ss answer true or false questions individually. Check answers and ask if Ss' guesses were correct.

**Answer Key** (See overprinted answers)

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

After reading questions A-E, elicit from Ss what they expect the dialogue to be about.

#### **Answer Key**

*The text is about a new job someone has just got.*

### b. **Focus** ▶ Gap-filling activity (dialogue cohesion)

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

**Answer Key** (See overprinted answers)

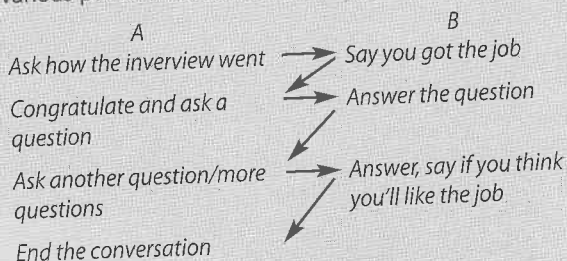
### c. **Focus** ▶ Summarising the content of a dialogue

Ask Ss what the focus of the dialogue is (selecting from the sentences given.) Ask Ss for the key words in the dialogue that prove it.

**Answer Key** (See overprinted answers)

#### 4 **Focus** Speaking about part-time jobs

Read out the list of ideas in the chart and elicit/explain any unknown words. Write the skeleton plan below on the board and elicit an example for each prompt. Ask Ss, in closed pairs, to use the ideas in the chart and the skeleton plan to compose imaginary dialogues about part-time jobs they have. Monitor the activity, then ask various pairs to read out their dialogues to the class.



##### **Suggested Answer Key**

- A: Hi, Jan! How did your interview go?  
 B: Oh, great thanks! I got the job!  
 A: Oh, well done! When will you be working?  
 B: Just Saturdays and Sundays. Eleven hours all together.  
 A: That's great! So what will you have to do?  
 B: Oh, I think it will be quite hard work. I have to serve customers in the morning and make deliveries in the afternoon. I think I'm going to like it!  
 A: Cool! Let me know how it goes!

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

To introduce the listening ask Ss what they want to be when they leave school. Write these professions on the board. Explain to Ss that they will now hear three students talking about their ambitions and that they must write down their job titles. Play the recording for Ss to do the task. Check Ss' answers.

**Answer Key** (See overprinted answers)

#### b. **Focus** Personalising (Speaking about your ambitions)

Direct Ss' attention to the language box (suggested questions and replies). In pairs Ss construct dialogues. Monitor the task then choose a few pairs to speak in front of the class.

##### **Suggested Answer Key**

- A: What are your plans for the future?  
 B: I want to become a doctor. And you – what do you want to do for a living?  
 A: My hope is to go to university and study law.  
 B: So you would like to be a lawyer – that's ambitious!  
 A: Yes, I will have to study hard.  
 B: Good luck with your studies!  
 A: And to you!

#### 6 a. **Focus** Practising descriptions

Ss work in pairs. Explain the task (direct Ss' attention to the picture.) Explain that they will each get a turn to speak and they must try to describe what they see in as much detail as possible. If possible record Ss' performance.

##### **Suggested Answer Key**

The people in the picture are in a primary school. The lady in the middle is a teacher; the two girls are her young students. The girls are wearing dungarees and long-sleeved tops. The teacher is wearing a thick shirt on top of a T-shirt. They are wearing these clothes so that they don't get covered in paint. (They are making pictures with their hands, using paints.) It looks like they are enjoying themselves – they are having fun creating patterns on the paper. The teacher is looking at her young student with love and admiration.

#### b. **Focus** Evaluating accuracy and fluency of speech

Tell Ss to comment as constructively and honestly as they can on their partner's performance, considering the three aspects (accurate description/grammar/fluency).

#### 7 **Focus** Expressing agreement/disagreement

Tell Ss they are going to discuss what they think the best job in the world is and that it is quite likely they will have different opinions. Read through phrases from the table to express agreement/disagreement and ask an open pair to read the model. Match Ss with partners and allow time for them to complete the activity. Monitor activity. Invite a few pairs to replicate their dialogues.

(Ss' own answers)

#### 8 **Focus** Reviewing

Allow Ss some time to review their notes. Pair Ss up to discuss. Monitor the activity.

**Fun Time:** Point out that "It's all Greek to me" is an English idiom meaning difficulty in a foreign language. This is based on the fact that the Greek alphabet as well as the syntax and pronunciation bears little resemblance to the English one, therefore an English person has difficulty understanding and reading Greek unless he/she studies the language.

##### **Game - Extension**

Pair up Ss. Ss in each pair take turns to choose a job (refer Ss back to p.78-81 for job vocabulary). The other S in the pair must ask yes/no questions to find out what the job is. Each time a S guesses the job correctly they receive a point. Monitor the activity around the class, correcting Ss as necessary (you may wish to brainstorm possible questions before the game begins e.g. Do you get a good salary? Do you wear a uniform? Do you work shifts? etc).

#### **Workbook 7 – Listening & Speaking**



- 4 Work in pairs. Imagine you have got a part-time job. Use the ideas below to tell your partner all about it. Use the dialogue in Ex. 3 as a model.

weekends off	work weekends/late nights
wear what I like	wear a uniform/suit
the money's great	the pay's terrible
helpful/friendly	unhelpful/unfriendly
co-workers	co-workers
easy/few duties	lots of duties, hard/dirty work

## Talking about ambitions

### ► Speaking

- 5 a. Listen to some students talking about their ambitions. What does each person want to be?

Mary (riding school instructor)

Tom (doctor)      Helen (airline cabin staff)

- b. In pairs, use the language box to talk about your ambitions.

Questions	Replies
• What are your plans for the future?	• I'd like to be ...
• What do you want to be when you grow up/leave school/finish your course/etc?	• I want to become ...
• What do you want to do for a living?	• I hope to get ...
• What is your ideal job?	• I would like/love to be ...
	• I wish I could be ...
	• My hope is to ...

## Describing pictures

- 6 a. Work in pairs. Look at the picture. Describe it to your partner. Talk about:
- where the people are
  - what they are wearing
  - what they are doing
  - how they feel



- b. Evaluate your partner's performance in terms of:

• accurate description • grammar • fluency

Swap roles. Look at the picture and describe it to your partner. Your partner evaluates your performance.

## Agreeing/disagreeing with opinions

- 7 Work in pairs. Study the table and the examples. Then discuss what you think the best job in the world is.

Asking about agreement & disagreement	
• Don't you agree that ...?	• Don't you think ...?
	• I think ... , don't you?
Expressing agreement	Expressing disagreement
• I (quite) agree.	• You are wrong (there).
• That's right/correct.	• I don't agree.
• Exactly/Certainly.	• That's not right.
• I think/believe so.	• Certainly not.
• You are right (there).	• I don't think so.
• Yes/Of course.	• Not really.

A: I think a teacher has a great job. He works with kids and shares knowledge.

B: I don't really think so. He has to spend a lot of time preparing for his lessons or marking essays. etc

- 8 Think of what you have learnt in this lesson. Close your books and tell a partner.



## Getting started

- 1 What information do you think you should include in a letter of application? Choose from the list. Compare answers with your partner.
- Work experience • Hobbies
  - What you are doing now • Personal qualities
  - Job title applying for • Salary you would like to get
  - How much you want the job
  - Where/When you saw it advertised
  - Qualifications • Family status

- 2 Which of the following greetings and salutations are appropriate for a letter of application? Why?

- |                     |                   |
|---------------------|-------------------|
| 1 Dear Sir/Madam,   | 3 Dear Mr Carver, |
| Yours faithfully,   | Yours sincerely,  |
| 2 Dear Sally Brown, | 4 Dear Mr Davis,  |
| Love,               | Yours,            |

## Let's look closer

- 3 Read the letter and complete the paragraph plan.
- age/qualifications • reason for writing
  - closing remarks • experience/personality

Dear Mr Savage,

▶ I am writing to apply for the position of part-time shop assistant at Cobweb Records as advertised in *The Evening Post* yesterday.

▶ I am an eighteen-year-old student. I am currently studying Music at Preston College.

▶ I have some experience as I worked in a department store last summer. I am very friendly and polite, which I believe are necessary qualities for dealing with customers. I am also hardworking and don't mind working shifts.

▶ I hope you will consider me for the job. I would be happy to attend an interview. I look forward to hearing from you soon.

Yours sincerely,

Simon Smith  
Simon Smith

- Para 1 reason for writing  
Para 2 age/qualifications  
Para 3 experience/personality  
Para 4 closing remarks

## Formal style

- 4 Work in pairs. Which of the following characterise the style of the letter in Ex. 3? Give examples.
- personal, chatty • polite • everyday language
  - short forms • full forms • formal phrasal verbs
- 5 Find formal expressions in the letter that match the informal ones below. Compare with your partner.

Informal	Formal
I want to apply for ...	I am writing to apply for
... that I saw an ad for in ...	as advertised in
Right now, I'm studying ...	I am currently studying music at Preston College
Think about me for the job.	I hope you will consider me for the job.
I can't wait to hear from you.	I look forward to hearing from you

## Your turn

- 6 **Portfolio:** Underline the key words in the rubric, then answer the questions in the plan. Use your answers to write your letter (100-150 words).
- You saw this advertisement in The Citizen newspaper last Monday. Write a letter of application.

## WANTED

Part-time waitress to work weekends at Streets café.

- Some experience required
- Good rates of pay
- Lively personality an asset

Apply in writing to Mr Field, PO Box 64

## Plan

Who will you address your letter to?

**Introduction (Para 1)**

What position are you applying for?

Where and when did you see it advertised?

**Main Body (Para 2 & 3)**

What are you doing at the moment?

What is your work experience?

What relevant personal qualities do you have?

**Conclusion (Para 4)**

What are your closing remarks?

How will you sign off?



## Writing

**Objectives:** learning about how to plan and write a letter of application in the appropriate style

**Reading:** letter of application; examples of formal language

**Writing:** a letter of application for a part-time job

### 1 **Focus ►** Discussing the content of a letter of application

Elicit from Ss when we write a letter of application (*when asking for a job*). Remind students that it is important to plan a letter of this kind (and have a clear idea about what they will include before they begin to write). Present the list of suggestions to the class. Allow time for individual Ss to choose then ask them to compare with a partner.

#### **Suggested Answer Key**

##### **Items to include:**

- Job title
- Where/When you saw it advertised
- What you are doing now
- Work experience
- Qualifications
- Personal qualities
- How much you want the job

##### **Items not to include:**

- Hobbies (on your CV)
- Salary you would like to get (ask at interview)
- Family status (on CV)

### 2 **Focus ►** Greetings and salutations in formal letters

Elicit from Ss in what style a letter of application should be written (*formal*). Remind Ss that it is essential to begin and end in an appropriate manner in order to create the best impression. Ss decide individually which greetings and salutations are best. Check answers around the class.

#### **Answer Key**

- 1 *Appropriate (conventional to begin and end in this way if you do not know the name of the person you are writing to; suitably formal)*
- 2 *Inappropriate (we would never start with Dear+person's full name)*
- 3 *Appropriate (suitably formal)*
- 4 *Inappropriate (the ending is too informal)*

### 3 **Focus ►** Analysing a model letter of application/ completing a paragraph plan

Explain the task and allow Ss some time to complete it. Ss compare answers. Check Ss' answers.

**Answer Key** (See overprinted answers)

### 4 **Focus ►** Familiarising with formal style

Read through the characteristics of style (*bullet points*) and ask for/ elicit examples of each. In pairs Ss then re-read the letter to search for examples.

#### **Answer Key**

- *Polite language* – I hope you will consider me for the job; I would be happy to attend an interview etc
- *Full forms* – I am writing; I am an eighteen-year-old student; I am currently... etc.
- *Use of formal phrasal verbs* – I look forward to hearing from you soon; dealing with customers

### 5 **Focus ►** Analysing the style/finding examples

Explain task. Ss complete the table with their answers and compare with a partner. Check Ss' answers.

**Answer Key** (See overprinted answers)

### 6 **Focus ►** Understanding a rubric – writing a letter of application

Read out the rubric and elicit the key words from the class. Elicit answers from the plan. Explain that Ss will now write their letter applying for the job. Allow time for Ss to complete notes in answer to the questions in the plan. Ss write their letters. Before Ss hand in their piece of writing, ask them to check it against the plan and make sure they have followed the paragraph outline.

**Answer Key** (See overprinted answers)

Letter to be addressed to Mr Field

Position applying for – part-time waitress

Where and when seen advertised – in *The Citizen* newspaper last Monday

What are you doing at the moment? (Ss' own answers)

What is your work experience? (Ss own answers)

What relevant qualities do you have? (Ss' own answers)

Closing remarks – I look forward to hearing from you soon./ I would be pleased to attend an interview.

Sign off – Yours sincerely

#### **Suggested Answer Key**

Dear Mr Field,

I am writing to apply for the position of part-time waitress at Streets café as advertised in *The Citizen* last Monday.

I am a seventeen-year-old student, completing my final year of secondary education and I plan to go to college next year to study food and nutrition.

I have some experience as I worked in my uncle's café for two months last summer. I am a friendly and helpful person who enjoys working with people. I am also punctual and able to work well during stressful, busy periods. In addition, I have some knowledge of foreign languages, which may be useful when working with tourists.

I would be happy to have the opportunity to work with you this summer and I look forward to discussing my application further at an interview.

Yours sincerely,

Rebecca Myers

## Culture Clip

**Objectives:** learning about an unusual English job  
**Reading/Listening:** a text about a ravenmaster (gap-fill)  
*Skills – reading to complete gaps*  
**Speaking:** interview with a ravenmaster  
**Writing:** a short article about a tourist attraction in your country

### 1 **Focus ►** Predicting subject of text from title; reading for specific information

Focus Ss' attention on the pictures and the title. Elicit where this person works (*in Tower of London, England*) Invite Ss to describe the picture and interpret the title. Explain that 'raven' is a type of bird. Allow time for Ss to read the text to find out what the Ravenmaster does. Confirm the correct answer.

#### Answer Key

*A ravenmaster looks after the ravens at the Tower of London. (He lets the birds out of their cages/puts them in at night; feeds them and gives them water.) He also guards the Tower and guides visitors around and answers any questions they have. It is believed that he has the huge responsibility of protecting England from disaster.*

**Background information:** The Tower of London is a landmark in central London just outside the city of London. It is a complex of several buildings along the River Thames. It has been used as a fortress, zoo, palace, place of execution, observatory shelter and prison (particularly for upper class prisoners). This last use has led to the phrase "sent to the Tower" meaning "imprisoned". Elizabeth I was imprisoned for a time there during her sister Mary's reign. Nowadays the Tower is a tourist attraction. Tourists can see the buildings themselves, the British Crown Jewels, a fine armour collection from the Royal Armouries and a remnant of the wall of the Roman fortress.

### 2 a. **Focus ►** Reading for specific information (gap-filling activity)

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

*Answer Key (See overprinted answers)*

### b. **Focus ►** Explaining the meaning of certain words

Ss explain the words in bold by giving a synonym or example sentence. Ss try to explain the meaning of the words in bold from context. Ss can use their dictionaries. Ss then choose as many of the words as possible to mine or draw the meaning.

#### Answer Key

*crumble (v): break into small pieces*  
*permanent (adj): lasting for ever, not temporary*  
*residence (n): home, house*  
*sole (adj): only*  
*welfare (n): comfort and prosperity*

*legend (n): old and popular story that may be true*  
*fate (n): destiny*

### 3 **Focus ►** Speaking (Pair work) – testing comprehension

Set up pairs and explain that they are going to quiz each other on the information given in the text. Allow Ss time to prepare their questions before they begin. Monitor the task.

*(Ss' own answers)*

### 4 **Focus ►** Speaking (Pair work) – conducting an interview

In a new pair Ss allocate themselves the roles of the Ravenmaster/reporter. Allow Ss time to prepare questions/get into role before they begin. Monitor the task, then choose individual pairs to conduct their interview in front of the class.

#### Suggested Answer Key

A: What does a ravenmaster do?  
 B: We look after the ravens, feed them and make sure they are healthy.  
 A: Is that all?  
 B: No, not really. We also guard various parts of the Tower, guide visitors and answer their questions.  
 A: Is it a 9 to 5 job?  
 B: I wouldn't say so. Our day starts at 5 o'clock in the morning and we finish work at about 9 in the evening.  
 A: What qualities do you think someone needs to be a ravenmaster?  
 B: They need to be dependable, responsible and dedicated. After all, the fate of England rests on their shoulders!

### **Focus ►** Writing a short article

Explain the task and elicit ideas from Ss about places in their country where you can see people in special uniforms. Write examples on the board. Tell Ss to get information and pictures from the Internet, magazines, newspapers etc. Remind Ss that they can use some of the language from the text to help them.

*(Ss' own answers)*

#### Additional Material:

Songsheet 4

Pairwork Activities: Unit 7

Workbook: Reading, Word Perfect Unit 7



## Unusual Jobs

### ► Listening & Reading

1 Look at the pictures and the title of the text. What do you think a 'ravenmaster' does? Read to find out.

2 a. Read the text and match the sentences (A-E) to the gaps (1-4). There is one extra sentence that you do not need to use. Compare answers with a partner. Listen and check.

A The birds' wings are clipped so they can't fly away.

B This is no easy task.

C At around 5:30 in the afternoon, he feeds the birds again.

D This responsibility falls to the Ravenmaster.

E The ravens eat a diet of raw meat, boiled eggs and bird biscuits soaked in blood.

b. Explain the words in bold.

3 In pairs, ask and answer comprehension questions about the Ravenmaster based on the information given in the text.

A: Where does the Ravenmaster work?

B: At the Tower of London.

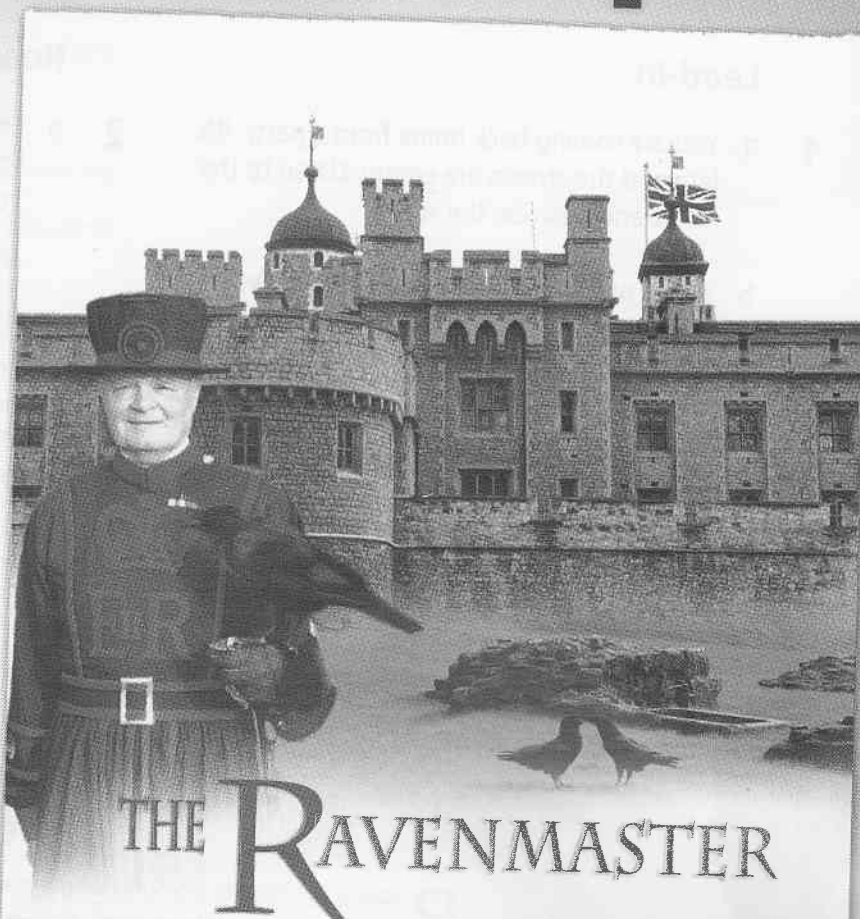
A: What does he do?

B: He... etc

### ► Speaking

4 Work in pairs. Take the roles of a ravenmaster and a reporter. Use the information in the text to act out an interview.

**Project:** Write a short article about a popular tourist attraction in your country where you can see people in special uniforms. Write: *where the place is, what you can see there, what the duties of the people are*



Legend has it that if the ravens ever leave the Tower of London, it will **crumble** and disaster will fall upon England. It is for this reason that there are always at least six ravens in **permanent residence** at the Tower.

Of course, someone has to look after the ravens and make sure that they are fed and kept in good health. **1 D**

He is one of the Yeomen Warders, also known as Beefeaters, that work at the Tower of London, but his **sole** responsibility is to care for the birds.

**2 B** In the morning, he has to get up at as early as 5 am to let the birds out of their cages, give them water and prepare their breakfast. **3 E**

After he has cleaned out the cages, the rest of his day is spent guarding various parts of the Tower, guiding visitors and answering their questions. However, he also keeps a careful eye on the birds throughout the day.

**4 C** At the end of the day he puts the birds to bed. He puts them back in their cages and locks them up for the night around 9 pm.

The Ravenmaster needs to be dependable, responsible and dedicated. After all, it's not just the **welfare** of the birds he has to think about – according to the **legend**, the **fate** of the nation rests on his shoulders, too!

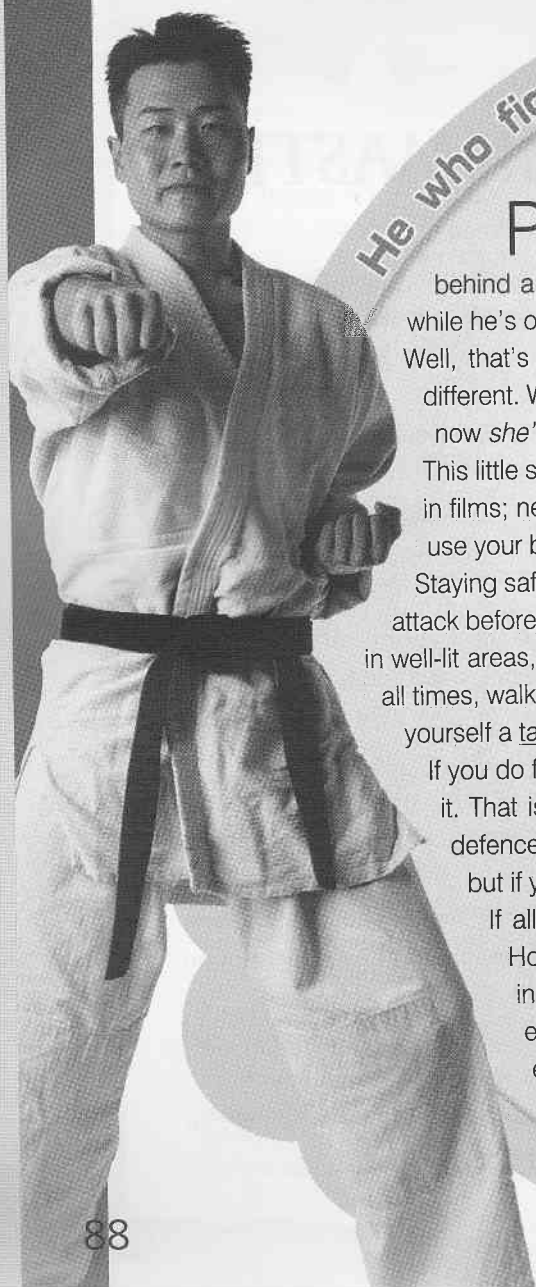
# 8a Staying safe

## Lead-in

- 1 a. You are coming back home from a party. It's late and the streets are empty. Listen to the music and describe the scene.
- b. Which of the following best describes your thoughts?
- 1 I'd better hurry!
  - 2 It's a lovely night!
  - 3 I should have asked for a lift!
  - 4 I like it now - so peaceful and quiet!
  - 5 What if someone appears from nowhere?
  - 6 Are those footsteps I can hear?
  - 7 Who's that behind that column?
  - 8 I should have joined that self-defence class.

## Reading

- 2 a. Look at the title of the article and the following phrases from the text. What do you expect to read about? Discuss in pairs.
- late at night, jumps out, performs fancy moves, drives away unharmed, grabs her, pulls her off balance, avoid a potential attack, use common sense, well-lit areas, aware of your surroundings, make yourself a target, best defence, walk away, fight back, self-defence class, escape an attacker's grasp*
- b. Listen, read and check.



## Self Defence

He who fights and runs away, lives to fight another day.

Picture the scene: a young woman is walking to her car in a multi-storey car park late at night. Suddenly, a man jumps out at her from behind a column. She performs some fancy moves, kicks him where it hurts and while he's on the floor she jumps into her car and drives away unharmed.

Well, that's how they do it in films. Unfortunately, the reality might be something quite different. When the girl tries to kick the bad guy, he grabs her and pulls her off balance and now *she's* on the floor, defenceless, with nowhere to run.

This little scenario should serve to teach you three very important things: real life is nothing like in films; never walk alone at night, whether you are a man or a woman; and, most importantly, use your brain and not your body to defend yourself against an attacker.

Staying safe is all about not putting yourself in a potentially dangerous situation. Avoid a potential attack before it happens by using your common sense. This means don't go out alone at night, stay in well-lit areas, make sure someone always knows where you are, be aware of your surroundings at all times, walk with confidence and carry a mobile phone with you at all times. Basically, don't make yourself a target. Attackers look for people who are vulnerable.

If you do find yourself in a dangerous situation where you are being threatened, try and diffuse it. That is, try not to make the situation worse by getting angry or trying to fight. The best defence is to remove yourself completely from the situation. Calmly walk away if you can, but if you feel you have to run away, then that's what you should do, as fast as you can.

If all else fails and physical force is your only choice, then you must fight back. However, the only way to do this effectively is to use the moves you have learnt in a self-defence class. A good self-defence instructor will teach you how to escape an attacker's grasp and how to disable or distract him long enough for you to escape.

Ask at your local police station, community centre or YMCA centre for details of your nearest class.



## Staying safe

**Objectives:** learning about how to defend yourself and stay safe

**Reading:** a text about self-defence

*Skills – scanning for specific information*

**Speaking:** predicting the content of an article; preparing a short talk

**Vocabulary:** words/phrases related to defending yourself/staying safe

**Listening:** tips for staying safe – gap-filling activity

**Writing:** a list of dos and don'ts on how to defend yourself

### 1 a. **Focus ►** Visualising the scene

Read out the title of the unit. Ask Ss to close their eyes. Tell them to imagine they are coming back from a party late at night when the streets are empty. Play the recording. Ask Ss to share ideas about what they pictured as they listened.

#### *Suggested Answer Key*

*I'm walking along a dark street at night. There is nobody there. I feel I have to walk home faster. I think there's someone following me. I start walking even faster. I think I can hear footsteps behind me. Who could it be? I wish there was someone around!*

### b. **Focus ►** Expressing feelings

Go through statements 1-8. Ss select sentences according to what they have described earlier.

*(Ss' own answers)*

### 2 a. **Focus ►** Predicting the content of the text

Direct Ss' attention to the title of the article and the phrases. Elicit/Explain any new vocabulary. Ss discuss what the text will be about in pairs. Invite some pairs to share their ideas.

Focus Ss' attention on the saying. "He who fights and runs away, lives to fight another day". Explain that it is part of a famous quote by Tacitus (a Roman historian). Elicit/Explain its meaning (if someone only fights as much as is necessary and runs away at the first opportunity, then he/she will be able to fight again when necessary because they have not been injured or killed).

#### *Suggested Answer Key*

*I expect to read about how to defend myself.*

*I expect to read a story about an attack and perhaps some advice about what you should do if you are attacked.*

### b. **Focus ►** Confirming predictions

Play the recording. Ss listen and follow the text to check if their guesses were correct.

3 **Focus ►** Reading for specific information

Allow Ss time to read the text again and, working individually, answer the questions. Ss compare their answers with a partner and give reasons for their choices. Check Ss' answers.

**Answer Key** (See overprinted answers)

4 **Focus ►** Practising vocabulary (synonyms)

Allow Ss time to do the task in pairs.

**Answer Key**

- |                |                |
|----------------|----------------|
| 1 vulnerable   | 5 target       |
| 2 unharmed     | 6 distract him |
| 3 defenceless  | 7 potential    |
| 4 common sense |                |

5 **Focus ►** Selecting the correct word

Ss do the task individually. Check Ss' answers. Ask Ss to make sentences of their own using the distractors.

**Answer Key** (See overprinted answers)

6 **Focus ►** Giving a short talk about self-defence

Tell Ss to imagine they are safety instructors and that they will each give a short talk about how to be safe from an attacker. Allow Ss time to make notes, using the headings given. Explain that a talk starts with greeting the audience and presenting yourself (*Good morning. I'm ..., safety instructor*), then giving the subject of the speech (*I'm here to talk about ...*). A speech ends with asking the audience if they would like to ask further questions (*Any questions?*) or thanking the audience (*Thank you*). Monitor activity as Ss prepare talks. Select individual Ss to deliver their talks to the class. Invite feedback from Ss on how successfully the task was completed.

**Suggested Answer Key**

## NOTES

**How to avoid an attack:** don't walk alone at night; walk with confidence; stay in well-lit areas; carry a mobile phone

**What to do if involved in a dangerous situation:** do not get angry or try to fight; stay calm and walk away

**What to do if being attacked:** try to run away; use self-defence moves; disable/distract attacker

**Suggested Talk:**

*Good morning. My name is Paul Baker, I'm a safety instructor. I would like to share important information with you today about self-defence.*

*Of course, hopefully this will never happen to you and if you are sensible you can avoid being attacked. For example, you all know not to walk alone at night. There is safety in numbers. Also, if you are out at night, it is a good idea to stay on the main roads as they are usually well-lit and busier. You should also carry a mobile phone. The main thing is – do not look vulnerable – walk confidently so that you don't make yourself a target!*

*If you find yourself in a potentially dangerous situation, don't panic. It is best to stay calm so that you can use your head to think of a way out.*

*If you are unlucky and are actually attacked, the best advice is to try to run away. If you can't do this, then use self-defence moves you have learnt in a class to disable or distract your attacker. Whatever you do, only use physical force if you have been taught how to do so. Any questions?*

7 **Focus ►** Listening for specific information

Ask Ss to go through the tips to familiarise themselves with what they are going to hear. Ss try to predict what the missing words are (*number, noun, etc.*). Play the recording and allow time for Ss to compare their answers with a partner. Play the recording again if necessary. Check Ss' answers.

**Answer Key** (See overprinted answers)

**Focus ►** Writing a list of dos and don'ts

Check comprehension of the task by asking Ss: *What are you going to write? (a list) What will it be about? (how to defend yourself)* Point out that Ss should write a title, then use the subheadings DO/DON'T and list their ideas in bullet point form. Ss may refer back to the text 'Self-defence'. Select Ss to read out their writing.

**Suggested Answer Key**

## HOW TO DEFEND YOURSELF

## DO

- stay in well-lit areas
- avoid an attack before it happens
- use your common sense
- make sure someone knows where you are
- be aware of your surroundings
- walk with confidence
- carry a mobile phone with you
- try to diffuse dangerous situations
- remove yourself completely from the situation
- walk away calmly if possible
- only resort to physical violence if you have to, using moves you have learnt in self-defence class, e.g. escaping attacker's grasp, distracting him long enough for you to escape
- ask at your local police station, community Centre or YMCA for details of your nearest self-defence class

## DON'T

- put yourself in potentially dangerous situations, e.g. walking alone late at night
- defend yourself physically, unless you have to
- make yourself a target
- get angry

**Synergy:** Ask Ss to close their books. In pairs, Ss think of ten things they have learnt in this lesson. Monitor the activity and then invite pairs to report to the class.



**3** Read the text again, then answer questions 1-5. Compare answers with a partner. Give reasons for your choices.

- What is the writer's purpose in writing the text?
  - to describe something that happened
  - to say why people are attacked
  - to teach people how to fight
  - to explain how to defend yourself
- What would a reader learn about films from the text?
  - They don't give a realistic message about self defence.
  - They can make some people very violent.
  - They can be a useful way to learn about self defence.
  - You shouldn't watch them on your own.
- What does the writer say about attackers?
  - They like to attack people with mobile phones.
  - They prefer to attack confident people.
  - They are aware of their surroundings.
  - They look for easy targets.
- What does the writer say about physical force?
  - You should use it only if you are very angry.
  - You should use it as fast as you can.
  - You must always fight back.
  - You should learn how to use it beforehand.
- Which of the following is the best description of the writer?

A Someone who watches too many violent films.

B Someone who is trying to make people safer.

C Someone who is learning how to fight criminals.

D Someone who is worried about the causes of crime.

**4** Replace the words/phrases in bold with the underlined words/phrases in the text.

- The best self defence is to make sure you aren't in a **weak, unsafe** position.
- Luckily the driver was **not hurt**.
- She was lying on the floor, **unable to protect herself**.
- You don't need expert knowledge in this situation – just use your **practical judgement**.

- Try to avoid being a **victim**. Never walk alone.
- He claims listening to music doesn't **take his attention away** from studying.
- There are **possible** problems which we need to take care of immediately.

**5** Underline the correct word. Compare answers with your partner. Check in your dictionaries.

- He tried to grab/remove her car keys, but she started screaming.
- The prisoner tried to avoid/escape from prison.
- We shouldn't leave children lonely/alone at home late at night.
- What you said harmed/hurt her feelings.
- Things are difficult in true/real life.

## Speaking

**6** You are a safety instructor. Read the text again, make notes under the headings, then give the class a short talk about self defence.

- how to avoid an attack
- what to do if involved in a dangerous situation
- what to do if being attacked

## Listening

**7** Listen and complete the tips for staying safe.

## STAY SAFE!

- Always say **WHERE** you are going, **WHO** you are going with and **WHEN** you will be **1)** back.
- Leave a **2)** phone number where you can be contacted.
- Never talk to **3)** complete strangers.
- Shout loudly and try to get away from someone if they try to **4)** make you go with them.
- If you ever get lost in **5)** town, ask a police officer, a shop assistant or a woman with a child for help.

## Writing

**Portfolio:** Use the text in Ex. 7, as well as your own ideas, to prepare a list of Dos and Don'ts on how to defend yourself.

# Watch out!

There have been a number of incidents in the town centre lately involving purse snatching and muggings. For this reason Moreton Police are warning people to be careful this Bank Holiday weekend and to watch out for thieves and pickpockets. Police advise shoppers especially to take a few simple precautions to ensure they don't become victims of theft.

- Never leave your bag unattended on the back of shopping trolleys or on pushchairs.
- Always make sure that your bags are securely fastened.
- If your bag has a strap, wear it across your body with the openings facing inwards, and hold it close to your body.
- Never put your bag on the floor to look at anything on the shelves or when trying on clothing in changing rooms.
- Only keep items in your bag that you need, and leave other valuables in a safe place at home.

- If you do not have a bag, hold your purse/wallet close to your body or carry it in a concealed front pocket.
- Keep your cash card separate from your cheque book.
- Always remain aware of what is going on around you.

**Report any incidents to the police straight away and cancel any stolen bank and credit cards immediately. If you have any information about anyone involved in crime, call CRIMESTOPPERS on 0800 555 111.**

## Street crime

### ► Reading & Listening

- 1 a. Read the title and the introduction. What is the purpose of the text? Listen, read and check.  
b. Answer the questions.
  - 1 Where do people sometimes leave their bags?
  - 2 What should you carry in your bag?
  - 3 How should you carry your purse/wallet?
  - 4 What should you do if your valuables are stolen?
- 2 a. Look at the table. Which of these words appear in the text in Ex. 1a?

Crime	Criminal	Verb
burglary	burglar	burgle (sb's house)
mugging	mugger	mug sb
robbery	robber	rob (a bank)
theft	thief	steal sth
kidnapping	kidnapper	kidnap sb
shoplifting	shoplifter	steal from a shop
pickpocketing	pickpocket	steal sb's purse

- b. Give definitions for the criminals in the table. What are these words in your language?

*A burglar is someone who burgles someone's home.*

- 3 Read the newspaper headlines. What crime is each one about?

### GUNMAN FLEES WITH CASH FROM BANK

bank robbery

### RECORD NUMBER OF CARS STOLEN

car theft

### WOMAN HURT DURING BREAK-IN

burglary

### PENSIONER MUGGED FOR £13.50

mugging

## Law-breakers

- 4 a. Which of the people in the list are law-breakers? Decide in pairs. Check in your dictionaries.
 

• thief • security guard • pickpocket • judge  
 • victim • burglar • juror • mugger • witness  
 • bank robber • barrister • detective • offender
- b. Complete the exchanges with words from the list. Which of the people in Ex. 4a is each exchange between?
 

*attempt, verdict, escape, court, innocent, break into, caught, found guilty, crime, sentenced, weapon, got away with, accused*

  - 1 A: You have been found guilty of the crime. Do you have anything to say before you are sentenced?  
B: The verdict is wrong! I am innocent! (A: judge, B: offender)
  - 2 A: Drop your weapon and put your hands above your head! Do not attempt to escape. The police are on their way.



## Vocabulary practice

**Objectives:** learning about how not to become a victim of theft; practising vocabulary to do with crime

**Reading/listening:** a text about not becoming a victim of crime; (open-ended comprehension questions); headlines

**Skills – reading for specific information**

**Speaking:** discussing ways to avoid danger when out with friends at night

**Vocabulary:** words/idioms/phrases related to crime; phrasal verbs with away

**Writing:** a list of dos and don'ts for how to be safe on the streets of London

1 a. **Focus ►** Predicting the purpose of a text

Direct Ss' attention to the title and the introduction of the text. Elicit what *Watch out!* means (*Be careful*). Ask Ss to predict what the purpose of the text is. Ss listen/read and check.

**Answer Key**

*The purpose of the text is to give people advice so that they are not robbed or mugged.*

b. **Focus ►** Reading for specific information

Allow Ss time to complete the task individually. Check Ss' answers.

**Answer Key**

- 1 On the back of shopping trolleys/pushchairs/on the floor in changing rooms.
- 2 Only items you need.
- 3 Close to your body or in a concealed front pocket.
- 4 Report the incident to the police/cancel any credit cards.

2 a. **Focus ►** Presenting vocabulary related to crimes/criminals

Explain what the table shows. Allow Ss time to complete the task individually. Check Ss' answers.

**Answer Key** (See overprinted answers)

b. **Focus ►** Defining words

Allow Ss time to complete the task individually. Check answers and elicit the equivalent words in Ss' L1.

**Answer Key**

*A mugger is someone who mugs someone.*

*A robber is someone who robs a bank/sb of his money.*

*A thief is someone who steals something (e.g. jewellery, money, etc).*

*A kidnapper is someone who kidnaps someone.*

*A shoplifter is someone who steals from a shop.*

*A pickpocket is someone who steals someone's purse.*

3 **Focus ►** Identifying types of crime

Ss read the headlines and identify the crimes involved. Check Ss' answers. Ask Ss to say which words helped them decide.

**Answer Key** (See overprinted answers)

4 a. **Focus ►** Presenting vocabulary

Ss work in pairs and make a list of law-breakers, checking their answers using a dictionary. Confirm Ss' answers. Explain/Elicit the meaning of the rest of the words.

**Answer Key** (See overprinted answers)

b. **Focus ►** Practising vocabulary – identifying speakers

Go through the list of words and check understanding. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

**Answer Key** (See overprinted answers)

5 **Focus ►** Practising phrases related to law

Allow Ss time to complete the task individually. Check Ss' answers.

**Answer Key** (See overprinted answers)

6 **Focus ►** Working with prepositional phrases

Allow Ss time to complete the task individually. Ss check their answers using dictionaries. Confirm Ss' answers.

**Answer Key** (See overprinted answers)

7 **Focus ►** Working with phrasal verbs

Elicit/Explain the meaning of each phrasal verb with **away**. Ss complete task. Check Ss' answers. Ask Ss to make their own sentences using these phrasal verbs.

**Answer Key** (See overprinted answers)

8 a. **Focus ►** Working with idioms

Explain the task. Allow Ss time to complete the task, checking their answers in dictionaries. Confirm Ss' answers. Ss provide similar idioms in their own language.

**Answer Key** (See overprinted answers)

b. **Focus ►** Checking understanding

Ss in pairs read the joke aloud, filling in the correct idiom. Check Ss' answers. Ask someone to explain the source of humour. As an extension activity, Ss can draw their own crime-related cartoons with a missing idiom and get the class to fill them in.

**Answer Key**

... catch us red-handed.

(This is ironic because, if they jump from the thirteenth floor, they could literally be 'red-handed' – covered with blood! The other source of humour is that the burglar with the glasses thinks of superstition when the thirteenth floor is mentioned, not that it's too high to jump from!)

9 **Focus ►** Speaking about how to avoid danger

Draw Ss' attention to the list of ideas on how to avoid danger when out at night with friends. Ask Ss, in closed pairs, to discuss the advice given as well as to suggest their own ideas. Monitor the activity.

**Suggested Answer Key**

A: It's really dangerous to be out at night.

B: Well, we should stay with a group of friends, they say.

A: Yes, that is sensible. Also, we should take care on public transport.

B: And keep our bags fastened so they can't steal our money.

A: Some things are obviously dangerous, like using cash machines late at night. Someone may be watching.

B: That's true. Also it is best to walk only in well-lit areas.

A: Yes, if you have to walk. Or share a taxi with friends – never accept lifts from strangers.

B: That's right. etc

**Focus ►** Writing a leaflet giving dos and don'ts

Tell Ss to imagine that they are a teacher who is about to take a group of students on an educational trip to London. 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? (what to do/not to do to be safe on the streets of London)*. Allow Ss time to write down their ideas. Elicit ideas and write them on the board. Explain that the leaflet needs to have a title, then advice should be listed in bullet form under appropriate subheadings. Elicit title and subheadings. Ss now write their leaflets.

**Suggested Answer Key**

**GUIDELINES ON HOW TO STAY SAFE ON THE STREETS WHILE IN LONDON****ALWAYS**

- keep alert
- stay with the group at all times
- when given free time, stay with a small group
- keep your travel card and money safe (keep your bag fastened)
- keep your map and programme with you
- make sure you know where we're going next
- meet your teacher at time and place given
- ask a policeman for help if you need to
- keep your mobile switched on so we can contact you
- keep an eye on your friends

**NEVER**

- cross the street unless the green man is showing
- wander off alone
- display your wealth
- lose track of time/lose your way
- fall asleep on public transport
- be late

As an extension Ss can use their leaflets to give the class a 2-minute speech on the theme.

**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.

**Workbook 8 – Vocabulary Practice**



B: Alright! You've caught me – but I almost got away with it. (A: police officer, B: thief/bank robber)

3 A: Take your time and tell the court where you saw the accused on the night of 3rd June.

B: I saw him break into the house next door. He just forced open a window and climbed in. (A: barrister, B: witness)

## 5 Use the phrases to complete the sentences.

- press charges • minor offence
- armed robbery • crime scene • break the law

- 1 We should never break the law.
- 2 The police decided not to press charges and gave the man a warning instead.
- 3 The bank staff have special training in how to deal with an armed robbery.
- 4 Trespassing is a minor offence.
- 5 The police put barriers around the crime scene to keep the public and the press back.

## Prepositional phrases

### 6 Fill in: *before, in, of, with, to, under*. Check in your dictionaries.

- 1 The man was charged with shoplifting.
- 2 She has to appear in court next week.
- 3 The thieves were brought before the judge.
- 4 They accused her of theft.
- 5 The pickpocket was taken to the station in handcuffs.
- 6 She was sentenced to twenty years in prison.
- 7 The mugger was placed under arrest.

## Phrasal verbs

### 7 Complete the sentences with the correct verb form.



- 1 Crime in the city is driving **away** tourists. (detering)
- 2 Criminals deserve to have their freedom taken **away** from them. (removed)
- 3 Tanya has run **away** from home three times. (left)
- 4 The bank robbers got **away** with £400,000. (escape)

## Idioms

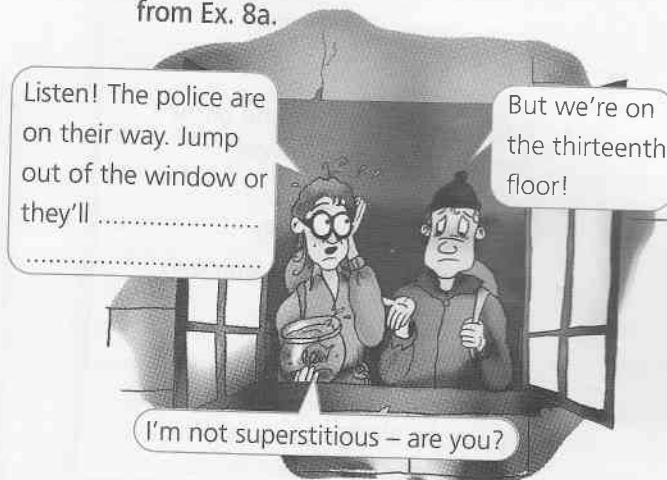
### 8 a. Use the idioms to complete the sentences.

- to take sth down • a slap on the wrist
- to catch someone red-handed
- off the record

Check in your dictionaries. Are there similar idioms in your language?

- 1 The store detective caught the girl red-handed as she hid the CD in her bag.
- 2 The police officer took down the names and addresses of the witnesses.
- 3 The police told him this time he would only get a slap on the wrist but next time he wouldn't be so lucky.
- 4 Tom agreed to tell the police everything as long as it was off the record.

### b. Complete the joke with the correct idiom from Ex. 8a.



## ► Speaking

### 9 In pairs, talk about how you can avoid danger when out with your friends at night. Use the ideas to help you.

- Take care on public transport • Stay with a group of friends
- Don't use a cash machine unless necessary • Walk in well-lit areas • Don't accept lifts from strangers
- Keep your bag fastened • Share a taxi with friends • Don't walk and talk on your mobile

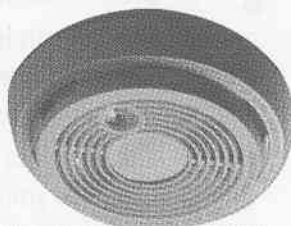
## ✍ Writing

**Portfolio:** Imagine you are a teacher about to take your students on an educational trip to London. Prepare a leaflet explaining what they have to/mustn't do to be safe on the streets.

## The passive

Grammar Reference

- 1 Look at the sentences below. Which sentence emphasises what happened to a subject, rather than what a subject did?



Active		
subject	verb	object
James	installed	a smoke alarm yesterday

Passive		
subject	verb	agent
A smoke alarm	was installed	by James yesterday

## ► Speaking

- 2 James wants to make his house safe. Read his notes below. Then, in pairs, ask and answer questions using the passive, as in the example.

## To do List

- Put up high fence around garden  
*fencing coming next week*
- install burglar alarm  
*✓ being installed today*
- fit locks on doors and windows  
*✓ fitted yesterday*
- install security light  
*will do tomorrow*
- fit smoke alarms  
*✓ did this morning*

A: Has a high fence been put up around the garden?

B: No. The fence will be put up next week.

- 3 In pairs, expand these headlines into full sentences using the correct passive tense.

1 **CCTV CAMERAS TO BE INSTALLED IN MORE AREAS**

2 **MAN CHARGED WITH 30 BURGLARIES**

3 **SURVEY SHOWS ONLY 1 IN 3 HOUSES HAVE SMOKE ALARMS**

4 **NEIGHBOURHOOD WATCH SCHEME A SUCCESS**

5 **700 KILLED IN HOUSE FIRES EVERY YEAR**

- 4 Use *with* or *by* to complete the following sentences.

*with* + instrument/material/ingredient

*The window was cut with a special tool.*

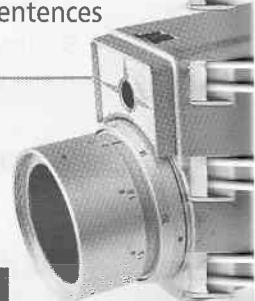
*by* + agent *Tim's house was burgled by a professional.*

- 1 The burglar alarm was installed by a security firm. (agent)
- 2 His home is fitted with a high-tech security system. (instrument)
- 3 The house was painted with special anti-graffiti paint. (material)
- 4 The burglar was caught red-handed by the police. (agent)
- 5 The child was pulled out through a window by the firefighters. (agent)

## ► Reading

- 5 a. Read and find an example of the passive voice. Then put the underlined sentences into the passive.

# Cameras all around you



According to a report out today, the UK has more closed circuit television cameras than any other country. This means that, in some areas, there is a good chance you'll be caught on camera about 10 times a day.

The report claims that CCTV cameras in public places protect people and prevent crime, as they help identify and catch criminals. It also claims that research has shown that putting CCTV in car parks has reduced car crime and vandalism, and that more cameras on the streets may help to reduce street crime.

Opponents of CCTV, however, claim that the cameras are an invasion of privacy and a threat to personal freedom. Government officials deny this and say that the cameras offer people a feeling of security, and that only those people who are doing something wrong need to worry.

- b. Read again. What are the pros/cons of having CCTV cameras installed, according to the report?



## Grammar in use

**Objectives:** learning how to use the passive and causative forms, clauses of result and *every/each/either/neither*

**Reading:** a newspaper article about CCTV cameras

**Speaking:** discussing a *To do* list using the passive

**Grammar:** reviewing the passive; reviewing the causative form; clauses of result; *each/every/either/neither*

**Writing:** writing out headlines using the passive

1 **Focus** ▶ Reviewing the passive

Write on the board:

S V O

*John sent the invitations.*

Elicit word order in sentence (*John: subject, sent: verb, the invitations: object*). Now write on the board:

S V agent

*The invitations were sent by John.*

Elicit word order in sentence. Ask Ss to compare the two sentences and elicit which emphasises what happened to the subject, rather than what a subject did. Explain/Elicit that the second sentence is in the passive form and elicit form:

s + to be + past participle of main verb + agent (by)

Write on the board: *The police arrested the burglar (active)*. Ask Ss to write this sentence in the passive. Elicit answer and write on the board: *The burglar was arrested by the police (passive)*. Ask Ss to look at the two examples in the passive on the board and say where we can omit the agent? (*2nd example*) Elicit reason (*the agent is obvious – whereas if we omit by John in 1st sentence then we don't know who did the action as it is not easily understood or obvious from the context*). Refer Ss to the Grammar Reference Section for more information. Read out the example sentences and elicit which one emphasises what happened to a subject (*passive sentence – A smoke alarm was installed by James yesterday*) and which one emphasises what a subject did (*active sentence – James installed a smoke alarm yesterday*). Remind Ss that only transitive verbs (*verbs which take an object*) can be used in the passive.

2 **Focus** ▶ Practising passive forms

Elicit from Ss the question form of the passive (*Has ... been + past participle*). Direct Ss' attention to the *To do List* and explain that James has only had some of the things on the list done. Explain that Ss will work in pairs asking questions. Get an open pair to read the example exchange and then Ss continue completing the task in closed pairs. Monitor activity, checking Ss' use of the passive.

**Answer Key**

A: *Has a burglar alarm been installed?*

B: *It is being installed today.*

A: *Have locks been fitted on the doors and windows?*

B: *Yes, they were fitted yesterday.*

A: *Has a security light been installed?*

B: *It will be installed tomorrow.*

A: *Have smoke alarms been fitted?*

B: *Yes, they were fitted this morning.*

3 **Focus** ▶ Expanding headlines – practising the passive

Explain that the passive is often used in newspaper headlines but often in a shortened form. Explain the task. Do item 1 with Ss. Explain that *to be* refers to the future. Elicit answer. Go through the rest of the headlines eliciting tense form to be used (*2/3/4 – present perfect, 5 – present*). Ss work in pairs. Make sure they use the passive. Monitor and check.

**Answer Key**

1 *CCTV (Explain that CCTV stands for: closed circuit television cameras) cameras will be installed in more areas.*

2 *A man has been charged with thirty burglaries.*

3 *A survey shows smoke alarms have been installed in only one in three houses.*

4 *Neighbourhood watch scheme has been a success.*

5 *Seven hundred people are killed in house fires every year.*

4 **Focus** ▶ Practising agent in the passive

Go through the theory box. Allow Ss time to complete the task individually. Check Ss' answers.

**Answer Key** (See overprinted answers)

5 a. **Focus** ▶ Predicting content – interpreting the title of a text

Read the title. Tell Ss they are now going to read a text about CCTV. Draw Ss' attention to the title and ask how it is related to this subject. (Ss may be familiar with the TV programme *Big Brother* or George Orwell's *1984*.) Ss do the task. Check Ss' answers.

**Answer Key**

*Passive voice in text: ... you'll be caught on camera ...*

- *... people in public places are protected by CCTV cameras and crime is prevented, ...*
- *... car crime and vandalism have been reduced by putting CCTV in car parks, ...*
- *This is denied by government officials ...*

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

Allow Ss some time to do the task. Ss write their lists, then compare with a partner. Check Ss' answers.

**Answer Key**

**Pros:** *protect people and prevent crime – help identify & catch criminals (in car parks), reduce crime & vandalism, more cameras – less crime, offer people feeling of security*

**Cons:** *invasion of privacy, threat to personal freedom*

As an extension ask Ss to work in groups and discuss if CCTV cameras are effective in crime reduction or not.

(Ss' own answers)

6. **Focus ►** Reviewing the causative form

Read the two sentences and ask Ss to spot which one is using the causative form (suggesting that someone else is doing something for us – i.e. *Ben is having a burglar alarm installed.*) Draw Ss' attention to the form **have + object + past participle** and the notes in the Grammar Reference Section.

7. **Focus ►** Using the causative form

Explain the task. Allow Ss time to complete. Check Ss' answers.

**Answer Key**

- 1 *I am going to have my valuables insured.*
- 2 *Maggie has her locks changed regularly (by a locksmith).*
- 3 *The police will have the document checked by a handwriting expert.*
- 4 *Tim has his office guarded by a security firm.*
- 5 *Brian has had his car stolen.*

8. a. **Focus ►** Practising clauses of result

Write on the board:

*It was **such a hot** day yesterday that we went to the beach.*

*It was **so hot** yesterday that we went to the beach.*

*There were **such a lot of** people in the shop that we left.*

*There were **so many** people in the shop that we left.*

Elicit how **such/so** are used. (*So* is used with individual adjectives or nouns to show extremes or with **many/few** with plural countable nouns; **such** is used when we have both an adjective and a noun together, or with a **lot/little** with uncountable nouns.) Refer Ss to the Grammar Reference Section for more details. Explain the task. Ss answer individually. Check answers around the class.

**Answer Key** (See overprinted answers)b. **Focus ►** Practising linkers expressing result

Go through the linkers. Do item 1 with Ss on the board. Point out that these linkers are used at the beginning of a sentence and are followed by a comma. Explain the task. Allow Ss time to complete individually. Monitor the task and check Ss' answers.

**Suggested Answer Key** (there are many possible answers)

- 1 *CCTV cameras have been installed in the city centre. **As a result**, the amount ...*
- 2 *More houses have smoke alarms these days. **Consequently**, many lives ...*
- 3 *Prisons are overcrowded. **For this reason**, criminals ...*
- 4 *He was caught with the stolen jewellery. **As a result**, the police ...*
- 5 *No witness came forward. **Therefore**, the police ...*

9. **Focus ►** Practising determiners

Write on the board:

***Every** player has to wear a uniform.*

***Each** player has his own locker.*

***Neither** Bill **nor** Tom plays football.*

*The injured player will be substituted by **either** Mark **or** Steve.*

Elicit use of **every/each** (Both refer to one person – *each* gives emphasis), **neither-nor** (negative meaning – choice between two people), **either-or** (positive meaning – choice between two). Refer Ss to the Grammar Reference section for more detail. Ss do the task. Check around the class.

**Answer Key** (See overprinted answers)10. **Focus ►** Sentence transformations

Explain the task. Ss complete the task individually and then compare answers with a partner. Check Ss' answers.

**Answer Key** (See overprinted answers)11. **Focus ►** Reviewing

Ss go through the lesson and their notes and prepare their answers. Pair Ss up to discuss. Monitor the activity. Ask pairs to report back to the class.

**Answer Key** (See overprinted answers)**Focus ►** Writing out headlines using the passive

For this activity you either need access to copies of English newspapers or the Internet. Alternatively, collect headlines from newspapers for Ss to work with. You can also use the headlines in the Suggested Answer Key.

**Suggested Answer Key**

- *Two rescued after Monday's earthquake. – Two people have been rescued after Monday's earthquake.*
- *Florida coastline hit by hurricane. – The Florida Coastline has been hit by a hurricane.*
- *British beaches to be cleaned up. – British beaches will be cleaned up.*
- *1 million children every year injured in accidents at home. – 1 million children every year are injured in accidents at home.*
- *Viera sold to Inter Milan. – Viera has been sold to Inter Milan.*

**Workbook 8 – Grammar in use**



## Causative form

Grammar Reference

- 6 Read the sentences. Which one suggests that someone else does something for us?



- 1 Ben is installing a burglar alarm.



- 2 Ben is having a burglar alarm installed.

- 7 Change the sentences into the causative form.

- 1 I am going to insure my valuables.
- 2 A locksmith changes Maggie's locks regularly.
- 3 A handwriting expert will check the document for the police.
- 4 Tim uses a security firm to guard his office.
- 5 A thief has stolen Brian's car.

## Clauses of result

Grammar Reference

- 8 a. Complete the gaps with **so** or **such**. Check in the Grammar Reference.

- 1 The thief was so quick that no one saw him.
- 2 There is such a lot of crime in this area that we are thinking of moving.
- 3 My brother is so naughty that he gets into trouble all the time.
- 4 There have been so many burglaries in our area lately that we have bought a burglar alarm.
- 5 It was such a sad story that we cried in the end.
- 6 He was driving so fast that he didn't manage to stop in time.

- b. Link the sentences using *As a result*, *Therefore*, *Consequently*, *For this/that reason*.

- 1 CCTV cameras have been installed in the city centre. The amount of street crime has reduced.
- 2 More houses have smoke alarms these days. Many lives have been saved.
- 3 Prisons are overcrowded. Criminals are serving less time in jail.

- 4 He was caught with the stolen jewellery. The police arrested him.
- 5 No witness came forward. The police could not press charges.

## Every/each/either/neither

Grammar Reference

- 9 Fill in: **every**, **each**, **either** or **neither**. Check in the Grammar Reference.

- 1 We can either go by car or by bus – I don't mind which.
- 2 Each of the witnesses said the same thing.
- 3 Every town has a police station.
- 4 The man demanded that he should either be charged or set free.
- 5 Neither of the two suspects admitted to the crime.

## Sentence transformations

- 10 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 The police arrested the burglar and took him to the station.  
The burglar was arrested and taken to the station.
- 2 The security firm fitted a burglar alarm at Paul's house.  
Paul had a burglar alarm fitted at his house by a security firm.
- 3 Ian insured his valuables for £1 million.  
Ian had his valuables insured for £1 million.
- 4 Burglars broke into Mark's house while he was away for the weekend.  
Mark's house was broken into while he was away for the weekend.
- 5 Lynn had a security system installed in her home.  
A security system was installed in Lynn's home.

- 11 Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.

## Writing

**Portfolio:** Look in English newspapers and find five headlines. Write the headlines out as full sentences, using the passive where possible.

## Giving an eye-witness account

### ► Reading

- 1 Try to put the pictures in the order the events happened. How are they related to the dialogue below? Read the first exchange and check.
- 2 Read the dialogue and choose the correct response (a-e) to complete each gap. Listen and check.

A: Hello, sir. I'm Sergeant Smith. Please tell me what happened.

B: 1 c

A: Where were you?

B: 2 b

A: Can you describe what happened?

B: The red Ford car was at the junction, and just as it pulled out, the green Ibiza came out of nowhere very fast and they ran into each other.

A: I see. So you would say the second vehicle was travelling at high speed?

B: 3 d

A: OK. Can I take your name and address, please?

B: 4 e

A: Would you agree to be called as a witness at a later date?

B: 5 a

- a Yes, of course.
- b I was walking my dog on Old Road.
- c Well. There was a terrible road accident, as you can see.
- d Definitely! At least 50 miles an hour.
- e Yes. It's Karl Price, 9 Bull Lane, Princeton.



### ► Speaking

- 3 **Portfolio:** Work in pairs. Imagine the driver of the red car is giving his/her statement to the police officer. Take roles and act out the dialogue. Use the dialogue in Ex. 2 as a model. Record yourselves.

### ► Everyday English

## Expressing annoyance & calming someone down

- 4 Read the example, then use the points below and the language in the table to act out similar exchanges in pairs. You can use your own ideas.

- The amount of traffic on the roads
- People who drive too close
- Car alarms going off at night
- Drivers who play music so loud it's deafening

Expressing annoyance	Calming someone down
<ul style="list-style-type: none"> <li>• I'm sick and tired of ...</li> <li>• I'm fed up with ...</li> <li>• I won't tolerate ... any more</li> <li>• I've had enough of ...</li> <li>• I'm absolutely furious about ...</li> <li>• I've had it with ...</li> </ul>	<ul style="list-style-type: none"> <li>• Calm down.</li> <li>• Take it easy.</li> <li>• Relax.</li> <li>• Simmer down.</li> <li>• Keep your hair on.</li> <li>• Don't get so worked up.</li> </ul>

Were your guesses in Ex. 1 correct?

A: I'm sick and tired of the amount of traffic on the roads.  
B: Calm down.



## Listening & Speaking skills

**Objectives:** learning how to give eye-witness accounts and report emergencies; considering how vandalism affects our community and suggesting solutions

**Reading:** a dialogue about a road accident

*Skills – ordering pictures*

*completing missing speaker*

**Speaking:** giving a statement; expressing annoyance/calming someone down; warning others; reporting an emergency; debating graffiti/how to stop vandalism

**Listening:** dialogue with a police officer; conversation about vandalism at school

*Skills – listening for specific information*

### 1 **Focus** ► Ordering events – predicting content

Ask Ss to put the pictures in the order events happened, then say how they are related to the dialogue in Ex. 2. Ss read the first exchange to confirm guesses.

*Answer Key (See overprinted answers)*

*The pictures and dialogue are about someone witnessing a road accident.*

### 2 **Focus** ► Completing missing speaker

Ss complete the dialogue, then check with their partner. Play the recording for Ss to check their answers.

*Answer Key (See overprinted answers)*

### 3 **Focus** ► Giving a statement to a police officer

Set up pairs and ask Ss to get into their roles. Allow time for Ss to construct their dialogues, using the dialogue in Ex. 2 as a model, practising before recording. Listen to Ss' dialogues and provide feedback. If there aren't recording facilities, invite pairs to act out their dialogue in front of the class. Ss comment on the pairs' performances.

### 4 **Focus** ► Expressing annoyance/Calming someone down

Ask Ss what annoys them and write these things on the board. Refer also to the suggestions given. Read through phrases from table to express annoyance and calm someone down and ask an open pair to read the model. Ss act out their exchanges in pairs. Monitor activity. Allow individual pairs to act out some of their exchanges for the class to hear.

*Suggested Answer Key*

- A: *I'm fed up with people who drive too close.*  
B: *Simmer down.*
- A: *I'm absolutely furious about car alarms going off at night.*  
B: *Keep your hair on.*
- A: *I won't tolerate drivers who play music so loud anymore – it's deafening.*  
B: *Don't get so worked up.*

5 **Focus ►** Warning others

Read through the phrases to warn/heed a warning. Match Ss with a new partner and allow time for them to complete the activity, using the language and scenarios given. Monitor activity.

**Suggested Answer Key**

- 1 A: *Don't try to stop a burglar by yourself. You may get hurt.*  
B: *That's true.*
- 2 A: *Watch out for cars when you cross the road. You may get knocked down!*  
B: *You're right.*
- 3 A: *It's not a good idea to be out alone late at night – it is dangerous.*  
B: *Yes, I suppose you're right.*
- 4 A: *If I were you, I wouldn't leave your car unlocked – it could get stolen.*  
B: *That's true.*
- 5 A: *It's a bad idea to exceed the speed limit – you may have to pay a fine.*  
B: *I guess so.*

6 a. **Focus ►** Discussing emergency services

Ask Ss what number we call if we need the emergency services (*the police, fire brigade, an ambulance*). Ask Ss to give examples of situations where this would be necessary.

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

Go through the sentences, then play the recording. Ss tick the sentences they hear, then identify what emergency is being reported (a burglary in progress).

**Answer Key** (See overprinted answers)

c. **Focus ►** Reporting an emergency

Tell Ss it is now their turn to be witnesses and report incidents to the emergency services. In pairs Ss use the phrases in ex. 6b for their own role plays. Monitor activity. Invite pairs to act out their role plays to the class.

**Suggested Answer Key****A road accident**

- A: *Emergency Services. Which service do you require?*  
B: *An ambulance. Please come quickly!*  
A: *To what address?*  
B: *The crossroads of Cherry Tree Lane and Magnolia Avenue.*  
A: *What is the nature of the emergency?*  
B: *There's been a crash. Two people are injured.*  
A: *An ambulance is on its way to you now.*

7 **Focus ►** Listening for specific information

Explain the task. Ask Ss to read statements 1-7 and underline key words. Play the recording twice. Ss do the task, then compare answers with a partner. Check Ss' answers, playing the recording with pauses if necessary.

**Answer Key** (See overprinted answers)

8 **Focus ►** Debating

Ask Ss to look at the photograph and the texts and explain how they are related. Tell Ss they will now consider issues about vandalism in the community and be given the opportunity to give their point of view and suggest solutions. Ask an open pair to read the model exchange. Allow Ss time to brainstorm ideas before they discuss them. Monitor the task. Ask pairs to present their dialogue to the class.

**Suggested Answer Key**

- A: *How can we stop vandalism?*  
B: *Sometimes cameras are installed. For example, in some schools they have cut crime.*  
A: *Yes, that's good but it costs schools so much money. This money could be spent on other things.*  
B: *Would you consider joining a School Watch Scheme? Would you volunteer?*  
A: *Yes. I think the community should work together – it's the only way we can get results.*  
B: *Don't you want to go to the new Youth Club on Fridays?*  
A: *Yes, that too! There are so many things we can do in our free time. I don't understand why some young people become vandals.*  
B: *Well, with all these new schemes and clubs, maybe it will go out of fashion!*  
A: *Let's hope so.*

**Game - Extension**

Divide the class into teams of three or four Ss. Team members take roles (victim(s), criminal(s), police etc) and act out silently/mime an accident or crime (they can use ideas from pp.94-95 and from the rest of the unit or their own ideas). Another team tries to narrate what happened. The team that acted out the story awards marks out of ten for accuracy. The team with the most points at the end of the game wins.

**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 8 – Listening & Speaking



## Warning others

### ► Speaking

- 5 Use the useful language in the table to act out exchanges like the example below.

A: *Don't park there. You'll get a ticket.*

B: *Yes, I suppose you're right.*

Warning others	Heeding a warning
<ul style="list-style-type: none"> <li>• Don't (+ infinitive)</li> <li>• If I were you, I would/ wouldn't ...</li> <li>• It's not a good idea to ...</li> <li>• It's a bad idea to ...</li> <li>• Look/Watch out for ...</li> <li>• Be careful (not to) ...</li> </ul>	<ul style="list-style-type: none"> <li>• You're right.</li> <li>• I guess so.</li> <li>• Good thinking.</li> <li>• That's true.</li> <li>• Yes, I suppose you're right.</li> </ul>

- 1 try to stop a burglar by yourself / may get hurt
- 2 when you cross the road / get knocked down
- 3 be out alone late at night / it is dangerous
- 4 leave your car unlocked / get stolen
- 5 exceed the speed limit / pay a fine

## Reporting an emergency

### ► Listening

- 6 a. What number do you call in your country when you need the emergency services? In what circumstances would you call them?

b. Listen and tick (✓) the expressions you hear. What emergency is the caller reporting?

- Please come quickly. ☒
- Are you or anyone else in any immediate danger? ☒
- Thank you for your help, Officer. ☐
- A patrol car is on its way to you now. ☒
- Help, help! ☐
- Please state the nature of the emergency. ☒
- Emergency services. Which service do you require? ☒
- Please state your name and address clearly. ☒

### ► Speaking

- c. Work in pairs. You have witnessed a road accident. Use the phrases in Ex. 6b, as well as your own ideas, to report it to the emergency services.

### ► Listening

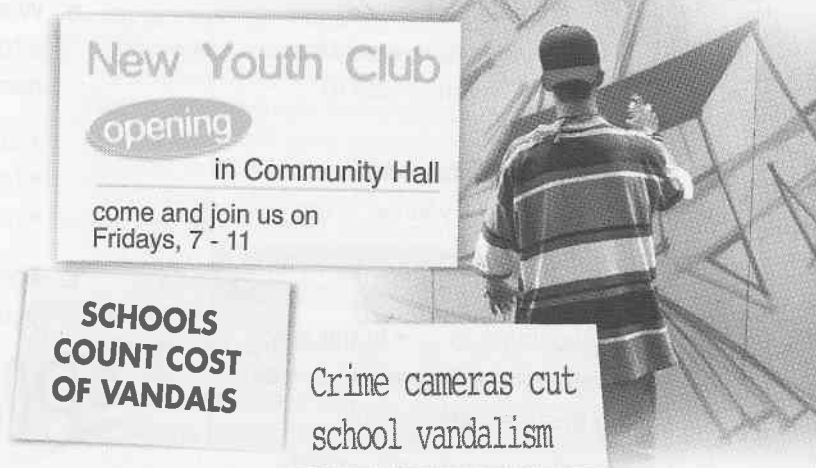
- 7 You will hear a conversation between a boy and a girl about vandalism at school. Look at the sentences below and decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

	A	B
1 Rob is decorating the wall with ink.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Stacey likes graffiti.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Rob enjoys drawing graffiti.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Stacey is worried that Rob might get punished.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 Rob has thought about the damage he is causing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 The Headmaster does not think vandalism is a serious issue.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Rob may join a new club.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Debating

- 8 Look at the pictures, the headlines and the poster and discuss the following in pairs. Talk about:

- whether or not graffiti is desirable or attractive in any way
- how the community can work together to stop vandalism
- how young people can spend their time more effectively



- A: *I think graffiti is awful. Although it can be colourful and artistic, I think it is generally a bad thing.*  
 B: *Yes, I agree with you. It is a crime for young people to do it – it makes our neighbourhood look really ugly. etc*

## Getting started

- 1 You've read the following in a local magazine. What solutions can you suggest? Discuss it in pairs.

*More and more teens these days are victims of bullying. Please write in with your suggestions on how to avoid being bullied at school.*

## Let's look closer

- 2 a. Read the article. Which paragraph(s): *state the problem? summarise the writer's opinion? contain the writer's suggestions and possible results/consequences?*
- b. Were any of your ideas in Ex. 1 mentioned in the article?
- 3 Underline the topic sentences in the main body paragraphs. Can you suggest alternative ones?
- 4 a. Read the table. Which of these phrases has the writer used in his article?

## Making suggestions

- A useful suggestion would be ...
- Another suggestion/way to ... is/would be to ...
- It would be a good idea to ...
- It would help if you/we ... etc

## Presenting results/consequences

- This would/could ...
- In this way, ...
- If ..., then ...
- As a result, ...
- By doing this, we/you/etc would ...

- b. Choose any of your ideas in Ex. 1. Write a topic sentence. Then write supporting sentences. Use the language in Ex. 4a.

## Safe Schooling

By Martin Raby

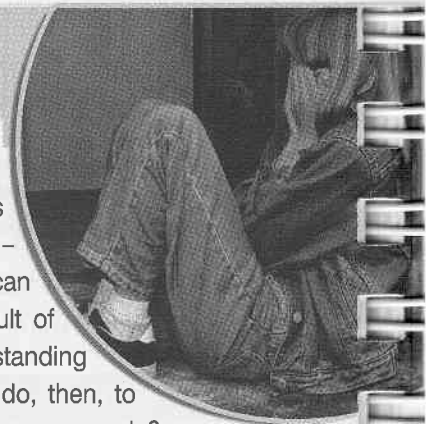
1 Nowadays more teens than ever before either bully or are bullied at school. Bullies hurt their victims in different ways – physically, psychologically and verbally. It can happen to anyone and may be as a result of many things, such as appearance, social standing or even friendship groups. What can we do, then, to make school a safer and happier place for young people?

2 First, if you are a victim of bullying, it would be a good idea to talk to an adult you can trust. With their help, you can avoid dangerous situations. Remember – you do not have to suffer alone.

3 It would also help if you spent as much time as possible in the company of friends. By doing this, you avoid giving the bully the opportunity to pick on you. You have a far greater chance of being able to ignore or stand up to bullies if you are with a group of people.

4 Another suggestion is to join your school's antiviolence programme, if one exists. Alternatively, you could start one in your school to combat the problem. In this way, you will be able to help not only yourself, but others who may be in a similar situation.

5 There are many ways to put a stop to bullying. It should not be tolerated under any circumstances. Speak out and make our schools safer!



## Your turn

- 5 a. Read the rubric and underline the key words.
- You see the following on the Letters to the Editor page in your local newspaper. 'Local schools are being broken into and vandalised in the evenings and at weekends by gangs of youths. What can we do to stop this from happening? Write in with your suggestions.'
- b. Work in pairs. Use three of the solutions below and write a topic sentence for each main body paragraph. Then decide on their results and consequences.
- CCTV cameras
  - regular patrols
  - facilities for teens to spend their free time e.g. youth centres
  - punishment to fit crime e.g. repair the damage
- c. **Portfolio:** Use the plan and your answers in Ex. 5b to write your article. Swap papers and check your partner's article.

## Plan

## Introduction

(Para 1) *What is the problem?*

## Main Body

(Paras 2-4) *What are your suggestions/possible results?*

## Conclusion

(Para 5) *How would you summarise your opinion?*



## Writing

**Objectives:** learning how to write an article suggesting solutions to a problem

**Reading:** an article about Safe Schooling

*Skills – skimming for general information*

**Writing:** an article suggesting solutions to the problem of vandalism

### 1 Pre-reading – Predicting solutions

Direct Ss' attention to the information from a local magazine and read rubric. Allow time for Ss to discuss in pairs and note down any possible solutions to the problem. Write suggestions on the board.

#### **Suggested Ideas**

*not draw attention to yourself, stay with a group of friends so that you are not alone, try to look confident – even if you're not*

### 2 a. **Focus ►** Skimming for general understanding

Allow Ss time to read individually and answer the questions. Check Ss' answers.

#### **Answer Key**

*Para 1 states the problem. Para 5 summarises the writer's opinion. Paras 2, 3, 4 contain the writer's suggestions and possible results/consequences.*

### b. **Focus ►** Checking predictions

Ask Ss whether the ideas in the article match their own ideas. (They may not, as there are often many possible solutions to a problem.)

### 3 **Focus ►** Analysing paragraph structure

Allow Ss time to complete the task. Check Ss' answers and hear Ss' alternatives.

#### **Answer Key** (See overprinted answers)

#### **Suggested Answer Key** (alternative topic sentences)

*Para 2: Thankfully, there are many ways to solve this problem; one of these is to seek the help of an adult.*

*Para 3: It would help if we tried to prevent bullying from happening in the first place, by staying with groups of friends.*

*Para 4: It would also be a good idea to get the whole school working together to fight this problem.*

### 4 a. **Focus ►** Reviewing – making suggestions – presenting results and consequences

Direct Ss' attention to the phrases in the table. Explain task. Check Ss' answers.

#### **Answer Key**

*Making suggestions: It would be a good idea to ... / It would help if you ... / Another suggestion is ...*

*Presenting results and consequences: By doing this, ... / In this way, ...*

### b. **Focus ►** Writing a topic sentence and supporting ideas

Remind Ss that supporting sentences add details and elaborate on what has been said in the topic sentence. Ss do the task in pairs. Check Ss' answers.

#### **Suggested Answer Key**

*Topic sentence: A useful suggestion would be to make sure you do not draw attention to yourself in any way.*

*Supporting sentences: If you are no different from others, then there is less chance of you being bullied. In this way, bullies would have no reason to bully you.*

### 5 a. **Focus ►** Understanding a rubric

Read out the rubric and elicit the key words from the class.

#### **Answer Key** (See overprinted answers)

### b. **Focus ►** Writing the main body of your article (pair work)

Read out the solutions provided and check comprehension. Ss complete the task in pairs. Monitor activity.

#### **Suggested Answer Key** (See model below)

### c. **Focus ►** Writing the article

Explain that Ss will now write their article individually. Remind Ss to use the plan provided, as well as their answers from ex. 5b. Ss check their partners' articles.

#### **Suggested Answer Key**

*In the past local schools have often been vandalised by gangs of youths and continue to be targeted today. But, by adopting some simple solutions, we may be able to stop this from happening in the future.*

*First of all, surveillance of the school premises should be improved. It would be a good idea to install CCTV cameras. If this was done, then we would be able to discourage youths from breaking into the school grounds as their actions would be caught on camera and they would be easily identified. This would make them think twice about vandalising anything.*

*An even more useful suggestion, however, would be to improve facilities for teens to spend their free time. By doing this, young people would have more interesting and constructive things to do in the evenings and at weekends and would have no reason to go vandalising the school.*

*It would also help if more suitable punishments were issued as a further deterrent. We must give the young a clear message that such behaviour will not be tolerated. For example, if vandals had to repair the damage they caused, they would be less likely to repeat such an offence.*

*Clearly, prevention is better than cure. We cannot and should not simply criticise the youth of today, without considering what we can do to help. By taking some simple steps, the problem of vandalism in schools could be reduced.*

## Curricular Cut: Citizenship

**Objectives:** learning about the importance of having and following rules

**Reading/Listening:** a text about following rules

*Skills – predicting*

*scanning for specific information*

**Vocabulary:** expressions to do with rules/the law

**Speaking:** group discussion – the need for rules

**Writing:** a set of rules for your English class

### 1 **Focus ➤** Introducing topic

Write **at home** and **at school** on the board and elicit from Ss the rules they have to follow in each place. Follow up with a short discussion about who makes the rules and what happens when rules are broken.

#### **Suggested Answer Key**

**at home:** tidy room, take out rubbish, lay table, etc – parents – may be grounded

**at school:** be on time for lessons, do homework, respect teachers/colleagues, etc – teachers – may be told off/expelled, etc

### 2 **Focus ➤** Simulating situations

Tell Ss that they will discuss a variety of situations in small groups and they must explain how they would feel and what they would do. Read out the first situation. Ask one group to read the example discussion. Set up groups. Allow Ss time to consider the other situations. Monitor the activity.

#### **Suggested Answer Key**

- 2 A: I would be angry because it would mean I would have to wait even longer.  
B: Yes, I agree. You have to wait your turn and not push in front of others – it's bad manners.  
C: It's rude and disrespectful in my opinion.
- 3 A: I would be annoyed because you should ask permission before you take someone's things.  
B: Absolutely. What if they don't return it? I would feel angry.  
C: Me too. They should save up and buy one if they want one, not steal.
- 4 A: I would be scared and shocked. You don't expect people to ignore red lights.  
B: It's dangerous to break the rules of the road.  
C: Yes, the rules exist to protect people's lives.
- 5 A: If someone shouted at me because of my skin colour I would feel embarrassed but also shocked.  
B: So would I. You don't expect people to do that. I think it is unacceptable to behave in such a way.  
C: I would try not to feel bad, but it would be difficult.

### 3 **Focus ➤** Explaining phrases related to rules/the law

Explain the task. Ss check the meaning of the expressions in their dictionaries.

#### **Answer Key**

**as a rule:** it usually happens

**the golden rule:** a principle you should remember because it will help you

**above the law:** not obey the law

**the law of the jungle:** situation in which there are no laws or rules to govern the way people behave and people use force to get what they want

**to take the law into our own hands:** punish someone instead of waiting for the police or the legal system to take action

### 4 **Focus ➤** Predicting content of text

Allow some time for Ss to discuss in groups before they listen to the recording and check their predictions.

#### **Suggested Answer Key**

A: Why do we need rules?

B: We need rules so that we have order in our society. We need a code to live by that will make our lives easier.

C: Also, we need to make things as fair as possible for everyone.

A: And what would happen if we didn't have rules?

B: I think there would be chaos.

C: Yes, everyone would be confused and unhappy.

A: Our world wouldn't be a nice place to live in. etc

### 5 **Focus ➤** Reading for specific information/ explaining words

Explain the task and allow Ss some time to complete it. Check Ss' answers. Ss explain the words in bold then choose as many as possible to mine or draw the meaning.

#### **Answer Key** (See overprinted answers)

**disorganised** (adj): badly planned or managed

**unfair** (adj): not right or just

**concentrate** (v): give all your attention to sth

**official laws passed** (phr): formally agreed to or approved new rules

**parliament** (n): the group of people who make or change a country's laws

**backed up** (v): supported

**legal system** (n): a system which follows set of rules

**criticised** (v): disapprove of

**put in prison** (phr): put behind bars

**breaks the rule** (phr): does something illegal

**designed** (v): intended for a purpose

**to ensure fairness** (phr): to make certain that things are fair/just

**selfishly** (adv): caring only about oneself and not about other people

**penalties** (n): punishments for doing something which is against a law or rule

**avoid** (v): if you avoid something unpleasant that might happen, you take action in order to prevent it from happening

### **Focus ➤** Writing a set of rules for your English class

Explain the task and elicit ideas from Ss about which rules they could suggest. Write examples on the board. Allow time for Ss to write their document, monitoring to make sure they cover all three bullet points in the rubric. Ss can then present their ideas to the class and follow up with discussion. Display the document Ss agree with most.

#### **Additional Material:**

Pairwork Activities: Unit 8

Workbook: Reading, Word Perfect Unit 8



# FOLLOWING THE RULES

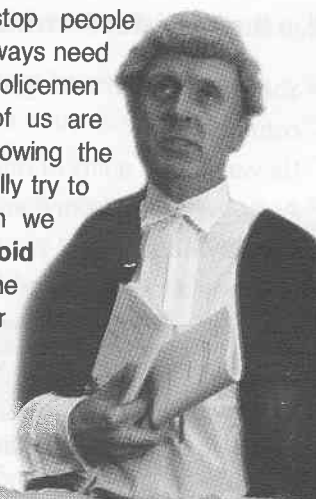
When people are playing a game, they need to follow the rules. If they don't, the game becomes **disorganised** and **unfair**, and it stops being fun. If a student ignores a rule against talking in class, the other students can't **concentrate**. Drivers who don't follow traffic laws can cause serious accidents.

Most things we do are governed by rules. These may be unwritten, like the 'rules' of social politeness, or **official laws passed by parliament** and **backed up** by the **legal system**. Punishment for breaking the rule may vary from being **criticised** to being **put in prison**.

But all rules and laws have the same purpose - to make it clear what most people agree is right or wrong, and what happens if someone **breaks the rule**. They are **designed to ensure fairness**, safety and respect for other people's rights, and in this way they help us work, play and live together peacefully.

If there were no rules and everyone was free to do whatever they wanted, most people would probably behave **selfishly**. We need rules to help us get along together and show respect for each other.

Having rules doesn't stop people breaking them. We will always need referees and **penalties**, policemen and prisons. But most of us are basically honest, and knowing the rules means that we usually try to follow them. One reason we do this is to **avoid** punishment, but the strongest argument for following the rules is, quite simply, that it makes the world a better place for all of us.



1 Think of yourself at home/school. What rules do you have to follow in each place? Who makes the rules? What happens if you break a rule?

2 Imagine the following situations. How would you feel, and why? What would you do? Discuss in groups.

- 1 You're playing a game, and one of the other players keeps cheating.
- 2 You're standing in a queue, waiting your turn, when someone pushes in in front of you.
- 3 You see someone riding away on your new bike.
- 4 The pedestrian light is green, you cross the road, and a driver who has ignored the red light nearly hits you.
- 5 Someone starts shouting at you and pushing you because you have a different skin colour/religion/etc.

1 A: *I would be annoyed, because the point is to see who is the best player, and cheating spoils the game.*

B: *I agree. I would tell them to follow the rules, and if they didn't I would probably stop playing.*

C: *Yes, it's against the rules to cheat.*

3 In pairs, try to explain the meaning of these expressions. Use your dictionary to help you.

- as a rule • the golden rule
- above the law • the law of the jungle
- to take the law into your own hands

## ► Reading & Listening

4 Why do we need rules, and what would happen if we didn't have them? Discuss it in groups, then listen to and read the text quickly to see if it agrees with the points you mentioned.

5 Read the text again and decide if each sentence below is **T** (true) or **F** (false), according to what the text says. Then explain the words in bold.

- 1 A game isn't fun if players break the rules. T
- 2 There are rules about most things we do. T
- 3 Anyone who breaks a rule may go to prison. F
- 4 There are different kinds of rules and laws, but they all have something in common. T
- 5 Rules don't mention punishment. F
- 6 Rules and laws are made to improve our lives. T
- 7 Rules stop people behaving selfishly. T
- 8 Good laws make punishment unnecessary. F
- 9 Most people try to follow the rules. T
- 10 The main reason we should follow the rules is to avoid being punished. F

## ► Project

Work in groups. Decide on a set of rules for your English class, then write a document to be displayed on the class notice board. Explain:

- what you want the rules to achieve (*e.g. teach respect for others, encourage learning habits, etc*)
- what students (and teacher) must/mustn't do
- what happens if a rule is broken



## Vocabulary & Grammar

### 1 Fill in the gaps with the correct word.

- 1 You've hurt her feelings with your impolite comments.
- 2 He was found guilty of murder.
- 3 As he was away from home for over a year, he got very homesick.
- 4 We should look after coral reefs.
- 5 The police caught them red-handed.
- 6 Use your common sense, will you?
- 7 The police will press charges against him.
- 8 Breaking someone's window is a minor offence.
- 9 He doesn't work for anyone. He's self-employed.
- 10 My father works very long hours. We don't see much of him.

(10 marks)

### 2 Circle the correct item.

- 1 ..... of the suspects admitted to the burglary.  
A Either    B Any    **(C) Neither**
- 2 Coral reefs are in ..... due to man's activity.  
A risk    **(B) jeopardy**    C shift
- 3 They caught the burglar and placed him ..... arrest.  
A before    B with    **(C) under**
- 4 It takes a long time to ..... to a new work environment.  
A organise    **(B) adapt**    C succeed
- 5 The mugger was taken to the police station ..... handcuffs.  
**(A) in**    B of    C to
- 6 Attackers look for people who are .....  
A common    **(B) vulnerable**    C unharmed
- 7 Don't say that! You might ..... her feelings.  
**(A) hurt**    B ache    C harm
- 8 There are a lot of ways to avoid a(n) ..... attack.  
A alone    B unharmed    **(C) potential**
- 9 The attacker tried to ..... her car keys.  
**(A) grab**    B remove    C harm

- 10 She is a teacher by .....

A job    B career    **(C) profession**

(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 George is a presenter on a cable TV channel.  
George works as a presenter on a cable TV channel.
- 2 I should have applied for the post.  
I wish I had applied for the post.
- 3 The police caught the bank robber and arrested him.  
The bank robber was caught and arrested by the police.
- 4 They fitted an alarm system in our house.  
Our house was fitted with an alarm system.
- 5 Pat insured her car for \$15,000.  
Pat had her car insured for \$15,000.

(10 marks)

### 4 Fill in the correct word derived from the word in bold.

- 1 You have to be very creative to become a fashion designer. **CREATE**
- 2 Penny was really pleased that Jane came to her party. **PLEASE**
- 3 The film was not suitable for young children. **SUIT**
- 4 James passed his exams and is now a qualified lawyer. **QUALIFY**
- 5 You can trust Pete; he is a very sensible boy. **SENSE**

(10 marks)

## Communication

### 5 Complete the exchanges.

- a Good thinking.
- b I don't agree.
- c What are your future plans?
- d How many hours will you be working?
- e I would love to be an actor.

- 1 A: What are your future plans?  
B: I want to become a doctor.
- 2 A: If I were you, I wouldn't leave the car unlocked.  
B: Good thinking.
- 3 A: How many hours will you be working?  
B: Sixteen hours a week.
- 4 A: I think teachers get paid too much money.  
B: I don't agree.
- 5 A: What do you want to do when you grow up?  
B: I would love to be an actor.

(10 marks)

## Listening

- 6 You will hear two friends talking about what jobs they want to do. Match the person (1-5) to the profession/career (A-F).

- |           |                       |
|-----------|-----------------------|
| 1 Susie   | <b>A</b> 2 Songwriter |
| 2 Paul    | <b>B</b> 5 Teacher    |
| 3 Lily    | <b>C</b> 4 Vet        |
| 4 Carol   | <b>D</b> 1 DJ         |
| 5 Matthew | <b>E</b> 3 Florist    |
|           | <b>F</b> Lawyer       |

(10 marks)

## Writing

- 7 This is an advertisement for a job in your local newspaper.

### WANTED:

Dedicated & hard-working teenager (16+) for well-paid shift work at a summer adventure camp.

Must be able to work both alone or as part of a team, have good communication skills and enjoy helping others.

If you are interested, apply in writing to Derek Green, Fun Camps, 100 Park Lane, Brighton BH1 2AE

Write a letter applying for the job. Make sure you include any experience and skills you have. (100 – 120 words)

(See Suggested Answers section)

(20 marks)

## Reading

- 8 Read the job adverts. Which job requires you to ...

- |  |   |
|--|---|
| 1 work different hours each week?              | B |
| 2 have several years' experience?              | C |
| 3 travel a lot?                                | C |
| 4 work some weekends?                          | A |
| 5 have the ability to communicate with others? | A |

## JOB OPPORTUNITIES

### A Production Assistant

TV channel in Central London needs a new member of staff. Your responsibilities will include answering the phone, meeting and greeting clients and helping whoever is in need. You must have a friendly personality and excellent communication skills. The work will involve some late nights and weekend work. No experience necessary - training will be given. Please call Tim on 020 789 3311 for an interview.

**Starting Salary:** £12,000

### B Web Designer

An exciting position has opened up in our design department. We are looking for a recent graduate with a degree in graphic design. The job is challenging and you need to be very creative. You will work shifts: one week 9-5; the second week 11-7. For more information call 0141 555 8675

**Salary:** £12 per hour

### C Journalist

Qualified journalist needed to work on a travel magazine. The ideal candidate should have at least 3 years' experience and love travelling. You will be sent on assignments all around the world and be writing articles and travel guides. Please e-mail your CV and a sample of your work to radiantne@peepo.com

**Salary is negotiable**

(20 marks)

(Total = 100 marks)

## Now I can...

- talk and write about people's jobs and safety
- express my wishes and regrets
- write a letter of application
- give an eye-witness account
- write an essay providing solutions to problems

...in English

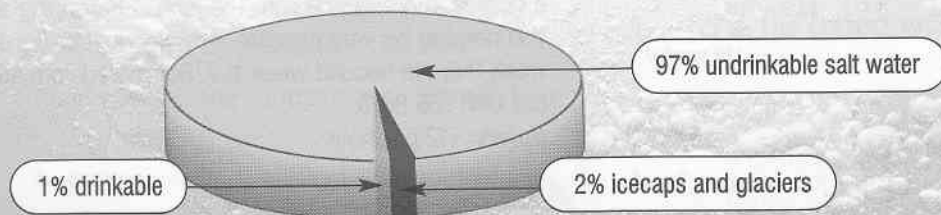
# Eco-friends 4

## Hydro-Logical

We may **take it for granted**, but water is the most important **resource** on Earth. It covers 80% of the Earth's surface and it's the only substance that can be found naturally in three forms: solid, liquid and gas. Water also makes up 66% of the human body and without it we can't live for more than a week.

Although water is the most common **substance** on Earth, we should use it carefully because only 1% is drinkable and 1/3 of all the people in the world can't get enough clean water. Today, we use 3 times more water than in 1950, and people in rich countries use 10 times more than those in poor ones. So where does it all go? Well, a single **dripping** tap can waste up to 7,600 litres of water in a year and a **leaking** toilet can waste about 260 litres in a day.

At home, we can help by fixing broken taps and toilets. Having showers instead of baths could save about 300 litres of water a week. We should also avoid using **chemicals** that pollute the water supply, because we can't increase the amount of fresh water in the world. We can only change the way we use it.



### ► Reading & Listening

- 1 a. Look at the title and the pictures. What do you think the article is about?  
b. In pairs, think of five things we use water for. Listen and read the text. Does it mention any of your ideas?
- 2 a. Read the text again and mark the statements **T** (true) or **F** (false).
  - 1 66% of the Earth's water is drinkable. F
  - 2 Humans can live for seven days without water. T
  - 3 People use 1/3 of the water on Earth. F
  - 4 Having baths instead of showers wastes water. T
  - 5 We can't increase the water supply. T

b. Explain the words in bold.

### ► Speaking

- 3 Close your book and tell your partner two ways to save water.
- 4 Think of ten words you have learnt in this text. In pairs, make sentences using them.

### ► Project

How much do you know about water? Work in groups. Collect information about water, then prepare a quiz for your classmates.



## Eco-friends

**Objectives:** learning about efficient uses of water.

**Reading:** a text about water use (T/F statements)

*Skills – scanning*

*reading for detailed understanding*

**Speaking:** talking about ways to save water; using new vocabulary

**Writing:** preparing a quiz about saving water

### 1 a. **Focus** ➤ Predicting the content of a text

Draw Ss' attention to the title and the pictures. Elicit answers from around the class. (*The article is about water use.*)

### b. **Focus** ➤ Scanning the text for specific information

Allow Ss time to think of five things we use water for and elicit answers from around the class. Write some of the most important/interesting answers on the board. Allow Ss time to read through the text quickly/listen and check their answers.

### 2 a. **Focus** ➤ Reading for detailed information

Allow Ss time to read the rubric and the statements. Explain any new vocabulary. Allow Ss time to read the text again carefully and elicit answers from around the class.

*Answer Key (see overprinted answers)*

### b. **Focus** ➤ Understanding new vocabulary

Allow Ss time to read around the words and phrases. Encourage Ss to guess if they are unsure. Elicit answers from around the class. Ss then choose as many as possible and mime or draw the meaning.

*Answer Key*

*take it for granted (phr): use it without appreciation*

*resource (n): a supply of something useful*

*substance (n): a solid, powder, liquid or gas with particular properties*

*dripping (adj): leaking a little, in small drops*

*leaking (adj): something which is losing a small amount of water/liquid*

*chemicals (n): substances used in a chemical process*

### 3 **Focus** ➤ Talking about ways to save water

Ask Ss to close their books and allow time for pairs to discuss ways of saving water. Elicit answers from around the class and make a note of the most important/interesting suggestions on the board.

### 4 **Focus** ➤ Using new vocabulary

Ask Ss to keep their books closed. Allow Ss time to remember ten new words from the lesson and to make new sentences in pairs. This can either be done orally or Ss can write down their sentences. Elicit answers from around the class.

## Suggested Answer Key

A: My brother takes my mum for granted. He never says 'thank you'.

B: Clean, fresh air is also an important resource.

A: Cold, rainy days are quite common in my country. etc

## **Focus** ➤ Preparing a quiz about water

Ss work in groups to collect information about water, then prepare a quiz. Ss can research in their school textbooks, on the Internet or in encyclopaedias. Ss prepare their questions – no more than 10 – then hand their questionnaire out to their classmates.

## Suggested questions

Mark the sentences Yes or No.

1 Water has no smell, taste or colour. (Y)

2 Without water we cannot live more than a few days. (Y)

3 The brain is composed of 90% water. (N - 70%)

4 Adults lose nearly 12 cups of water every day. (Y)

5 Our bones are 75% water. (N - 22%) etc

If you wish, you can ask Ss to do more research on water and in groups prepare a presentation on how to save water.

## Before you start ...

Revise one or two points from the previous module (e.g. jobs, types of crime, self defence) by asking Ss to discuss the questions in class.

## Objectives

Direct Ss' attention to the title of the module, *In action*. Explain that it summarises the theme of how we relate to forces of nature, activities around the world's weather, extreme weather conditions, festivals and that in the next two units they will learn to talk about extreme conditions, natural disasters, festivals, sports & healthy lifestyles.

## Look at Module 5

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. 102)

T: What page is picture 1 from?

S1: It's from p. 102.

T: What can you see in pic. 1?

S2: A boy running away. He has been attacked by locusts.

T: What else can you see on p. 102?

S3: Various insects.

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

S4: Probably about insects that can attack.

### Suggested questions

pic. 2 (p. 111)

What do you think the picture shows? How is it related to the title of the unit? What do the other pictures show? What is special about these pictures? Have you got similar festivals in your country?

pic. 3 (p. 113)

What can you see in the picture. Which country is it from? Do you recognise any of the festivals shown on p. 113?

pic. 4 (p. 114)

What does the picture show? Have you ever tried it? Name some other sports. What else can you see on pp. 114-115? What do you think "body image" means?

pic. 5 (p. 117)

What are the people doing in the picture? Have you ever done this?

## 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

*newspaper headlines:* Unit 9, p. 105 (titles seen in newspapers presenting an event) What are the headlines about? Have you ever experienced a natural disaster? Tell the class.

*a gym floor plan:* Unit 10, p. 118 (a map showing where each room is) Do you work out in a gym? Which are your favourite sports? If you were to join this gym which sports would you like to do?

*a questionnaire:* Unit 10, p. 120 (set of questions on a certain topic) What is the questionnaire about? Do you have healthy eating habits?

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 a festival of Ice Art.

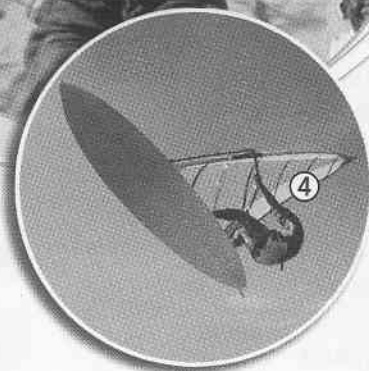
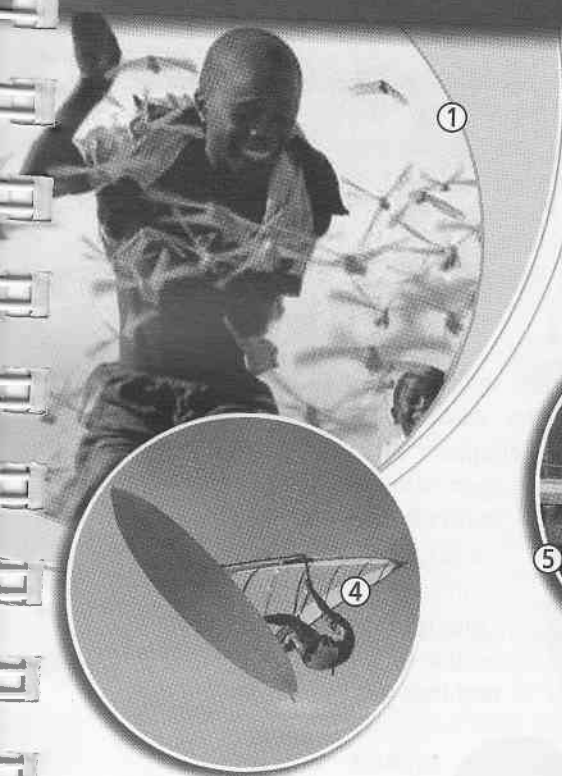
The **Curricular Cut** section is about muscles.

The **Eco-friends** section looks at different green issues. This one (p. 124) deals with ways to provide energy.

# In action

## Module 5

### Units 9-10



#### ► Before you start

- What's your favourite: film? CD? Talk about them.
- How can you protect yourself from possible attackers?

#### ► Look at Module 5

Find the page numbers for pictures 1-5.

#### ► Find the unit and page number(s) for

- newspaper headlines 105
- a gym floor plan 118
- a questionnaire 120

#### ► Listen, read and talk about ...

- animals & animal sounds
- the weather & extreme weather conditions
- food/drinks & cooking methods
- sports & sports places
- body image

#### ► Learn how to ...

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

#### ► Practise ...

- modals (*may, must, could*)
- making assumptions/deductions
- (to-) infinitive, -ing form
- idioms related to weather, ball
- phrasal verbs with *up, on*
- word formation of compound nouns

#### ► Write/Make ...

- a short factfile about an insect of your choice
- an e-mail about a natural disaster
- a short text about a seasonal or weather-related festival
- an informal e-mail invitation
- an article about a winter event
- a festival food calendar
- an e-mail to your penfriend giving advice about how to improve their body image
- a survey report
- a *Did you know?* article about the human heart muscles

**Culture Clip:** Ice Art – Alaska

**Curricular Cut (Biology):** Muscles

**Eco-friends:** Sources of energy



# 9a Forces of nature

## Nature Attacks!



### Killer Bees

You can find killer bees in North and South America, but **originally** they came from southern Africa. They are called killer bees because they attack anyone who comes near their **hive**, and over 1,000 people have died this way in the last 50 years. They become angry easily and are not scared of people. They can even **chase** their victims for up to half a mile. They only **sting** once. Female bees die after stinging, but during an attack hundreds and thousands of bees sting at once.



warm **sea currents** and strong winds push the jellyfish to shore. They usually disappear when the weather changes again. However, people should avoid touching them, turning them over or playing with them, because their sting is dangerous for anyone allergic to them. The moon jellyfish is the UK's most common **species** and they grow up to 40cm in size.



### Crickets

Cricket swarms are not uncommon, because when they travel in large groups they have a better **survival rate**. About 50 percent of them die when they split up compared to when they don't. However, swarms can be a nuisance, especially for farmers, because they damage their crops. Many crickets are **nocturnal** and they make a chirping noise by **rubbing** their wings together. However, the colder it gets, the slower crickets chirp.



### Locusts

Locusts can be up to 15 cm long and travel alone or in groups. When the **population** grows, they become more **social** and fly long distances to different countries. They can travel 200 km a day to find food. **Swarms** develop when the locusts crowd together in large numbers. When heavy rains are followed by a drought, locusts swarm to find food and become **aggressive**. A swarm of locusts can eat as much food as 2,500 hungry people!



### Flies

When the weather starts to warm up, people usually start to see flies around. However, **milder** weather due to climate change has led to an **explosion** in the fly population in recent years. Flies transmit around 40 serious diseases and carry the main types of **food poisoning germs**. Flies often swarm before it rains.



### Jellyfish

It is quite common to see massive swarms of jellyfish around the coast of Britain, because

### Lead-in

- 1 a. Match the animals to the sounds. Compare answers with a partner, then listen and check.

- 1 snakes **bleat/hiss**
- 2 cats **squeak/miaow**
- 3 canaries **twitter/moo**
- 4 doves **woof/coo**
- 5 lions **quack/roar**

- 6 wolves **oink/howl**
- 7 bees **buzz/tweet**
- 8 horses **neigh/grunt**
- 9 bulls **hoot/moo**
- 10 crickets **chirp/cluck**

What are these sounds in your language?

- b. Which of these are insects? Which insects can you see in the pictures in the article?

## Forces of nature

**Objectives:** learning about pests

**Reading:** text describing pests and the danger they pose to man (T/F statements)

*Skills – reading for specific information*

**Speaking:** answering comprehension questions about pests

**Vocabulary:** animal sounds, stings and bites; collective nouns for groups of animals

**Listening:** describing sounds; fact file about locusts (note-taking)

**Writing:** a short fact file about an insect

### 1 a. **Focus ►** Learning animal sounds lead-in

Go through the list of animals and explain any new vocabulary. Ask Ss to say which are reptiles (*snakes*), birds (*canaries, doves*), mammals (*cats, lions, wolves, horses, bulls*), insects (*bees, crickets*). Ask Ss what sounds they think they make (according to the English language!) Ss then compare their answers with a partner and check their answers, listening to the recording. On completion of the exercise, Ss describe the sounds these animals make in their own language.

*Answer Key (See overprinted answers)*

As an extension ask Ss to guess which animals make the other sounds (*sheep bleat, mice squeak, cows moo, dogs woof, ducks quack, pigs oink, small birds tweet, pigs grunt, owls hoot, hens cluck*).

### b. **Focus ►** Defining insects

Ask Ss which insects they can see in the article. Remind Ss of their answers in Ex. 1a. Elicit more insects (*coachroach, spider, ant, mosquito, scorpion, beetle*). Point out that an insect is a type of small animal with six legs and a body divided into three parts.

*Answer Key*

*Insects in Ex. 1a: bees, crickets*

*Insects we see in the article: killer bees, locusts, crickets and flies*



2 **Focus ►** Predicting the content of the text

Ss predict what the text will be about upon reading the title/headings and looking at the pictures. Play the recording. Ss read and check their answers.

3 **Focus ►** Reading for specific information

Allow Ss some time to read the text, then read sentences 1-10 individually and decide whether they are true or false. Ask Ss to tick the correct column (column A for 'true' and column B for 'false.'). Check Ss' answers.

**Answer Key** (See overprinted answers)

4 **Focus ►** Practising new words

Ask Ss to select an appropriate word from the text (underlined) to use in sentences 1-6, using dictionaries to check. Once Ss have completed the exercise, ask Ss to explain the words in bold. Ss can use synonyms, antonyms, examples using the words in context or mime/draw to explain the words.

**Answer Key** (See overprinted answers)

**originally** (adv): in the beginning

**hive** (v): a structure in which bees are kept

**chase** (v): run after/follow s.o. quickly in order to catch them

**sting** (v): when a plant, animal or insect pushes a sharp part of itself, usually covered in poison, into your skin

**population** (v): all the people who live in a country/area

**social** (adj): wanting to do things with others

**swarms** (n): large groups of insects flying together

**aggressive** (adj): angry, determined, ready to attack

**sea currents** (n): the steady, continuous flowing movements of the water in the sea

**species** (n): classes of plants and animals whose members have the same characteristics

**survival rate** (n): the number of sth that manages to stay alive

**nocturnal** (adj): active at night

**rubbing** (v): pressing two surfaces together while moving them backwards and forwards

**milder** (adj): neither extremely hot nor extremely cold

**explosion** (n): a large, rapid increase

**food poisoning germs** (n): very small organisms in food that has gone bad which make you ill

5 **Focus ►** Learning collective nouns

Explain the task. Check Ss' answers. Ask what these words are in Ss' L1

**Answer Key** (See overprinted answers)

6 **Focus ►** Distinguishing between *sting* & *bite*

Explain the task. Ss work in pairs, checking in dictionaries. Monitor the activity and check the answers.

**Answer Key**

**bites**: dog, mosquito, squirrel, fly, spider, snake, ant

**stings**: bee, wasp, jellyfish, scorpion

7 **Focus ►** Practising words that are often confused

Explain the task. Ss complete the gaps using dictionaries. Check Ss' answers.

**Answer Key** (See overprinted answers)

8 **Focus ►** Consolidating text

Explain the task. Ss work in pairs. Monitor the activity as Ss work in closed pairs. Ask various pairs to report back to the class.

9 **Focus ►** Note taking

Explain to Ss that they will hear someone providing information about locusts. Before you play the recording ask Ss to predict what the missing words are. (1 number missing, 2 adjective, 3/4 number, 5 colour, 6 noun)

Play the recording twice if necessary. Check Ss' answers.

As an extension ask Ss to use the completed fact file to ask each other comprehension questions (e.g. *How long do they live? What do they eat? etc.*)

**Answer Key** (See overprinted answers)

10 **Focus ►** Reviewing

Allow Ss some time to go through the lesson and their notes, and try to make sentences using the new words. Ss discuss their sentences in pairs.

**Focus ►** Writing a short fact file about an insect

Ss read the rubric. Check comprehension of the task by asking Ss: *What are you going to write? (a fact file) What will it be about? (an insect).* Ss collect information using their school textbooks, the Internet or encyclopaedias. Ss write their fact files. They can decorate them with pictures if they like. Ss present their factfiles to the class.

**Suggested Answer Key****Ladybird**

- Family: beetle
- Lifespan: one year
- Diet: greenfly, mites, small caterpillars
- Size: small
- Colour: red, black
- Legs: 6
- Wings: 2 pairs



## Reading & Listening

2 Look at the title, the headings and the pictures. What do you think the text is about? Listen, read and check.

3 Look at the sentences below, then read the text again to decide if each sentence is true or false. If it is true, tick (✓) column A. If it is false, tick (✓) column B.

	A	B
1 Killer bees come from North America.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Killer bees can sting people many times.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Heavy rains cause locusts to swarm.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Locusts can travel from country to country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 Weather conditions affect jellyfish movement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Jellyfish swarms happen a lot in the UK.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Swarms of crickets are uncommon.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 The hotter it gets, the faster crickets chirp.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9 Flies can make us ill.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10 Flies die when temperatures rise.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4 Use the underlined words in the text to complete these sentences. Then explain the words in bold in the text.

- I would get ill if I ate peanuts because I am allergic to them.
- My brother gets on my nerves – he's such a nuisance.
- In some parts of Africa a drought can last for years.
- Swarms of locusts can cause massive problems for farmers.
- Some farmers still harvest their crops by hand.
- Mosquitoes transmit malaria to humans.

5 Match the nouns to the animals.

1 a swarm	5 a colony	a of monkeys	e of whales
2 a school	6 a pride	b of sheep	f of dogs
3 a flock	7 a pack	c of lions	g of ants
4 a herd	8 a troop	d of bees	h of cows

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

6 Which animals *sting* and which *bite*? Check in your dictionary.

- dog • bee • wasp • mosquito • squirrel • jellyfish • fly  
• spider • snake • scorpion • ant

## Words often confused

7 Complete the gaps with the following words: *shore, coast, seaside, beach*. Check in your dictionaries.

- I love to listen to the gentle sound of the waves breaking on the shore.
- I like to walk along the beach collecting seashells in the summer.
- He often spends his summer holidays at the seaside.
- They have a summer house on the coast of Spain.

## Speaking


8 Read the text again and in pairs, ask and answer comprehension questions.

A: Where can you find killer bees?

B: In North and South America.

## Listening

9 You will hear someone talking about locusts. Listen and fill in the fact file.



**DESERT LOCUST**

- Family: grasshopper
- Lifespan: 1) 3-5 months
- Diet: cereals and other crops
- Habitat: 2) hot, semi-dry areas
- Size: 3) 15 cm, weight: 4) 2 g
- Colour: brown, 5) pink or yellow
- Young called: 6) hoppers

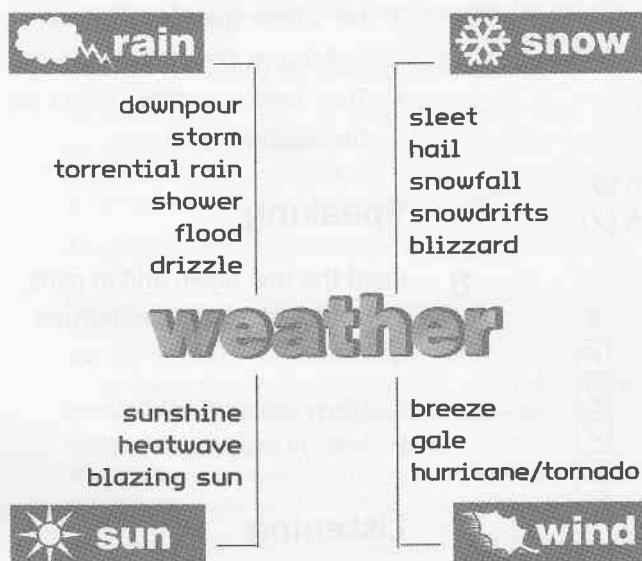
10 Think of ten new words you've learnt in this lesson. Make sentences using them. Tell your partner.

## Writing

Project: Write a short fact file about an insect of your choice. Use the headings in the fact file in Ex. 9 as a model.

## The weather

- 1 Look at the mind map. Use the words to complete the text.



... You won't believe what the weather has been like! The forecast promised glorious 1) sunshine, so we expected a 2) heatwave but on the first day it started to 3) drizzle, then dark clouds filled the sky and there was a terrible 4) downpour. It was pretty depressing. We had to stay indoors. The wind was blowing a 5) gale, too. At least it's not 6) sleet or 7) snow. Hopefully, it'll get better before we have to come home.

- 2 a. Use the verbs in the correct form to complete the sentences.
- blow • drizzle • howl • freeze • pour • shine
- 1 I hate it when it drizzles. I never know whether to take my umbrella or not because the rain is so light.
  - 2 Don't go out today without boots and raincoat – it's pouring down.
  - 3 Brrr. You'll freeze outside in this weather. It's -5°C.
  - 4 The sun is shining. Let's go to the beach!
  - 5 It was so windy he was nearly blown over.
  - 6 Can you hear the wind howling through the trees? It sounds very spooky.

## ► Listening

- b. Now listen to the sounds and the music. What is the weather like? Draw a picture of the scene. Describe your picture to the class.

- 3 Complete the words and phrases with the words in the list, then put them in the correct gaps in the sentences (1-7).

• flake • drop • stone • gust • bolt • flash • ray

- |                        |                     |
|------------------------|---------------------|
| a a flash of lightning | d a snowflake       |
| b a gust of wind       | e a ray of sunshine |
| c a thunderbolt        | f a raindrop        |
|                        | g a hailstone       |

- 1 A gust of wind blew his hat off.
- 2 After the storm a ray of sunshine broke through the clouds.
- 3 Suddenly, a loud thunderbolt shook the building.
- 4 A hailstone is a ball of ice.
- 5 A large raindrop fell on my head, and I dashed indoors just in time before the storm.
- 6 A flash of lightning lit up the sky.
- 7 A snowflake is like an ice crystal.

## Extreme weather

- 4 Which of these conditions were the people below caught in: *blizzard, hailstorm, heatwave, thunderstorm, tornado, pouring rain*? What do you think happened afterwards?

- 1 We got completely wet through.
- 2 I couldn't see where I was going and the snow was at least a metre deep.
- 3 We were all sweating terribly. I wished it would rain to cool us down.
- 4 A lot of buildings were damaged and some trees had been ripped out of the ground.
- 5 It was scary and noisy as the hail was battering the roof of our car.
- 6 We were frightened, cold and wet.

## Natural disasters

## ► Reading

- 5 Look at the headlines. What disaster is each about? Have you heard about any similar events in the news recently? Where and when did it take place? What happened? Talk in pairs.

## Vocabulary Practice

**Objectives:** using vocabulary related to the weather and natural disasters

**Reading:** text commenting on the weather (gap-filling)

*Skills – close reading*

**Speaking:** talking about extreme weather conditions/disasters in the news; describing the climate in your country

**Vocabulary:** weather terms; idioms and fixed phrases; phrasal verbs with *up*

**Listening:** visualising a scene based on sounds & music

**Writing:** an e-mail describing a natural disaster

### 1 **Focus ▶** Presenting/Practising vocabulary related to weather

Direct Ss' attention to the mind map. Elicit meaning of new vocabulary. Ss then complete the text. Check Ss' answers.

*Answer Key (See overprinted answers)*

### 2 a. **Focus ▶** Practising verbs related to weather

Go through the verbs in the list to check understanding. Ss do the task in pairs. Check Ss' answers. (Note: Ex. 2(3) focus Ss' attention on how to read  $-5^{\circ}\text{C}$  - 'minus five degrees Celsius')

*Answer Key (See overprinted answers)*

### b. **Focus ▶** Visualising a scene

Explain that Ss will hear some sounds/music on the recording and then draw what they 'see.' Ask Ss to close their eyes and use all their senses to visualise the scene. Ss draw their pictures, then describe them to the class. Alternatively, Ss can describe where they are, what time of year, who with, what the weather is like, what they are wearing, what they are doing, how they feel.

### 3 **Focus ▶** Presenting/Practising phrases related to weather

Explain the task. Allow Ss a few minutes to complete it in pairs. Ss can check their answers using dictionaries. Check Ss' answers.

*Answer Key (See overprinted answers)*

### 4 **Focus ▶** Matching extreme weather conditions with descriptions

Elicit what 'extreme weather' means (very bad weather conditions). Read through the list of extreme weather conditions. Ask Ss if they have ever been caught in any of them and to describe what happened/how they felt. Ss complete matching activity. Check answers before giving Ss some more time to discuss what happened afterwards. (Ss prepare written notes and then share ideas with another pair.)

## Suggested Answer Key

- 1 pouring rain – (I think the people were probably cold and miserable and hurried home to change clothes.)
- 2 blizzard – (It's possible that the person got lost or he/she had to stop driving and call for help.)
- 3 heatwave – (They probably tried to find a cool spot or went swimming.)
- 4 tornado – (Possibly the whole place was destroyed and people lost their houses and possessions.)
- 5 hailstorm – (After the hail stopped, I think they continued their journey.)
- 6 thunderstorm – (They probably hurried to a safe place to take shelter until it was over.)

### 5 **Focus ▶** Discussing Natural Disasters

Ask Ss to name any disasters they are familiar with (*earthquake, tsunami, etc.*). Elicit that these disasters are natural, not man-made such as fire. Direct Ss' attention to the headlines about disasters. Ask Ss if they have heard about them (or any other disasters) in the news recently and to discuss it in pairs. Monitor the activity, encouraging Ss to provide as many details as they can and/or summarising what happened.

#### Answer Key

- |              |                     |           |
|--------------|---------------------|-----------|
| 1 floods     | 4 hurricane         | 7 tsunami |
| 2 earthquake | 5 volcanic eruption |           |
| 3 avalanche  | 6 drought           |           |



- 6 a. **Focus ►** Ordering vocabulary (adjectives) to describe temperature

Elicit what 'temperature' is (*the measure of how hot or cold sth is*) and ask Ss to provide an example. *The temperature drops below 0°C in winter in my country.* Ask Ss how it differs from 'climate' (general weather conditions typical of a place) e.g. the hot climate of Italy. Go through the list of adjectives with Ss, then Ss order the words in pairs. Check Ss' answers.

**Answer Key**

**Highest** **Lowest**  
scorching – hot – warm – mild – cool – chilly – cold – freezing

- b. **Focus ►** Speaking about the climate in your country

Explain the task and read the example description. Ask Ss to work in pairs to prepare notes on all the four seasons in various regions in their country. Ss use their notes to tell the class.

(Ss' own answers)

- 7 **Focus ►** Practising prepositional phrases

Explain the task. Ss work in pairs, checking in dictionaries. Monitor the activity and check Ss' answers. Ask Ss to memorise the phrases or make sentences of their own using them.

**Answer Key** (See overprinted answers)

- 8 **Focus ►** Practising Idioms and fixed phrases related to weather

Explain the task. Ss complete it using dictionaries. Check Ss' answers. Ask if there are similar phrases in Ss' L1.

**Answer Key** (See overprinted answers)

- 9 **Focus ►** Practising phrasal verbs with *up*

Go through the phrasal verbs with *up*. Explain that each gap can be filled in with a phrasal verb from the diagram. Ss complete the task in pairs. Check Ss' answers. As an extension Ss choose a phrasal verb and draw a picture to illustrate its meaning. Ss, in pairs, swap papers and label their partner's drawing with the appropriate phrasal verb.

**Answer Key** (See overprinted answers)

**Focus ►** Writing an e-mail about a natural disaster you've experienced

Elicit type of writing (an e-mail) and appropriate beginning/ ending (Dear Sue, / Yours, Ann). Write the following on the board for Ss to use while writing their e-mail: **type of disaster, when/what time, what happened, damages caused, how you felt.** Ss make notes under these headings, then write their e-mail.

**Suggested Answer Key**

Dear Tom,

You won't believe it. There was an earthquake yesterday at about 8 o'clock in the evening.

I was doing my homework while my parents were watching TV when the floor started shaking. At first I didn't realise what was happening but the tremor got worse. I could hear my parents shouting to me to keep calm and hide under my desk but I couldn't move. I was scared to death. Well, it only lasted 15 seconds. Nobody was hurt, but it was really scary.

Hope you never experience anything similar. How are things?

Write back,

Mike

**Game - Extension**

Divide the class into two teams. Write 'up' on the board. A S from one team says a verb (turn, break, draw, put, do, hold), an S from the other team makes a sentence using it e.g. *Adam turned up unexpectedly at the party.* One point is awarded for each correct sentence. The team with the most points at the end of the game wins.

**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.

**Workbook 9 – Vocabulary Practice**

**Additional Material:**  
Songsheet 3

① Thousands made homeless by floods



② **Earthquake hits**  
southwest Japan

③ **Skier killed in avalanche**

④ **Florida issues hurricane warning**

⑤ **Java volcano due to erupt**



⑥ **DROUGHT HITS KENYA**

⑦ **New tsunami warning system in Pacific**

### Temperature

#### ► Speaking

6 a. Put the words in order from the highest to the lowest temperature.

- chilly • cold • freezing • hot • mild
- scorching • warm • cool

b. Think of your country. What is the temperature in various regions at different times of the year? Tell the class.

*During the winter, it's very cold. In the north, it's usually freezing and it often snows. Springtime is generally mild. In the south it is quite warm but in the north it stays rather cool until summer. etc*

### Prepositional phrases

7 Underline the correct word in each sentence.

- 1 Tornadoes destroy everything in/on their path.
- 2 In parts of Eastern Europe in winter, travellers should beware on/of getting caught in a blizzard.
- 3 People in the UK often complain of/about the rain.
- 4 Hailstorms caused a lot of damage in/to houses in the area.
- 5 People had to deal with/at a long power cut after the storm.
- 6 She is frightened of/about thunderstorms.

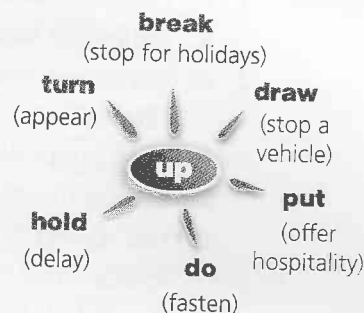
### Idioms & fixed phrases

8 Read the sentences (1-8). Circle the right word to complete the idioms.

- 1 Richard is such a dreamer. He's got his head in the (clouds)/fog.
- 2 Marcie is not very well. She's feeling under the (weather)/temperature.
- 3 It was a silly argument – just a (storm)/blizzard in a teacup.
- 4 Things were going so well for him, but then when it rains, it (pours)/drizzles.
- 5 Greg told everyone Jane's exciting news before she did, and stole her (thunder)/storm.
- 6 Donna puts some money aside every month and saves it for a (rainy)/sunny day.
- 7 When he got his degree, he was so happy, he was on (cloud)/sun nine.
- 8 He's in perfectly good health. He's as right as snow (rain).

### Phrasal verbs

9 Look at the phrasal verbs and then complete the sentences with the correct verb forms.



- 1 Sarah can't wait for school to break up for the summer holidays.
- 2 My uncle's house was flooded so we put him and his family up until the damage was repaired.
- 3 Sorry we're late. We were held up by the bad weather.
- 4 I was waiting a long time in the rain before the bus turned up.
- 5 It's freezing outside – don't go out without doing up your jacket!
- 6 As the wedding car drew up outside my house, the sun appeared from behind a cloud.

### Writing

**Project:** Imagine you experienced one of the natural disasters in Ex. 5. Write an e-mail to your English pen-friend describing your experience.

## Modals (possibility/ probability/certainty)

Grammar Reference

- 1 Read the cartoon. Which of the modal verbs in bold expresses: *probability/possibility? certainty? ability?*



- 2 Circle the correct modal. What does each express? Check in the Grammar Reference.

- 1 A: They say it **should** / **might** rain today.  
B: You **must** / **have to** be joking!
- 2 A: You're wet through. You **must** / **can** be freezing!  
B: Yes. **Could** / **Would** I have a towel please?
- 3 A: The weather **may** / **must** get worse.  
B: You **can't** / **mustn't** have heard the forecast then – it said sunshine.
- 4 A: Be careful! The wind **must** / **might** blow your umbrella inside out.  
B: Thanks, but it **should** / **can** have died down a bit by now.
- 5 A: Tom's plane **can't** / **must** have taken off. All flights are cancelled due to the weather.  
B: Yes. He **should** / **must** be stuck at the airport.
- 6 A: Being caught in a tornado **might** / **must** be terrifying.  
B: Yes. They **may** / **can** destroy whole towns.
- 7 A: The storm **should** / **can** have passed by now.  
B: Yes. You **can't** / **must** be right.

- 3 Rewrite the phrases in bold, using an appropriate modal and making any other necessary changes.

- 1 There's a chance it'll rain later.
- 2 I'm certain it's scary living in an earthquake zone.

- 3 I bet the weather forecast is on in a minute.
- 4 It's likely that we'll have a very hot summer this year.
- 5 I'm sure Tom **didn't** drive to work, because his car is in the drive, covered with snow.

### ► Listening

- 4 a. You will hear someone talking about a natural disaster. Listen and tick (✓) the correct column in the table.

	MUST	CAN'T	MAY/ CAN
AVALANCHE			
• happen anytime			✓
• start with weight of one skier			✓
• be easy to survive		✓	
SKIER/CLIMBER			
• be mad not to take basic rescue equipment	✓		
• be carried along at 100 mph			✓
• survive if near surface			✓
• survive after 45 min		✓	

- b. Now use the table to make full sentences.

## Making deductions/ assumptions

Grammar Reference

- 5 Match the sentences to the meanings.

- 1 b That's his coat. He **must have forgotten** it.
- 2 c Alan hates cold weather. He **can't/couldn't have gone** skiing.
- 3 a Bill **might not know** about the bad weather warning.
- 4 d Tom **can't have been clearing** snow off the driveway all morning! It's still covered!

- a It's possible that he doesn't.
- b I'm sure he did.
- c I'm certain that he didn't.
- d I'm sure that he wasn't.

- 6 Read the sentences (1-6) and choose the correct word(s) in bold.

- 1 You **must/could** have been relieved to get home before the storm hit.



## Grammar in use

**Objectives:** learning how to use modal verbs to express probability, possibility and certainty; making deductions/assumptions

**Reading:** a text about the Sapporo Snow Festival (cloze)

*Skills – text completion*

**Listening:** text about avalanches

*Skills – listening for specific information*

**Grammar:** modals; deductions/assumptions

**Writing:** a short paragraph about a seasonal or weather-related festival

1 **Focus ►** Presenting modals

Ask an open pair of Ss to read out the cartoon. Elicit modal verbs used and ask what they express.

**Answer Key**

*may* – possibility/probability (if you sunbathe without sunscreen you will probably get sunburnt)

*must* – certainty (if you get sunburnt, it will certainly hurt)

*could* – possibility/ability (speaker would be capable of sunbathing all day and night if possible)

2 **Focus ►** Practising correct modal/explaining meaning

Explain that we can use different forms of modal verbs to express different meanings in different contexts. Ask Ss to work in pairs to complete the task, checking the notes in the Grammar Reference.

**Answer Key**

1 *it might rain* = it will possibly rain

*you must be joking* = you are certainly not speaking seriously

2 *you must be freezing* = speaker is certain that you are very cold

*could I have a towel* = is it possible to have one

3 *the weather may get worse* = it is possible/probable that it will worsen

*you can't have heard the forecast* = speaker is almost certain that you haven't heard it

4 *the wind might blow your umbrella inside out* = it is possible that this will happen

*it should have died down* = speaker expects this to be the case

5 *Tom's plane can't have taken off* = speaker is almost certain that this was impossible

*He must be stuck at the airport* = speaker is almost certain this is the case

6 *Being caught in a tornado must be terrifying* = speaker is certain of this

*They can destroy whole towns* = they have the ability to do this

7 *The storm should have passed by now* = it's possible that

*You must be right* = I'm sure you are right

3 **Focus ►** Rewriting sentences to express the same idea with a modal verb

Explain the task. Do item 1 with Ss. Ss work in pairs. Allow Ss time to complete the task. Check answers around the class.

**Answer Key**

1 *It may/might rain later.*

2 *It must be scary living in an earthquake zone.*

3 *The weather forecast must be on in a minute.*

4 *We may/might have a hot summer this year.*

5 *Tom can't/couldn't have driven to work, because his car is in the drive, covered with snow.*

4 a. **Focus ►** Listening for specific information

Elicit from Ss what type of natural disaster an avalanche is. Before listening, get Ss to read through the table and predict the correct answers. Tell Ss to listen carefully for the modal verbs used and to tick the appropriate column. Play recording twice if necessary. Check Ss' answers.

**Answer Key** (See overprinted answers)b. **Focus ►** Forming sentences

Now Ss use the information in the table to write their own sentences. Allow Ss time to complete. Individual Ss then read their sentences around the class. The class listens to see if the meaning of the original sentence has changed or not.

**Answer Key**

*An avalanche can happen anytime.*

*It might start with the weight of one skier.*

*It can't be easy to survive.*

*A skier may be carried along at 100mph.*

*He must be mad not to take basic rescue equipment.*

*He may survive if he is near a surface.*

*He can't survive after 45 minutes.*

5 **Focus ►** Presenting deductions/assumptions

Ss books closed, write on the board: *This is Ann's bag. She must be here. She can't be at work. She may be in the kitchen.*

Elicit that we use **must** to say that we are sure about sth, **can't** to say that we are sure that sth is not true and **may** to express probability. Focus Ss' attention on the infinitive that follows these verbs. Explain that we use present bare infinitive when we refer to the present. Write the following table on the board and focus Ss' attention on the verb tenses and the corresponding tenses of the infinitive.

**Answer Key** (See overprinted answers)

Verb tenses	Tenses of the infinitive
he goes, he will go	(to) go
he is going	(to) be going
he went/he has gone/he had gone	(to) have gone
he was going/he has been going/he had been going	(to) have been going

Ss books open. Read through the examples. Elicit which refer to the present (3), past simple (1, 2) past continuous (4). Ss do the task. Check Ss' answers.

6 **Focus ►** Practising modal verbs

Explain the task. Ss complete the task, then check with their partners. Check Ss' answers. Monitor and check.

**Answer Key** (See overprinted answers)

7 **Focus ►** Practising modal verbs

Explain the task. Ss work in pairs to write their sentences. Check Ss' answers round the class.

**Answer Key**

- 2 She must have lost her way.
- 3 He must be feeling ill.
- 4 He may not be seeing us tomorrow.
- 5 She can't have been at home.
- 6 She may have lost the way.

- 8 Ask Ss to look at the pictures. Invite them to use **must**, **can't** or **may** to make as many sentences about each picture as possible. Ss work in pairs. Monitor the activity. Check Ss' answers round the class.

**Suggested Answer Key**

- A They must be on holiday.  
They can't be by the sea.  
They may be staying in a cabin.  
They must be enjoying their game.  
They may be playing chess.  
They may have been there before.
- B He must be tired.  
He must have a headache.  
He may be having a problem.  
He may have lost his files.  
He can't be feeling well.

**Game - Extension**

Choose a picture from the book that shows people doing sth (e.g. p. 84, Bill). Ss in teams make deductions.

**Suggested Answer Key**

Team AS1: He must be working on something.  
Team BS1: He can't be on holiday.

**Suggested pictures**

(Ex. 9 p. 13, Ex. 1 p. 18, Ex. 6 p. 23, Ex. 3b p. 36,  
Ex. 1 p. 84, Ex. 2 p. 96)

9 **Focus ►** Completing text – identifying parts of speech

Explain the task. Tell Ss to read the whole text through before they do the task. Ss complete the task and compare their answers. Check Ss' answers on the board. Mind spelling. As an extension Ss ask and answer comprehension questions in pairs.

- e.g. A: What is Sapporo?  
B: The capital of Hokkaido. What is Hokkaido?  
A: The most northern island of Japan. When is the snow festival?  
B: In February. etc

**Answer Key** (See overprinted answers)

10 **Focus ►** Sentence Transformations

Explain the task. Allow Ss time to complete their sentences. Check answers around the class.

**Answer Key** (See overprinted answers)

**Focus ►** Writing a short paragraph about a seasonal or weather-related festival.

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 seasonal or weather related festival). What information do you need to include? (When? Where? What activities/food? How long?). Allow Ss time to write. Select Ss to read out their writing.

**Suggested Answer Key**

The Fire Festival of Up-Helly-Aa takes place every year on the last Tuesday in January in Lerwick, The Shetland Isles. It dates back to Viking days and celebrates the end of Yule. There are numerous activities on this day, such as a colourful procession of people dressed in Viking costumes. After the procession there is a ceremony with a blaze of torches, where a replica Viking boat is set alight. The people also put on a play and have parties.

**Game - Extension**

Ss play in two teams. A S from each team in turn mimes a situation e.g. someone with sunburn, someone waiting impatiently for a bus. The other members of the team make as many deductions/assumptions as they can e.g. he must have sunburn, he must have stayed out in the sun too long, he could be on holiday etc. Each correct sentence receives a point. The team with the most points wins.

**Synergy:** Allow Ss two or three minutes to revise the lesson. Ss close their books. Pair Ss up to talk about what they have learnt.

Workbook 9 – Grammar in Use

# The Sapporo Snow Festival



- 2 A hurricane **may/can't** have hit Florida. There was nothing on the news about it.
- 3 Be careful! You **could/should** hit someone in the eye with your umbrella!
- 4 Oh no! Marty **must/can't** have been waiting for the bus in the rain all this time!
- 5 Alex **may not/shouldn't** have heard the hurricane warning.
- 6 Gloria **must/may** have forgotten to put sun screen on! She's sunburnt all over!

## 7 Rewrite the sentences using past forms of modal verbs.

- 1 I don't think they left for Mexico.  
*They may not have left for Mexico.*
- 2 I'm sure she lost her way.
- 3 Perhaps he is feeling ill.
- 4 I don't think he will be seeing us tomorrow.
- 5 I'm sure she wasn't at home.
- 6 Perhaps she lost the way.

### ► Speaking

- 8 Look at the pictures. Make as many deductions as possible.



- 9 Complete the text with the correct word derived from the words in bold.

Sapporo is the capital of Hokkaido, the most **1)** northern island of Japan.

In February every year, a **2)** growing number of visitors come to its snow festival.

Last year, about two million people came to see the hundreds of **3)** beautiful snow statues and **4)** impressive ice sculptures that the festival is famous for. The town's ambition to hold

one of Japan's **5)** biggest winter events each year is made possible because it gets five metres of snow every winter.

The festival is now an **6)** international event that includes a snow sculpture **7)** competition in which teams from all around the world take part. These sculptures are massive, and past entries include **8)** famous buildings, people and cartoon characters.

As well as the contest, there is a wide **9)** variety of **10)** entertainment and fun activities on offer.

**NORTH  
GROW**

**BEAUTY  
IMPRESS**

**BIG**

**NATIONAL  
COMPETE**

**FAME**

**VARY  
ENTERTAIN**

## Sentence transformations

- 10 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
  - 1 There is a chance that he will arrive tonight.  
He **may** arrive tonight.
  - 2 I'm sure Gary hasn't flown to Detroit; the weather's too bad.  
Gary **can't** have flown to Detroit; the weather's too bad.
  - 3 He's soaking wet – I'm sure he has been walking in the rain.  
He's soaking wet – he **must** have been walking in the rain.
  - 4 A drought is possible here, even in the winter.  
There **may** be a drought here, even in the winter.
  - 5 I'm sure he didn't catch the 8 o'clock plane.  
He **must** have missed the 8 o'clock plane.

## Writing

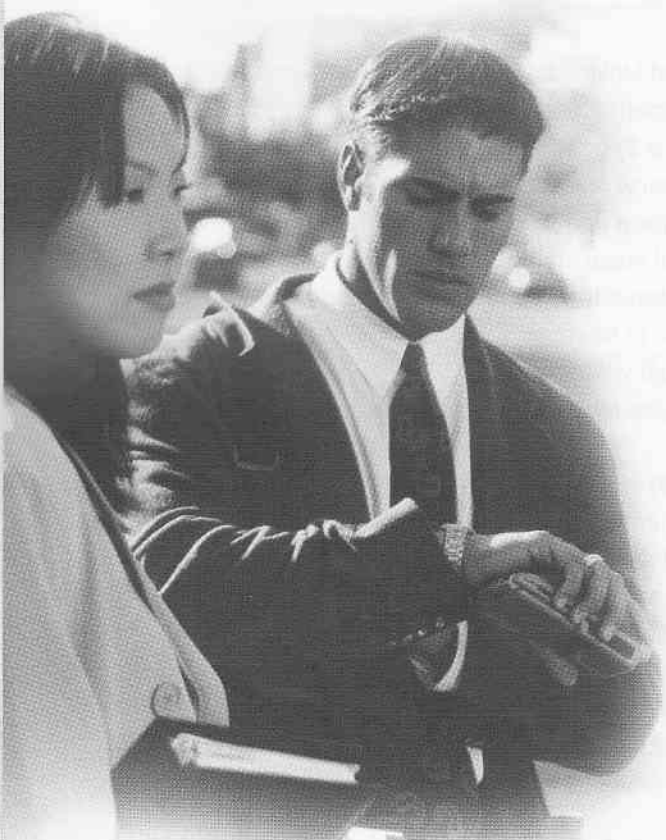
**Project:** Write a short paragraph (50-60 words) about a seasonal or weather-related festival. Include:

- When/where it takes place
- What activities/food/etc there are
- How long it lasts



► **Reading & Listening**

- 1 Look at the picture. Where are the people? What could they be waiting for? Do they feel relaxed or impatient? Why?



- 2 a. The dialogue is related to the picture. What might the people be talking about? Read and check.

A: Excuse me. Have you been waiting long for the bus?

B: **1 c**

A: It must be late because of the bad weather.

B: I hope it comes soon, or I may miss an important meeting.

A: **2 b**

B: Me too. It wasn't this cold yesterday, was it?

A: No – and the forecast for the weekend is sunshine.

B: **3 d**

A: That's a relief.

B: At least we don't live in the north. It must be really cold there now.

A: **4 a**

B: It's about time!

- b. Complete the dialogue with sentences a-d. Compare answers with a partner. Listen and check.

- a Yes. We're in luck. Here's the bus.
- b I think we both might be late for work and I'm freezing!
- c Yes. It should have been here 10 minutes ago.
- d Good. This can't last for more than a couple of days, then.

**STUDY SKILLS****Acting out a dialogue**

Making up dialogues and acting them out helps you build your conversational skills and become more creative. Try to use as much new vocabulary as you can to reinforce what you have learnt.

- c. **Portfolio:** Take roles and act out the dialogue in pairs. Give it a different ending. Record yourselves.

**Expressing probability/possibility**

- 3 a. Read the exchanges and underline the words/phrases that express probability or possibility.
- A: What's the weather like today?  
B: It's fine at the moment, but it might rain this afternoon.
  - A: Take your coat with you.  
B: Why? The weather's fine.  
A: It may be sunny now, but it could get cold later.
  - A: It can be very cold in the winter in Russia.  
B: Yes, especially in the east.
  - A: It should have stopped raining by now.  
Take a look outside, will you?  
B: Yes, it has, just like the forecast said it would.
- b. Find statements in the dialogue that express probability/possibility.
- c. In pairs, act out your own exchanges similar to the example, using *can't* and *must*.
- A: *You can't be cold. It's 22 degrees!*  
B: *Well, I am, so I must be coming down with something.*

## Listening & Speaking skills

**Objectives:** expressing probability/possibility related to weather; making speculations

**Reading:** a dialogue at a bus stop (gap-fill)

*Skills – reading for general understanding*

*reading for detailed comprehension*

**Speaking:** acting out and recording a dialogue; describing pictures (making speculations); saying how the weather affects our free-time activities

**Listening:** monologue about extreme weather (Yes/No statements); evaluating speech

*Skills – listening for specific information*

**Grammar:** expressing probability/possibility

### 1 **Focus ►** Predicting content

Direct Ss' attention to the picture and ask the questions about the people in preparation for the reading/listening.

#### **Suggested Answer Key**

*The people are at a bus stop. I think they are waiting for their bus to work. They seem to be impatient. Possibly the bus is late.*

### 2 a. **Focus ►** Confirming predictions

Allow Ss some time to read the incomplete dialogue. Ss say whether or not their predictions were accurate.

### b. **Focus ►** Completing the dialogue

Explain the task. Ss complete the dialogue and compare their answers with a partner. Play the recording for Ss to check. Ss, in open pairs, read the dialogue aloud.

**Answer Key** (See overprinted answers)

### c. **Focus ►** Acting out a dialogue

Go through the Study Skills theory box. Allow Ss time to practise their own versions of the dialogue before they act them out to the class/are recorded. (possible endings - they get a taxi, a friend of one of them gives them a lift to work, they decide to get the train etc)

### 3 a. **Focus ►** Identifying words and phrases that express probability/possibility

Explain the task. Ss complete the task individually, then check with their partner. Check Ss' answers.

**Answer Key** (See overprinted answers)

### b. **Focus ►** Identifying deductions

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

#### **Answer Key**

- *it must be late*
- *I may miss an important meeting*
- *It must be really cold there now*
- *... we both might be late for work ...*
- *It should have been here ...*
- *This can't last for more ...*

### c. **Focus ►** Practising *can't* and *must* (pair work)

Explain task. Ss work in pairs. Monitor activity. Invite pairs to act out their exchanges in front of the class.

#### **Suggested Answer Key**

A: *It may rain tomorrow.*

B: *I hope not. I must go to London.*

A: *You must be tired.*

B: *I am. I may go to bed early tonight. etc*

4 a. **Focus ►** Identifying key words

Elicit what the recording will be about and draw Ss' attention to sentences 1-6. Elicit the key words in preparation for the listening activity. Ask Ss to predict the content of the listening.

**Answer Key** (See overprinted answers)

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

Explain that the Ss must listen carefully and decide whether the statements are correct or incorrect. Play the recording. Working individually, Ss place ticks in the correct columns. Play the recording twice if necessary. Ss compare answers with a partner. Check Ss' answers.

**Answer Key** (See overprinted answers)

5 **Focus ►** Grouping words/phrases

Draw the two spidergrams on the board and brainstorm a few activities we can do when it's cold/hot. Allow Ss time to complete their own individually, stating what they do. In pairs, students speak about their spidergrams and compare. Ss then use the completed spidergrams to talk about their favourite activities in hot/cold weather.

**Suggested Answer Key**

**HOT DAY:** go swimming, go to the pool, go on an excursion etc

**COLD DAY:** read a book, chat on the phone, listen to music etc

6 a. **Focus ►** Describing pictures (Speaking in pairs)

Explain the task (direct Ss' attention to the picture). Explain that they will each get a turn to speak and they must try to describe what they see in as much detail as possible, making speculations with *must*, *can't*, *may*. Student A describes picture A.

**Suggested Answer Key**

**Picture A**

In the picture we see a group of four people. It might be a family as we see two adults that could be mum and dad and two young children. The children are still fairly young: the youngest child is a girl – she must be about three years old; her brother looks a couple of years older. The young boy is sitting on his mother's knee and the young girl is standing in front of her father. They are having a picnic outside – it could be in a park or large garden. It must be summer as the weather looks fine. It can't be in a hot country as they are wearing a lot of clothes! It must be lunch-time or early afternoon as they have brought a big picnic basket full of food to eat. There are grapes and bananas in it. There might be sandwiches as well. They must be enjoying their day out as they look relaxed and happy.

b. **Focus ►** Evaluating accuracy and fluency of speech

Play the recording. Ss evaluate the speaker's performance (considering accurate description/grammar/fluency). Ss then evaluate their partner's performance. Alternatively, ask a student to describe picture A, then play the recording so that Ss can compare the two speakers.

c. **Focus ►** Describing pictures

Student B describes picture B.

**Suggested Answer Key**

**Picture B**

In the picture I can see four children playing in the snow. It must be winter. The children might be brothers or they might be friends. They are outdoors – they may be in someone's garden or in a park. The cold weather can't affect them much – they are wearing warm clothes, such as coats, gloves and hats.

7 **Focus ►** Expressing opinions

In closed pairs Ss discuss how the weather affects their free-time activities. Monitor Ss' responses. Select pairs to report back to the class.

**Suggested Answer Key**

A: I don't really like cold weather. I have to stay at home and I can't play football with my friends.

B: It's not that bad. On a cold day I usually listen to music or read a book. I see more of my family, too.

A: And I surf the Net or chat on the phone. Well, I guess that's not that bad.

B: No, not at all. The thing is that when the weather is good you can spend more time outside playing with friends.

A: That's exactly the point. I really enjoy it when we go on long rides on our bikes.

B: I do the same or I sometimes go for a swim at the pool. Well, I guess that if you are in a good mood you can always find things to do, no matter what the weather is.

A: I guess you are right.

8 **Focus ►** Reviewing

Allow Ss' some time to review the lesson and their notes. Pair Ss up to discuss.

**Workbook 9 – Listening & Speaking**



► **Listening**

- 4 a. You are going to hear someone talking about extreme weather conditions in different places around the world. Read through the sentences (1-6) and underline the key words.

	A	B
	Yes	No
1 Only <u>scientists</u> live in the <u>coldest</u> place in the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 The <u>coldest</u> place in the world is a <u>village</u> in <u>Siberia</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 The <u>hottest</u> place in the world is in <u>South America</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 El Azizia is in the <u>Sahara Desert</u> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 It <u>almost</u> never stops raining in 'the land of the clouds'.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 The <u>windiest</u> place in the world is in the <u>USA</u> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- b. Listen and mark each sentence as correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is incorrect, put a tick (✓) in the box under B for NO.

- 5 What do you do in hot/cold weather? Make spidergrams. Compare answers with a partner.

**HOT DAY**

go to the beach

**COLD DAY**

surf the Net

**Describing pictures**► **Speaking**

- 6 a. Look at picture A and describe it to your partner. Make speculations. Use *must*, *can't*, *may*.

**A**

- b. Listen to someone describing the same picture and evaluate them in terms of grammar, vocabulary and accuracy. How similar is their description to your partner's?

- c. Now, look at picture B and describe it to your partner. Make speculations about it.



- 7 In pairs, discuss how the weather affects your free-time activities.
- 8 Think of what you have learnt in this lesson. Close your books and tell a partner.

**ENJOY TIME**

Why does it rain?

To help things like flowers, grass and trees grow.

Then why does it rain on the pavement?



## Getting started

- 1 a. Have you ever sent/received an e-mail invitation? Who from/to? What about?  
b. What could you invite your friend to in writing?  
*A birthday party. etc*
- 2 How would you start/end a letter to: *a friend? your teacher? someone you've never met?* Choose from the greetings below.
 

• Hi (+ first name)	• Dear Mr/Mrs
Love, (+ first name)	(+ surname)
• Dear Sir/Madam	Best regards (+ full name)
Yours faithfully, (+ full name)	
- 3 Which of these phrases would be appropriate in an informal e-mail invitation? Decide in pairs. Which can you use to start/end your e-mail?
  - I am writing to complain about ...
  - Hi! How are you?
  - Thanks for your letter.
  - I look forward to hearing from you.
  - Can't wait to hear from you.
  - Write back soon!
- 4 In pairs, rewrite the following sentences in an informal style. Check with another pair.
  - 1 I request the pleasure of your company at the Spring Ball.
  - 2 Please advise me without delay.
  - 3 I look forward to meeting you.
  - 4 Thank you for your co-operation.
  - 5 I hope my letter finds you in good health.

## Let's look closer

- 5 a. Read the rubric, then read the e-mail and match the paragraphs to the headings.
  - You are going to a winter festival at Niagara Falls. Write an e-mail to a friend telling him/her about the festival and inviting him/her to go with you.
- a Description of festival
- b Opening remarks
- c Request for response and final remarks
- d Invitation to festival

Previous Next Reply Reply all Print

To:  
Subject:

Dear Sue,

1 b Hi. How's it going? I hope you and your family are well. Thanks for your last e-mail. It was great to hear all your news.

2 d Guess what? I'm going to a festival at Niagara Falls, Canada, next month. How would you like to go with me? It would be great to go together.

3 a It's called the Winter Festival of Lights and it runs from 4 November to 2 January. It has huge animated light displays and fantastic themed night parades that include popular Disney characters. There is also a musical stage show called *Winter Wishes*, firework displays, concerts, ballet performances, art and craft shows and much, much more. We're leaving on 3 December and staying for a week until the 10th. The total cost will be \$700, including flights, accommodation and meals.

4 c Please say you'll come. Let me know as soon as you can so we can make the arrangements. Hope to hear from you soon.

Love,  
Marcy

- b. Suggest a different beginning/ending for the e-mail.

## Your turn

- 6 Underline the key words in the rubric. Use the plan to make notes. Then write your e-mail.

Write an e-mail to a friend telling him/her about a seasonal festival in your country and inviting him/her to come with you (100-150 words).

## Plan

Dear (+ your friend's first name)

## Introduction

(Para 1) Ask how he/she is.

Thank your friend for their last e-mail.

## Main Body

(Para 2) Mention the festival.

Invite your friend to come with you.

(Para 3) Describe the festival (date – activities – travel details).

## Conclusion

(Para 4) Encourage your friend to come.

Ask for a speedy reply.

Love,  
(your name)

## Writing

**Objectives:** planning and writing an informal e-mail of invitation

**Reading:** example e-mail of invitation

**Writing:** an e-mail to a friend about a seasonal festival and inviting him/her to come with you

### 1 a. **Focus ►** Talking about e-mail invitations

Invite Ss to share their personal experiences of sending/receiving e-mail invitations as a starter activity.

(Ss' own answers)

### b. **Focus ►** Brainstorming invitations

Give Ss exactly one minute to brainstorm as many different instances when they could write to invite a friend. Ss compare lists with a partner.

**Suggested Answer Key**

*to a party, for the weekend, going camping, going on a short excursion etc*

### 2 **Focus ►** Selecting appropriate greetings to start/end a letter

Explain the task. Check Ss' answers.

**Answer Key**

to a friend	{ Hi (+ first name), Love, (+ first name)
to someone you've never met	{ Dear Sir/Madam, Yours faithfully, (+ full name)
to your teacher	{ Dear Mr/Mrs (+ surname), Best regards (+ full name)

### 3 **Focus ►** Selecting appropriate phrases for an informal e-mail invitation

Explain the task. Remind Ss of characteristics of informal style (*short forms, everyday language etc*). Allow Ss some time to complete the task in pairs. Check Ss' answers. Ss justify their answers.

**Answer Key**

**To start your e-mail:** *Hi! How are you? – Thanks for your letter.*

**To end your e-mail:** *Can't wait to hear from you. – Write back soon!*

### 4 **Focus ►** Rewriting in an informal style

Explain the task. Ss work in pairs. Ss check answers with another pair. Check Ss' answers.

**Answer Key**

- Please come with me to the Spring Ball.*
- Let me know as soon as possible.*
- Can't wait to meet you!*
- Thanks for your help.*
- I hope you are well.*

### 5 a. **Focus ►** Matching paragraphs to headings

Direct Ss' attention to the rubric and explain the task. Ss work in pairs to complete the task. Check Ss' answers.

**Answer Key** (See overprinted answers)

### b. **Focus ►** Suggesting a different beginning/ending to the e-mail

Ss work in pairs to complete the task. Ss compare suggestions with another pair. Check Ss' answers.

**Suggested Answer Key**

**To begin:**

*Hi Sue! I hope everything's fine with you and your folks. I was so pleased to get your last email and to catch up with all your news. Now it's my turn to tell you mine!*

**To end:**

*Well, I hope I have persuaded you enough to come along! Please let me know soon what you think so we can book the tickets and everything. Already looking forward to your answer. Lots of love,  
Marcy*

### 6 **Focus ►** Writing an e-mail to a friend about a seasonal festival and inviting him/her

Direct Ss' attention to the rubric and ask them to underline the key words (See overprinted answers). Allow time for Ss to complete notes following the plan. Ss use their notes to talk about the festival, then write their e-mails.

**Suggested Answer Key**

*Dear Kate,*

*Hello! How are you? Hope things are going well for you all in Newcastle. Thanks for your last email! As usual, it was great to get your news.*

*It's such a pity that the summer is almost over! But, actually I have something to look forward to. There's a two-day festival happening in London from the 16<sup>th</sup>-17<sup>th</sup> of September called 'The Mayor's Thames Festival'. My whole family has decided to go down for a long weekend. How about coming down with us? It would be so much fun if you could join us!*

*The best thing is – all the events are free! It's a festival that happens every year to celebrate the Thames river. There are lantern parades, carnivals, river races and fun-fairs, as well as live bands, food stalls and more! I also hear that there will be a Japanese carnival this year. And at the end of it all there will be a huge firework display! Imagine what fun it will be! As for travelling down, we can get the train together and, if you agree to come, we will organise the hotel for you.*

*Please ask your parents if you can come and let me know as soon as possible and we will make all the arrangements. Looking forward to your answer,  
Love,  
Sally*



## Culture Clip

**Objectives:** learning about a winter festival

**Reading/Listening:** a text about Ice Alaska (T/F statements)

*Skills – predicting*

*reading for general understanding*

*reading for specific information*

**Speaking:** talking about Ice Alaska from notes

**Writing:** note-taking, writing about a popular winter festival/event

### 1 **Focus ►** Pre-reading/describing pictures

Focus Ss' attention on the pictures and ask them to describe what they see. Then allow Ss time to speculate more about the sculptures in pairs. Check Ss' suggestions.

**Suggested Answer Key**

*The pictures show various sculptures made of ice. They are amazing. These sculptures could be seen in a festival.*

### 2 a. **Focus ►** Reading for general understanding/predicting

Ask Ss to interpret the title and predict what they expect to read in the article. Then Ss read the first sentence of each paragraph and continue to make predictions. (Remind Ss that the first sentence of the paragraph usually contains the main idea.) Ss read/listen and check their predictions.

### b. **Focus ►** Reading for specific information

Explain the task. Allow Ss time to complete the exercise individually. Play the recording. Ss listen and check their answers. Confirm the correct answers.

**Answer Key** (See overprinted answers)

### 3 **Focus ►** Explaining the meaning of words

Explain the task. Ss work in pairs, checking in dictionaries. Check Ss' answers.

**Answer Key**

*promotes (v): encourages to increase*

*international (friendship) (n): friendship between different nations*

*thrones (n): decorative chairs, usually used by a king or queen*

*complex (adj): complicated*

*tradition (n): a custom or belief that has existed for a long time*

*revived (v): become popular/successful again*

*mazes (n): complex systems of paths designed to confuse people*

*definitely (adv): you use this word for emphasis*

### 4 **Focus ►** Making notes using headings

Direct Ss' attention to the headings and explain that they are to extract the most important information and write it in note form (not full sentences). Allow time for Ss to complete their notes and check. Ss then tell their partner about Ice Alaska.

## Answer Key

**Time & Place:** February and March, Fairbanks, Alaska

**Reason for festival:** to promote art, culture, education, international friendship and winter tourism through ice

**How it began:** started as Fairbanks Winter Carnival, 1934 which later became Ice Carnival and Dog Derby

**The competition:** to create best ice sculpture

**What visitors can see & do:** watch artists working, see sculpture display, play in Kid's Park

### **Focus ►** Writing about a popular winter festival/event

Explain the task and elicit ideas from Ss about winter festivals in their country. Write examples on the board. Tell Ss to get information and pictures from the internet, magazines, newspapers etc. Remind Ss that they should use the headings given in Ex. 4. Ss can decorate their articles with pictures.

**Suggested Answer Key**

## EDINBURGH'S HOGMANAY

### Time and Place

Edinburgh, the Scottish capital, is famous around the world for its festivals. Many visitors come every summer to attend 'The Edinburgh Festival.' But, the city also hosts a set of winter festivals too – commonly known as 'Hogmanay.' It takes place over four days (29th December – 1st January).

### Reason for festival

In Scotland New Year is the most important celebration of all. That is why Edinburgh goes to such lengths every year to celebrate it.

### How it began

Scottish people have been celebrating New Year since the beginning of time, but it was not until the late 1940s that the city of Edinburgh started organising huge festivals and became known as 'The Festival City.'

### Competitions

New traditions are added to the Winter Festivals every year. In 2006 an event called 'The Great Scottish Santa Run' was organised for the first time. You can walk, jog or run the 2 km in your Santa costume and raise money for charity. Everyone who participates receives a medal. The competition is open to children aged 12 upwards.

### What visitors can see and do

On the 29th of December there is a Torchlight Procession which will take your breath away! The 30th of December has its own programme of events. There are ceilidhs (dances) and concerts for all to enjoy on the evening of the 31st December, and an amazing firework display over Edinburgh Castle.

### Additional Material:

Pairwork Activities: Unit 9


Workbook: Reading, Word Perfect Unit 9

# 10a Festive time

## Lead-in

- 1 a. In one minute, list as many festivals as you can think of. Compare answers with your partner. When does each happen?
- b. Choose a festival from Ex. 1 and use the phrases below to describe it to your partner. You can also use your own ideas.
- enjoy special dinner • send cards & chocolates
  - light bonfires • have barbecues
  - cook a special meal • throw parties
  - watch colourful parades • have a picnic
  - get dressed up in multi-coloured costumes
  - dress up in scary outfits • let off fireworks
  - exchange gifts/greetings • pull crackers
  - visit friends and relatives • dance to the music

*We celebrate New Year's Eve on 31 December. We visit friends and relatives and cook a special meal. We exchange gifts. When the clock strikes midnight we exchange greetings. Some people even let off fireworks.*

- 2  Listen to the music. Imagine yourself in the scene. Where are you? What are you doing? What can you see, feel, hear and taste? Use phrases from Ex. 1b to describe the scene.

## Reading & Listening

- 3 a. Look at the pictures. Which festivals do they show? Listen and read to see if your guesses were correct. Which foods are associated with each festival?
- b. Read the text again and mark the sentences T (true) or F (false). Compare answers with a partner.
- 1 Robert Burns is remembered on January 25th. T
  - 2 Valentine's Day is celebrated in a few places. F
  - 3 Poor people in Italy make a special soup in May. F
  - 4 There are a variety of midsummer celebrations. T
  - 5 Americans eat outdoors on Independence Day. T
  - 6 Only people from the Caribbean go to the Notting Hill Carnival. F
  - 7 Guy Fawkes' Night is only celebrated in the UK. T
  - 8 Scottish people like to have very long parties at the end of the year. T

- 4 In pairs, ask and answer comprehension questions based on the text.

- 5 In pairs, think of a short caption for each picture.

- 6 Complete the sentences with one of the underlined words/phrases in the text. Then explain the words in bold.

- 1 They had chicken wings as a starter, and roast lamb as the main course.
- 2 They danced and had fun till the early hours.
- 3 They kept a minute's silence in memory of those who were lost in the war.
- 4 The turkey is stuffed with minced meat, onions and nutmeg.
- 5 They baked some potatoes in the ashes of the fire.

- 7 Underline the correct word. Compare answers with a partner. Check in your dictionaries.

- 1 I don't like smoked/pickled salmon.
- 2 He hates bitter/oily chocolate.
- 3 Can I have a bottle of still/bubbly water, please?
- 4 Chillli peppers are too hot/spicy for me.
- 5 Can you please chop/grate some cheese?
- 6 How about vanilla ice cream for dessert/starter?
- 7 This cake is delicious. Can I have the prescription/recipe please?

- 8 Work in pairs. Discuss the foods and the cooking methods as in the example.



- baked • roast
- boiled • fried
- grilled • raw
- mashed • steamed
- scrambled



- potatoes
- fish
- chicken
- vegetables
- rice • lamb

A: How do you like your eggs?

B: I like them boiled. What about you?

A: I like them scrambled.



## Festive time

**Objectives:** learning about foods related to festivals

**Reading:** a text about festivals and food (answering T/F questions)

*Skills – reading for specific information*

**Vocabulary:** activities related to festivals; cooking methods; vocabulary related to food

**Speaking:** talking about festivals

**Writing:** a festival food calendar

### 1 a. **Focus** ▶ Introducing theme

Check that Ss understand the meaning of the title, *Festive time* (time we celebrate sth). Ss write down the names of as many festivals as they can think of. Allow time for them to discuss their lists with a partner and then discuss answers with the class.

#### **Suggested Answer Key**

*Christmas, New Year, Halloween, May Day, Ramadan, Carnival, etc*

### b. **Focus** ▶ Describing a festival

Go through the activities listed, explaining any new vocabulary. Select a S to read the example description in order to demonstrate the activity and then allow time for Ss to complete the task. Ss can use their own ideas. Invite a few individuals to describe a festival to the class.

#### **Suggested Answer Key**

*A popular festival in England is the coming of May. The celebration takes place on the first Monday in May and celebrates the coming of summer. People dress up in white clothes and the children perform traditional dances.*

### 2 **Focus** ▶ Visualising scene

Go through the rubric with the class to explain the task. Ask Ss to close their eyes as you play the recording. Conduct feedback with the class, inviting individual Ss to describe their feelings.

#### **Suggested Answer Key**

*I'm at a party with friends. There are a lot of people here. We are dressed up in multi-coloured costumes. We are all talking and laughing, and some people are dancing to the music. I can see a lot of food on a big table and I feel very happy.*

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

Elicit Ss' suggestions about what the festivals might be and list these on the board. Play the recording as Ss follow the text and then check predictions with the class. Ss then find the food items.

#### **Answer Key**

*The festivals shown are Burns' Night, Midsummer, the Notting Hill Carnival and Halloween.*

*Burns' Night: Haggis*

*Midsummer: Smoked and pickled fish*

*Notting Hill Carnival: a range of exotic foods*

*Halloween: Toffee apples, sweets and biscuits*

### b. **Focus** ▶ Answering T/F questions

Allow time for Ss to read the text, then underline the key words in sentences 1-10. Ss answer the questions

individually and then compare answers with a partner. Check answers with the class. Ss correct false statements.

#### **Answer Key** (See overprinted answers)

### 4 **Focus** ▶ Exploiting the text

Allow time for Ss to ask and answer questions based on the text in pairs. Alternatively, pairs can prepare a set of questions to be answered by another pair.

#### **Suggested Answer Key**

*A: Where do they celebrate Burns' Night?*

*B: In Scotland. When is Valentine's Day?*

*A: The 14th of February. etc*

### 5 **Focus** ▶ Creating picture captions

Explain what a caption is (a short sentence which explains what the picture shows). Ss suggest captions in pairs.

#### **Suggested Answer Key**

*1 Piping in the haggis*

*3 Fun at the carnival*

*2 Traditional midsummer dancing*

*4 A spooky night*

### 6 **Focus** ▶ Practising new vocabulary

Ss complete the sentences individually and then compare answers with a partner. Check answers with the class.

Ss use dictionaries to find the meanings of any of the words in bold they cannot explain from the context. Ss then choose as many as possible to mime or draw the meaning of.

#### **Answer Key** (See overprinted answers)

**celebrates** (v): marks a special day with joyful activities

**romantic** (adj): beautiful, strongly affecting your feelings

**baked** (adj): cooked in the oven without liquid

**stalls** (n): open tables where goods are displayed for sale

**exotic** (adj): rare and unusual

**outfits** (n): costumes

**unique** (adj): only one of its kind, not existing elsewhere

**roast** (adj): cooked in the oven with fat

### 7 **Focus** ▶ Practising food vocabulary

Ss complete the task as described in the rubric. Check answers with the class and explain/elicite the meaning of the incorrect options. Ss can make sentences with the rest of the words.

#### **Answer Key** (See overprinted answers)

### 8 **Focus** ▶ Practising cooking methods

Go through the items with the class, explaining the meaning of any new vocabulary. Invite a pair of Ss to read out the example exchange to demonstrate the task. Allow time for pairs to complete the task and then invite a few pairs to act out their exchanges to the class.

#### **Suggested Answer Key**

*A: How do you like your potatoes?*

*B: I like them roast or baked. What about you?*

*A: I like them fried. How do you like your fish?*

*B: I like it grilled or fried. What about you?*

*A: I like it steamed. etc*



9 **Focus ►** Talking about local festivals

Allow time for Ss to prepare their lists of festivals in groups. Ss then take turns to present them to the class.

(Ss' own answers)

**Focus ►** Writing a calendar for festivals

Ss work in groups. Ask Ss to list their festivals by month. Ss should list the names of festivals and activities/special dishes related to them. Ss can decorate their calendar with pictures. You can draw the following on the board for Ss to use as a sample:

JANUARY	FEBRUARY	MARCH
	14 Valentine's Day – send cards, eat out	Carnival – dance, dress up
APRIL	MAY	JUNE
	1 May Day – make wreaths, dance round the maypole	
JULY	AUGUST	SEPTEMBER
OCTOBER	NOVEMBER	DECEMBER

**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.

# Festive Food Calendar

10a

Food and festivals go hand in hand, and there are hundreds of festivals around the world throughout the year. We have chosen a few of the more well-known ones and arranged them by month so that, if you want to, you can have a go at cooking some of the traditional dishes and specialities for each festival.

## JANUARY – MARCH



1

On 25 January, Scotland **celebrates** the memory of its most famous poet, Robert Burns. Scottish people enjoy a special dinner in which the main course is a dish called haggis.

This is a sheep's stomach which is stuffed with meat, onions and oatmeal.

In many counties around the world, Valentine's Day is celebrated on 14 February. People send each other cards, chocolates and heart-shaped biscuits. Couples go out for a **romantic** meal at a restaurant.

## APRIL – JUNE

May is the month when the people of Teramo, Italy, celebrate *Sagra delle Virtù*. They prepare *minestrone*, a kind of thick soup made with a large number of winter and fresh spring vegetables. As part of the festival, much of the soup is traditionally served to the poor.

Midsummer is celebrated on 24 June in many countries in many different ways. In Finland and Sweden, people make garlands with flowers, light big bonfires, dance traditional dances and eat lots of smoked and pickled fish.



2

## JULY – SEPTEMBER

Independence Day is a big celebration in the United States, and it takes place on 4 July. Across the country, there are firework displays and people enjoy barbecues and picnics. Popular foods include hamburgers, hot dogs, sandwiches, potato salad, **baked** beans and corn on the cob.

Started by the large Caribbean population who live there, the Notting Hill Carnival has become a huge international street festival which takes place in London, England, at the end of August every year.

Thousands of people line the streets to watch the colourful parade, dancing to the rhythm of funky Caribbean music. There are many **stalls** selling a range of **exotic** foods from all parts of the world.



3

## OCTOBER – DECEMBER

On the very last day of October, people in the UK, Canada and the USA celebrate Halloween. They dress up in scary **outfits** and have parties where they eat toffee apples and a wide variety of sweets and biscuits. Bonfire Night, also called Guy Fawkes' Night, is a celebration that is **unique** to the UK. It is celebrated on 5 November, when people light huge bonfires and let off fireworks. They eat potatoes baked in the ashes of the fire, cinder toffee and a sticky cake called parkin.

31 December is New Year's Eve and the people in Scotland celebrate Hogmanay. Parties last well into the early hours of the following day, with people eating traditional Scottish food such as shortbread and Dundee cake as well as enjoying a traditional **roast** dinner.



4

Perhaps you know of some traditional dishes that we haven't mentioned or you might have some interesting recipes you'd like to share. If so, we'd like to hear from you. Please write to our usual address.

## Speaking


- 9 In groups, list festivals in your country and the dates they take place on. Use your list to present them to the class.

## Writing

**Portfolio:** Work in groups. Prepare a calendar for festivals in your country. Use the text in Ex. 3b as a model.

## Sports

- 1 a. Group the sports in the list under the headings: *water sports; indoor sports; outdoor sports; extreme sports*. Which of these sports can you see in the pictures? Which is your favourite?



- paragliding • diving • boxing
- bowling • ice-skating
- hang-gliding • tennis • golf
- athletics • basketball • squash
- cross-country running • aerobics
- bungee jumping • skiing
- scuba diving
- football
- baseball
- snowboarding
- kayaking
- windsurfing
- swimming

- b. Which verbs do we use with each sport: *go*, *play* or *do*? Complete the table.

<b>go</b>	skiing, .....
<b>play</b>	football, .....
<b>do</b>	athletics, .....

## ► Listening

- 2 a. Listen and complete the chart. Use the verbs from the table in Ex. 1b to talk about what sports the students do.

PARTICIPATION IN SPORTS AT MILLFIELD HIGH SCHOOL		
1) basketball	boys (25%)	girls (17%)
swimming	boys (2) 65%	girls (85%)
athletics	boys (70%)	girls (3) 80%
4) football	boys (83%)	girls (6%)
aerobics	boys (5%)	girls (72%)
cross-country running	boys (5) 25%	girls (19%)
6) tennis	boys (76%)	girls (2%)

25% of the boys at Millfield High School play basketball.

- b. Which of these sports are popular with students in your class?

- 3 a. Match the sport to the place and the equipment.

sport	place	equipment
tennis	course	ball
football	court	skates
boxing	pitch	racquet
golf	rink	gloves
ice-skating	ring	clubs

- b. Now ask and answer, as in the example.

A: Where do you play tennis?

B: On a tennis court.

A: What do you need to play?

B: A racquet. etc

- 4 Complete each sentence with the correct form of one of the verbs in the list.

• throw • score • serve • catch • miss • win

1 A: Tom's a great tennis player, isn't he?

B: Yes, he is. He serves so well no one can beat him.

2 A: My team just scored a goal!

B: Great! Perhaps they'll win the match.

3 A: I'll throw the ball and you catch it.

B: OK.

4 A: Do you know who won the match last night?

B: Yes – Manchester United, 2-1.

5 A: Let me take the penalty.

B: OK – but whatever you do, don't miss!

6 A: Is this your ball?

B: Yes it is. Can you throw it to me, please?

- 5 Underline the correct word to complete the sentences. Check in your dictionaries. Make sentences using the rest of the words.

1 There were over 10,000 audiences/viewers/spectators at the final.

2 John won first position/place/point in the competition.

3 Owen takes part in the tennis contest/event/tournament every year.

4 The sports day was opened by Daley Thompson, a former Olympic gold medal winner/champion/defender.

5 He plays for his local football group/society/team.



## Vocabulary Practice

**Objectives:** learning about sports and body image

**Vocabulary:** different kinds of sports; idioms with *ball*; phrasal verbs with *on*

**Listening:** participation in school sports (gap-fill)

*Skills – listening for specific information*

**Reading:** a text describing attitudes towards body image (completing a text)

*Skills – understanding purpose*

*reading for detailed comprehension*

**Speaking:** talking about body image

**Writing:** an e-mail giving advice to a friend on how to improve his/her body image.

### 1 a. **Focus >** Introducing the topic and vocabulary

Go through the list of sports with the class explaining any new terms. Ss work in pairs to put the sports into groups. Conduct class feedback. Draw Ss' attention to the pictures and ask them to match the pictures to the names of the sports. Invite individual Ss to comment on their favourite sports and why they like them.

#### Answer Key

**water sports:** diving, swimming, scuba diving, kayaking, windsurfing

**indoor sports:** boxing, bowling, athletics, tennis, squash, ice-skating, basketball, aerobics

**outdoor sports:** snowboarding, ice-skating, skiing, parachuting, athletics, hang gliding, bungee jumping, baseball, football, cross-country running

**extreme sports:** paragliding, hang gliding, bungee jumping, snowboarding

**Pictures:** windsurfing, snowboarding, bungee jumping

### b. **Focus >** Practising verb + sport collocations

Allow Ss time to match the sports to the verbs. Check answers with the class and elicit/explain the rule. Elicit further examples.

#### Answer Key

**go is used with outdoor activities which end in -ing:** skiing, diving, swimming, scuba diving, bowling, ice-skating, snowboarding, parachuting, hang gliding, bungee jumping (riding, cycling)

**play is used with activities that are games:** football, squash, tennis, basketball, baseball, football, golf (chess, darts)

**do is used with activities that do not fit the above:** athletics, boxing, aerobics (gymnastics)

### 2 a. **Focus >** Listening for detailed comprehension

Draw Ss' attention to the table. Ask questions to check Ss' understanding of the information given. Explain the task and play the recording once. Ss compare their answers with a partner. If necessary, play the recording again before checking answers with the class. Ss then make sentences. Point out that % is read *per cent*.

**Answer Key** (See overprinted answers)

#### Suggested Answer Key

17% of the girls at Millfield High School play basketball. 65% of the boys at Millfield High School go swimming and 70% do athletics. etc

### b. **Focus >** Discussing the popularity of different sports

Initiate class poll of favourite sports. Elicit names of sports and write them on the board. Ask Ss to raise their hands each time they hear the name of their favourite sport. Write numbers of Ss next to each sport. Invite various Ss to report the findings.

#### Suggested Answer Key

20 out of 30 students in our class play basketball.

### 3 a. **Focus >** Matching sports to places and equipment

Allow Ss time to match the vocabulary items. Ss can check their answers in their dictionaries. Check answers with the class.

**Answer Key** (See overprinted answers)

### b. **Focus >** Practising vocabulary

Invite a pair of Ss to act out the example exchange to demonstrate the task. Monitor pairs as they work on the task, correcting Ss as necessary. Invite a few pairs to act out their exchanges to check answers.

#### Suggested Answer Key

A: Where do you play football?

B: On a football pitch.

A: What do you need to play?

B: A ball. etc

### 4 **Focus >** Practising verbs related to sports

Draw Ss' attention to the verbs. Elicit/Explain the meanings. Allow Ss time to complete the task individually and then check answers with the class.

**Answer Key** (See overprinted answers)

### 5 **Focus >** Expanding on vocabulary related to sports

Allow Ss time to complete the task and then elicit answers.

**Answer Key** (See overprinted answers)

#### Suggested Answer Key

1 It's been an unsuccessful play and the audiences have been small.

Over 10 million viewers watched the final on TV.

2 Harris was in a good position to score.

That draw gives Liverpool another point in the league.

3 It was a tough contest, but Smith was a worthy winner. The event will take place in March this year.

4 Everyone applauded the former Olympic champion. Paolo Maldini was a great defender for Italy and Milan.

5 There was a small group of boys playing football outside. I've had enough of sport. I'm going to join the International Philatelic Society instead.

6 a. **Focus ►** Introducing clauses of concession

Read out the examples. Ask: *What do the words in bold express? (concession)* Elicit what follows each of these words and complete the table.

**Answer Key** (See overprinted answers)

b. **Focus ►** Using clauses of concession

Go through the adjectives with the class, asking which sport or sports each could be used to describe. Explain the task, reminding Ss to make similar sentences to those in Ex. 6a. Allow time for Ss to complete the task individually, and then check answers with the class.

**Suggested Answer Key**

*Although people say bungee jumping is dangerous, it looks like great fun.*

*In spite of being exciting, football is also tiring.*

*Despite being expensive, snowboarding is thrilling.*

*Although I think bowling is boring, I can see that it's also challenging.*

7 a. **Focus ►** Presenting idioms

Draw Ss' attention to the example sentences and initiate class speculation about their meaning. Allow Ss time to complete the matching task and then check answers with the class.

**Answer Key** (See overprinted answers)

b. **Focus ►** Comparing idioms with Ss' own language

Initiate class discussion on similar phrases in Ss' own language. As an extension Ss draw a picture illustrating the meaning of one of the idioms presented. Ss swap papers and label each other's drawing with the correct idiom.

(Ss' own answers)

8 **Focus ►** Presenting/Practising phrasal verbs with on

Draw Ss' attention to the phrasal verbs and explain/ elicit the meaning of each. Allow Ss time to complete the task individually. Check answers with the class. Ask Ss to make sentences of their own using the phrasal verbs.

**Answer Key**

- |                 |             |
|-----------------|-------------|
| 1 brought about | 3 put on    |
| 2 carried on    | 4 looked on |

9 a. **Focus ►** Reading for gist

Draw Ss' attention to the title and subheadings. Ask Ss what **body image** means (*how people feel about their physical appearance*). Ask Ss to speculate as to the purpose of the writer. Allow time for Ss to read through the text quickly to check suggested answers.

**Suggested Answer Key**

*The purpose of the writer is to improve people's image of themselves.*

b. **Focus ►** Reading for detailed understanding

Remind Ss to read before and after the gaps and to consider what type of word is missing as they complete the task. Allow Ss time to compare their answers with a partner before playing the recording for confirmation.

**Answer Key** (See overprinted answers)

10 **Focus ►** Talking about body image

Elicit specific reasons someone can have a poor body image (*be plump, having straight/curly hair, be short, wear big shoe size, etc*). Ss work in groups. One S complains about his/her body image, the others advise him/her how to face it. Ask Ss to use ideas from the text in Ex. 9a. Monitor the task. Invite various groups to present their discussion to the class.

**Suggested Answer Key**

S1: *What's wrong with you, Bill?*

S2: *I'm too short for my age and everyone at school is making fun of me. I feel desperate.*

S3: *You shouldn't be feeling this way. You can't change this, can you?*

S4: *You should start thinking positively. Nobody's perfect.*

**Focus ►** Writing an e-mail giving advice

Elicit what Ss are to write (*an e-mail to a friend of theirs*), and what it will be about (*giving advice*). Write the following plan on the board:

*Dear + your friend's first name,*

*Introduction: express sympathy*

*Main Body: advice and justification*

*Conclusion: ask friend to write back*

*Yours,*

*your first name*

Allow Ss time to complete the task following this plan. Alternatively, the task could be set as HW.

**Suggested Answer Key**

*Dear Sally,*

*I was sorry to hear that you are feeling so bad about yourself at the moment, Sally. It worries me.*

*Really, you are worrying about nothing. You are a very attractive person and, as you say, you have lots of friends! You shouldn't think you are unattractive just because you believe you are not as pretty as people you see in magazines! You seem to forget that the girls in those pictures have been made up by professionals to hide their faults! Don't forget – anybody can be made to look beautiful these days!*

*You really must concentrate on your good qualities, Sally. You are a wonderful person and you just have to keep reminding yourself of this. Just think positively and you will soon feel better about yourself, I'm sure.*

*Write soon and let me know how you are doing. Take care.*

*Yours,*

*Mary*

**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 learnt.



- 6 a. Read the examples and complete the table.

Boxing is popular **although** it is dangerous.  
 In **spite of** being dangerous, boxing is popular.  
**Despite** being dangerous, boxing is popular.

Although + clause  
 In spite of / Despite + -ing form / noun

- b. Use the adjectives to make true sentences about different sports.

• dangerous • fun • exciting • tiring  
 • expensive • boring • challenging • thrilling

### Idioms

- 7 a. Match the idioms (1-5) to the meanings (a-e).

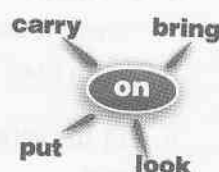
- 1 Let's get the ball rolling and start the meeting.
- 2 Come on! Let's go out tonight and have a ball!
- 3 I've just started learning French instead of Spanish and it's a whole new ball game for me.
- 4 Dad won't play ball and give me a loan.
- 5 The ball is in your court now – you must decide what to do.

- a 2 have a great time  
 b 5 the next step is up to you  
 c 3 a completely different situation  
 d 4 be co-operative  
 e 1 begin a process

- b. Are there similar phrases in your language?

### Phrasal verbs

- 8 Replace the words in bold with a phrasal verb from the spidergram, in the correct form.



- 1 Hard training **caused** muscle strain in his leg.
- 2 The athlete **continued** running despite his injury.
- 3 Nick **got dressed in** his football kit and went to play.
- 4 John played cricket while his dad **watched**.

### Reading & Listening

- 9 a. Read the title and the subheadings. What is the writer's purpose? Read through and check.

- b. Read again and complete the gaps. Listen and check.

## BODY IMAGE



**Body image and self confidence** - Body image means how we feel **0)** about our physical appearance. Images of beautiful people in advertisements can make us anxious about the way we look. This pressure often affects teenagers in particular, and **1)** it can be difficult to enjoy life when you don't feel good about yourself.

**Only an image** - Remember that most of us will never have perfect bodies! The images that surround us are created to sell things, **2)** so we buy the products to be as beautiful and 'happy' as the models in the advertisements. However, most real people enjoy the company of a real person **3)** rather than an attractive but unreal creation.

**Value yourself** - Concentrate on your good qualities, not the things you can't change. This will **4)** help you enjoy other aspects of growing **5)** up, such as having friendships and facing challenges.

**Take action** - Change **6)** the way you see and think about yourself. Decide what you can realistically change about your appearance. You can't change your height or shoe size, but you might want **7)** to be fitter. Once you've decided, set realistic goals and keep track of your progress.

**Be good to yourself** - **8)** If you feel good, you're more likely to think and act positively. Make a list of things you like about yourself and give yourself at **9)** least three compliments every day. And the next **10)** time someone compliments you, believe it and say "Thank you!" Be grateful for all the things that make you **great!**

### Speaking

- 10 Work in groups. Use the text in Ex. 9 to try to persuade your friends to have a better image of themselves.

### Writing

**Portfolio:** Use ideas from the text in Ex. 9, as well as your own ideas, to write an e-mail to your English pen-friend giving them advice about how to improve their body image.



# Healthy Lifestyles

Would you like to have a healthy lifestyle? Try the following.

## Do

- Avoid eating sugary snacks.
- Have a balanced diet – eating healthily is important and you'll feel better.
- Spend an hour **exercising** every day if you **want to** stay in good shape.
- Remember to **allow** some time for **socialising** and relaxation.

## Don't

- Eat between meals.
- Drink any fizzy drinks.
- Stay up late at night.
- Let others **influence** your choice.
- Make the mistake of thinking being first is everything.

## infinitive/-ing forms

Grammar Reference

### ► Reading

- 1 Look at the Grammar Reference section and complete the rules with infinitive (with/without to) or -ing form. Find examples in the texts above.

- 1 preposition + -ing
- 2 like/love/hate/enjoy etc + -ing
- 3 would like/would love etc + to- infinitive
- 4 can, will, must etc + infinitive without to
- 5 wait, can't wait, remember etc + to- infinitive
- 6 let, make + infinitive without to
- 7 look forward to, don't mind, can't stand, avoid etc + -ing

- 2 Look at the Grammar Reference section. Fill in the gaps with the verbs in brackets in the correct form. Give reasons.

- 1 A: I want to start **(start)** an aerobics class.  
B: Really? Can I join **(join)** you?
- 2 A: John must take **(take)** more exercise.  
B: That's true. He'll lose **(lose)** weight.
- 3 A: They aren't allowed to take **(take)** part in the games.  
B: What a shame! They should complain **(complain)** to the committee.
- 4 A: Let's go **(go)** swimming.  
B: I can't. I must buy **(buy)** a new costume!
- 5 A: I enjoy going **(go)** to football games.  
B: Really? I can't stand people shouting **(shout)**.
- 6 A: It's raining. There's no point in leaving **(leave)** now.  
B: How about ordering **(order)** a pizza, then?

- 7 A: Ann can't wait to quit **(quit)** her job!  
B: I know. She's planning to move **(move)** to London and start a Master's degree.
- 8 A: Will you let me play **(play)** in the park?  
B: I'm afraid it's too late to go **(go)** out on your own.

- 3 a. Read the following pairs of sentences. In pairs, discuss how they differ in meaning.

- 1 a He has **stopped eating** junk food. (*finish*)  
b He **stopped to have** a drink. (*temporarily*)
- 2 a She **forgot to lock** the door.  
b I'll never **forget visiting** Moscow.
- 3 a He **remembered meeting** her three years ago.  
b He **remembered to pay** the phone bill.
- 4 a **Try cooking** with olive oil. It'll taste better.  
b He **tried to jump** over the fence, but he couldn't.
- 5 a I **used to eat** chocolate all the time when I was younger.  
b I'm **used to eating** lunch at 1:30 pm.

- b. Put the verbs in brackets into the correct form.

- 1 A: I'll never forget travelling **(travel)** across Italy.  
B: Yes, but you forgot to send **(send)** me a postcard.
- 2 A: Why don't you try taking **(take)** an aspirin?  
B: I've had one already. I'll try to relax **(relax)** a bit, if I can.
- 3 A: Let's stop to eat **(eat)** something.  
B: Again? You should stop eating **(eat)** so much!

## Grammar in use

**Objectives:** reviewing infinitive/-ing forms; discussing lifestyles

**Grammar:** infinitive / -ing forms; verbs which take infinitive / -ing with change of meaning

**Word formation:** compound nouns

- b. **Focus ►** Using infinitive / -ing forms with change of meaning

Point out that certain verbs can be followed by to-inf or -ing form with a difference in meaning. Go through the Grammar Reference Section for more details. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

*Answer Key (See overprinted answers)*

1 **Focus ►** Introducing infinitive / -ing forms

Refer Ss to the title, *Healthy Lifestyles*, and initiate a brief discussion about what constitutes such a lifestyle. Tell Ss to read the *Dos and Don'ts* and then explain any new vocabulary. Ask Ss which of the points mentioned they agree / disagree with.

Write the following on the board:

- 1 I want to drink an orange juice.
- 2 I don't like eating fish.
- 3 I'll have a coffee, please.

Elicit from Ss what verb form each of the underlined words is (1 – to-inf, 2 – -ing form, 3 – inf without to). Point out that certain verbs are followed by these verb forms. Refer Ss to the Grammar Reference Section and go through the list of rules for infinitive and -ing forms with class. Ask Ss to identify as many rules as possible from the *Dos and Don'ts* text.

*Answer Key (See overprinted answers)*

2 **Focus ►** Using infinitive / -ing forms

Explain the task, reminding Ss of the basic rules for using the target structures. Ask Ss to refer to the Grammar Reference Section if they require further assistance. Ss complete the task individually. Check answers with the class. Ss justify their choices.

*Answer Key (See overprinted answers)*

3 a. **Focus ►** Practising infinitive / -ing with change of meaning

To introduce the concept and demonstrate the task, write the following on the board:

- 1 After a short introduction, he went on to give us the details of the trip.
- 2 She went on talking about her boring holiday until we all fell asleep.

Invite Ss to explain the difference in meaning between the two structures (1 – changed the subject, 2 – continued talking about the same thing). Refer Ss to the Grammar Reference Section for more details. Allow time for Ss to work on the task in pairs and then discuss answers with the class.

*Answer Key*

- 2 a failed to do so  
b memories will always be in my mind
- 3 a recalled the event  
b completed the action
- 4 a experiment  
b made an attempt (without success)
- 5 a repeated action in the past  
b in the habit of doing so



#### 4 **Focus** ▶ Practising infinitive / -ing forms in guided practice

Explain the task. Go through the phrases to check understanding and remind Ss of the appropriate structures to use after the verbs provided. Ss complete the sentences individually and then discuss their answers with a partner. Check answers with the class.

**Suggested Answer Key** (See overprinted answers)

#### 5 **Focus** ▶ Practising tenses of -ing forms

Write on the board:

- 1 *He is tired.*  
*He seems to be tired.*
- 2 *He will have an early night.*  
*He intends to have an early night.*

Elicit correspondence between to-inf form and tense (present simple – future simple → to-inf). Now write:

- 1 *He was tired.*  
*He seems to have been tired.*
- 2 *He has finished typing the letters.*  
*He seems to have finished typing the letters.*
- 3 *He had been there before.*  
*He seems to have been there before.*

Elicit correspondence between **to have** + p.p., infinitive → perfect infinitive and tenses past simple/present perfect/past perfect → perfect infinitive. Repeat to present continuous forms. Refer Ss to Grammar Reference Section for more details. Go through the information in the table with the class, checking that Ss understand the past reference of the perfect forms. Refer Ss to the example sentence to demonstrate the task. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

**Answer Key**

- 2 *He appears to be playing well.*
- 3 *Mike enjoys playing golf on Saturdays.*
- 4 *They tend to win home matches.*
- 5 *He regrets having missed so many training sessions this season.*
- 6 *She claims to have been swimming for an hour.*

#### 6 **Focus** ▶ Discussing preferences using infinitive and -ing forms

Refer Ss to the example sentences and ask them in what situations people might say these things (when talking about preferences). Focus Ss' attention on -ing form/to-inf forms that follow: **would prefer, prefer, would rather, had better**. Invite Ss to make sentences about themselves using these structures. Ss complete the exchanges individually and then compare their answers with a partner. Check answers with the class.

**Suggested Answer Key** (See overprinted answers)

**Game:** Ss look at the picture and the first lines of the story. Elicit vocabulary that might be associated with the situation (fishing rod, bait, fish, rain, cold, hungry, etc). List vocabulary on the board. Explain the rules of the game. Teams get one point for adding a well-formed sentence to extend the story and they get a bonus point if they can include one of the verbs given in their sentence. Act as chairperson and scorer as Ss play the game in teams.

**Suggested Answer Key**

**Team B:** *It was a lovely day and we were looking forward to catching a lot of fish. (2 points)*

**Team A:** *When we got to the river we noticed nobody else was fishing. (2 points) etc*

#### 7 **Focus** ▶ Forming compound nouns

Go through the information in the box with the class, eliciting further examples where possible (sunglasses, hanger on, bystander, diving board). Ss complete the matching task individually. Check answers and then allow time for Ss to write example sentences.

**Answer Key** (See overprinted answers)

**Suggested Answer Key**

- 1 *We go to the sports centre every day except Sunday.*
- 2 *Soccer is probably the most popular ball game in the world.*
- 3 *When I twisted my ankle I had to use a walking stick.*
- 4 *A passer by reported the accident to the police.*
- 5 *He was disappointed to be named runner-up in the competition as he thought he had won.*
- 6 *I think fresh oranges make the best fruit juice.*

#### 8 **Focus** ▶ Transforming sentences

Explain the task, reminding Ss that they must use no more than three words in their answers. Ss complete the task individually and then compare answers with a partner. Check answers with the class.

**Answer Key** (See overprinted answers)

#### 9 **Focus** ▶ Reviewing

Ss go over the key grammar points presented in this lesson. Allow time for Ss to form their sentences. Pair Ss up to compare their sentences with a partner. Discuss sentences with the class.

Workbook 10 – Grammar in Use



4 A: He used to walk (**walk**) to work before he got a car.

B: I hate driving. I'm used to taking (**take**) the train.

5 A: Did you remember to tell (**tell**) John about the party?

B: Yes, but I don't remember inviting (**invite**) Ann.

### ► Speaking

4 Think of your lifestyle. Complete the sentences so they are true for you. (Suggested answers)

- 1 I avoid arguing with my friends.
- 2 I used to like playing with toys.
- 3 I stopped eating sweets ages ago.
- 4 I must get more exercise.
- 5 I've always wanted to learn to drive.
- 6 I'm used to being on my own.
- 7 I try to help people.
- 8 I'm looking forward to the holidays.

5 Look at the table, then rewrite the sentences using the verb in brackets in the correct form.

	infinitive	-ing form
Present	(to) play	playing
Present continuous	(to) be playing	—
Perfect	(to) have played	having played
Perfect continuous	(to) have been playing	—

- 1 She has lost a lot of weight. (**seem**)  
*She seems to have lost a lot of weight.*
- 2 He is playing well. (**appear**)
- 3 Mike plays golf on Saturdays. (**enjoy**)
- 4 They usually win home matches. (**tend**)
- 5 He is sorry he has missed so many training sessions this season. (**regret**)
- 6 She says she has been swimming for an hour. (**claim**)

6 Read the examples. Use the structures to express your preferences. Then complete the exchanges using similar structures.

I'd prefer to go out.  
I prefer (**playing**) rugby to (**playing**) golf.  
I'd rather play rugby than (**play**) golf.  
I'd better leave you alone.

- 1 A: I like tennis more than squash.  
B: Really? I prefer playing rugby to tennis.

- 2 A: I think we should cut down on fats.  
B: We'd better eat more fruit and vegetables, then.
- 3 A: Let's go to the stadium.  
B: I'd prefer to stay at home.

## GAME

Look at the picture. In teams, take turns adding a sentence to the story, using these verbs:

- decide • look forward to • try • manage
- start • notice • be afraid • continue
- have difficulty in • stop • see • be happy

Team A S1: Last weekend we decided to go fishing.

Team B S1: It was a lovely day and ...

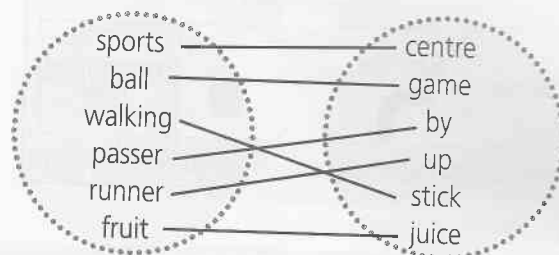


## Word formation

We can form compound nouns with:

noun + noun *car park*; noun + adverb *passer-by*;  
adverb + noun *onlooker*; gerund + noun *swimming pool*

7 Match the words to form compound nouns, then use them in sentences.



## Sentence transformations

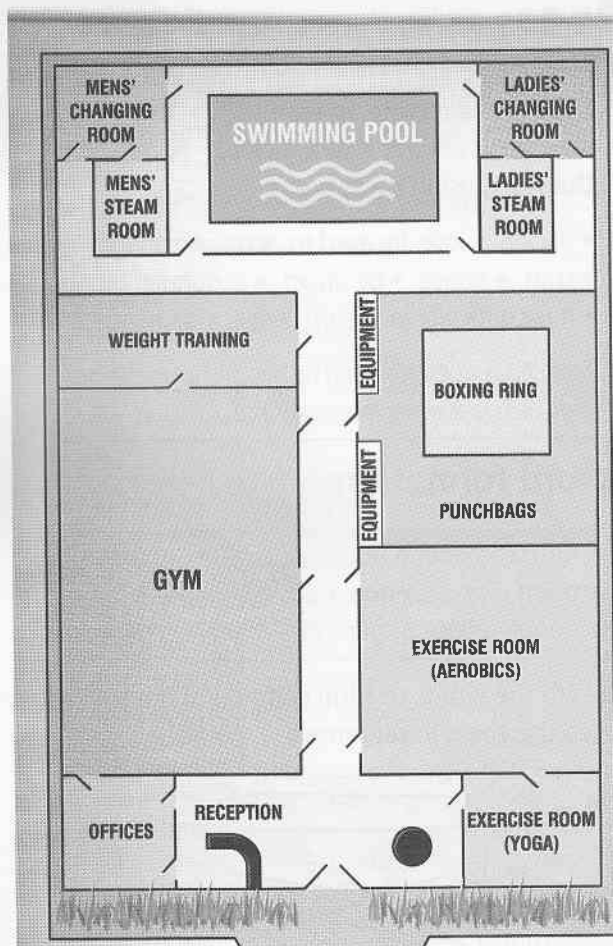
8 Here are some sentences about swimming. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 John likes swimming more than running.  
John prefers swimming to running.
- 2 It's too cold to swim in the sea.  
It isn't warm enough to swim in the sea.
- 3 You should join a swimming club.  
Why don't you join a swimming club?
- 4 I can't remember the last time I went swimming.  
I haven't been swimming for a long time.
- 5 It looks like he's a good swimmer.  
He seems to be a good swimmer.

9 Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.

► **Listening**

- 1 You will hear a fitness advisor talking to a group of people who are thinking about becoming members of a gym. Listen and fill in the missing information.



## City Gym

### Fitness Advisors

The office is 1) behind the main desk in the reception area.

### Hours

The gym is open from 10 am to 2) 10 pm every day.

### Facilities

Indoor heated swimming pool, 3) steam rooms, exercise rooms, fully-equipped gym, 4) boxing ring.

### Equipment

Boxing gloves and exercise mats provided free of charge.

### Classes

Yoga and aerobics classes cost 5) £3 per hour and swimming lessons cost £10 per hour as part of a 6) 12-lesson course.

## Asking for/Giving directions

- 2 a. Look at the floor plan of City Gym in Ex. 1. What sports can you do there?

*You can do aerobics at City Gym.*

- b. Use the useful language in the table to ask for and give directions, as in the example.

Asking for directions	Giving directions
<ul style="list-style-type: none"> <li>Excuse me, where's the ... ?</li> <li>Could you please tell me where ...</li> <li>Can you tell me how to find/get to ... ?</li> </ul>	<ul style="list-style-type: none"> <li>It's/They're next to/opposite/behind/ in front of, to the left/right of ...</li> <li>Turn left/right ...</li> </ul>

A: Excuse me. Where are the changing rooms?

B: They're next to the swimming pool.

## ► Reading

- 3 a. Jane was at the gym yesterday. Listen and say what happened to her.
- b. Read the first exchange in the dialogue on p. 119 and see if your guesses were correct.
- c. What do you think the trainer will advise her to do? Listen, read and check.
- d. Read the dialogue again and correct the statements (1-3).

- Jane was doing aerobics at home.
- Jane has damaged her muscle.
- The trainer tells Jane to exercise more.

## Listening & Speaking skills

**Objectives:** learning to give directions; avoiding direct answers; discussing minor injuries

**Listening:** a monologue about a gym (gap-fill)

*Skills – listening for specific information*

**Speaking:** asking for and giving directions; role-playing a dialogue; avoiding direct answers; giving advice

**Reading:** a dialogue about an injury (correcting false statements)

*Skills – predicting content*

*listening for specific information*

### 1 **Focus** ▶ Listening for specific information

Refer Ss to the picture and ask them to identify it. (*It's the floor plan of a sports centre.*) Go through the information given for the task, checking understanding and asking Ss predict the answers and/or say what type of information is required to complete the information.

Play the recording once. Ss complete the information individually and then compare answers with a partner. Play the recording again if necessary and then check answers with the class.

**Answer Key** (See overprinted answers)

### 2 a. **Focus** ▶ Identifying information given in a floor plan

Allow time for Ss to identify the sports individually and then compare answers with a partner. Check answers with the class.

#### **Answer Key**

You can do yoga at City Gym.

You can do aerobics at City Gym.

You can do boxing at City Gym.

You can do weight training at City Gym.

You can do swimming at City Gym.

### b. **Focus** ▶ Asking for and giving directions

Write: **next to, opposite, behind, between** on the board. Revise prepositions of location by asking questions for Ss to answer (*Where's the weight training? Next to the gym. etc.*). Refer Ss to the Useful Language box and go through the items with the class to check understanding. Ask a pair of Ss to read out the example exchange to demonstrate the task. Ss work in pairs to act out similar exchanges.

Monitor pairs as they work on the task, providing assistance where necessary. Conduct feedback by inviting a few pairs to act out exchanges for the class.

#### **Suggested Answer Key**

A: Could you please tell me where the office is?

B: It's behind the desk in the reception area.

A: Can you tell me how to find the weight training room?

B: It's next to the gym opposite the boxing ring. etc

### 3 a. **Focus** ▶ Introducing the topic

Ask Ss to read the rubric and then check they understand the situation. Play the recording and elicit Ss suggestions.

#### **Suggested Answer Key**

*It sounds as if she hurt herself while she was exercising.*

### b. **Focus** ▶ Reading to confirm predictions.

Invite a pair of Ss to read the first exchange of the dialogue aloud while the others follow in their books. Check the predictions Ss made in Ex. 3a.

#### **Answer Key**

*Jane hurt her leg.*

### c. **Focus** ▶ Predicting content

Discuss the question in the rubric with the class, listing plausible suggestions on the board (*see a doctor, go to hospital, etc.*). Play the recording as Ss follow the dialogue in their books. Check predictions with the class.

#### **Answer Key**

*He advises her to see her doctor and rest.*

### d. **Focus** ▶ Correcting false statements

Ss read the dialogue again. Ss correct the statements individually and then compare answers with a partner. Check answers with the class.

#### **Answer Key**

1 Jane was doing aerobics in the gym.

2 Jane has probably damaged her tendon.

3 The trainer tells Jane to see her doctor/rest.



4 **Focus ►** Acting out parallel dialogues

Explain the task and go through the phrases with the class, explaining any new vocabulary. Ss work in pairs to prepare their dialogues. Monitor pairs as they work on the task, offering assistance as necessary. If the equipment is available, pairs then record their dialogues. Play some of the recordings to the class and invite comments. If recordings are not possible, invite a few pairs to act out their dialogues to the class.

**Suggested Answer Key**

- A: *Why are you walking stiffly?*  
 B: *I've hurt my back. It really hurts.*  
 A: *How did it happen?*  
 B: *I was in the weight training room lifting weights when I suddenly felt a sharp pain.*  
 A: *Hmm. I'd say you've probably pulled a muscle. You should see your doctor. You might need a muscle relaxant.*  
 A: *Why are you holding your wrist?*  
 B: *I've hurt my hand. It really hurts.*  
 A: *How did it happen?*  
 B: *I was punching the punch bag when I suddenly felt a sharp pain.*  
 A: *Hmm. I'd say you might have broken a bone. You should see your doctor. You will probably need an x-ray.*

5 a. **Focus ►** Identifying points leading to a healthy lifestyle

Write the following on the board: A healthy lifestyle. Elicit the meaning of the phrase and then ask Ss to suggest what having a healthy lifestyle involves. Write suggestions on the board and then tell Ss to look at the points mentioned in the poster to see whether these agree with their own suggestions. Ss then answer the question in the rubric.

**Suggested Answer Key**

*He/She should eat healthy food and get plenty of exercise.*

b. **Focus ►** Avoiding direct answers

Elicit situations in which people try to avoid giving direct answers to questions (*when they are embarrassed, when they know they are doing something wrong, etc*). Go through the information in the table and describe the situation (*You are embarrassed because you know you do not do all the things you should in order to have a healthy lifestyle*). Invite a pair of Ss to act out the example exchange to demonstrate the task. Monitor pairs as they act out their exchanges, providing assistance as necessary, and then invite a few pairs to act out their exchanges for the class.

**Suggested Answer Key**

- A: *How often do you go cycling?*  
 B: *Um ... sometimes, I suppose.*  
 A: *Are you an active person?*  
 B: *Well, not really.*  
 A: *Do you take the stairs?*  
 B: *Er ... not exactly. etc*

6 **Focus ►** Giving advice about a person's lifestyle

Go through the rubric with the class to establish the situation and then invite a pair of Ss to act out the example exchange to demonstrate the task. Monitor pairs as they act out their exchanges, providing assistance as necessary, and then invite a few pairs to act out their exchanges for the class. Finally discuss the most important changes the person should make with the class.

**Suggested Answer Key**

- A: *And he should walk more.*  
 B: *That's right. And he should ride a bicycle.*  
 A: *He should play more sports like basketball.*  
 B: *Yes, and he should stop drinking coke! etc*

7 **Focus ►** Reviewing

Allow Ss two or three minutes to review the phrases they have learnt in this lesson. Pair Ss up to discuss their phrases. Monitor the activity, providing assistance where necessary. Select a few pairs to tell the class the phrases they have learnt.

*(Ss' own answers)*

Workbook 10 – Listening & Speaking

Trainer: Hi, Jane. Why are you limping?

Jane: I've hurt my leg. It's really painful.

Trainer: How did it happen?

Jane: I was in the aerobics class when I suddenly felt a sharp pain.

Trainer: Oh dear. Let's have a look, shall we?

Jane: Ouch! That really hurts!

Trainer: Hmm. I'd say you've probably damaged your tendon. You should see your doctor. You might need some painkillers, and you'd better rest. No more aerobics for you for a while!

- 4 Portfolio:** You injured yourself in the gym. Using the notes below, take roles and act out a dialogue similar to the one in Ex. 3. Record yourselves.

- walking stiffly – hurt my back lifting weights – probably pulled a muscle – might need a muscle relaxant
- holding your wrist – hurt my hand – punching the punchbag – might have broken a bone – probably need an x-ray

### Avoiding direct answers

- 5 a.** Look at the poster. What should someone do to have a healthy lifestyle?

### CUT DOWN ON



- coffee, tea, fizzy drinks, oils, fats, sweets, junk food
- watching TV, playing video games

### DO



- drink water, milk, fruit & vegetable juice
- go cycling/swimming/running/dancing/skiing
- eat dairy products (e.g. cheese, yoghurt), poultry, fish, beans, vegetables (cabbage, lettuce, etc), fruit (pears, watermelon, etc) bread, cereal, rice, pasta
- play volleyball/basketball/football/tennis, walk, ride your bike, take the stairs

- b.** Use the table below and ideas from Ex. 5a to find out about your partner. Your partner tries to avoid giving a direct answer.

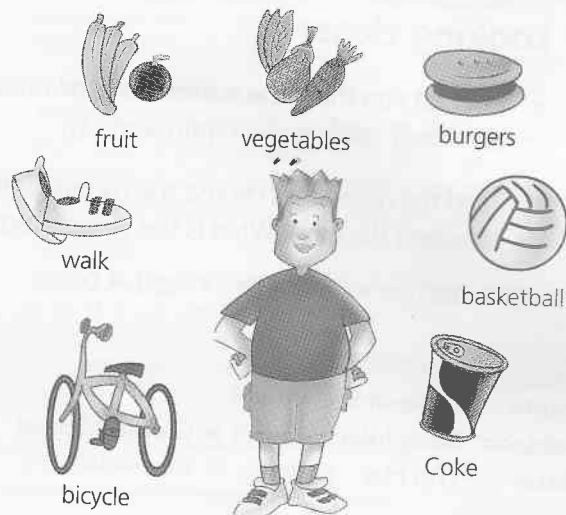
Asking	Avoiding direct answers
• Are you ... ?	• Not really.
• Do you ... ?	• Er ... not exactly.
• How often do you ... ?	• I suppose.
	• Sometimes.
	• Not that often, I guess.

A: Do you eat plenty of fruit and vegetables?

B: Er ... not that often, I guess.

### ► Speaking

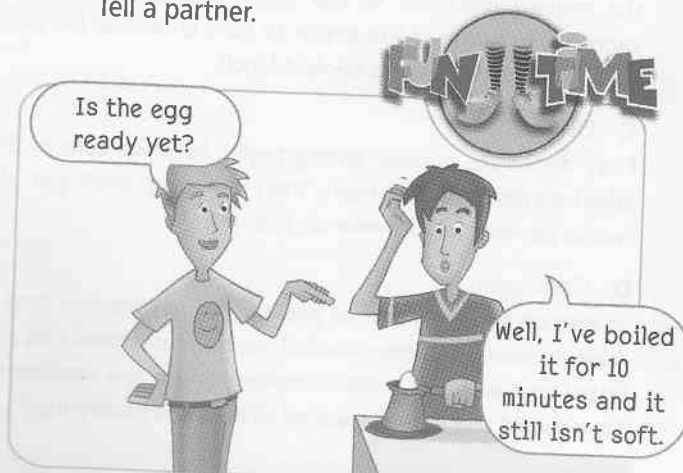
- 6** A friend of yours wants to lose some weight. Talk in pairs about the changes your friend needs to make, then decide which are the most important things he/she should do.



A: I think he/she should cut down on junk food.

B: I agree. He/She should eat more vegetables and fruit.

- 7** Think of six phrases you have learnt in this lesson. Make sentences using them. Tell a partner.



## Getting started

- 1 Below is part of a questionnaire that was given to 500 pupils at Greenhill School. Complete the questionnaire for yourself. Compare answers with a partner.

## How healthy are your eating habits?

- 1 What do you usually have for lunch?  
A a meal in the school canteen  
B snacks from the vending machines  
C a packed lunch from home
- 2 What do you prefer to eat?  
A a sandwich    B a cooked lunch    C a packet of crisps
- 3 What do you usually drink?  
A water            B fizzy drinks            C fruit juice
- 4 How many fizzy drinks do you drink a day?  
A none            B one            C more than one



## Looking closer

- 2 a. How do you think the writer used the information she collected? Look at the report and say.
- b. Read the report and choose the correct subheadings to complete the gaps. What is the writer's recommendation?
- Introduction • Conclusion • Food • Drinks

**To:** Mr Little, PSHE Class  
**From:** Elizabeth Snow, Year 7  
**Subject:** Eating habits of pupils at Greenhill School  
**Date:** 11th May

**A Introduction**

The aim of this report is to present the results of a survey in which 500 pupils were questioned about their eating habits.

**B Food**

The majority of pupils prefer unhealthy snacks and junk food from the vending machines to the hot meals served in the school's canteen. Three out of five prefer to have chocolate bars, crisps and other snacks instead of a cooked lunch.

**C Drinks**

Fizzy drinks are popular among pupils. Fifty per cent of the pupils asked admitted having more than one fizzy drink per day. Only twelve per cent drink water or fruit juice.

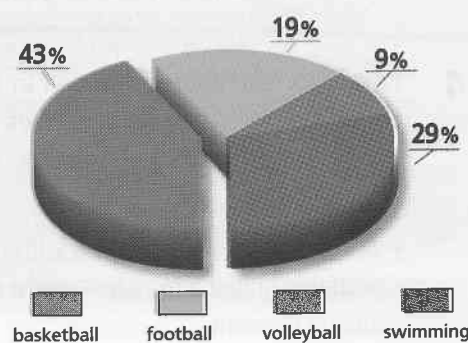
**D Conclusion**

To sum up, a large number of pupils prefer to have junk food and fizzy drinks instead of healthier cooked meals. I recommend that the School Board take action to make unhealthy options less available to pupils. They should also promote school dinners and healthy food.

## Expressing facts

- 3 Look at the pie chart. Use the phrases below to express the facts in the pie chart.

- the majority of those questioned say ...
- a minority of those questioned prefer ...
- a small/large/high number of students/people etc choose ...
- ten/fifty/etc per cent of people interviewed prefer ...



The majority of students prefer playing ball games ...

## Your turn

- 4 **Portfolio:** Read the rubric and underline the key words. Prepare a simple questionnaire. Give it to your classmates to complete. Use their answers and the plan to write your report.

- Your teacher has asked you to write a report about the sports and extra-curricular activities your classmates take part in. Write your report describing what they do in their free time (100-150 words).

## Plan

**Introduction (Para 1)**

*What is the aim of the report?*

**Main Body (Paras 2-3)**

*What are the results of the survey? (Write them under appropriate headings.)*

**Conclusion (Para 4)**

*How could you summarise the results of the survey? What are your suggestions/recommendations?*



## Writing

**Objectives:** learning to write a survey report

**Reading:** a questionnaire and a report

**Writing:** a report based on data collected in a questionnaire

**Vocabulary:** expressing facts

### 1 **Focus ►** Introducing the topic

Introduce the topic by asking a few general questions about questionnaires (*Has anybody ever asked you to fill in a questionnaire? Why do people use them? What information can they provide? etc.*). Go through the questionnaire with the class, explaining any new vocabulary. Ss answer the questions individually and then compare their answers with a partner. Ask the class what answers they gave to each question and use the information to write the results of the survey on the board.

(Ss' own answers)

### 2 a. **Focus ►** Understanding the format of a report

Elicit answers to the question in the rubric and then allow time for Ss to look at the report to check their suggested answers.

#### **Answer Key**

*The writer uses the information in the questionnaire to write a report on the pupils' eating habits.*

### b. **Focus ►** Identifying sections of a report

Ss complete the task individually. Check answers with the class. Ask Ss to compare a **report** to a **letter** and list their similarities/differences.

e.g. • **letter:** Dear + ...

**survey report:** name of recipient, sender, subject, date, etc

• **letter:** contains paragraphs

**report:** presents information under headings

• **letter:** ends with greeting and person's first name

**report:** does not contain this information at the end

**Answer Key** (See overprinted answers)

*The writer recommends the discouragement of unhealthy food and drink and the promotion of school dinners and healthy food.*

### 3 **Focus ►** Expressing facts

Refer Ss to the pie chart and ask questions to check understanding (*What does the chart show? How many sports are mentioned? Which is the most popular sport? etc.*). Invite a S to complete the example sentence (*The majority of students prefer playing basketball*) and then allow time for Ss to form sentences using the prompts. Invite Ss to read out their sentences to check answers.

#### **Suggested Answer Key**

*The majority of those questioned prefer playing basketball.*

*Only a small number of students play volleyball.*

*Nineteen per cent of people interviewed play football. etc*

### 4 **Focus ►** Writing a report

Ask Ss to read the rubric and underline the key words. Check answers and then discuss what information could be included in the questionnaires with the class. Allow time for Ss prepare their questionnaires (e.g. *Do you enjoy playing football? How often do you play football? Once a week, Three times a week, Every day, Other*). Check these individually before preparing copies for the rest of the class. When Ss have collected the information they need, go through the plan with the class to check understanding of the writing task. Decide on headings for the reports and write them on the board (see model answer). Ss write their reports in pairs.

#### **Suggested Answer Key**

##### **Introduction**

*The aim of this report is to present the results of a survey in which 30 students were questioned about what extra-curricular activities they take part in.*

##### **Sport done in students' free time**

*More than 60% of those questioned say they take part in sports in their free time, with the majority of them saying they play football. A small number of the students questioned enjoy playing basketball or volleyball. Only 5% prefer going swimming in their free time.*

##### **Other extra-curricular activities**

*All the students questioned say they do some form of activity in their spare time other than sport. The majority of those questioned say they spend time surfing the net while about 20% say that they are members of various youth organisations.*

##### **Conclusion**

*To sum up, it seems that nearly all students get a certain amount of exercise, but it seems that students spend a lot of time doing things that do not keep them fit. I recommend that students should be better informed of the importance of taking exercise.*

## Workbook 10 – Writing

## Curricular Cut: Biology

**Objectives:** learning about muscles

**Reading:** a text about muscles (multiple choice cloze); asking and answering open-ended questions

*Skills – reading for specific information*

**Speaking:** making a presentation about muscles

**Writing:** a short article about the human heart

1 **Focus ➤** Introducing the topic

Check Ss' understanding of the word **muscle**, referring them to the picture to help clarification. Read out the question in the rubric, explaining that there are different types of muscle in the body. Ss then read the text to answer the question individually. Check answers with the class.

**Answer Key**

*Skeletal muscles*

2 **Focus ➤** Answering multiple choice cloze questions

Explain the task, reminding Ss of the importance of reading the text immediately before and following each gap when answering such questions. Ss complete the task individually and then compare answers with a partner. Play the recording for Ss to check their answers.

**Answer Key** (See overprinted answers)

3 **Focus ➤** Asking and answering open-ended questions

Use concept questions to help elicit the meaning of new vocabulary. Alternatively, Ss may use their dictionaries to check meaning. Ss then choose as many as possible to mime or draw the meaning. Allow time for Ss to prepare questions based on the text. Ss ask and answer the questions in pairs.

**Answer Key**

*nerves (n): special cells that carry messages to and from the brain*

*hormones (n): chemicals produced in the body*

*attached (v): connected, joined to*

*internal organs (phr): cells and tissues that perform specific functions in the body*

*intestine (n): tube below the stomach that absorbs food into the body*

*pump (v): to use force to move a liquid through a pipe or tube*

**Suggested Answer Key**

A: How many kinds of muscle are there?

B: Three. Skeletal, smooth and cardiac muscle.

A: What do skeletal muscles do?

B: They control movement. etc

4 **Focus ➤** Note taking

Explain the task, reminding Ss that notes should consist of key words, not whole sentences. Allow time for Ss to prepare notes individually and then invite a few individuals to give presentations to the class. Alternatively, Ss give their presentations to small groups.

**Suggested Answer Key**

- Need muscles for conscious and unconscious control of our bodies
- Muscles made of elastic tissue
- Three types of muscle: skeletal, smooth, cardiac
- Skeletal muscle consciously controls movements of the body
- Smooth muscle unconsciously controls movements of our organs except heart
- Cardiac muscle automatically controls the beating of the heart

5 **Focus ➤** Writing a short article about the human heart muscles

Go through the rubric with the class, checking understanding of the task. Ss, in groups, collect information from school text books, encyclopaedias, the Internet. Allocate time for groups to work on their projects. Display their work in class. Alternatively, Ss can prepare a Power Point presentation.

**Suggested Answer Key**

*The heart is the organ that pumps blood around the body. It is made of a special muscle which contracts and expands like a pump. It consists of four chambers attached to veins and arteries. As the heart beats, two chambers bring blood from the lungs and the rest of the body while the other two pump blood to the lungs and body.*

**Interesting facts:**

*The heart weighs about 300 grams.*

*It pumps 10 litres of blood every minute.*

*It beats about 2.5 billion times in an average lifetime.*

**Additional Material:**

Songsheet 5

Pairwork Activities: Unit 10

Workbook: Reading, Word Perfect Unit 10

Useful Links – <http://www.kidshealth.org/kid/body> (weaker groups)

<http://www.worldinvisible.com/apologet/humbbody/heart.htm>

<http://www.bbc.co.uk/science/humanbody/body/factfiles/heart/heart.shtml>





# Muscles

*Except for thinking, everything we do depends on our muscles, 1) ..... we realise it or not. Without muscles we 2) ..... be able to sit, move, talk, write, read, breathe or even **digest** our food.*

A muscle is a bundle of elastic tissue which contracts (in 3) ..... words, it becomes shorter and thicker) when it receives a signal from our **nerves** or **hormones**. There are three kinds of muscle: skeletal muscle, smooth muscle and cardiac muscle.

Skeletal muscles are also called voluntary muscles, because we 4) ..... control their movement when we want to. These muscles vary greatly in size and strength, from the small muscles around our eyes to the large, strong muscles of our thighs. They are **attached** 5) ..... the bones of our skeleton, and each muscle can move a part of the body in a certain direction. Even quite simple actions, 6) ..... as kicking a ball or smiling, may involve several muscle groups working together.

Smooth muscles are found in most of the body's **internal organs**. For example, smooth muscles in our stomach and **intestine** move food through our digestive system. Tiny muscles in our eyes 7) ..... the pupil bigger or smaller in response to light. All smooth muscles contract and relax automatically, 8) ..... our thinking about it, and so they are called involuntary muscles.

The third group, cardiac muscle, is found only in the walls of the heart. These muscles contract and relax automatically in a powerful, regular rhythm to **pump** blood 9) ..... our body. Our heart beats an average of about 70 times a minute, every 10) ..... minute of our lives, without ever resting.

## ► Reading & Listening

- 1 What kind of muscle do we use when we move, twist, dance, walk, run, lift weights, etc? Read through and check.
- 2 Read the text and, for each gap, choose the correct word, A, B, C or D. Compare answers with your partner. Listen and check.
- 3 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

## ► Speaking

- 4 Make notes under the headings. Use your notes to give a short presentation about muscles to the class.
  - why we need muscles
  - what muscles are made of
  - what types of muscles there are
  - what each type can do

- |               |             |              |           |
|---------------|-------------|--------------|-----------|
| 1 A unless    | (B) whether | C either     | D or      |
| 2 A weren't   | B couldn't  | (C) wouldn't | D mustn't |
| 3 (A) other   | B new       | C different  | D or      |
| 4 A have      | B need      | C are        | (D) can   |
| 5 A with      | B at        | (C) to       | D on      |
| 6 A like      | B so        | C same       | (D) such  |
| 7 A do        | (B) make    | C have       | D get     |
| 8 (A) without | B except    | C in spite   | D beside  |
| 9 A across    | B between   | (C) around   | D over    |
| 10 A one      | (B) single  | C solitary   | D lone    |

## ► Project

In groups, collect information about the human heart muscles. Prepare a *Did you know?* article for the school magazine. Write a short paragraph explaining what the heart does and how, then list interesting facts.



## Vocabulary & Grammar

### 1 Fill in the gaps with the correct word.

- 1 We had roast lamb for the main course.
- 2 You shouldn't drink too many fizzy drinks.
- 3 We exchange gifts on New Year's Eve.
- 4 Can I have the recipe for this cake, please?
- 5 A flash of lightning lit up the sky.
- 6 She saves her money for a rainy day.
- 7 Schools break up for the summer holidays on 13th June.
- 8 The pack of wolves howled all night long.
- 9 Ann isn't very well. She's feeling under the weather.
- 10 We're looking forward to our holiday.

(10 marks)

### 2 Circle the correct item.

- 1 Listen to the lions .....  
A hissing    B howling    **C roaring**
- 2 They danced till the ..... hours.  
**A early**    B later    C soon
- 3 ..... chicken is healthier than fried chicken.  
A Grated    B Mashed    **C Grilled**
- 4 In the summer he spends every day at the .....  
**A beach**    B coast    C shore
- 5 There were over 5,000 ..... at the match.  
A audiences    **B spectators**    C viewers
- 6 Sorry we were late. We were ..... up by the bad weather.  
A put    B drawn    **C held**
- 7 Take your coat – it's a bit ..... outside.  
A scorching    **B chilly**    C freezing
- 8 We have a new football ..... at our school.  
**A pitch**    B court    C rink
- 9 Ken really loves ..... salmon.  
A oily    **B smoked**    C bitter
- 10 Could you please ..... some cheese?  
A chop    B boil    **C grate**

(10 marks)

## Use of English

### 3 Complete the second sentence so that it means the same as the first. Use no more than four words.

- 1 Why don't you join the gym?  
If I were you, I'd join the gym.
- 2 It's too cold to go to the beach.  
It isn't warm enough to go to the beach.
- 3 I like playing cricket more than football.  
I prefer cricket to football.
- 4 It seems like he's good at tennis.  
He must be a good tennis player.
- 5 I haven't been jogging for ages.  
It's a long time since I went jogging.

(10 marks)

### 4 Fill in the correct word derived from the word in bold.

- 1 A clown provided the entertainment at the child's birthday party. **ENTERTAIN**
- 2 The parade at the Notting Hill Carnival was lively and colourful. **COLOUR**
- 3 On Sundays, families in Britain sit down to eat a traditional roast dinner. **TRADITION**
- 4 Guy Fawkes' Night is a popular celebration in the UK. **CELEBRATE**
- 5 Boxing is a dangerous sport. People often get hurt. **DANGER**

(10 marks)

## Communication

### 5 Complete the exchanges.

- a There is going to be a heatwave!
- b Er ... not exactly.
- c It's next to the changing rooms.
- d Have you been waiting long?
- e What's the weather like today?

- 1 A: Have you been waiting long?  
B: Yes – about twenty minutes so far.
- 2 A: What's the weather like today?  
B: It's fine at the moment.
- 3 A: Excuse me, where's the swimming pool?  
B: It's next to the changing rooms.
- 4 A: Are you eating plenty of healthy food?  
B: Er ... not exactly.
- 5 A: What's the weather forecast for the weekend?  
B: There is going to be a heatwave!

(10 marks)

## Listening

- 6 You will hear a conversation between a doctor and his patient. Decide if each sentence is true or false, and put a tick (✓) in the correct box.

	True	False
1 Lisa is very sick.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Lisa doesn't eat many fruit and vegetables.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 She doesn't exercise much.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 She is in the swimming team.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 The doctor gives her some medicine.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(10 marks)

## Writing

- 7 This is an e-mail from your friend, who is not feeling herself.

Hi Patty,  
How are you? I haven't been feeling so great lately. I have hardly any energy and sleep a lot more than usual.  
I have also put on a bit of weight, which is really depressing. My clothes are getting so tight I'll need to buy some new ones soon!  
Help me!  
Love,  
Sue

Write a reply to your friend giving her advice and tips on how she can look and feel healthier. (100-120 words)

(See Suggested Answers section)

(20 marks)

## Reading

- 8 Read the article and fill in the gaps with the word that fits best.



### \*\*GET ACTIVE!

Stop making excuses! Everyone has time to do at least 1) a little bit of exercise a day, even if it means getting off 2) the bus one stop earlier or taking the stairs instead of the lift.

### \*\*CUT IT OUT!

Stop sitting in 3) front of the TV and playing computer games all night. Try to look at exercise as fun! Not only will you get fit, but it is also a good opportunity to meet up with your friends and 4) have a good time.

### \*\*EXERCISE REGULARLY

You should try to exercise 3-5 times a week 5) for around 30 minutes a time. You can go dancing, do aerobics or even 6) go bungee-jumping!

### \*\*DUMP THE JUNK

Love juicy burgers but have no idea what broccoli is? Eating junk food once in a while won't do you much harm, but eating it all the time will have a bad effect 7) on your health, now and 8) in the future.

### \*\*YOU ARE WHAT YOU EAT

You must try 9) to eat a 'balanced' diet – this is a diet that includes a combination 10) of several different food types. It should include grains and pulses, fresh fruit and vegetables, meat, dairy products and fats and oils.

(20 marks)

(Total = 100 marks)

## Now I can...

- talk and write about festivals
- talk about sports & sports places
- express probability/possibility
- ask for & give directions
- avoid direct answers
- write an informal e-mail invitation
- write a survey report

...in English



# Eco-friends 5

## ► Speaking

- 1 a. Look at the energy sources in the box. Which are: *renewable*? *non-renewable*?

• coal • gas • geothermal  
• hydroelectric • nuclear • oil  
• solar • wave • wind

- b. Which energy sources do you think are kind to the environment, and which damage the environment? Discuss it in pairs.

## ► Reading & Listening

- 2 Listen and read the text to check if your answers were correct. Which form of energy from Ex. 1a is not mentioned?

- 3 a. Read the text again and complete the sentences in your own words.

- 1 Burning fossil fuels releases ...
- 2 Known oil and gas reserves will disappear in ...
- 3 Renewable energy sources never ...
- 4 The sun's energy can ...
- 5 Hot springs can ...
- 6 We should try to ...

- b. Explain the words in bold.

## ► Project

Make a solar hot dog cooker at home.

**You will need:** a long, narrow cardboard box; masking tape; tin foil; stiff cardboard; a piece of wire; and, of course, a hot dog sausage.

## SOURCES of ENERGY

In the 21<sup>st</sup> century, our need for energy is greater than it has ever been. **Fossil fuels** like coal, oil and gas were formed millions of years ago, and when power stations burn them to create electricity, they release harmful gases into the atmosphere. There may be enough coal to last for a few hundred years, but known oil and gas reserves will run out in less than 50 years - and then what will we do?

Many scientists suggest turning to *renewable energy*, which means sources of energy that will never run out. It can be produced using the wind, the sun, waves or hot springs. The wind can turn large **turbines** to produce electricity, while energy from the sun can be collected in **panels** and stored in **batteries**. The movement of the sea can also be changed into electrical energy by using wave machines and, in parts of the world where there is volcanic activity, hot springs can produce geothermal energy. Unlike nuclear power, these are safe sources of energy that don't pollute the environment.

Our **dependence** on fossil fuels has to end soon. Let's hope that by the time all the reserves are gone, there will be enough alternative sources of efficient energy available. In the meantime, why don't we try to reduce the amount of energy that we use?

### Instructions:

- 1 Cut a curve into each long side of the box. (Fig. 1)
- 2 Cut out a piece of cardboard that will fit into the curve in the box and stick it on using masking tape. (Fig. 2)
- 3 Glue a piece of tin foil to the top piece of cardboard, shiny side out. Don't wrinkle the tin foil. (Fig. 3)
- 4 Attach a piece of cardboard with a hole punched in it to each side of the box. Put your hot dog sausage on the wire and stick the wire through the two holes. (Fig. 4)
- 5 The sun's heat energy will be directed onto the point where the hot dog is and will cook it!





## Eco-friends

**Objectives:** learning about sources of energy; making a solar powered hot dog cooker

**Reading:** a text about sources of energy

*Skills – skimming*

*reading for detailed understanding*

**Speaking:** talking about which energy sources are kind/harmful to the environment

**Project:** making a solar powered hot dog cooker at home

### 1 a. **Focus ►** Introducing the topic

Draw Ss' attention to the box. Explain that renewable means that the sources of energy will last for ever and that non-renewable sources will run out one day. Allow Ss time to put the energy sources into two groups. Elicit answers from around the class.

#### **Answer Key**

**renewable:** geothermal, hydroelectric, nuclear, solar, wave, wind

**non-renewable:** coal, gas, oil

### b. **Focus ►** Talking about the effects of energy sources on the environment.

Allow Ss time to discuss the question in pairs before initiating a whole class discussion. Allow some scope for disagreement as all energy sources have some impact on the environment. Make a note of key points on the board.

#### **Suggested Answer Key**

##### **kind to the environment:**

geothermal	although pipes etc need to be laid
solar	although large panels / batteries could be inappropriate in some environments
wind	although many object to large numbers of wind turbines

##### **damage the environment:**

coal, gas, oil	release harmful gasses, increase global warming, etc.
hydroelectric	the flooding of valleys, etc. can lead to massive damage
nuclear	the disposal of nuclear waste can lead to very long term damage

### 2 **Focus ►** Reading for specific information

Allow Ss time to read through the text quickly. Elicit comparisons between the notes on the board and the information in the text.

#### **Answer Key**

Hydroelectric power is not mentioned in the text.

### 3 a. **Focus ►** Reading for detailed understanding

Allow Ss time to complete the task. Elicit answers from around the class.

#### **Suggested Answer Key**

- 1 ... harmful gases into the atmosphere.
- 2 ... less than 50 years.
- 3 ... run out.
- 4 ... be collected in panels and stored in batteries.
- 5 ... produce geothermal energy.
- 6 ... reduce the amount of energy we use.

### b. **Focus ►** Learning new vocabulary

Allow Ss time to read around the words and phrases. Encourage Ss to guess if they are unsure. Elicit answers from around the class. Ss then choose as many words as possible to mime or draw the meaning.

#### **Answer Key**

**fossil fuels (n):** fuel that comes from the remains of plants and animals

**turbines (n):** machines that use energy to turn a wheel and produce power

**panels (n):** a flat, rectangular surface

**batteries (n):** devices that store electricity

**dependence (n):** reliance or need for something

### **Focus ►** Making a solar powered hot dog cooker at home

Draw Ss' attention to the box, the diagram and instructions. Elicit/Explain any new vocabulary. Elicit/Explain where Ss can get the things they will need (*local shops, ask parents, etc.*). Ask Ss to make their solar powered hot dog cookers at home and report the results to the class in the following lesson.

# Special Days







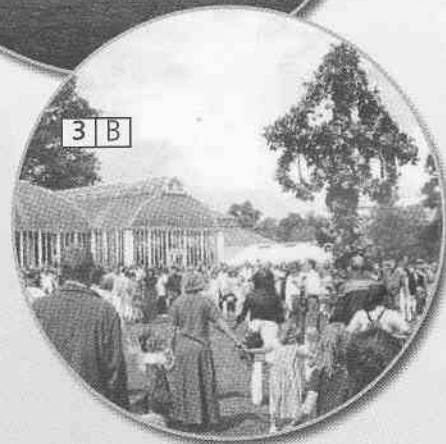


1 C

# The Summer Solstice



2 D



3 B

## Reading & Listening

1 What is the summer solstice? What date does it fall on?

2 Look at the statements and decide if they are true or false.

- |   |   |
|---|---|
| 1 The summer solstice is the shortest day of the year.                    | F |
| 2 In Sweden, girls put birch twigs under their pillows.                   | F |
| 3 At Stonehenge, people don't sleep the night before the summer solstice. | T |
| 4 In some parts of Estonia, they burn houses.                             | F |
| 5 In Poland, girls throw flowers into the sea.                            | T |

3 Listen and read to check your answers.

4 Match the pictures (1-4) to the countries mentioned in the text.

5 Explain the words in bold.

## Speaking

6 Is the summer solstice celebrated in your country? If it is, in what way is it celebrated? Tell the class.

4 A

# Special Days

## The Summer Solstice

**Objectives:** learning about the summer solstice

**Reading:** a text about the summer solstice

*Skills – skimming*

*reading and listening for specific information*

**Vocabulary:** summer solstice facts and activities

**Speaking:** giving a speech about the summer solstice

**Project:** building your own Stonehenge

*set (v): when the sun sets, it goes below the horizon*

*midsummer pole (n): a pole decorated with streamers*

*birch branches (n): parts of a tall, deciduous tree*

*gather (v): collect*

*tucked (v): if you tuck something somewhere, you put it there so that it is safe, comfortable or neat*

*wreaths (n): arrangements of flowers and leaves, usually in the shape of a circle*

*bonfires (n): fires that are lit outdoors as part of a celebration*

*accompany (v): if one thing accompanies another, it happens or exists at the same time*

### 1 **Focus ►** Introducing the topic of the summer solstice

Present the questions and elicit from Ss what the summer solstice is and on which date they think the summer solstice takes place. Encourage Ss to share their associations.

#### **Answer Key**

*The summer solstice is celebrated on the longest day of the year when the sun is at its highest and appears to stand still in the sky. (The word 'solstice' derives from Latin, with 'sol' meaning sun and 'sistit' meaning stands.) This date has spiritual significance for many. In England thousands of people visit ancient religious sites such as Stonehenge to see the sun rising. The summer solstice takes place on or around the 21st of June in the northern hemisphere and marks the beginning of summer.*

### 2 **Focus ►** Predicting content

Direct Ss' attention to the statements and ask Ss to decide if they are true or false.

*(Ss' own answers)*

### 3 **Focus ►** Confirming answers

Play the recording and give Ss the opportunity to find out the correct answers. Check answers around the class.

*Answer Key (See overprinted answers)*

### 4 **Focus ►** Matching pictures

Explain the task. Allow Ss time to match the pictures and countries. Check Ss' answers.

*Answer Key (See overprinted answers)*

### 5 **Focus ►** Explaining the meaning of words

Ss explain the words in bold by giving a definition, synonym/antonym, example etc. Encourage Ss to try and guess the meanings of the words from the context before using their dictionaries to check their guesses. Check Ss' answers, explaining any words the Ss still do not understand. Ss then choose as many words as possible to mime or draw the meanings of.

#### **Answer Key**

*comes alive (v): becomes interesting and lively*

*rise (v): when the sun rises, it appears in the sky*

*standing stones (n): tall stones set upright in the earth*

*cheers (n): shouts of applause/encouragement*

*ring out (v): if a sound rings out, it can be heard loudly and clearly*

### 6 **Focus ►** Discussing the summer solstice in your country

Present the questions and encourage discussion. If the summer solstice is not celebrated in your country, ask Ss to consider why it is not/how it could be celebrated.

*(Ss' own answers)*



**Focus ►** Following a set of instructions

Read through the instructions and the list of materials for making an astronomical calendar. Elicit/Explain the meaning of the words in bold. Ss make their 'mini Stonehenges' at home and feed back to the class throughout the year. Ss can take photographs of their calendars and write a report about their project for display in the classroom.



## A United Kingdom

The area around the famous 4,000-year-old monument of Stonehenge **comes alive** on the morning of the summer solstice, as thousands of people come to watch the sun **rise** over Salisbury Plain. People dance around the **standing stones** all night until the light of the rising sun touches the monument's stones, then loud **cheers ring out**.

## B Sweden

In Sweden, the summer solstice is an important festival. In the north, during the summer months, the sun does not set at all! There is daylight 24 hours a day! At Midsummer, many people leave their city dwellings to go into the countryside and commune with nature. They light bonfires and there is lots of singing and dancing around a **midsummer pole**. People decorate their homes with flowers and **birch branches**. Girls go to the fields to **gather** seven different kinds of wild flowers and grasses. They believe that if they sleep with these **tucked** under their pillow, they will dream of their future husband.

## C Poland

In Poland, especially in the Eastern Pomeranian and Kashubian regions of northern Poland, Midsummer is celebrated on June 23rd. People dress like dangerous sea pirates, and girls throw **wreaths** made of flowers into the Baltic Sea. The Midsummer Day celebration starts at about 8 pm and lasts all night until sunrise.

## D Estonia

Estonians celebrate "Jaaniõhtu" ("John's Night" in English) with **bonfires** on the eve of the summer solstice. On the islands of Saaremaa and Hiiumaa, old fishing boats may be burnt. On Jaaniõhtu, Estonians all around the country will gather with their families, or at larger events, to celebrate this important day with singing and dancing as Estonians have done for centuries. The celebrations that **accompany** Jaaniõhtu are the largest and most important of the year.

### ► Project – Build your own Stonehenge

Read the instructions and explain the words in bold. Follow the instructions and make an astronomical calendar, based on a small-scale copy of Stonehenge.

### You will need

- a centre pole for a reference point
- 15 metres of rope
- 20-30 marker stones or sticks
- a compass

### What to do

- 1 Find a location near your house with **unobstructed** views of the eastern and western horizons. If you can find one with a 360° horizon view, all the better.
- 2 Place the **reference** pole at the centre point of a circle and place your compass on top of it.
- 3 Find due north and, using the **rope**, place a stone **marker** or stick 15 metres north of the centre.
- 4 Repeat the process for east, south and west.
- 5 Again using the rope, place marker stones every few metres around the **perimeter** of your circle. The centre of the circle now becomes your fixed reference point, and the westward-facing perimeter is where you'll be placing the sunset markers.
- 6 On solstice day, mark the point of sunset with a stick. Tag the stick with the date.
- 7 Repeat the process every seven days. You will see that the sun sets at a slightly different point every time. It 'walks' back and forth along the western horizon between the Tropics of Capricorn and Cancer. When you have finished (in a year's time) you will have a working astronomical calendar!

# Father's Day

*Father's Day, Father's Day,  
it is almost here.*

*It's the time when we say,  
"Thank you, Father dear."*

*Father's Day, Father's Day,  
it is almost here.*

*Hugs and kisses to my dad –*

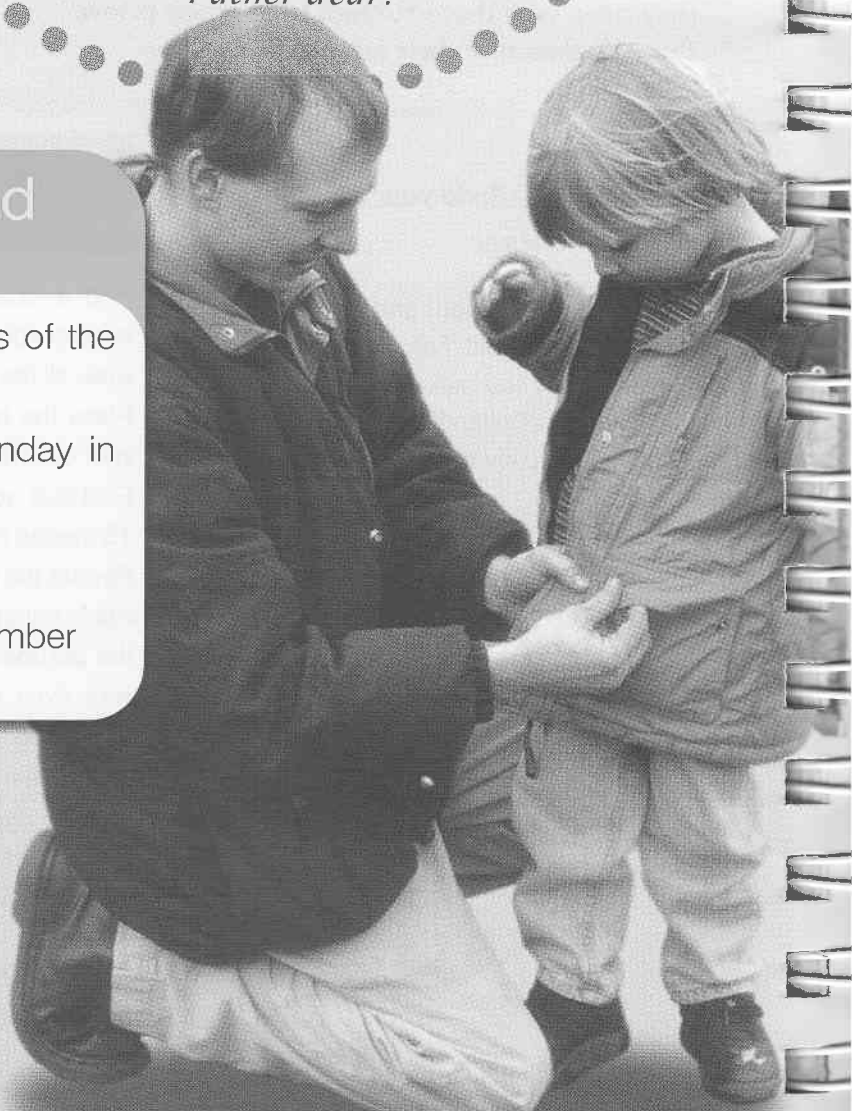
*I love you,  
Father dear!*

- 1 Read the title and the poem.  
When do you celebrate  
Father's Day in your country?  
When do people celebrate  
Father's Day in other  
countries? Use the information  
in the table below to act out  
exchanges, as in the example.

## Father's Day around the world

- USA, UK, Canada and most parts of the world – third Sunday in June
- Australia, New Zealand – first Sunday in September
- Spain, Belgium – 19 March
- Sweden – second Sunday in November

A: When do they celebrate Father's Day in the UK?  
B: On the third Sunday in June.



# Special Days

## Father's Day

**Objectives:** learning about Father's Day

**Reading:** a text about the history of Father's Day

*Skills – reading and listening for specific information*

**Vocabulary:** Father's Day facts and activities

**Speaking:** asking and answering questions about Father's Day

**Project:** planning presents and activities to celebrate Father's Day

### 1 **Focus** ➤ Talking about Father's Day around the world

Read the title and the short poem. Elicit how the person who wrote the poem feels towards his/her dad. (*respect, love, etc*) Elicit from Ss when Father's Day is celebrated in their country. Tell Ss that it is celebrated on different days around the world. Draw Ss' attention to the table and ask Ss to ask and answer questions as in the example exchange.

#### **Suggested Answer Key**

A: *When do they celebrate Father's Day in Australia and New Zealand?*

B: *On the first Sunday in September.*

A: *When do they celebrate Father's Day in Spain and Belgium?*

B: *On 19<sup>th</sup> of March.*

A: *When do they celebrate Father's Day in Sweden?*

B: *On the second Sunday in November.*



2 **Focus ►** Introducing topic

Ask Ss where/when they think Father's Day started. Elicit answers around the class. Allow Ss time to listen to the recording/read and check.

**Answer Key**

*Father's Day was first celebrated in 1910 in Spokane, Washington. An American lady, Sonora Louise Smart Dodd, started it because she wanted to find a way to thank him for being such a good father.*

3 **Focus ►** Reading for specific information

Explain the task. Allow Ss time to complete the time line. Check Ss' answers.

**Answer Key**

1910 – very first Father's day is celebrated in Spokane, Washington, on 19 June 1910.

1916 – President Woodrow Wilson gave his approval to the celebration and celebrated it with his family.

1924 – President Calvin Coolidge recommended that Father's day should become an official national holiday.

1966 – Father's Day made official by President Lyndon Johnson, who set the date as the third Sunday in June.

1972 – President Richard Nixon made Father's Day a permanent holiday to be celebrated every year.

4 **Focus ►** Reading for specific information (True or false statements)

Ss re-read the text in order to answer the questions. Allow Ss time to scan the text and to decide. Check Ss' answers.

**Answer Key** (See overprinted answers)

**Focus ►** Project – How to celebrate Father's Day

Explain the task. Start a brainstorm with the whole class to encourage ideas. Allow Ss to continue brainstorming ideas for presents and activities in pairs, then ask Ss to present their favourite ideas to the class.

(Ss' own answers)

- 2 How much do you know about the history of Father's Day? Where and when did it start? Who started it? Why? Listen and read to check.

It is generally agreed that an American lady named Sonora Louise Smart Dodd first had the idea of a "Father's Day" celebration. Her mother had died when she was young, and so her father had to bring up Sonora and her five brothers and sisters on his own. Because he was such a good father, Sonora wanted to find a way to honour him and thank him for what he had done.

She found the way in 1909, while listening to a sermon for Mother's Day. She thought there should be a similar celebration to honour people like her own father. She found that local leaders supported her idea, and the very first Father's Day was celebrated in Spokane, Washington, on 19 June 1910. It is said that she chose the date because June was the month in which her father had been born.

The idea for celebrating Father's Day did not catch on very quickly. Although President Woodrow Wilson gave his approval by celebrating Father's

Day privately with his family in 1916, people seemed to lose interest in the idea. However, President Calvin Coolidge gave his support in 1924, when he recommended that Father's Day should become an official national holiday. Unfortunately, many years passed before anything more was done to make this official.

The next important step towards official recognition came just over forty years later, when President Lyndon Johnson announced in 1966 that Father's Day would be an official national holiday, setting the date as the third Sunday in June. Even so, the holiday was not officially recognised until 1972, when President Richard Nixon signed the law that made Father's Day a permanent holiday to be celebrated every year on the third Sunday in June.

**Remember!** Whatever you do to celebrate Father's Day, never forget one thing. It is not enough to be nice to your father on this day alone. Show love and respect to both your parents every day of the year.

- 3 Complete the time line with information from the text:



1909 – Sonora Dodd gets the idea for Father's Day while listening to a Mother's Day sermon.

- 4 Read the text again and decide whether the statements below are true (T) or false (F).

- 1 Sonora's father had to bring up six children. T
- 2 At first, Sonora did not find anybody who liked her idea. F
- 3 People were slow to start celebrating Father's Day. T
- 4 Father's Day became a national holiday in 1924. F
- 5 Father's Day is now celebrated in the US on the same day every year. T

### ► Project

In pairs, decide what you could do to celebrate Father's Day. Think about:

- presents (e.g. handmade or bought card, clothes, etc)
- activities (e.g. surprise party, eating out, etc)





# Songsheet 1



## CALL OF THE WILD



Building towns and cities was our only goal  
Now the animals are searching for the homes we stole  
All they want is safety and some peace of **1)** mind  
Can't you hear them **2)** calling out to humankind?

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



We **3)** cut down the forests, we destroyed the land  
Now it's time to give the animals a helping **4)** hand  
We're a lucky species, with so much to give  
Can't we give the animals a place to live?



Think of all the animals who live in **5)** fear  
If we don't help them soon, they could all disappear  
We have all the power, we could help them all  
Can't we work to **6)** save all creatures, great and small?



- 1** Look at the pictures and the title. What problems do animals face?
- 2** Read the song and fill in the gaps with words from the list. Listen and check.
  - cut down • mind • hand
  - save • calling • fear
- 3** How does the singer feel about animals? What message does the song carry?
- 4** **Project:** Work in groups. Collect information about what problems animals face and what we can do to help them survive. Present it to the class.
- 5** In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
  - Actions speak louder than words.
  - Prevention is better than cure.



# Songsheet 1

1 **Focus ►** Describing pictures and brainstorming environmental problems

Ask Ss to read the title of the song and elicit what it refers to. Then allow Ss some time to look at the pictures. Choose various Ss from around the class to describe the pictures and say what problems come to mind.

**Suggested Answer Key**

*The title of the song refers to nature and wildlife. The pictures show various animals including a deer, a fawn, a heron a whale and a snow leopard. There is also a picture of a man using a chainsaw to chop a huge tree in a forest. This refers to the problem of loss of habitat that many animals face. Animals also have to deal with the problems of being hunted and pollution because they affect their survival.*

2 **Focus ►** Listening for specific information

Explain the task. Allow Ss some time to read the song. Play the recording while Ss follow the song in their books and complete the gaps. Check Ss' answers.

**Answer Key** (See overprinted answers)

3 **Focus ►** Understanding the writer's purpose

Elicit answers from various Ss around the class and ask them to quote from the song to support their answers.

**Suggested Answer Key**

*The singer feels sorry for the animals (animals are searching for the homes we stole; it's time to give the animals a helping hand). The message of the song is to help the animals and stop animals from becoming extinct (If we don't help them soon, they could all disappear).*

4 **Focus ►** Project on animal conservation

Divide the class into groups. Explain the task and allow Ss some time to collect information from the Internet, encyclopaedias or other reference books. Ss use this information to give a short talk to the class. More advanced Ss may prepare a PowerPoint presentation. If class time does not allow, assign as HW.

(Ss' own answers)

5 **Focus ►** Practising English sayings related to positive action and finding similar sayings in L1

Read out the sayings and ask Ss if they can guess what they mean. Elicit answers from various Ss around the class and ask Ss to suggest similar sayings they know from their L1.

**Suggested Answer Key**

*Actions speak louder than words*

*Doing something to help a situation is much better than talking about it*

*Prevention is better than cure*

*It is better to prevent something from happening in the first place than to try and fix things once the damage has been done*

## Songsheet 2

1 **Focus ►** Describing pictures and brainstorming ways of learning

Ask Ss to read the title of the song and elicit what it refers to. Then allow Ss some time to look at the pictures. Choose various Ss from around the class to describe the pictures and say what comes to mind. Ss then read the chorus.

**Suggested Answer Key**

*The title of the song refers to learning as we grow.*

*Picture 1 shows a mother and child. This represents love and care.*

*Picture 2 shows two children in a classroom in front of computers with headphones on. They are learning at school.*

*Picture 3 shows a man working on a model. This represents practical skills.*

*Picture 4 shows a young boy and his dad. He is learning from his father.*

*Picture 5 shows a young boy and an older man who is probably his grandfather. This shows we can learn from older generations.*

2 **Focus ►** Understanding the writer's attitude

Play the recording. Ss listen and follow the song in their books. Elicit answers from around the class.

**Suggested Answer Key**

*The singer has a positive attitude because he/she sees every situation as an opportunity to learn something.*

3 **Focus ►** Using adjectives

Read the list of adjectives aloud and elicit their meanings from various Ss around the class. Elicit which one(s) best describe how the singer feels and ask Ss to justify their answers.

**Suggested Answer Key**

*The singer feels positive because he/she does not use any negative language in the song. (precious lessons, great things)*

*The singer also feels optimistic because he/she refers positively to the future (lessons wait at every turn, we change slowly as we grow, a chance to learn great things).*

*The singer must also feel patient because he/she refers to learning slowly throughout life and not all at once (the road through life is very long, we change slowly as we grow)*

4 **Focus ►** Discussing attitudes and opinions

Ss discuss the attitude of the singer in pairs and say whether they agree or disagree with him/her. Monitor the activity around the class then ask some pairs to report back to the class.

*(Ss' own answers)*

5 **Focus ►** Practising English sayings related to life and finding similar sayings in L1

Read out the sayings and ask Ss if they can guess what they mean. Elicit answers from various Ss around the class and ask Ss to suggest similar sayings they know from their L1.

**Suggested Answer Key**

*Patience is a virtue*

*Patience is a very good quality in a person.*

*Nothing ventured, nothing gained*

*If you don't take a chance and try something or take a risk, then you will not reap the possible rewards of it.*

*Love makes the world go round*

*Showing love and friendship to other people can make nice things happen.*



# Songsheet 2

- 1 Look at the pictures. How are they related to the title of the song? Read the chorus (in italics) and check.
- 2 Read and listen. What is the singer's attitude towards life?
- 3 Which adjectives best describe the way the singer feels? Give reasons.
  - positive • optimistic • patient • stressed
  - bored
- 4 In pairs, discuss whether you agree or disagree with the singer.
- 5 In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
  - Patience is a virtue.
  - Nothing ventured, nothing gained.
  - Love makes the world go round.

## LIVE AND LEARN

From the day our lives begin  
 We start to learn in many ways  
 We look around and take things in  
 And precious lessons fill our days

The road through life is very long  
 And lessons wait at every turn  
 We're sometimes right, we're sometimes wrong  
 That's the way we live and learn

*Watching others lets us know  
 What to do and what to say  
 We change slowly as we grow  
 Learning lessons every day*

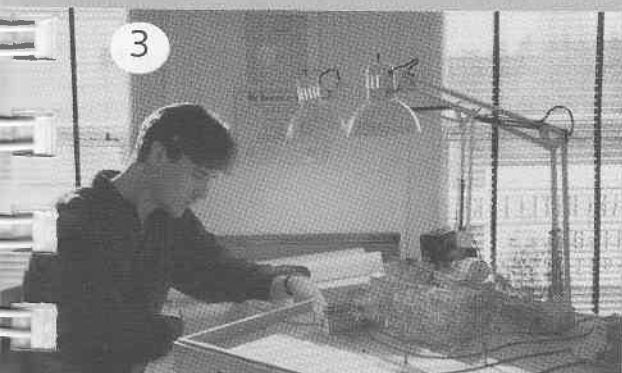
Everything we ever do  
 Brings a chance to learn great things  
 We're always learning something new  
 With the lessons each day brings



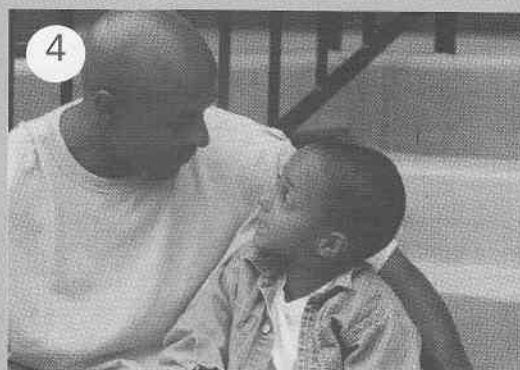
1



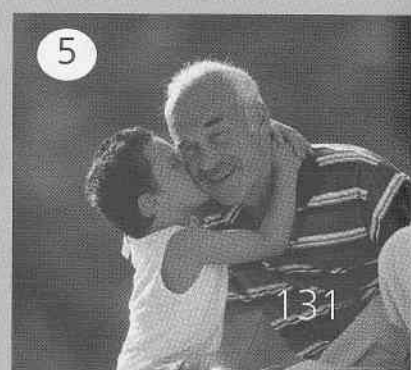
2



3



4



5



# Songsheet 3

- 1 Look at the pictures. How do they make you feel?

## NATURE'S POWER

**S**how respect for every creature  
Care for nature's every feature  
Nature will look after you  
If you look after nature, too

*Every sunset, every snowflake  
Every storm and every earthquake  
Every raindrop, every flower  
Is a sign of nature's power*

Every noisy roll of thunder  
Shows the power we are under  
Lightning strikes and hailstones fall  
Nature's power controls it all

From roaring lion to purring cat  
From cooing dove to squeaking bat  
Nature gives life to them all  
To every creature, great and small

- 2 These phrases appear in the song. What do you think the song is about? Listen, read and check.

- show respect • care for nature • look after nature
- nature's power • lightning strikes • roaring lion • gives life

- 3 Label the pictures with words from the poem.

- 4 Why should we respect nature, according to the singer?

- 5 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

- There's no smoke without fire.
- Lightning never strikes in the same place twice.

## Songsheet 3

### 1 **Focus** ▶ Linking emotions to visual images

Ask Ss to describe the pictures. Elicit what emotions they suggest from various Ss around the class.

(Ss' own answers)

### 2 **Focus** ▶ Predicting content

Go through the phrases in the list and elicit what the song may be about from various Ss around the class. Play the recording. Ss listen and follow the lines in their books to check if their predictions were correct.

(Ss' own answers)

### 3 **Focus** ▶ Matching pictures to lexical items

Allow Ss some time to read through the song again and find appropriate phrases for each picture. Check Ss' answers around the class.

*Suggested Answer Key*

- 1 *lightning strikes*
- 2 *cooing dove*
- 3 *every snowflake*
- 4 *roaring lion*

### 4 **Focus** ▶ Reading for specific information

Allow Ss some time to read the song again if necessary and elicit answers from various Ss around the class. Ask Ss to justify their answers.

*Suggested Answer Key*

*According to the singer, we should respect nature because nature takes care of us (nature will look after you if you look after nature), it is very powerful (nature's power controls it all) and nature is what gives life to all creatures (nature gives life to them all).*

### 5 **Focus** ▶ Practising English sayings related to life and finding similar sayings in L1

Read out the sayings and ask Ss if they can guess what they mean. In pairs, Ss discuss the sayings and decide whether they agree with them. Elicit answers from various Ss around the class and ask Ss to suggest similar sayings from their L1.

*Suggested Answer Key*

*There's no smoke without fire.*

*If there are a lot of rumours or gossip about something, then some part of it must be true.*

*Lightning never strikes in the same place twice.*

*Something unusual or out of the ordinary never happens in the same location or to the same person more than once.*



## Songsheet 4

### 1 **Focus ►** Discussing goals and ambitions

Read the title aloud and elicit from various Ss what their goals and ambitions are. Ask them how they aim to achieve them. (e.g. *be a successful businessman – go to university, get a degree in business, set up business by yourself, work hard* etc) Ss discuss in pairs. Ask some pairs to report back to the class.

(Ss' own answers)

### 2 **Focus ►** Reading for specific information

Play the recording. Ss listen and follow the song in their books. Elicit from various Ss whether their ideas are mentioned.

(Ss' own answers)

### 3 **Focus ►** Giving advice

Ss role play a dialogue between themselves and a 16-year-old giving advice about how to be successful and happy in their life. Monitor the activity and then ask some pairs to report back to the class. Make a note of the best pieces of advice on the board.

#### **Suggested Answer Key**

- Study hard and pass your exams.
- Get a job doing something you love.
- Look after your body, don't do anything that is harmful to your health.
- Save your money – don't waste it on silly things

### 4 **Focus ►** Practising English sayings related to life and finding similar sayings in L1

Read out the sayings and ask Ss if they can guess what they mean. Elicit answers from various Ss around the class and ask Ss to suggest similar sayings they know from their L1.

#### **Suggested Answer Key**

**Make hay while the sun shines.**

*Make the most of an opportunity before it disappears.*

**If a job is worth doing, it's worth doing well.**

*Take pride in a job and do it properly or don't do it at all.*

**Failure teaches success.**

*If you fail at something once, it makes you more determined to succeed at it the next time.*

**Easier said than done.**

*Doing something is much more difficult than simply talking about it.*

**The end justifies the means.**

*If the result is what you want, it doesn't matter what you did to get it.*

**The first step is the hardest.**

*Everything is difficult at first until you get used to doing it.*



# Songsheet 4

## MAKE YOUR DREAMS COME TRUE

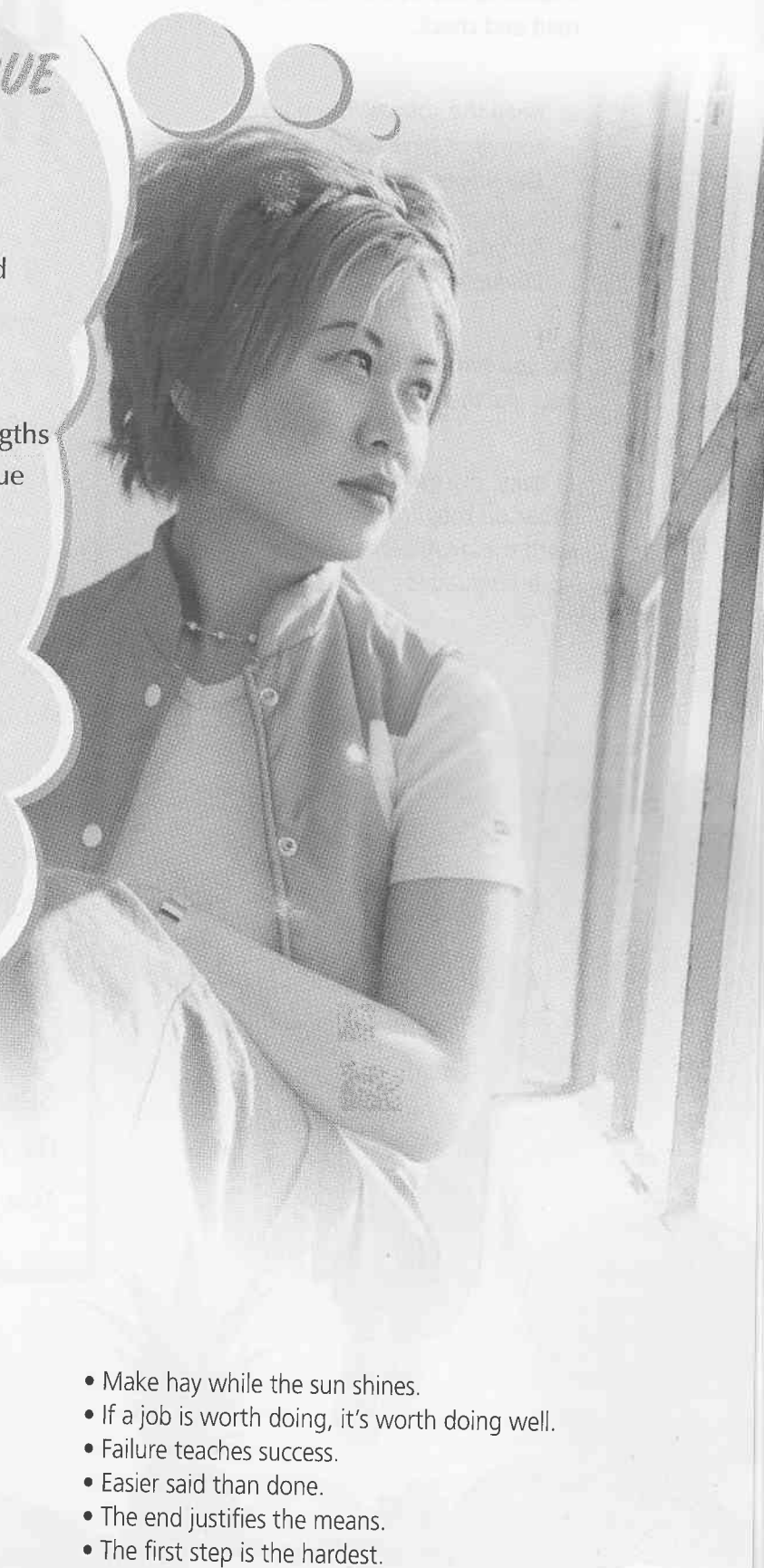
We make our own luck in life  
If we work hard, we succeed  
Find your greatest qualities  
Follow where your dreams may lead

We all have a special skill  
Something great that we can do  
When you know your greatest strengths  
You can make your dreams come true

It is hard to reach the top  
It takes drive and it takes zeal  
Find your passion, search your soul  
Find your dream and make it real

You can be a great success  
Make your talents work for you  
You've got style and you've got flair  
A great life is in store for you

- 1 Read the title. Discuss how you can "make your dreams come true".
- 2 Listen and read. Are there any of your ideas from Ex. 1 in the song?
- 3 What advice would you give to a 16-year-old about how to have a great life? Discuss in pairs.
- 4 In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
  - Make hay while the sun shines.
  - If a job is worth doing, it's worth doing well.
  - Failure teaches success.
  - Easier said than done.
  - The end justifies the means.
  - The first step is the hardest.



# Songsheet 5

- 1 Look at the pictures. How are they related to the title of the song? Listen, read and check.
- 2
  - a. Read the song. What does someone have to do, according to the singer, to "be the best"?
  - b. Do you agree with the singer? Discuss in pairs.
- 3 Do you have a healthy lifestyle? Tell your partner.
- 4 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

- Early to bed and early to rise, makes a man healthy, wealthy and wise.
- Where there's a will, there's a way.

## Be the BEST

Treat your body with respect  
And it will look after you  
When you live a healthy life  
There is nothing you can't do

The greatest thing that you can do  
Is make sure you live healthily  
Look after yourself every day  
Be the best that you can be

Exercise, watch what you eat  
And get plenty of sleep at night  
Your body has to last a lifetime  
So you need to treat it right

Give yourself what you deserve  
Stay in shape and you'll go far  
By working out and keeping fit  
You can be a superstar

## Songsheet 5

### 1 **Focus ►** Describing pictures related to health

Ask Ss to read the title of the song and elicit what it refers to. Then allow Ss some time to look at the pictures. Choose various Ss from around the class to describe the pictures and say what comes to mind. Play the recording. Ss listen and follow the song in their books.

#### **Suggested Answer Key**

*The title of the song refers to doing things to the best of your ability. The pictures show fruit juice, raw vegetables, lots of different fruits, a plate of cheese, a child sleeping and man using a skipping rope. They relate to health and fitness and probably relate to keeping your body in the best condition.*

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

Explain the task. Allow Ss some time to read the song again, then elicit answers from various Ss around the class.

#### **Answer Key**

*According to the singer you should treat you body with respect, live a healthy life, look after yourself, exercise, watch what you eat, get plenty of sleep, stay in shape, work out and keep fit to be the best.*

### b. **Focus ►** Discussing opinions

Ss discuss whether they agree with the singer or not in pairs. Monitor the activity and then ask some pairs to report back to the class.

*(Ss' own answers)*

### 3 **Focus ►** Talking about Ss' own lifestyles

Ask Ss to talk in pairs and decide whether they follow the advice given in the song. (e.g. *Do you eat healthily? Do you take regular exercise?* etc) Ask some pairs to report back to the class.

*(Ss' own answers)*

### 4 **Focus ►** Practising English sayings related to life and finding similar sayings in L1

Read out the sayings and ask Ss if they can guess what they mean. Elicit answers from various Ss around the class and ask Ss to suggest similar sayings they know from their L1.

#### **Suggested Answer Key**

*Early to bed and early to rise, makes a man healthy, wealthy and wise.*

*Going to bed early and getting up early will make you healthy, rich and clever.*

*Where there's a will, there's a way*

*If you really want to do something you will find a way to do it.*



# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 1

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



- Your pictures show people doing things at home. Now talk together about the things you like/don't like doing at home.

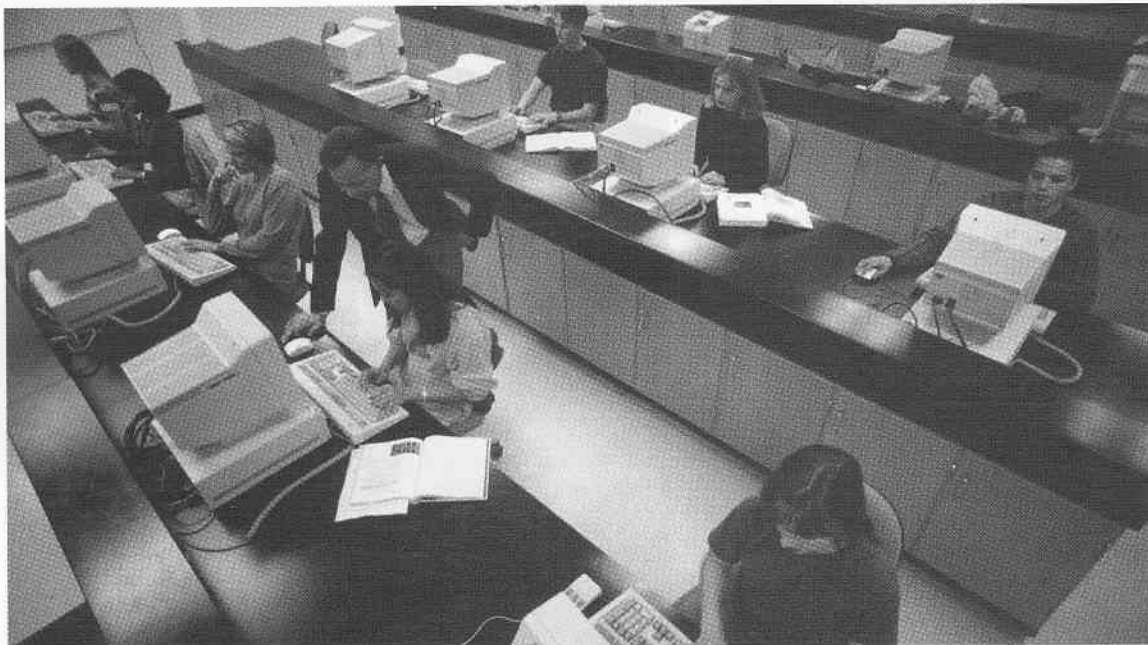
# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 4

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



- Your pictures show people studying. Now talk together about the role of computers in education.

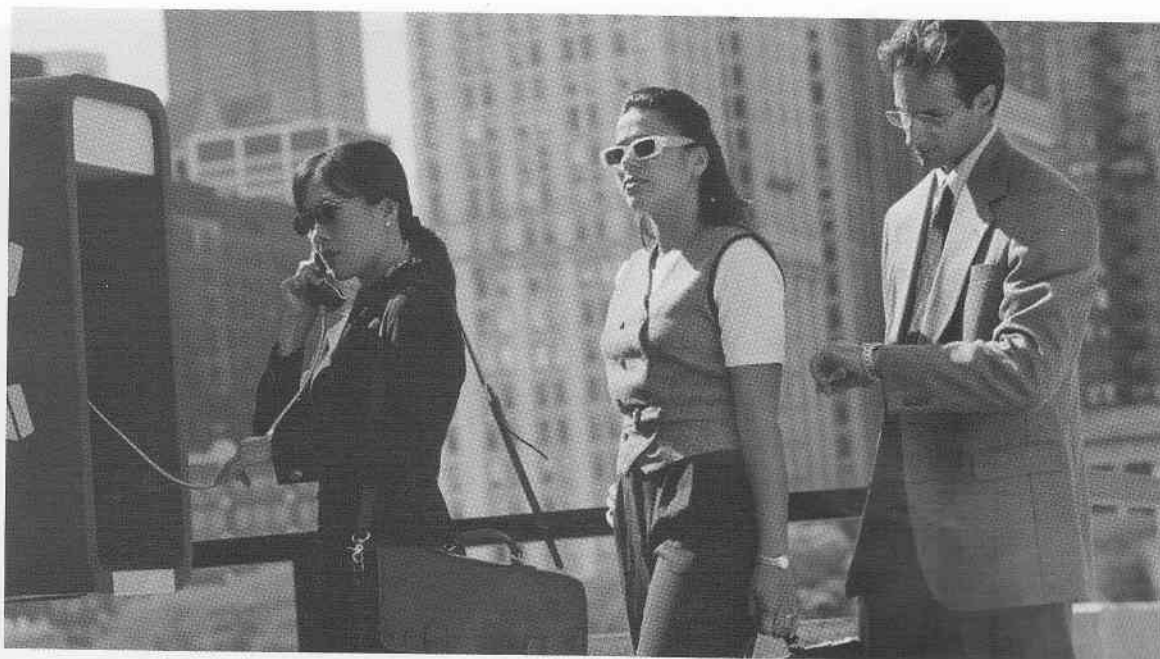
# Pairwork Activities

## Visual Materials – Describing Pictures

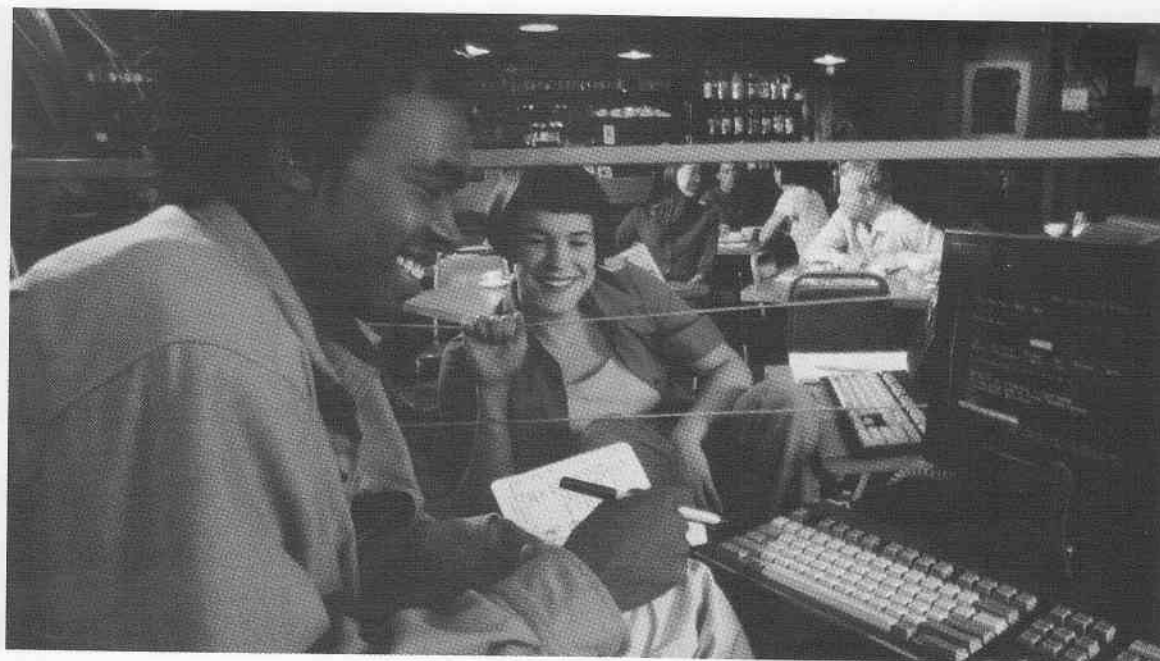
### Unit 6

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



- Your pictures show people communicating in different ways. Now talk together about the ways you like/don't like to communicate with your friends.



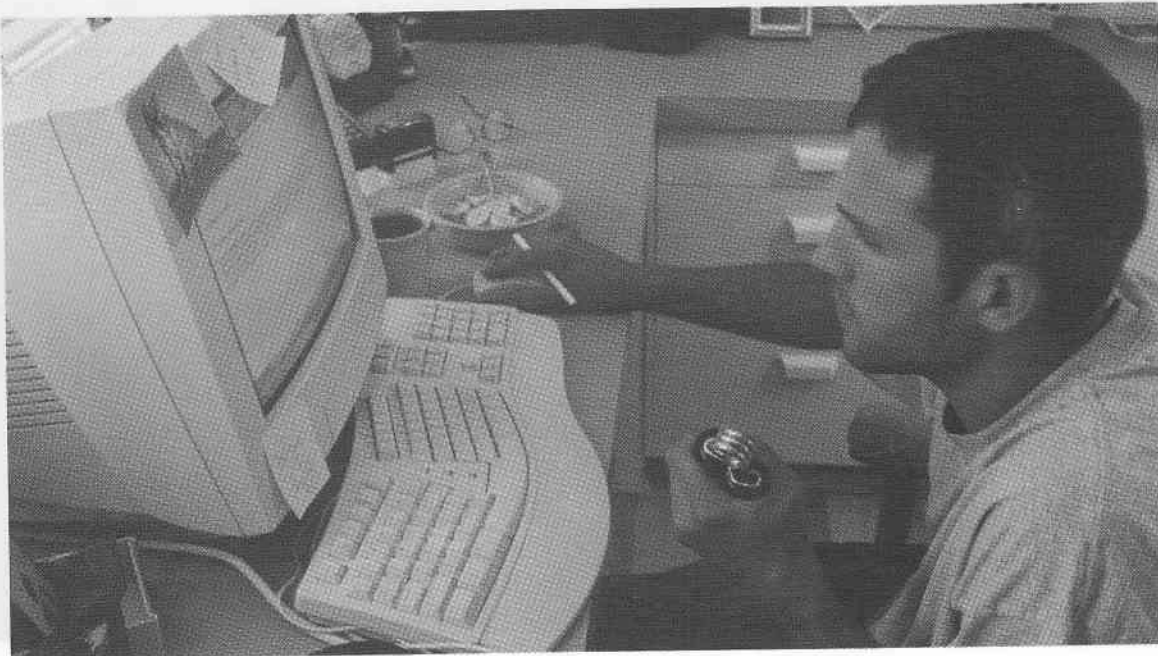
# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 7

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



- Your pictures show people working in different places. Now talk together about a job you would like to do and a job you would not like to do.

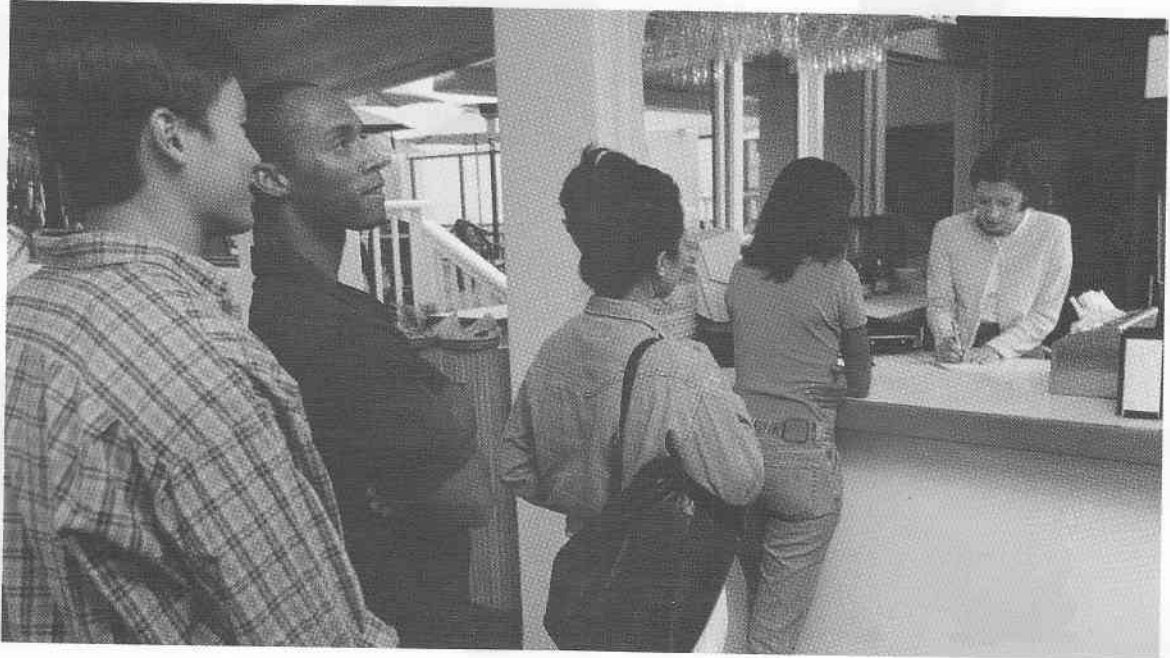
# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 10

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



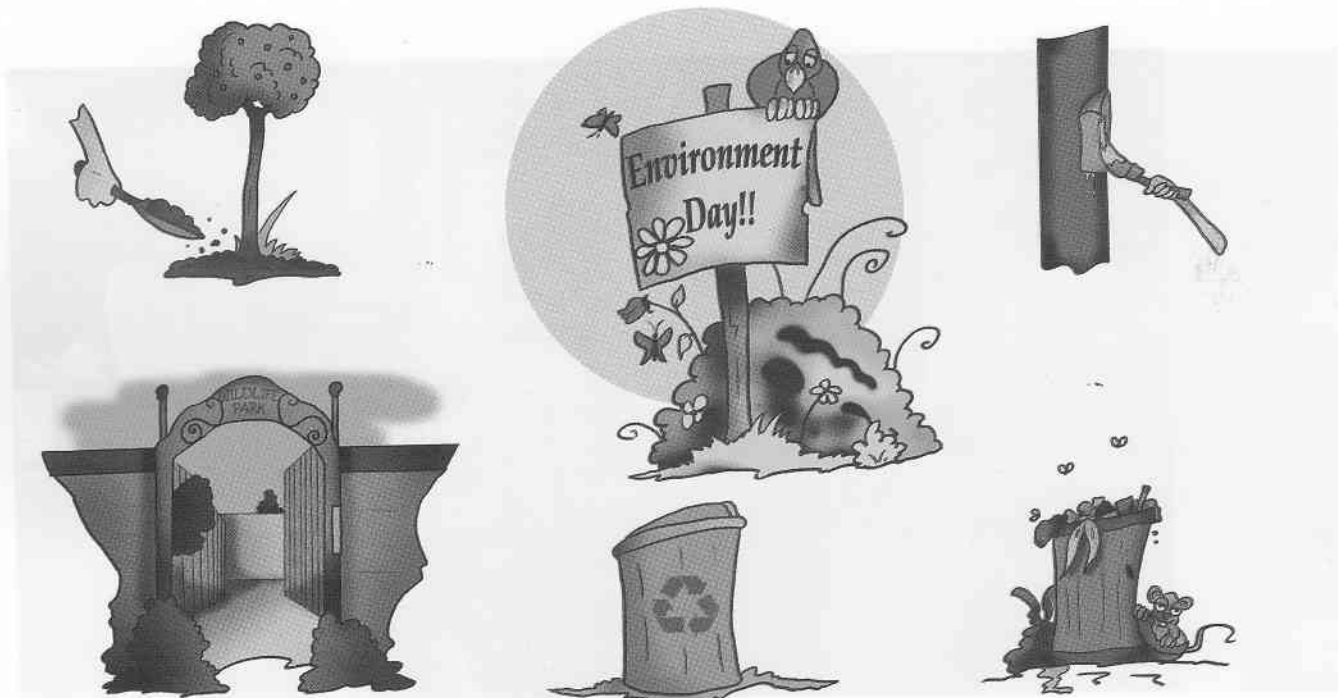
- Your pictures show people eating, or about to eat, in different places. Now talk together about places you go to when you want to eat out.

# Pairwork Activities

## Visual Materials – Making Decisions

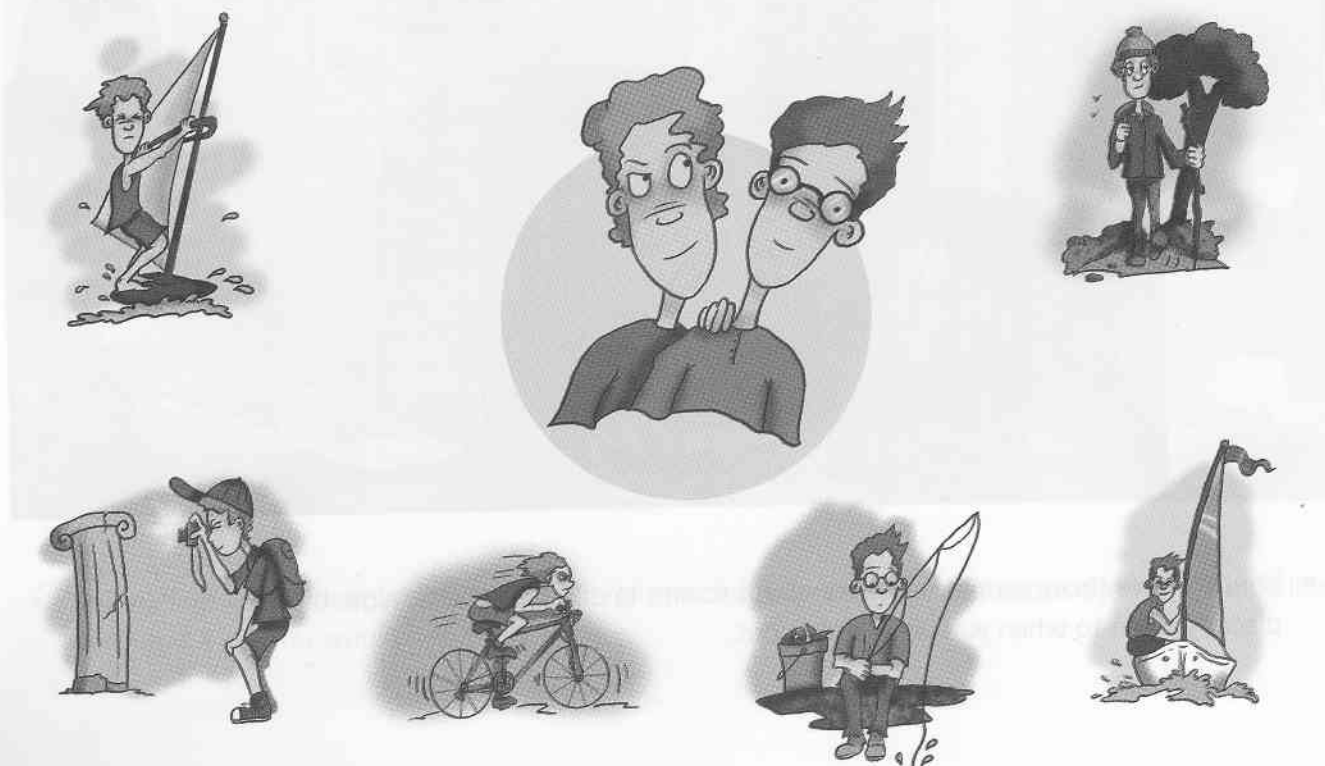
### Unit 2

- You are planning activities for Environment Day. Talk together about the various things you can do to celebrate the day, and then decide which activities are the most suitable.



### Unit 3

- You are planning to go on holiday with your friend. Talk together about the various things you can do on your holiday, and then decide which things you will enjoy most.



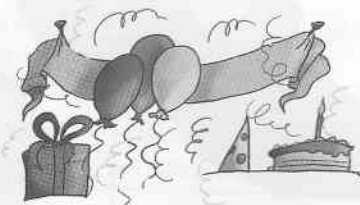


# Pairwork Activities

## Visual Materials – Making Decisions

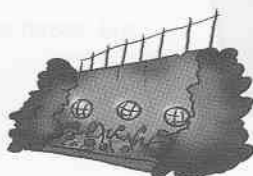
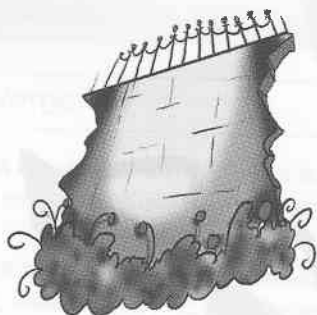
### Unit 5

- You are planning to have a party to celebrate the end of the school year. Talk together about the things you need for the party, and then decide which things your guests will enjoy most.



### Unit 8

- A friend of yours wants to know what to do to make his house safer. Talk together about the things your friend can do to make his house safer, and then decide which are the most important things to do.



# Pairwork Activities

## Visual Materials – Making Decisions

### Unit 9

- You are planning to spend a summer's day in the countryside. The weather is going to be changeable. Talk together about the things you can take with you, and then decide which are the most important to take.



# Suggested Answers section

## Self-Assessment – Module 1

### Writing (an e-mail) for Exercise 7 (p. 27)

Hi, Ann.

Thanks for your e-mail!

Like you, I admire my mother. She's the most important person in my life and I always ask her for advice when I have a problem.

My mum is quite slim and she is about 1.65 metres tall. She has long, light-brown hair and brown eyes. She works very hard so she gets tired but she always tries to be cheerful and you can often hear her singing to herself when she is busy!

I don't think she does any bad things, really, although she doesn't always cook very well! She looks after us as well as anyone could, and I love her very much.

Write soon and tell me more about your mum!

Jill

## Self-Assessment – Module 2

### Writing a short story for Exercise 7 (p. 51)

My worst holiday experience was when I went on a coach tour to Germany two years ago.

It seemed like a good idea at the time, travelling alongside the River Rhine and touring the beautiful Black Forest, but things started to go wrong on the very first day. I was sitting by the window near the back of the coach and, as we went round a bend in the road, I saw our suitcases flying out from the luggage compartment underneath the coach. The driver didn't seem to notice, so I yelled at him to stop. When we went back to collect the cases, we found a lot of them were broken and people's clothes were everywhere!

It just got worse. We had gone about another 100 kilometres when we had a puncture. We stopped safely, but the driver told us we would have to wait until the next day for the problem to be fixed! It was then that I decided I was not going to get to Germany. I called a taxi and told him to take me home.

The taxi journey cost me a lot of money, but I have never been so happy to see my home again!

## Self-Assessment – Module 3

### Writing a short review for Exercise 7 (p. 75)

*Little Miss Sunshine* is a comedy about an eccentric American family who drive an old van to California so that seven-year-old Olive (Abigail Breslin) can take part in a children's pageant.

It is directed by Jonathan Dayton and Valerie Faris and it is a very funny film. All the cast give very good performances, in particular Alan Arkin as Grandpa Hoover.

As the film develops we learn that, although the family love each other dearly, they also get very irritated with each other and this leads to some very funny situations. In fact, I found the film so funny that I laughed nearly all the way through it. This is not really a film for very young children, but for teenagers and their parents it really is great fun.

## Self-Assessment – Module 4

### Writing a letter applying for a job for Exercise 7 (p. 99)

Dear Mr Green,

I am writing in reply to your advertisement in The Daily News,

inviting applications from young people wishing to work at your summer camp. I would like to be considered for the job. I am seventeen and I have a lot of experience of working with young people as I have been a member of the Boy Scouts since I was eight and I am now an assistant troop leader. Last summer, I took three groups of young Scouts on their first camping holidays and they all said how much they enjoyed the experience, so I believe I have the skills that you require. I am free to attend an interview at your convenience and I look forward to hearing from you.

Yours sincerely,

Bob Gilwell

## Self-Assessment – Module 5

### Writing a reply giving advice for Exercise 7 (p. 123)

Dear Sue,

Thanks for your e-mail. It was good to hear from you!

I'm a bit worried by what you say about your health. Have you seen your doctor? You say you don't seem to have any energy so perhaps you need to take iron tablets. I had to take them last year for the same reason. Of course, if you are not getting much exercise and sleeping more, that would explain why you have put on a bit of weight, so I wouldn't worry too much about that!

Really, Sue, I think you should go and see your doctor as soon as possible. I'm sure there's nothing seriously wrong with you, but it's better to be safe than sorry. Let me know what the doctor says!

Love,

Patty

## Pairwork Activities

### Unit 1 (p. 135) – Describing pictures

#### Picture A

SA: It seems to be a picture of a woman doing some gardening. I cannot see her face because she is bending over to prune some flowers and her face is obscured by her hat. She is wearing bright, casual clothes. The woman appears to be standing by a path that runs through the middle of a very colourful flower garden. The woman may be feeling concerned about her plants, but I would hope that she is also enjoying the peace and quiet of such an attractive garden.

#### Picture B

SB: It appears to be a picture of two people enjoying themselves while cleaning a car. They are wearing comfortable clothes. A woman is sprinkling water onto the car windscreen with a hose, and a man is wiping the car bonnet with a sponge. I could easily imagine that they are a married couple, cleaning their own car. The woman seems to be laughing at the splashing water and the man seems to be getting some satisfaction from his work.

#### AB

SA: Well, I don't know about you, but the thing I really dislike doing at home is the washing-up. I can put it off for ages, but my mum usually insists that I do it.

SB: I know what you mean. I really don't like cleaning my room, but my mum usually nags me into doing it a few



times a week. I don't mind doing things like laundry, or helping with cooking, but I get fed up when I have to sort out my room.

SA: Actually, I really like cooking. At my house we all help out with big meals at the weekend and it can be great fun. My mum orders everyone around like a general, and my dad always manages to make a mess of something. My sister and I tease him, but it's all in good fun.

SB: That sounds great. It must be nice to sit down afterwards and eat a meal that you all prepared together.

SA: Yes, it's one of the few times in the week when we can all relax together.

SB: We don't do much like that as a family, but I do like helping my dad fix things around the house. He's really good at that kind of thing and I'm always learning new things. I guess it will all come in handy some day.

#### Unit 4 (p. 136) – Describing pictures

##### Picture A

SA: It appears to be a picture of a large computer lab. There are many rows of desks with students sitting behind them and working on computer terminals. I'd guess that the students are in their late teens and they are dressed casually. I imagine that the man dressed in a suit is their teacher or instructor of some kind. He seems to be helping one of the students with a problem. The students could be learning something about computers or doing a project because they seem quite serious and engaged with what they're doing.

##### Picture B

SB: It seems to be a picture of a lesson in a classroom. The atmosphere seems quite relaxed as the students are sitting back in their chairs while paying attention to their teacher. The teacher appears to be engaging the students in a discussion. The students seem very interested in the topic under discussion as all their expressions show concentration and fascination. The sunlight coming in from the windows in the background gives an impression of a pleasant university environment.

##### AB

SA: Oh, I really don't like using computers. It doesn't matter whether I need to use them for education or for anything else; something always seems to go wrong.

SB: I know lots of people feel that way, but I think they can be very useful once you've got used to them.

SA: But wouldn't you rather have a lesson with a real teacher and your classmates rather than sit in front of a screen, tapping away on a keyboard?

SB: Yes, I think I would, but I don't think that it's a straight choice between one or the other. I think that computers are useful for some things and classrooms are better for other things.

SA: Really? Why do you think computers are useful?

SB: Well, they can be great for doing research. These days, there's lots of information on the Internet about almost anything you might be studying. And they can be very useful when you've got to present your work. I'd hate to go back to writing everything by hand.

SA: I take your point about writing up your projects, but I'm not sure you can trust all the information you find on the Internet when you're doing research. A lot of people use the Internet to present their own opinions as facts, and that can be very misleading.

#### Unit 6 (p. 137) – Describing pictures

##### Picture A

SA: It appears to be a picture of some people queuing to use a public telephone. A woman is engrossed in a conversation on the phone while two other people are looking a little impatient as they wait for her to finish. All the people in the picture seem smartly dressed and it would be fair to assume that they are professionals of some kind. It's a sunny day and the two women in the picture are wearing sunglasses. The man is wearing normal glasses and looking at his watch.

##### Picture B

SB: It seems to be a picture of two people enjoying a conversation in an internet café. It seems like quite a dimly lit place. In the background some people are chatting over their coffees, while the man and woman in the foreground appear to be sitting behind desktop computers. Everyone is dressed in bright, casual clothes. The two people in the foreground appear to be sharing a joke.

##### AB

SA: Well, I don't mind admitting that I'm a bit of an addict when it comes to my mobile phone. Obviously, I don't talk much when I'm at school, but I do send a lot of text messages to my friends.

SB: Really? I think mobile phones are very convenient, but I don't like spending too much time on them. I can't help worrying about whether they're dangerous for your health. I prefer to wait till I get home and call my friends from there. It's cheaper, too.

SA: Yes, it is. I get some pretty big bills sometimes, but, as I point out to my parents, I don't have my own computer so I'm saving them a bit of money there.

SB: You're right about that. Computers can be very expensive to buy, but I think they don't cost as much to use, even if you have a fast internet connection. I'm always sending my friends funny emails and things like that.

SA: The only emails I get are ones that have been forwarded to hundreds of people. Sometimes they're funny, but it seems like everyone is sending the same jokes. You'd think that with all the people out there communicating online, there'd be more variety.

#### Unit 7 (p. 138) – Describing pictures

##### Picture A

SA: It appears to be a picture of a man working at home on his computer. He's dressed very casually in an old t-shirt and he hasn't shaved. He's clicking on his mouse with one hand and squeezing an exercise toy with the other, while staring intently at the screen. The man could be working in a home office, but I'd guess that he's actually working in his kitchen and it looks like he is having some breakfast, too. There are a few items lying around on the work surfaces that suggest he has worked in this place before and the post-it notes stuck to his monitor suggest he still has some work to do.

##### Picture B

SB: This picture seems to have been taken in a reasonably spacious office environment. In the background, it's possible to make out all the usual office clutter, such as

computers, filing cabinets and so on. In the foreground, there are two women who appear to be engaged in a conversation. A woman with short blonde hair and glasses is looking at a sheet of paper that is being pointed out by the woman standing over her. The standing woman seems to be concerned about a particular detail.

## AB

- SA: I'd love to be a journalist. I think it would be a great job because I'd get to travel and meet really interesting people.
- SB: Yes, that sounds like a good job. You'd never get bored in a job like that.
- SA: I imagine myself being the one to break a big story, you know, something that really surprises everybody. I couldn't stand being stuck in a job where I had to do the same old thing every day.

SB: That's a good point. The idea of being trapped behind a desk just getting bored is really scary. I'm hoping to be a painter and decorator. I think there would be a lot of variety in a job like that and you'd be making places much better for people to live in.

SA: Yes, I can see the appeal of doing something creative with your hands. It must feel very satisfying to complete something and know it's going to be appreciated.

SB: It can be. I helped my brother decorate his flat and we both had a great time.

## Unit 10 (p. 139) – Describing pictures

## Picture A

SA: This picture seems to show a few people queuing at a restaurant while someone behind a counter is writing down some details. The woman behind the counter is dressed quite smartly, as opposed to the waiting customers, who are dressed quite casually. Although they are waiting in a queue, the customers don't appear to be particularly impatient. One customer looks a little apprehensive, but, from what I can see, the rest seem content to wait. Surprisingly, I can't see any seated customers in the restaurant, which makes me wonder exactly what these people might be waiting for.

## Picture B

SB: This picture looks like it was taken in somebody's home at mealtime. It appears to be a family who are chatting as they sit around a dining table and enjoy their meal. It looks like the father and son in the centre of the picture are talking about something of interest to the whole family and the mother and daughter at each end of the table seem ready to interrupt with comments of their own. Eating the meal seems to have taken second place to the topic of the conversation. Everyone is dressed casually.

## AB

SA: I like eating in fast food restaurants with my friends. I know the food isn't very healthy, but it tastes good and we always have a good time together.

SB: Yes, I think the most important thing about enjoying a meal is who you share it with, but I can't stand fast food restaurants. I don't think they're very comfortable places to spend any length of time.

SA: You're right there. Those seats can get quite uncomfortable after a while. So where do you like to go?

SB: There's a lovely little restaurant near my house. I guess you might call it a bit old-fashioned, but it's got a really charming atmosphere and I like the people who run it.

SA: That sounds good. The people in fast food restaurants don't really care who you are, or whether you like their food.

SB: Oh, the food at the place near my house is delicious. They make the most amazing lamb chops you've ever tasted. It makes my mouth water just thinking about it.

## Unit 2 (p. 140) Making decisions

SA: Well, let's look at some of our options.

SB: Good idea. I like the idea of planting a tree for Environment Day.

SA: Yes, that is a good suggestion. I like the thought that the tree will continue to grow after the day is over. I think that we have to learn to appreciate all the wonderful things trees do for us and this would be a good way of improving our local environment.

SB: I couldn't agree more. We could also visit the wildlife park to celebrate the day by looking at some of nature's treasures.

SA: Yes, that would be another good idea, but what do you think about taking some rubbish to a recycling bin?

SB: I think that's a useful and positive thing to do for the environment, but, to be honest, we usually recycle the rubbish at our house anyway.

SA: So how would you feel about cleaning up some of the rubbish in our neighbourhood? You know, in some places it's got pretty awful.

SB: Yes, it has. But I think it's more important to encourage people to look after their own areas. What do you think about some kind of campaign to improve the local area?

SA: Do you mean putting up posters and leafleting houses about what we can all do to protect the environment?

SB: Yes. I think it would be a great way to raise awareness about how these global issues affect us all.

SA: Well, I see what you mean, but I would worry that a campaign like that might cause a lot of mess. You know, I hate seeing leaflets blowing about on the streets and having posters stuck everywhere doesn't make this area any more pleasant to live in.

SB: I hadn't thought of that, but I think you're right. It would be hard to justify the use of materials, too.

SA: So, which activities do we think are the most suitable?

SB: Well, I think we both agree that planting a tree would be a positive gesture and that visiting a wildlife park would be fun.

SA: Yes, those are the most suitable suggestions.

## Unit 3 (p. 140) Making decisions

SA: So, what could we do on holiday?

SB: Well, we could try something exciting like windsurfing. That would keep us nice and healthy.

SA: Oh yes, we'd be healthy and very tired. Besides, I don't know how to windsurf and I'd rather not waste my whole holiday learning how to do it.

SB: Me neither, so what about doing something a bit more leisurely like sightseeing?

SA: Well, I'm not sure that it's always so leisurely, but I do like taking a few snaps of ancient monuments when I'm on holiday.

SB: Yes, it's always nice to have something there to remember, isn't it? How do you feel about travelling from place to place on a bicycle?

## Suggested Answers section

- SA: I think it sounds like a lot of effort, but it would be a charming way to see the countryside. And we could stop off and do a spot of fishing on the way. I've always liked fishing.
- SB: Really? I could never see the point of it. It just seems like a waste of time to me. Now, if you wanted to go fishing in a boat, that would be a different story.
- SA: I think you like the idea of the open sea, don't you? But I think we'd have the same problems as we've already mentioned about windsurfing unless you already know how to sail.
- SB: No, unfortunately, I don't know how to sail. Perhaps we should stick to dry land after all.
- SA: Yes, there's nothing I enjoy more than a nice, brisk walk in the country.
- SB: Yes, I like that too. So which activities would we both enjoy most?
- SA: Well, I think we've agreed that we'd both enjoy sightseeing, cycling and a nice walk in the country. Does that sound good to you?
- SB: Yes, it does.

### Unit 5 (p.141) Making decisions

- SA: I think a clown would be great fun for a party. What do you think?
- SB: I think it would be a great idea if we were still little children, but I can't imagine the kids at my school being entertained by a clown. I think it would be too childish for them.
- SA: That's a good point. So, what about having an outdoor barbecue? That would be a tasty alternative.
- SB: Oh, yes. I'm sure that would go down well with everyone. We could have some music, too.
- SA: That's a good suggestion. Everybody loves getting down to music and there are lots of kids at school who can be DJs.
- SB: Yes, but we'd have to arrange it so that they all did an hour each or something, otherwise there would be arguments.
- SA: Yes, I'm afraid you're right about that, but I still think it's a good idea. We could all have a really good dance then.
- SB: I don't like dancing; I always end up looking ridiculous.
- SA: Who cares? You just have to bop about a bit. Very few people can really dance, you've just got to let go and enjoy yourself a bit. We could decorate the school hall and make it look like a real party as well.
- SB: I like the sound of that, but I don't think we should make it look like a kid's birthday party.
- SA: Well, what do you think about choosing a theme?
- SB: That seems like a better suggestion. We could ask the other kids for their ideas, too.
- SA: So, we're agreed on the barbecue and the music and I'm going to dance like crazy.
- SB: Yes, and I like the idea of decorating the hall on a theme everybody likes.

### Unit 8 (p.141) Making decisions

- SA: I think the best way to keep your house safe is just to build a big wall with a fence on top of it. That should stop anyone from breaking in. What do you think?
- SB: It sounds a bit dramatic to me. It might make you feel very safe, but it might also make you feel like you were trapped inside, too. And big walls like that don't look very nice, do they?

- SA: I guess you're right. So how about installing CCTV cameras? That way you could always see who was outside and who might be trying to get in.

- SB: I'm not sure I'd want CCTV cameras outside my home. I think they're a good idea for banks and places like that, but I wouldn't want my home to feel like a fortress, would you?

- SA: No, I wouldn't like that either. Besides, CCTV cameras might make criminals think you had a lot of valuables to protect, and thereby make your home more of a target.

- SB: Yes, I agree about that. I think it would be best to start with something simple like improving the locks on all the doors. I think you can get good advice on how to do that from the police station.

- SA: Yes, and it might be worth increasing the amount of light outside, too. I don't think burglars like the idea that someone might spot them at work.

- SB: What do you think about fitting alarms?

- SA: Oh, don't even mention that. One of my neighbours went on holiday and his burglar alarm went off. I don't know if anyone even thought about calling the police, but after three days we were all sick and tired of the noise.

- SB: I see what you mean. But alarms can make your house safer and smoke alarms can save your life.

- SA: Yes, I think you're right when it comes to smoke alarms. They're quite cheap, but, as you say, they can easily save your life.

- SB: So, are we agreed on the need to improve the locks and increase the light outside the property?

- SA: Yes, and I think we both agree that fitting a smoke alarm would be a good idea, too.

### Unit 9 (p.142) Making decisions

- SA: Well, I never go to the countryside without a hat. If it's sunny, it keeps me in the shade and if it's rainy, it keeps my head dry.
- SB: Yes, I think it would be a good idea to take a hat, too. We could also take a blanket to sit on. What do you think about that?
- SA: That sounds like a great idea, but I think it should be a light one. I don't fancy the idea of carrying a heavy blanket everywhere. Do you think we'd need to take some sunscreen as well?
- SB: No, I think we can get away without taking sunscreen. I know it's always a good idea to be safe, but the sun isn't a major problem in this country, is it?
- SA: I'm afraid I have to disagree with you. I think it's much better to be safe than sorry. And that goes for sunglasses, too. You wouldn't want to damage your eyes, would you?
- SB: No, I wouldn't want to damage my eyes and sunglasses are small and light anyway.
- SA: What about taking a waterproof coat just in case it rains?
- SB: I think I'd feel silly taking sunglasses and a raincoat. I think if we took a hat and an umbrella, that would be enough protection from the rain.
- SA: Yes, I agree with you on that point. We could probably find a nice dry place to wait for the rain to end if we had to.
- SB: So, do we agree on taking a hat, a blanket, some sunglasses and an umbrella?
- SA: Yes, we do. But I'd still like to persuade you that the sunscreen would be a good idea as well.



# Tapescripts

## Unit 1

### ◆ Tapescript for Exercise 5a (p. 13)

- Mum:** So who will you invite to your party, Jean?  
**Jean:** First on my list is Tom. He's really funny and so good looking.  
**Mum:** Yes, and you've got a crush on him! You'd like him to be your boyfriend instead of just our neighbour.  
**Jean:** Mum! Anyway, getting back to the guest list – I'm inviting everyone from my class – except Tina. I can't stand her. She talks too much.  
**Mum:** That may be true, but to leave her out would be mean.  
**Jean:** Oh, all right, then. I'm inviting my cousin, Jane. She's like my best friend.  
**Mum:** Of course, everyone likes Jane – she's so ... well ... likeable and so pretty. What about the people you work with at the supermarket?  
**Jean:** No, I don't think so. I've only been there a week. They're friendly, but I don't really know anyone yet. I haven't even told them it's my birthday next week.  
**Mum:** Oh, OK then. I want to invite your brother David, too. You don't mind, do you, Jean?  
**Jean:** No, I don't mind. David is always the life and soul of a party – he's so energetic.  
**Mum:** Good. Now what sort of cake do you want?  
**Jean:** Oh, it's got to be chocolate! I can't wait.

### ◆ Tapescript for Exercise 6 (p. 13)

- 1 Which one is David?  
**A:** Hi. Have you seen David?  
**B:** I don't know. What does he look like?  
**A:** He's tall and well-built and he's in his mid-thirties. He's got a dark complexion and a beard and moustache.  
**B:** Is that him over there with the short dark hair?  
**A:** No, David has red hair.
- 2 Which one is Kim?  
**A:** I'm looking for my friend Kim. She's tall and slim and she's in her early twenties with long dark hair. Have you seen her?  
**B:** Yes, I think so. Isn't that her over there dressed in red?  
**A:** No, Kim's got curly hair. Ah, now I see her. Thanks anyway.  
**B:** Sure. No problem.
- 3 What is Ann going to do on her birthday?  
**A:** So, are you excited about your birthday party, Ann?  
**B:** Oh, didn't I tell you? I've decided to go out for my birthday.  
**A:** Oh, yes. I forgot. You're going to the theatre, aren't you?  
**B:** No, the tickets were too expensive. I'm going to go and see a film instead.

## Unit 2

### ◆ Tapescript for Exercise 6 (p. 16)

- A:** What's that you're reading, Tina?  
**B:** It's an article about endangered species by the IUCN.  
**A:** What's that?  
**B:** The International Union for the Conservation of Nature and Natural Resources.  
**A:** That sounds like serious stuff.  
**B:** Yes, it is. I had no idea. For instance, did you know that today around 11,046 different species are in danger of disappearing?  
**A:** What do you mean?  
**B:** I mean they might become extinct soon – if they're not

already.

- A:** Really? How do you know?  
**B:** Well, there's a big list called the Red Data List that the IUCN have made that says how many plants and animals are at risk.  
**A:** Wow! Over eleven thousand, you say? That's a lot.  
**B:** I know! And it's mostly our fault.  
**A:** How come?  
**B:** Well, a lot of wildlife, such as the Imperial woodpecker and the European bison, has lost its habitat because we've cut down the trees or taken the land for farming or housing.  
**A:** I see – and I suppose some animals have been wiped out by hunters?  
**B:** That's right. There are almost no red wolves, Amur leopards or Orinoco crocodiles left in the wild because of hunters.  
**A:** That's terrible!  
**B:** I know, and when you add the animals and plants that have been lost because of climate change and pollution, then it's not so surprising that so much wildlife is endangered.  
**A:** You're right. It's very depressing to think about.  
**B:** Yes, but the more people know about it, the more they can do to help.

### ◆ Tapescript for Exercise 2a (p. 18)

Trees are important because they act as natural windbreakers. They reduce the effect of the wind and this means that we spend less money on heating our houses in the winter. They also give us shade in the summer so we save on cooling costs, too.

Trees are like the world's umbrellas. The shade they provide protects us from ultraviolet radiation and they reduce the impact that strong winds can have on the land. In this way, too, they protect the land from soil erosion. Heavy rainfall can wash the soil away if there are no trees. The tops of the trees catch a lot of the water and let it drip gently onto the ground. Also, the roots of the trees hold the soil together so it does not wash away.

Trees soak up carbon dioxide or CO<sub>2</sub> from the atmosphere and store it in the wood until it is burnt or rots. They release oxygen as part of this process, too. Let's not forget that trees give shelter and food for millions of species of plants and animals. Also, trees protect people and wildlife from noise, dust and air pollution.

All in all, trees are good for our health and the health of the planet.

### ◆ Tapescript for Exercise 7 (p. 23)

**Man:** Hello, I'm David Bradshaw and I'm a Park Ranger. I'm here today to talk to you about the place I work – forests. Forests are very important places. Not only do they help to keep the world's climate in balance, but more importantly, they support 60% of the world's wildlife.

Forests provide us with lots of useful products. Around one third of all our medicines come from plants and drug companies study rainforest plants to try to find new ones. We also depend on forests for wood in the form of timber to build houses and boats and to make furniture and many other things with. And let's not forget food! We get many different kinds of fruits, nuts and seeds from forests. Some cultures get over half of all their food from the forest. Then there's paper, of course! Newspapers, magazines, books, toilet roll and other paper products all come from forests. Finally, over half of all the wood taken from forests is used as fuel.

So you can see why we can't afford to lose them. Unfortunately, though, this is what is happening. Every year we lose an area of forest the size of 3 million football pitches. Forests are being cut down for timber, farmland, mining and for places to live. Forests are also being harmed

by acid rain and forest fires, which are likely to become more common as a result of global warming.

I hope at this point you are asking yourself "What can I do?" And if you aren't, you should be! So, what can you do? Well, you could plant a tree or, better still, plant two! Choose a tree that grows naturally in your area and either buy one from a garden centre or plant one from a seed. You could also use less paper and recycle what you do use as well as buy recycled paper products. Last but not least, you could make sure you only buy wood products that are really necessary or, even better, buy second-hand furniture.

### Self-Assessment Module 1

#### ◆ Tapescript for Exercise 6 (p. 27)

**Tom:** Hi Claire, how are things?

**Claire:** Oh, hi, Tom. I'm alright. I'm just a little busy getting ready for a trip.

**Tom:** Really? Where are you off to?

**Claire:** I'm going to Knowsley Safari Park on a school trip. Our class has been saving up for it for months.

**Tom:** Wow! Lucky you. I've always wanted to go there. So, when are you going exactly?

**Claire:** Well, the visit to the park is on Saturday, but we're leaving the evening before and staying in a nearby hostel. On the Sunday, we're going to an outdoor activities park.

**Tom:** That sounds really exciting. What kind of activities have you got in mind?

**Claire:** I don't want to bore you with all the details, but ...

**Tom:** Don't be ridiculous. I'm really interested. Is the whole class going?

**Claire:** Apart from Fiona and Chris, we all are, yes. Fiona's dad's ill, so that's what's stopping her, and Chris well, he's just terrified of wild animals and can't face the trip.

**Tom:** Well, I can kind of understand that, as I used to be the very same.

**Claire:** And how did you get over that?

**Tom:** Well, the more I read and watched TV documentaries about them, the less afraid I was. They don't bother me now.

**Claire:** Good for you. I must pass that advice on to Chris as I'm sure he'd appreciate it.

**Tom:** You must be really looking forward to it.

**Claire:** Of course I am; we all are.

### Unit 3

#### ◆ Tapescript for Exercise 5a (p. 31)

**Speaker 1:** It was a total washout! We went there to learn how to ski and there wasn't any snow! It was warm and sunny the whole time. In any other circumstances that would have been great, but we were very disappointed.

**Speaker 2:** I complained straight away about the standard of the room. It wasn't clean at all! There were stains on the carpet and dust on the furniture. I insisted that they move us at once and the next room wasn't any better so we moved hotels altogether in the end.

**Speaker 3:** I think it was the seafood we ate at the restaurant on the second night of our holiday. Whatever it was, we were both ill for 3 days and it spoiled our holiday. Not only did we miss a lot of fun activities, we also had to pay a large doctor's bill as well.

**Speaker 4:** Our flight took over five hours, so as you can imagine, we were really happy to get off the plane. We had picked up our luggage, and we were just thinking about how nice it would be to get to the hotel when we were pulled outside and told to open our suitcases. Can you believe the man took everything out and then made us put everything back in again? And in the end, he didn't find a thing wrong!

#### ◆ Tapescript for Exercise 2 (p. 32)

##### Announcement 1

We advise all passengers that the 3:15 for Paddington departing from platform 3 has been delayed due to mechanical difficulties. We appreciate your understanding.

##### Announcement 2

May I have your attention, please? Passengers are reminded not to leave their baggage unattended. Any unattended baggage will be removed and destroyed. Passengers are also reminded to check in 2 hours before international flights.

##### Announcement 3

Hello, this is the captain speaking. At this time we ask that all non-passengers kindly disembark as we will be sailing in 10 minutes.

#### ◆ Tapescript for Exercise 4 (p. 36)

Hello, and welcome to the Victoria Bus Company information service. The Victoria Bus Company provides normal bus services in and around the city of Victoria. We also operate highly popular open-top bus city sightseeing tours.

Our sightseeing buses are fitted with the latest sound equipment, and provide commentary in seven languages. The tour is one of the most enjoyable ways to view the historic sights of Victoria and there are tours seven days a week all year round, except in January, when tours operate at weekends only. Tours leave every twenty minutes throughout the day from nine o'clock in the morning until sunset, and each tour lasts approximately two hours.

Your tour pass can be used throughout the day, and you can get on and off the bus at any time you please. Just show your pass to the driver when you rejoin the tour. Passes cost £2 for adults and £1 for children under the age of 12.

To hear this message again, press one. To learn more about our regular services, press ...

### Unit 4

#### ◆ Tapescript for Exercise 3 (p. 42)

Hello. My name is Slava and I'm here today to tell you a little bit about what school is like in Russia. I go to a co-educational school in Russia — there are both boys and girls at my school. We are taught Russian, Literature, Mathematics and History at my school. My favourite subject is Literature and my least favourite subject is Mathematics. 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 playground and a Biology lab. Here in Russia, we start school when we are six years old. We have to stay in school until we are at least fifteen years old. When I finish school I am going to go to a vocational training college to study music. I have some really good teachers but they are also very strict. One time my mathematics teacher said that I had cheated on an assignment, but I hadn't. The teacher gave me a very low grade and I was very angry. I get along well with most of my classmates, but there is one boy who picks on me a lot. One time he threw all my books into the mud. There isn't much I can do so I just try and stay away from him.

#### ◆ Tapescript for Exercise 2b (p. 46)

1 **A:** You've reached 411-6755. I'm not home right now. At the sound of the beep, please leave a message. I'll get back to you when I can.

**B:** Hi, John. It's Karen. How are you? I'm just calling to make sure that we're still on for Friday night. Talk to you soon. Bye.

2 **A:** Good morning — Dr Forbes' office. Can I help you?

**B:** Yes, please. I'd like to make an appointment for Friday afternoon if I could.

A: Yes, I think that's possible. Would 3 o'clock be suitable?

3 A: Hello.

B: Marge? Marge, is that you?

A: Of course it is, Stella. I've been waiting for your call all morning.

#### ◆ Tapescript for Exercise 5 (p. 47)

Boy: Oh hi, Mary. Where are you going in such a hurry?

Girl: Hi, Tom. I'm just going to my ICT class.

Boy: Are you taking that this year, too?

Girl: Yes, and I love it!

Boy: Me too. Isn't it great?

Girl: At first I didn't think I'd like it, but our teacher gave us a great assignment.

Boy: Is it the one about planning a party?

Girl: Nooo ... It's all about using different kinds of sources to get different kinds of information about temperatures and rainfall, things like that.

Boy: Oh, that sounds interesting.

Girl: Yes, and the real cool thing is that lots of the sources have mistakes, and that's why you have to look at more than one or two websites to get your information.

Boy: Oh, I see.

Girl: What were you saying before, about planning a party?

Boy: Well, our teacher wants us to use a computer programme to see how much it would cost to have a party.

Girl: You mean the food and drinks?

Boy: Yes, but not only that. We also have to find out about the cost of plates and glasses ... things like that.

Girl: Do you have a certain amount that you're allowed to spend?

Boy: Of course. At first she said £25, but that wasn't enough.

Girl: That's for sure!

Boy: Now, it's £50. And you know, we're going to see who comes up with the best plan, and the teacher says we can use it to raise the money for a real party at Christmas time!

#### ◆ Tapescript for Exercise 5 (p. 49)

Higgins: How much do you propose to pay me for the lessons?

Liza: Oh, I know what's right. A lady friend of mine gets French lessons for eighteen pence an hour from a real French gentleman. Well, you wouldn't have the face to ask me the same for teaching me my own language as you would for French; so I won't give more than a shilling. Take it or leave it.

Higgins: You know, Pickering, if you consider a shilling, not as a simple shilling, but as a percentage of this girl's income, it works out as fully equivalent to sixty or seventy guineas from a millionaire.

Pickering: How so?

Higgins: Figure it out. A millionaire has about 150 pounds a day. She earns about half-a-crown.

Liza: Who told you I only-

Higgins: She offers me two-fifths of her day's income for a lesson. Two-fifths of a millionaire's income for a day would be somewhere about 60 pounds. It's handsome. By George, it's enormous! It's the biggest offer I ever had.

Liza: Sixty pounds! What are you talking about? I never offered you sixty pounds. Where would I get-

Higgins: Hold your tongue.

Liza: But I ain't got sixty pounds. Oh-

Mrs Pearce: Don't cry, you silly girl. Sit down. Nobody is going to touch your money.

Higgins: Somebody's going to touch you, with a broomstick, if you don't stop snivelling. Sit down.

Liza: Ah-ah-ow-oo-o! One would think you was my father.

Higgins: If I decide to teach you, I'll be worse than two fathers to you. Here! [he offers her his silk handkerchief]

Liza: What's this for?

Higgins: To wipe your eyes. To wipe any part of your face that feels moist. Remember: that's your handkerchief; and that's your sleeve. Don't mistake the one for the other if you wish to become a lady in a shop.

### Self-Assessment Module 2

#### ◆ Tapescript for Exercise 6 (p. 51)

James: Hi, Sally! Nice to see you again. How are you? Did you have a good summer?

Sally: Oh, hello, James. I'm fine thanks. Summer was OK, I suppose ... we went to Spain again ... but it's good to get back after such a long holiday. I get bored when I don't have a lot to do.

James: Do you? I certainly don't! I never want the holidays to end! Well, here we are again - another school year to look forward to. I've just got my new timetable.

Sally: What's it like?

James: To be fair, it's much better than last year. Monday is my only bad day.

Sally: Is it? What do you start with, then?

James: Geography, I think. No, wait a minute. It's English with Miss Counter. She's OK - not a bad teacher, really.

Sally: You're lucky! My first lesson is mathematics with Mr Shaw. I don't like him very much. He's so strict - he really frightens me!

James: Yeah, I know he's a bit strict, but he knows how to explain things when we don't understand, and that's important! He's teaching me maths this year, too. We've got him after English on Mondays.

Sally: What else do you have before the break?

James: Let me see ... oh, no. Next is foreign languages. Not my favourite subject.

Sally: I know what you mean. I'm not very good either. Are you doing French or German this year?

James: Not German, that's for sure! I'm doing French this year. German is just too difficult for me.

Sally: I'm going to ask if I can change and do Spanish. I already know a bit and I think I might find it easier. I hope they'll let me.

James: You see? All those summer holidays in Spain might not have been such a boring waste of time after all! Anyway, let's hope we don't have to ...

### Unit 5

#### ◆ Tapescript for Exercise 10 (p. 57)

Tom: Hello, Helen! You look worn-out! Is everything OK?

Helen: Oh, hello, Tom. Yes, I'm fine, thanks. I'm just a bit tired this morning, that's all.

Tom: Why's that? Did you have a late night last night?

Helen: Not at all, but I had this dream and it woke me up, so I didn't get much sleep.

Tom: Oh dear. Was it a bad dream, then?

Helen: Well, it was quite scary. I dreamt that I was walking through a forest at night. I had a torch with me but it was very dark, and then the torch went out! I couldn't see anything!



- Tom:** Goodness! That sounds terrifying! What happened then?
- Helen:** In my dream I saw a white light glowing behind some trees. It was a strange light, because it seemed to get bigger and then smaller, as if it was alive!
- Tom:** And then you woke up, I suppose?
- Helen:** No, I didn't! At first I just stood where I was, but then the light seemed to move towards me and I could see something in it, like the face of an old man. Then I got really scared because I was sure it was a ghost! I tried to run away, but my feet felt very heavy and I couldn't run fast enough! That's when I woke up. I was shaking all over. It was horrible!
- Tom:** How awful! I've had dreams like that, too. You know, dreams where you try to run away from something but you just can't.
- Helen:** Well, I hope I never have another one. I want my dreams to be nice!

◆ Tapescript for Exercise 7b (p. 61)

- Julia:** Hey, Tom, how was your holiday in Mexico?
- Tom:** It was absolutely amazing! The best part was when we went to Oaxaca. We got there just in time for a festival called the Day of the Dead.
- Julia:** That's a scary name for a festival!
- Tom:** There's nothing to worry about. It's a festival for the whole family and it takes place all over Mexico on 1st and 2nd November.
- Julia:** What was it like, then?
- Tom:** It was really interesting. Mexicans believe that the spirits of the dead come back on these days to visit their families, so they decorate the graveyards with candles and flowers.
- Julia:** I wouldn't like that. I'm scared of ghosts, and graveyards frighten me, too.
- Tom:** There's no need to be frightened. It's fun. People dress up as skeletons and they have special cakes and sweets in the shape of skeletons and skulls!
- Julia:** Fancy that! Still, I'm not sure that I would like that kind of festival.
- Tom:** I really enjoyed it. The colours in the streets were wonderful. They had flowers and candles and balloons everywhere. The candles are to light the way for the dead people to find their families.
- Julia:** That's really spooky!
- Tom:** They don't think so. They see death as a natural part of life, and this festival really celebrates life, not death. I had a great time.
- Julia:** I'm not surprised. You like anything that's a bit strange!

## Unit 6

◆ Tapescript for Exercise 8 (p. 65)

The Shaggy Dog: This PG-rated film is the latest comedy from Disney. Directed by Brian Robbins and starring Tim Allen, it is a family film that will appeal to children more than adults. Assistant DA Dave Douglas (Allen) gets bitten by a dog and turns into a dog himself. Featuring Zena Grey, Spencer Breslin and Shawn Pyfrom as his children, together they have to stop the evil activities at an animal laboratory. Robert Downey Jr plays the evil Dr Kozak and gives a good performance. An entertaining film more for kids than parents.

◆ Tapescript for Exercise 3 (p. 70)

- Sarah:** Hi, Andy. It's me, Sarah. What are you doing?
- Andy:** Nothing much. Just checking out some new websites I've heard about.
- Sarah:** Again! You're never off that PC of yours! Don't you get bored?

- Andy:** Not at all. There's so much you can do online. It's fun, and it's really interesting.
- Sarah:** I don't know ... I think it's unsafe. I mean, people can find out all sorts of information about you online ... and then there's always the chance your computer could get a virus and you could lose all your files.
- Andy:** Don't be so negative! Anyway, I've got antivirus protection software, and I never give out personal information online. Really, it's a lot safer than you think. As long as you're sensible, you have nothing to worry about.
- Sarah:** Really? Are you sure?
- Andy:** Absolutely. You hear about Internet fraud, but that happens to people who shop online and give out their credit card details ... or use sites that aren't very safe ... or don't protect their computer properly.
- Sarah:** Oh, I see. Well, you certainly seem to know what you're talking about.
- Andy:** You must be aware of what dangers there are in any situation so you can protect yourself against them. It makes sense.
- Sarah:** You're absolutely right. So what about spam e-mails? How do you make sure you don't get any of them?
- Andy:** I set up filters on my e-mail so I only receive e-mails from people in my address book.
- Sarah:** That's clever! I can see you're OK ... but I bet not everyone is as clued up as you.
- Andy:** Well, that's up to them, isn't it?

## Self-Assessment 3

◆ Tapescript for Exercise 6 (p. 75)

- Anna:** Hi, Tom. It's Anna. How are you?
- Tom:** Hi, Anna. I'm fine, thanks. What's new?
- Anna:** Well, I was ringing to invite you to a Halloween party that I'm having on 31st October.
- Tom:** Oh, that sounds great. Thanks a lot. Where are you going to have the party?
- Anna:** It's going to be at my place. Do you think you'll be able to come?
- Tom:** Of course! I wouldn't miss it for the world!
- Anna:** Well, let me just give you my address in case you've forgotten it. It's number seven, Blackhall Road. That's B-L-A-C-K-H-A-L-L.
- Tom:** It's opposite the park, isn't it?
- Anna:** That's right. The party should start at about 8 o'clock and, Tom, remember to wear a Halloween costume of some kind.
- Tom:** OK. See you there.
- Anna:** Oh, and try to think of some tricks we can play on the others!
- Tom:** Will do. Bye for now.
- Anna:** Bye, Tom.

## Eco-friends 3

◆ Tapescript for Exercise 5a (p. 76)

- A:** Here to talk to us today is Alan Greenfield from the Gardening Channel. Hello Alan.
- B:** Hello. Thank you for inviting me.
- A:** You're very welcome. So you're going to tell us all about compost – is that right?
- B:** Yes that's right. Something no garden should be without.
- A:** But you're not talking about buying it, are you? You think we should all make our own, don't you?
- B:** Yes, that's right. Compost is quite easy to make if you know how.
- A:** What is it?
- B:** Basically, if you mix together plant waste, moisture, warmth, air, micro-organisms and time, then you will get compost.

- A: OK. So how long does it take to make?  
 B: Compost can be made all year round and takes between 3 and 6 months.  
 A: What do you need to make it?  
 B: You will need a compost bin. You can buy one from a garden centre or use an old dustbin as long as it has a lid.  
 A: OK. I've got my bin. Now what do I do?  
 B: Firstly, place the bin on earth, not concrete. Then, fill the bin with dead leaves, grass cuttings and other garden waste such as old plants you've pulled out. You can also put in fruit and vegetable peelings from the kitchen and even eggshells! Next, sprinkle some soil on top. Then cover the bin with a lid or an old piece of carpet to keep the heat in, and leave it. Keep putting more waste in from time to time and then, after a couple of months, dig the compost over. When the bottom of the compost is dark brown and breaks into pieces easily, it is ready. Then you can put it on your garden and dig it into the soil - your plants will be really glad of it!  
 A: Great! Can you tell us what things you can put into the compost bin?  
 B: Yes. Kitchen waste such as tea bags, eggshells, vegetable peelings, fruit peelings, but no meat or bones; garden waste such as old plants, dead leaves, weeds and grass cuttings; and you can also use shredded paper, but not glossy magazines and natural fibres such as cotton and wool materials.  
 A: You mentioned no glossy magazines and no meat. Is there anything else we mustn't use.  
 B: Yes. Don't put oil, whole eggs, dairy products or leftover food in your compost bin. The same goes for woody plant clippings, weeds with seeds on or synthetic fabrics.  
 A: Right. Well, we're running out of time now so thank you very much Alan and good luck to everyone with their compost bins. Next ...

## Unit 7

### ◆ Tapescript for Exercise 6 (p. 79)

**John:** I admit that my friends think I must be a bit crazy to do my job, but I love it! For a start, I enjoy doing something which is a bit unusual, I suppose, and it's quite funny to see the looks on people's faces when I tell them what I do! It's not an easy job, of course, because I have to work long hours and obviously I have to do a lot of travelling! But I like being outdoors - it would be impossible for me to work in an office - and I'm happy because, really, I'm my own boss when I'm out there. Besides, I earn quite a good salary, and I have always enjoyed having animals around me, even dangerous ones like these! Sure, I've had one or two bites, but nothing you could call serious. To be honest, it's not as dangerous as you might think.

### ◆ Tapescript for Exercise 11 (p. 83)

**Mary:** When I was younger I had the chance to study dress design. Some people came to my school and they saw some of my drawings. They got quite excited and said that I could become a famous designer if I worked hard. They even offered to pay for my training. The trouble was, I would have to leave home and I didn't want to do that - and nor did my parents. Besides, I had already been offered a job in an office and the pay seemed quite good - at the time. Of course, the job wasn't anywhere near as good as I thought it was going to be. Just think, I could be wealthy now ... running my own fashion house, perhaps. Who knows? I wish I had accepted that offer ... I often regret it, you know, even now. If only I had been more adventurous at the time ... Oh well, that's life, I suppose.

### ◆ Tapescript for Exercise 2b (p. 84)

- A: Hello.  
 B: Hi, Lynn. It's Claire.

- A: Hi Claire. What's up?  
 B: Do you remember that part-time waitress job I applied for?  
 A: Yeah.  
 B: Well, they just called me this morning and asked me to go for an interview this afternoon.  
 A: Really? That's great news!  
 B: Yeah, but I don't know what to wear. Can you help me decide?  
 A: Sure. What have you got that's smart?  
 B: Wait a minute. I don't have to wear a suit, do I? It's only a waitressing job, after all.  
 A: No, but you want to make a good first impression, don't you? So you should wear something nice, like a skirt and a top.  
 B: Oh OK. I've got my black miniskirt and stretchy top.  
 A: No! You're going to an interview - not a night club. A knee-length dark skirt and a white blouse would be best.  
 B: Yes, I think you're right.  
 A: Also, if I were you, I would wear a lot less make-up and jewellery than you usually do, too.  
 B: Why?  
 A: Well, you won't be allowed to if you get the job anyway, and if you try to look more like a waitress it will help the interviewer to see you in that role - it may help you get the job.  
 B: Wow! That's a good idea. Thanks. Do you have any other useful tips for me?  
 A: Just relax, be polite and remember to smile.  
 B: Thanks, Lynn. You've been really helpful.  
 A: No problem. Give me a call after the interview and let me know how it went.  
 B: Sure.  
 A: Good luck. You'll be fine.  
 B: Thanks.

### ◆ Tapescript for Exercise 5a (p. 85)

**Presenter:** It's the time of year when young people start thinking about their futures; whether they want to go on to university, start work, or perhaps take time off to think about their ambitions. We invited a few youngsters to share their thoughts with us. First is Mary, in her last year at school. What are her plans for the future?

**Mary:** I've known what I want to do for a long time, actually. I love horses, you see, so I hope to get a job at a riding school. I want to learn all I can about the business and, eventually, I would like to have my own riding school.

**Presenter:** Clearly, a young lady who knows her own mind. Next we hear from Tom. What does he want to do for a living?

**Tom:** I'm still not sure, really. At first I thought I wanted to get a job straight away ... you know, start earning money for myself, get my own place. But my teachers think I can do better than that ... so now I don't know. To be honest, I would love to be a doctor, but it's very hard and it takes such a long time to qualify ... I don't know that I can do it. Anyway, I hope to get good results in my exams and if I do, then perhaps I'll apply for medical school.

**Presenter:** Well, I'm sure Tom is not alone in having trouble making up his mind. But what about Helen - what is her ideal job?

**Helen:** I wish I could be a pilot, but my eyesight isn't good enough, I'm afraid. I still want to do something in the flying industry, though, so my hope now is to join the cabin staff of one of the bigger airlines. I love flying, you see.

**Presenter:** It's a hard decision for a lot of young people, and if you are one of those having problems deciding what to do in the future, the number to call is ...

## Unit 8

## ◆ Tapescript for Exercise 7 (p. 89)

**A:** Thank you, officer, for coming to us today to give us some general tips on how we can stay safe in our daily lives.

**B:** Yes, thank you for inviting me. The tips I have are all common sense and many of them you may have been told already by your parents. But here's a reminder of the most important things.

First of all, it is a good idea to let someone know your plans. Going to a party? Then say where you are going, who you are going to be with, and give an estimated time of when you will be back, and so on. In this way, if anything should go wrong, someone will be able to raise the alarm. If possible, leave details of a phone number where you can be contacted in case of an emergency.

Next, be careful who you spend your time with. It is never a good idea to speak to complete strangers, unless you have been introduced to them by someone you know. After all, we cannot always trust people, so it is better to play safe.

However, if someone tries to make you go somewhere with them against your will, the best thing to do is to shout as loudly as you can, so that you can get away from them. Never be forced to do anything you don't want to do.

Sometimes you may place yourself in a dangerous situation by mistake: for example, you might find yourself a little lost while shopping in town. In such a case, do not panic – simply ask a responsible adult to help you find your way. This could be a police officer, a shop assistant or a woman with a child. Of course it is better to prevent this from happening – stay with a group of friends as far as possible. Think carefully, think safety! Any questions, anybody?

## ◆ Tapescript for Exercise 6b (p. 95)

**Operator:** Emergency services. Which service do you require?

**A:** The police, please.

**Operator:** One moment, please.

**B:** Upton Police. Please state the nature of the emergency.

**A:** I think the house next door is being burgled. My neighbours are away on holiday but I can see a man upstairs through the window. He seems to be going through the drawers and turning the place upside down.

**B:** Please state your name and address clearly.

**A:** My name is John Brown and my address is 16 Hudson Street, Upton.

**B:** Thank you. Are you or anyone else in any immediate danger?

**A:** No, but I definitely think the house next door is being burgled.

**B:** I see. You believe a crime is in progress now?

**A:** Yes! Please come quickly!

**B:** What is your neighbour's address?

**A:** Number 14 Hudson Street.

**B:** Please do not approach the offender or attempt to stop him escaping under any circumstances. A patrol car is on its way to you now.

**A:** Thank you.

## ◆ Tapescript for Exercise 7 (p. 95)

**Stacey:** What on earth are you doing, Rob?

**Rob:** Just making the school building a little bit more attractive, that's all!

**Stacey:** Call that attractive? I think it looks better without all that ink.

**Rob:** Some people call it art, you know.

**Stacey:** You can't honestly tell me you enjoy doing that!

**Rob:** Of course I do. It's fun.

**Stacey:** It won't be much fun if you get caught and have to pay to get the whole wall repainted!

**Rob:** They'll need to catch me red-handed if they want to punish me.

**Stacey:** Look, I'm your friend, you know. But I just worry that you're getting into bad habits. Last week it was the broken window, this week it's the walls ... I don't want to see you get suspended or anything.

**Rob:** Suspended?

**Stacey:** Yes. I heard the Headmaster talk about it just last week. They want to put a stop to all forms of vandalism in the school, as it costs them so much money each year. Have you ever thought about the damage you're causing?

**Rob:** No, I haven't.

**Stacey:** You better be careful – I hear they're going to have cameras installed soon and the sixth formers are even thinking of starting a 'School Watch Scheme' to prevent any form of vandalism. After all, it is our school and we must take pride in it. Shouldn't we all work together to make it a better place?

**Rob:** You might be right.

**Stacey:** Why don't you join the Art Club Mrs Reid has on Tuesdays and Thursdays?

**Rob:** Art Club? That sounds interesting!

## Self-Assessment 4

## ◆ Tapescript for Exercise 6 (p. 99)

**Susie:** Hi, Paul. How's college?

**Paul:** Fine thanks, Susie. We are applying to universities at the moment. It's so difficult trying to decide what you want to do for the rest of your life.

**Susie:** Yeah, I know. I am really keen on being a DJ, but I don't think there's a university that does a DJ-ing course!

**Paul:** Haha!! You might be right! I have the same problem. I want to be a songwriter. I can't find a course anywhere.

**Susie:** What about the others?

**Paul:** Well, Lily isn't going to university. She is going to work in a florist's. She loves it and hopes to have a florist's of her own one day.

**Susie:** What about Carol?

**Paul:** Well, she was thinking of becoming a lawyer, but she got better grades than expected. So now she wants to become a vet.

**Susie:** Wow! That's great.

**Paul:** I think that's everyone.

**Susie:** No, you forgot Matthew.

**Paul:** Whoops, silly me! He is going to do a teacher training course.

**Susie:** What a surprise! He's always wanted to be a maths teacher.

**Paul:** Well, someone's got to do it.

**Susie:** Yes, I suppose so. (hahaha)

## Unit 9

## ◆ Tapescript for Exercise 9 (p. 103)

**A:** Hello, Marcy. You said that you need some information about locusts.

**B:** Yes, Professor Smith. I'm going to work on a project about them and I need all the help I can get!

**A:** Well, the first thing you should know is that the locust is part of the grasshopper family and it can live for about 3 to 5 months. It eats cereals and crops and lives in hot, semi-dry areas from southern Europe to Japan, and even as far as Australia. The most destructive species is the desert locust that inhabits areas in West Africa and India.



- B: Are they the same size or are they bigger than grasshoppers?
- A: The locust can be up to 15 cm, while the grasshopper is about 6 cm long. But it's not heavy. It weighs approximately 2 grammes.
- B: Are they all brown?
- A: No-locusts that live alone are brown, but young locusts, called hoppers, that are born when a large group of locusts have got together in a swarm, usually because of a good food supply, are either pink or yellow. Swarms of over 100 million locusts can build up that can destroy farms and crops, and damage the income of 10% of the world's population.
- B: Thanks very much, Professor. You've been very helpful.

#### ◆ Tapescript for Exercise 4a (p. 106)

- A: Good morning, class. Today we are going to learn the science behind one of Earth's deadliest natural disasters – an avalanche. ... An avalanche must be the most common type of natural disaster, because over 150 people around the world die in one each year. It is very unpredictable because it is a natural disaster that can happen anytime when snow builds up on a steep slope. All you need is a mass of snow and a slope for it to slide down.
- B: Excuse me, Miss, but what makes an avalanche start?
- A: Good question. Many things may affect the chances of an avalanche happening, including weather, temperature, the angle of the slope (that is, how steep it is), the orientation of the slope (that is, which way it faces), wind direction, terrain, vegetation, and general snowpack conditions.
- C: What's a snowpack?
- A: The snowpack is the layers of snow that have accumulated below what you can see on the surface.
- D: What makes a really big avalanche happen?
- A: Different combinations of factors can create low, moderate or extreme avalanche conditions. If heavy slabs of snow lie on top of weak layers, the snowpack may collapse and start an avalanche. The conditions can change from hour to hour, so one route may be safe in the morning but then very dangerous later. At times it might only take the weight of one skier to start an avalanche.
- B: Wow! People must be mad to go skiing or climbing, then, when the conditions are bad.
- A: Well, there are tests that can be done to test the stability of a snowpack, but we'll come to that later. But I agree to a point. Any climber or skier must be mad not to take basic rescue equipment such as a portable shovel and a radio transceiver with them when they are going to travel across snow.
- C: I suppose avoiding an avalanche must be much better than trying to survive one, Miss.
- A: Absolutely. An avalanche kills in two ways: by smashing a person into a rock or a tree or by burying them in a mountain of snow. Carrying the right equipment may mean the difference between life and death for someone buried in an avalanche.
- D: But it can't be that difficult to survive an avalanche, can it?
- A: That depends. You could be carried downhill at 100 mph in a mass of snow of up to 10,000 tons. You might have a chance if you are buried near the surface and the snow hasn't filled your mouth and nose. Statistics show that most survivors are dug out within 15 to 30 minutes. Victims buried longer than 45 minutes rarely survive.
- B: Really? ...

#### ◆ Tapescript for Exercise 4a (p. 109)

The coldest place in the world is Vostok in Antarctica, where the lowest temperature ever recorded was  $-89.2^{\circ}$  on 21 July 1983. However, no one lives there except for the researchers at the scientific station. The second coldest place, where people actually live all year round, is the village of Oymyakon in Siberia. The average temperature in January is  $-50$ . Living there is like living in a place that is four times colder than a freezer. People stay indoors for days, because outside they could lose the feeling in their toes after only a few minutes. They wear fur boots and tights under two pairs of trousers to keep as warm as possible. At the other end of the scale is the hottest place on Earth – El Azizia in the Sahara Desert – or at least the place where the highest temperature was ever recorded –  $136^{\circ}$  in 1922. Other places may well be hotter, but the temperature hasn't been recorded.

The driest place on earth, where they have only half a millimetre of rain a year, is a town called Quillagua in the Atacama Desert in Chile, South America. In fact, in some parts of this desert, there hasn't been any rain at all for the last 400 years. In contrast, the wettest place in the world is in India. In Meghalaya state, which means 'land of the clouds', in the north east of India, there is a small village called Mawsynram, where it rains nearly all the time. The average rainfall for the area is 11.87 metres!

The windiest place in the world is Mount Washington in the White Mountains, in New Hampshire, USA. The wind got up to a speed of almost 372 kmph on 12 April 1934. Mount Washington is a very dangerous place, and many walkers have died there during bad storms.

#### ◆ Tapescript for Exercise 6b (p. 109)

In the picture we see a group of four people, it might be a family, as we see two adults that could be mum and dad, and two young children. The children are still fairly young: the youngest child is a girl – she must be about three years old; her brother looks a couple of years older. The young boy is sitting on his mother's knee and the young girl is standing in front of her father. They are having a picnic outside – it could be in a park or large garden, and it must be summer as the weather looks fine. But it can't be in a hot country, as they are wearing a lot of clothes! Anyway, it must be lunch-time or early afternoon as they have brought a big picnic basket full of food to eat. There are grapes and bananas in it. There might be sandwiches as well. They must be enjoying their day out, as they look relaxed and happy as they sit on the picnic rug.

### Unit 10

#### ◆ Tapescript for Exercise 2a (p. 114)

**Headmaster** (at PTA meeting): ... and now I'd like to hand over to Mr. Riley, who'll tell us about the students' participation in sporting activities this year.

**Mr Riley:** Thank you, Headmaster. Well, I have to say that our new basketball facilities have attracted some interest, with 25% of the boys and 17% of the girls taking part in basketball games this year. Swimming continues to be popular with both boys and girls; 65% of the boys regularly make use of the pool, which compares to 85% of the girls. The girls also seem to be a little more enthusiastic when it comes to athletics, as 70% of boys and 80% of girls participate. Football continues to be the most popular sport for boys, and we generally see about 83% involved, and I'm glad to say that 6% of the girls are also taking part. Not much, perhaps, but an improvement on last year. Similarly, we've seen 5% of the boys coming to aerobics this year, although the classes are still far more popular with the girls, with 72% attending regularly. There's been a little more interest in cross-country running this year. 25% of boys and 19% of girls have taken part. And finally, I'm sad to say that we're still failing to involve many of the girls in tennis.

Although 76% of the boys are participating, only 2% of the girls are coming along to play.

#### ◆ Tapescript for Exercise 1 (p. 118)

Good morning, everyone, and welcome to City Gym. My name's Jenny Stone and I'm one of the fitness advisors here. You can usually find one of us in the office, which is behind the desk in the reception area. We teach classes, offer health and fitness advice and we're generally here to help if you have any questions or problems.

Now, on with our tour of the gym! City Gym is open from 10 am to 10 pm, seven days a week, so you can exercise almost any time, day or night. We have excellent facilities for our members. We have an indoor heated swimming pool, steam rooms and exercise rooms for aerobics and yoga. Of course, we have a fully equipped gym with all the latest machines and equipment, including exercise bikes, treadmills and Stairmasters. We also have a full-size boxing ring and a number of punch bags for our kick boxing classes. Equipment such as boxing gloves and exercise mats is provided free of charge.

We offer a wide range of classes, such as yoga, aerobics, kick boxing and swimming, for all ages and fitness levels. If the class you would like to join is fully booked, don't worry, because new classes start all the time. Information about the days and times of the current classes can be found on the notice board in reception. Prices are reasonable, with yoga and aerobics classes at £3 per 1-hour session, and swimming lessons are £10 per hour as part of a course of twelve. I'll give you a full list of prices later. Now, before we move on, do you have any questions?

### Self-Assessment 5

#### ◆ Tapescript for Exercise 6 (p. 123)

Dr: Hello, Lisa. What can I do for you today?

Lisa: Hi, Dr. Black. I'm not exactly sick, but I've come to see you because I haven't been feeling myself lately.

Dr: OK. Hop up on the table and I'll give you a check-up while we talk.

Lisa: Well, I've been feeling very tired and I don't have any energy at all!

Dr: I see. Do you have any other symptoms?

Lisa: Not really.

Dr: What's your diet like?

Lisa: I probably don't eat enough fruit and vegetables, but I also don't eat many fatty or sugary things, either.

Dr: How about exercise?

Lisa: I don't really do anything special, but I'm not overweight, am I?

Dr: That's not the point. Everyone should exercise at least three times a week for general good health.

Lisa: I didn't know that! I suppose I have become quite lazy recently. But I don't see how NOT exercising can make me tired.

Dr: It's a case of the less you do, the less energy you have. I thought you were in the swimming team?

Lisa: I used to be, but I stopped a few months ago.

Dr: And was it after that you started to feel like you had less energy?

Lisa: Yes, I suppose so.

Dr: Well, I recommend you take a multi-vitamin tablet every morning and get some exercise. If you don't feel any better in two weeks time, come and see me again.

Lisa: Thanks very much. I think I'll start by walking home.

Dr: Good idea!

# Cumulative Evaluation

## Student's Self-Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

### Student's-Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about personality & appearance	
• talk about daily activities & chores	
• talk about relations with others	
• talk about wildlife	
• talk about flora & rainforests	
• talk about pesticides	
• apologise	
• request help	
• describe people	
• introduce yourself & others	
• socialise	
• express admiration/interest	
• make suggestions & agree	

Go through the corrected writing tasks. Use the code to evaluate yourself.

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



# CODE

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

## Student's Self-Assessment Form

## Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about transport	
• talk about accommodation	
• talk about holidays & holiday problems	
• talk about feelings	
• talk about good manners	
• talk about education & school activities	
• book a guided tour	
• express dissatisfaction & ask for details	
• talk on the phone	
• make polite requests	
• describe pictures	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short article for a magazine about your worst holiday experience	
• write a letter to a friend from a holiday hotel	
• write a short paragraph describing some of the things you used to do on holiday when you were younger	
• write a story (1st-person narrative)	
• write a leaflet on how a visitor to your country should behave while dining out	
• write an e-mail to a pen-friend about your school life	
• write a for-and-against essay	

**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self-Assessment Form****Module 3**

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

- talk about mythical creatures

- talk about moods & feelings

- talk about body language

- talk about types of films

- talk about entertainment

- talk about gadgets

- talk about the Internet

- invite people & accept/refuse

- ask about a problem & offer help

- recommend something

Go through the corrected writing tasks. Use the code to evaluate yourself.

- write a short article about a mythical creature from your country

- write an e-mail to your pen-friend about a scary dream you had

- write a short paragraph about a festival in your country

- write a 3rd-person narrative

- write an advert for a walk tourists can take in your town

- write a short review of a film you have seen

- write instructions how to send a text message

- write a paragraph about how teens in your country communicate with friends

- write a letter to a friend reviewing a CD

**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self-Assessment Form**
**Module 4**

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about job skills & qualities	
• talk about clothes at work	
• talk about self defence & how to stay safe	
• talk about types of crime	
• talk about the importance of having rules	
• 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	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an article interviewing a person about their job	
• write a short e-mail to your English pen-friend about your dream job	
• write an e-mail to a friend of yours about some things you regret having done	
• write a letter of application	
• write an article about a popular tourist attraction in your country where you can see people in special uniforms	
• write a list of Dos and Don'ts on how to defend yourself	
• write an essay providing solutions to problems	



# CODE

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

## Student's Self-Assessment Form

### Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about animals & animal sounds	
• talk about the weather & extreme weather conditions	
• talk about food/drinks & cooking methods	
• talk about sports & sports places	
• talk about body image	
• express probability/possibility	
• describe pictures	
• ask for & give directions	
• avoid direct answers	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short factfile about an insect of your choice	
• write an e-mail about a natural disaster	
• write a short text about a seasonal or weather-related festival	
• write an informal e-mail invitation	
• write an article about a winter event	
• write a festival food calendar	
• write an e-mail to your pen-friend giving advice about how to improve their body image	
• write a survey report	
• write a <i>Did you know?</i> article about the human heart muscles	

## Progress Report Cards

### Progress Report Card

Module 1

(name) can:

	very well	OK	not very well
talk about personality & appearance			
talk about daily activities & chores			
talk about relations with others			
talk about wildlife			
talk about flora & rainforests			
talk about pesticides			
apologise			
request help			
introduce yourself & others			
write a short paragraph about your neighbour			
write a short paragraph about your friend			
write an informal letter giving news			
write a short article about stereotypes related to your country			
write a short article about wildlife habitats in your country			
write a leaflet advertising an Environment Day your group is organising			
write a short letter to a friend about what you are going to do to help protect the environment			
write a letter asking for information			
write a list of pesticides available in your local supermarket and their uses			

## Progress Report Card

..... (name) can:

**Module 2**

	very well	OK	not very well
talk about transport			
talk about accommodation			
talk about holidays & holiday problems			
talk about feelings			
talk about good manners			
talk about education & school activities			
book a guided tour			
express dissatisfaction & ask for details			
talk on the phone			
make polite requests			
describe pictures			
write a short article for a magazine about your worst holiday experience			
write a letter to a friend from a holiday hotel			
write a short paragraph describing some of the things you used to do on holiday when you were younger			
write a story (1st-person narrative)			
write a leaflet on how a visitor to your country should behave while dining out			
write an e-mail to a pen-friend about your school life			
write a for-and-against essay			



## Progress Report Card

..... (name) can:

Module 3

	very well	OK	not very well
talk about mythical creatures			
talk about moods & feelings			
talk about body language			
talk about types of films			
talk about entertainment			
talk about <b>gadgets</b>			
invite people & accept/refuse			
ask about a problem & offer help			
recommend something			
write a short article about a mythical creature from your country			
write an e-mail to your pen-friend about a scary dream you had			
write a short paragraph about a festival in your country			
write a 3rd-person narrative			
write an advert for a walk tourists can take in your town			
write a short review of a film you have seen			
write instructions on how to send a text message			
write a paragraph about how teens in your country communicate			
write a letter to a friend reviewing a CD			

## Progress Report Card

..... (name) can:

Module 4

	very well	OK	not very well
talk about job skills & qualities			
talk about clothes at work			
talk about self defence & how to stay safe			
talk about types of crime			
talk about the importance of having rules			
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			
write an article interviewing a person about their job			
write an e-mail to your pen-friend about your dream job			
write a letter of application			
write an article about a popular tourist attraction in your country			
write a list of Dos and Don'ts on how to defend yourself			
write an essay providing solutions to problems			

## Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
talk about animals & animal sounds			
talk about the weather & extreme weather conditions			
talk about foods/drinks & cooking methods			
talk about sports & sports places			
talk about body image			
express probability/possibility			
describe pictures			
ask for & give directions			
avoid direct answers			
write a short factfile about an insect of your choice			
write an e-mail about a natural disaster			
write a short text about a seasonal or weather-related festival			
write an informal e-mail invitation			
write an article about a winter event			
write a festival food calendar			
write an e-mail to your pen-friend giving advice about how to improve their body image			
write a survey report			
write a <i>Did you know?</i> article about the human heart muscles			

## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria:      c (green)                      w (yellow)                      n (red)