

Spotlight 7

Teacher's Book

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Introduction

Spotlight 7 is an English course based on the Common European Framework of Reference and designed for A2+ level students.

According to the Common European Framework of Reference, students who have completed level A2 are able to understand straightforward texts related to their fields of interest and follow clear speech in everyday conversation. They can also pass on routine factual information, state reasons for actions and describe dreams, hopes and ambitions.

Spotlight 7 develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through pleasant tasks and topics, paying attention to their needs, feelings and desires) learning.

The coursebook consists of a starter unit as well as ten modules of four lessons each. **Each module** is designed to be taught in **four 50-minute lessons**. There is also an English in Use, an Extensive Reading as well as a Progress Check section at the end of each module.

COURSE COMPONENTS

Student's Book

The Student's Book is the main component of the course. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see *Elements of a Module*).

Workbook

The Workbook is in full colour.

The **Workbook** contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language presented in the Student's Book through a variety of exercises, incorporating all four skills.

My Language Portfolio

My Language Portfolio contains material to be used in a variety of tactile tasks throughout the course. This material is printed on pages which students may then cut out and file in their individual Language Portfolios (see *Students' Language Portfolios*).

Teacher's Book

The Teacher's Book contains detailed Teacher's notes, which provide:

- objectives of each unit in a clear and concise way
- step-by-step lesson plans and suggestions on how to present the material
- a full Key to the exercises in the Student's Book and Workbook
- tapescripts of all listening material
- Synergy that helps students revise what they learned in each lesson in terms of vocabulary, grammar instructions, useful phrases, etc.

Class Audio CDs or Cassettes

The Class Audio CDs or Cassettes contain all the recorded material which accompanies the course.

Student's Audio CD or Cassette

The Student's Audio CD or Cassette contains the recorded dialogues and the main texts in the Student's Book, and may be used for the purposes of homework, preparation and practice.

ELEMENTS OF A MODULE

Each four-lesson module starts with a module presentation page to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module. Each module contains the sections described below.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Reading

Dialogues

In each module there is a situational dialogue set in an everyday context in order to familiarise students with natural language. This dialogue also presents useful expressions so that students can practise everyday English.

Texts

Throughout each module there is a wide variety of reading texts such as e-mail, text messages, letters, articles, poems, etc, which allow skills such as reading for gist and reading for specific information to be systematically practised.

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes.

Specific exercises and activities methodically reinforce students' understanding and mastery of each item. There is a Grammar Reference Section at the back of the Student's Book which offers detailed explanation of each grammar point and also contains Grammar Practice to help students consolidate their understanding and use of the grammar.

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module. Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Speaking

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities.

Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Everyday English

These sections provide practice in real-life communication skills and promote active learning. Standard expressions and language structures associated with realistic situations are presented through everyday situations and students are given the opportunity to fully activate the language taught.

Songs

There are song sheets at the back of the Student's Book containing songs connected to the theme of the modules as well as related tasks. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Games

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

Study Skills

Brief tips, explanations and reminders, at various points throughout each module, help students to develop strategies which improve holistic learning skills and enable students to become autonomous learners of the English language.

Writing

In the third lesson of each module, students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed.

Further Writing Practice

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, descriptions, notes, postcards and articles.

These progress from short sentences to paragraphs and finally to full texts, allowing students to gradually build up their writing skills.

At the end of each module in the Student's Book there is an English in Use and an Extensive Reading section and a Progress Check section.

Culture Corner section

In these interesting and informative pages, students are provided with cultural information and read about aspects of English speaking countries which are thematically linked to the module. The section also contains related tasks and creative projects, such as making a poster, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

English in Use section

This section enables students to familiarise themselves with everyday English through functional dialogues in real life situations. This section contains useful expressions and set phrases used in real life situations. It also contains communicative tasks, allowing students to consolidate the language they have learnt.

Extensive Reading section

This section enables students to link the theme of the module to a subject on their school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. The Extensive Reading sections contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Progress Check

These sections appear at the end of each module, and reinforce students' understanding of the topics, vocabulary and structures that have been presented. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

SUGGESTED TEACHING TECHNIQUES

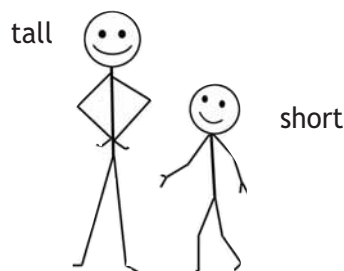
A – Presenting new vocabulary

Much of the new vocabulary in *Spotlight 7* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

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

- **Sketching.** Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Flashcards.** Make Flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

B – Writing

All writing tasks in *Spotlight 7* have been carefully designed to guide students to produce a successful piece of writing.

- Always read the model text provided and deal in detail with the vocabulary tasks. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.

- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

C – Assigning homework

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

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

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases.
- *Spelling.* Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud.* Assisted by the Student's Cassette or CD, students practise at home in preparation for reading aloud in class.
- *Writing.* After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

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

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.

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

E – Class organisation

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

Stages in pairwork:

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

F – Using the Student's Cassette or Audio CD

All dialogues and texts in the Culture Corner and Extensive Reading sections are recorded on the Student's Cassette or CD. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

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

STUDENTS' LANGUAGE PORTFOLIOS

At the beginning of the course, students should be asked to obtain a suitable folder, or sectioned document wallet, which they will bring to each lesson and which will hold their personal Language Portfolio.

This will be used to store not only the material cut out of the printed supplement, *My Language Portfolio*, but also a wide variety of other documents and material.

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

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both inside and outside the classroom. The main emphasis is on the process of learning, so that while compiling their Language Portfolios, learners develop the skill of working independently.

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

First Steps

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

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

How to approach each section

I) Language Passport

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

II) Language Biography

Spend some time on each section, making sure the students know what is required of them. Here is a brief explanation of the rationale of each section:

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

- *Future Plans*: Students record their intentions and ambitions concerning their improvement in the target language.

III) Dossier

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

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

TYPES OF LEARNING STYLES

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

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

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

ABBREVIATIONS

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

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

Before you start ...

Ask Ss how they spent their summer and if they enjoyed it. Ask Ss if they practised their English during the summer. Stimulate discussion about their summer holidays and their English.

Look at Module 1

- Ask Ss to look at the title of the module, *Lifestyles*, and elicit/explain the meaning (*the different ways we live*).
- Refer Ss to the titles of the units on pp. 6-10 and to the various pictures and ask them how they are related to *Lifestyles* (p. 6 *life in the city and country*; p. 8 *it's better to protect yourself than be sorry later*; p. 10 *spending time with friends*).
- Use pictures 1-3 to stimulate discussion and to prompt interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 8).

T: What page is picture 1 from?

S1: It's from page 8.

T: What can you see in picture 1?

S2: A girl sleeping with her mobile phone nearby.

T: What else can you see on page 8?

S3: Someone looking through their peephole, an alarm, etc

T: Do you have an alarm in your house?

Pic 2 (p. 10)

What else can you see on the page? How are the pictures related? What do you think the text might be about?

Pic 3 (p. 7)

What else can you see on page 7? How do you think the pictures are related? What do you think the text might be about?

Find the page number(s) for

Go through the pictures Ss have to find the page numbers for and ask Ss what the items in the pictures are and, where appropriate, how/what they are used for. If necessary explain what the items are.

Answer Key

dictionary entries for a phrasal verb (p. 9)

What is a phrasal verb? Where do we find the definitions for phrasal verbs?

a map of the London Underground (p. 12)

Where would you see a map of the London Underground? What information can we get from it? Who do you think would use this kind of map?

a leaflet giving advice (p. 8)

What is the leaflet about? Who is it for? Why was it written? Do you think this kind of leaflet is useful?

a webpage (p. 13)

What is the webpage about? How do you think the pictures are related to the title?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

Select Ss to read through the list of items that will be covered in the module. Ask questions and give examples as appropriate. If necessary, explain any new vocabulary. Ask Ss to go through the list and put a tick next to the items that they think they know or can do, a cross next to the ones they don't know or are not sure about, and a star next to the ones they think will be the most useful. Select Ss to report each item they have ticked or put a star next to.

1

a

A city mouse or a country mouse?

Objectives

Vocabulary: related to lifestyles and quality of life

Reading & Listening: an article about teenage lifestyles

Speaking: interview a teenager about their lifestyle

Grammar: present simple vs present continuous

Writing: an e-mail to a penfriend

to make their own sentences. Ss compare sentences. Invite Ss to share their ideas with the class. Correct any mistakes on the board.

Suggested Answer Key

The writer likes peace and quiet, but doesn't like crowded cities and heavy traffic.

- *I don't mind the peace and quiet of the country, but I can't stand feeling isolated. I'm a city mouse.*
- *A high quality lifestyle is very important to me. I like fresh air and beautiful landscapes. I think I'm a country mouse.*
- *Shops, cinemas and theatres are very important to me, but I can't stand constant heavy traffic. I think I'm a country mouse.*
- *I'm a city mouse. Convenient public transport and crowded streets are very important to me.*

Introduction

Ask Ss to look at the title, *A city mouse or a country mouse?*, and the pictures. Elicit/Explain the meaning of the title (*someone who likes living in the city or in the country*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

1 a) **Focus ►** Adjectives of feeling

Tell Ss they are going to listen to some sounds. Ask Ss to say what they can see/feel/smell in their minds as they listen to the sounds. Ask Ss to read the list of adjectives aloud. Elicit/Explain meanings. Play the recording. Ss close their eyes and listen to the sounds. Ss say how they feel and why (*e.g. horns beeping-stressed etc*). Write adjectives on the board beside the sounds.

(Ss' own answers)

b) **Focus ►** Vocabulary related to city or country life

- Focus Ss' attention on the pictures of the city and country mouse and the phrases accompanying each. Elicit what Ss can see in the pictures and ask how they are different. Explain any words or phrases where necessary.
- Read the rubric and elicit/explain the meaning of the phrases beside the smileys. Ask a S to read the example and say what the writer likes/dislikes. Allow Ss some time to look at the pictures and phrases again and

Reading & Listening

2 **Focus ►** Predicting the content of a text/reading for gist

Ask Ss to read the title and headings. Elicit predictions from the class and write ideas on the board. Ask Ss to justify their answers. Ask Ss to read and listen to the text to check their predictions.

Suggested Answer Key

The text is about teenage lifestyles. Two teenagers are taking part in a reality show in which they swap families and schools.

3 a) **Focus ►** Reading for specific information/clarifying meaning

- Ask Ss to read the true-false sentences to get an idea of what information they need to look for. Elicit/Explain the meaning of any unknown words. Allow Ss time to read the text carefully and complete the task. Ask Ss to compare their answers with their partners. Check answers and help Ss with any difficulties.

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A city mouse or a country mouse?

Answer Key

1 F 2 T 3 T 4 F

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrasing etc. and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

guests (n): people who are invited
swapping (v): exchanging sth for sth else
farmyard (n): an area of land near the farmhouse enclosed by walls or buildings
milking (v): getting milk from a cow
barn (n): a building on a farm in which we keep crops or animals
feeding (v): giving food to an animal
isolated (adj): being alone or far from people
close at hand (adj): nearby
hustle and bustle (n): movement, activity and noise of a place
huge (adj): very big
facilities (n): buildings, equipment, or services provided at a place
homesick (adj): to feel bad because you are away from your home and/or family
miss (v): to feel sad because you don't have something anymore
hometown (n): the town where somebody comes from and lived/lives in
lovely (adj): nice and kind

b) Focus ► Reading aloud

Before Ss read the text again, ask them to say what they remember from it. Ss pretend they are a radio presenter and read the text aloud to their partners. Walk around class monitoring Ss and helping with any pronunciation difficulties. Have a few Ss read part of the text to the class. Check Ss' pronunciation and intonation.

Speaking

4 Focus ► Role playing an interview

Ss work in pairs. Read the rubric and explain the task. One S prepares questions for Annabel and the

other prepares questions for Sarah. Allow Ss time to prepare their questions. In turns, Ss play the role of the interviewer and ask their partners their list of questions. Then Ss exchange roles. Go around the class monitoring Ss' work and helping/correcting where necessary. Ask a few pairs to act out their interview for the class. Correct mistakes as necessary.

Interview outline

Interviewer	Sarah/Annabel
Introduce yourself, magazine.	Greet interviewer.
Ask if you can ask questions.	Agree.
Ask first question.	Reply.
Thank interviewee for time.	Reply politely.

Suggested Answer Key

A: Hello, my name is Ben Jones from Star Magazine.
 B: Hello. Nice to meet you.
 A: Can I ask you a few questions, Annabel?
 B: Of course.
 A: What time do you get up?
 B: I get up at 5 am.
 A: What time do you go to school?
 B: I leave for school at 7 am.
 A: Are you learning anything at Sarah's house?
 B: Yes, I'm learning how to milk cows ... etc.
 A: Well, thank you very much for your time.
 B: You're welcome.

Grammar

5 Focus ► Present simple vs present continuous

- Work with books closed. Write the following sentences on the board: *I watch the news on television every night. / I am watching the news on channel 4 at the moment. / I am watching the film with Jason tonight.*

A city mouse or a country mouse?

1a

- Elicit/Explain that the first sentence is an example of a routine or a habit. Ask Ss to suggest other examples of routine or habit. Elicit that the second sentence is an example of an action happening now, at the time of speaking, and the third is a future plan. Ask Ss to suggest other examples of the same type of actions. Ask Ss to open their books and look at the *Grammar Reference Section*. Ss read the rule concerning present simple and the present continuous. Check Ss' understanding. Allow Ss time to read the email and explain the use of the verbs in bold. Allow Ss time to compare their answers. Write the verb forms on the board and ask Ss to justify their reasons. Discuss answers.

Suggested Answer Key

Present Simple

- present state and facts: love
- routine/habit: start, go

Present Continuous

- an action happening at the moment of speaking: I am studying, I am working
- future plans: I'm sitting, I am meeting

- Ask Ss to find examples of the tenses in the texts in Ex. 5.

Answer Key

go, milking, we're going, etc

6 FOCUS ► Choosing the correct tense

Ask a S to read the rubric. Focus Ss' attention on the first sentence. Elicit the correct answer from the class and write it on the board. Check Ss' understanding. Allow time for Ss to complete the task individually and compare their answers. Check and discuss answers.

Answer Key

- | | |
|---------------------|----------------------|
| 1 A: are you | 4 A: looks |
| B: starts/ | B: is studying |
| is starting | |
| 2 A: am thinking | 5 A: are you leaving |
| B: don't think | B: leaves |
| 3 A: are you | |
| B: is always taking | |

Writing

7 FOCUS ► Writing an e-mail about your activities

Go through the rubric with Ss and elicit key words (*e-mail, penfriend, daily routine, these days, tonight*). Brainstorm ideas and write them on the board. Refer Ss back to the e-mail in Ex. 5 and tell them they can use it as a model. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW, provided you have gone through it in class.

Suggested Answer Key

Hi Shannon,

Thanks very much for your e-mail. I am very well. I am happy living in the country because I can't stand the constant noise and pollution of the city.

I get up very early every morning and I get the bus to school. My lessons start at 8 am and I finish at 4 pm. I like my school and I have a lot of friends there.

At the moment, I am studying very hard for my exams, but next weekend I am going to the seaside with my friends. I can't wait!

Write to me again soon.

Love,
Clara

Synergy

This section helps Ss revise what they have learnt in today's lesson in terms of vocabulary, grammar structures, useful phrases etc.

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Better safe than sorry

Objectives

Vocabulary: vocabulary related to safety rules

Reading & Listening: a dialogue about home security

Grammar: should(n't) - for giving advice

Listening: listening for specific information

Speaking/Everyday English: asking for/giving advice

Writing: a letter giving advice

Answer Key

- 1 give to someone – hand over
- 2 identification – ID
- 3 a small hole to look through – peephole
- 4 machine that signals danger – alarm system
- 5 connect or fix sth in position – install
- 6 turned on – switched on

Introduction

Draw Ss' attention to the title, *Better safe than sorry*, and ask them what they think the phrase means. Elicit/Explain the meaning (*it's better to do something to protect yourself than to be sorry later*). Ask Ss what they think the unit will be about. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

1 a) **FOCUS ►** Predicting content of a text

Draw Ss' attention to the leaflet. Ask them what they think the leaflet is about. Ask them to say what they think the people are doing in the pictures and why. Elicit answers from around the class. Write Ss' ideas on the board.

Suggested Answer Key

Someone is looking through a hole in a door. A girl is sleeping. A boy is opening a door to someone. We see keys on a table beside a window. etc

b) **FOCUS ►** Building vocabulary related to safety rules

Read the rubric and explain the task. Allow Ss time to read through the leaflet and explain any difficulties. Ss match the words to their meanings. Allow Ss time to complete the task. Ss compare answers. Check Ss' answers and help with any difficulties.

Reading & Listening

2 a) **FOCUS ►** Reading for gist

Ask Ss to read the first two exchanges in the dialogue. Go through the rubric and explain the task. Ss read the exchanges and complete the task. Allow Ss some time to compare/discuss their answers. Check Ss' answers. Ss then listen and read to see if their guesses were correct.

Suggested Answer Key

They are in one of their homes because one of the boys' dads is installing an alarm.

b) **FOCUS ►** Reading for specific information

Ask Ss to read the questions so they know what information they are looking for. Then ask Ss to read the dialogue. Allow Ss time to complete the task individually. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have completed the task ask Ss to compare their answers and then invite Ss to read their answers to the class. Write answers on board and correct any mistakes.

Answer Key

- 1 Jo's dad is installing an alarm system.
- 2 The burglars are stealing things from people's homes.
- 3 Jo advises Dan to tell his parents not to leave his keys near an open window and not to lose them.

3 FOCUS ► Making adverbs from adjectives using -ly

- Ask a S to read the explanation and the example in the box. Ask Ss if they know any other adverbs that are formed this way. Elicit/Give examples.

Suggested Answer Key

nicely, playfully, noisily, etc

- Allow Ss time to complete the task before checking with the whole class. Write correct answers on the board.

Answer Key

carefully, safely, surely, badly

4 FOCUS ► Practising phrasal verbs

- Ask a S to read the Study Skills aloud. Ask Ss to open their dictionaries and look up the phrasal verb **run into**. Go through the definition with Ss and explain how the dictionary tells us that **run into** is a phrasal verb (*phr v*) and read out the meaning and example.
- Ss use their dictionaries to look up phrasal verbs and read examples. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 *into* 2 *out of* 3 *after*

Grammar

5 a) FOCUS ► Should(n't) for advice

- Work with books closed. Write *John is ill.* on the board. Ask Ss what they think John should do. Elicit *go to a doctor/go to bed* from Ss. Write **John should go to a doctor.** on the board. Drill. Ss open books. Ask Ss to look at the theory box. Ask a S to explain the theory.
- Ask Ss to look at the dialogue again and to find examples of the use of **should(n't)**. Allow Ss some time to complete the task. Write Ss' answers on board or ask them to highlight examples in the text.

Answer Key

You should tell your parents.

We should be careful.

They should probably install an alarm too.

You should be careful with your keys.

b) FOCUS ► Practising should(n't) for advice

Ask a S to read the rubric and explain the task. Read through the sentences with Ss. Elicit/ Explain the meaning of any unknown words. Allow Ss time to complete the task. Ss compare answers. Check answers. As an extension, Ss can act out the exchanges for the class as in the example.

Answer Key

2 *You should go to bed.*

3 *You should see a dentist.*

4 *You should keep them in your pocket.*

5 *You shouldn't worry so much.*

6 *You should take your shoes off/take off your shoes.*

Game

FOCUS ► Giving advice

Play in teams. One team states a problem, the other gives advice.

Suggested Answer Key

Team A S1: *I have a toothache.*

Team B S1: *You should see a dentist. etc*

Listening

6 FOCUS ► Listening for specific information

Read the rubric and explain the task. Go through the sentences and ask Ss to suggest possible answers for 1-5. Ask Ss to think of any vocabulary they know that might be related to the possible answers. Play the recording (twice if necessary). Ss listen and complete the task. Check Ss' answers.

Answer Key

1 *areas*

4 *items*

2 *mobile phone*

5 *burglar*

3 *money*

Speaking/Everyday English

7 FOCUS ► Asking for/giving advice

- Go through the phrases in the box with Ss and elicit/explain any unknown words.

1b

Better safe than sorry

- Ask Ss to think of what the phrases mean and if they have equivalent phrases in their native language. Ask Ss to read through the leaflet again and to use the phrases in the box to discuss ways to protect yourself and your home. Ask a pair to read out the example question provided. Ss discuss in pairs. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have finished, ask a few pairs to act out their exchanges for the class. Correct any mistakes and help with pronunciation.

Suggested Answer Key

A: What should we take to bed?

B: We should take a mobile phone with us.

A: What should we do before letting somebody into the house?

B: We should check their ID. etc

Writing

8 Focus ► Writing a leaflet giving advice

Go through the rubric with Ss and elicit key words (*leaflet giving advice, protect yourself, streets*). Refer Ss back to the leaflet in Ex. 1 and tell them they can use it as a model. Brainstorm ideas and write them on the board. Elicit the information that Ss should include in their leaflet. Allow Ss some time to complete the task in class. Go around the classroom monitoring Ss' work and helping with

any difficulties. Ss compare work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

To protect yourself in the streets:

- Don't carry a lot of cash and keep your wallet close to you.
- You shouldn't leave expensive items in your car for all to see.
- When you're out at night time, you should walk in well-lit areas.
- Always have your mobile phone with you and call the police if you have a problem.

Synergy

- Allow Ss one minute to think about the useful phrases they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

1

Hanging out

Objectives

Vocabulary: free-time activities

Reading & Listening: an article about favourite places

Speaking: an interview

Writing: an article about where you go in your free time

Introduction

Draw Ss' attention to the title, *Hanging out*, and ask them what they think it means (*spending time somewhere*). Ask them about places where people usually hang out. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

1 **Focus** ▶ Using a mind map to organize and recall vocabulary

Elicit/Explain what mind maps are and what they are used for (*a diagram of words that helps people arrange and remember things*). Go through the Study Skills with Ss. Draw the mind map on the board and go through the vocabulary with Ss. Ask Ss which of the activities they do and encourage a discussion if time allows. Ask Ss to draw the mind map in their notebooks and to add their own ideas to it. Allow Ss time to complete the task. Go around the classroom monitoring Ss' work and giving help where necessary. Ss compare their mind maps and discuss them.

(Ss' own answers)

Reading & Listening

2 a) **Focus** ▶ Reading for gist

- Focus Ss' attention on the pictures and the introduction to the text. Ask them if they recognize the buildings or the city in the large picture (*The Sydney Opera House, Sydney*). Ask Ss to say what kind of leisure activities they think we can do there. Write their ideas on the board.
- Allow Ss some time to read the article and to see whether their ideas are included. When Ss have finished, ask them if their guesses were right.

Suggested Answer Key

It's Sydney. That's the Opera House. I think we can do a lot of things in Sydney. We can go shopping, go for coffee, eat at good restaurants or visit museums. We can also go sailing or surfing, and in the evenings we can go to the cinema or the theatre.

b) **Focus** ▶ Gap fill exercise

- Ask Ss to read the text again and fill in the blanks with the appropriate prepositions. Allow time for Ss to complete the task. Go around the classroom monitoring Ss' work and help with any difficulties. Ss compare their answers.

- Play recording twice if necessary. Ss compare their answers. Check, and write correct answers on the board.

Answer Key

1 from	3 at	5 about
2 on	4 to	6 for

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary i.e. they can use synonyms, paraphrasing etc. Write the meanings on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

spot: place

including: example of a number of things

surfing: a type of water sport using a board to ride waves

skating gear: equipment used for skating

Speaking

3 **Focus** ▶ Acting out an interview

Ask Ss to work in pairs and to role play an interview with either Kelly or Jamie. Ss use activities from the mind map and the text to make questions and answers. Go through the interview outline on the board. Allow time for Ss to complete the task. Go around the class checking Ss' work. Invite pairs to act out their dialogues for the class. If possible, record Ss and play back work to discuss.

Dialogue outline

Interviewer	Kelly/Jamie
Introduce yourself, magazine.	Greet interviewer.
Ask what favourite day out is.	Answer politely/enthusiastically.
Ask for details.	Reply with detail.
Thank for time.	Reply politely.



Hanging out

Suggested Answer Key

- A: *Hi, Jamie. My name's Jude.*
 B: *Hi, Jude.*
 A: *What's your favourite day out?*
 B: *My favourite day out is a day at Manly in Sydney.*
 A: *Why do you like Manly?*
 B: *I like it because there are lots of things to do.*
 A: *What kind of things do you do there?*
 B: *I hang out with friends and we go surfing or we go to Oceanworld.*
 A: *What do you like most about Manly?*
 B: *What I like most about Manly is the Skatepark.*
 A: *Sounds like a fun place ... etc*

the task in class. Ss compare and discuss their work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

I like hanging out with my friends at the beach near my house. We play beach volleyball and go swimming when the weather is good. In winter we go windsurfing and sailing. I really like spending my free time at the beach because the sea and sunshine are very important to me.

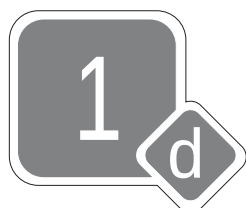
Writing

4 **Focus** ▶ Writing an article about where you go in your free time

Read the rubric and explain the task. Refer Ss back to the texts and tell them they can use them as a model. Brainstorm ideas and write them on the board. Go through the plan with Ss and organize their ideas in paragraphs. Allow Ss time to complete

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Culture Corner

Additional materials

A large tourist map of the British Isles, tourist board magazines, tourist board advertising brochures/leaflet for Ireland and the UK, or Internet print-outs of the same.

1 **Focus** ▶ Stimulating interest in text

Focus Ss' attention on the map. Ask Ss to look at the countries on the map and say which city is the capital of each. Ask them if they know anything else about these countries or capitals. Stimulate a short discussion on the subject. Perhaps a S has visited one of these countries and can give some interesting information on tourist attractions.

Answer Key

Ireland – Dublin
Scotland – Edinburgh
Northern Ireland – Belfast
Wales – Cardiff
England – London

Reading & Listening

2 a) **Focus** ▶ Predicting text content

Draw Ss' attention to the pictures. Ask Ss to say what the pictures are. Ask Ss to take a minute to think of a question they can ask about the

places in the pictures. Allow time for Ss to think of a question. Ask some Ss what their questions are and write them on the board. Allow Ss time to read or listen to the texts to see if they can find answers to the questions. Discuss the questions and answers with the class.

Suggested Answer Key

How many towers has Conwy Castle got?

How old is Malahide Castle?

How many tourists visit Edinburgh Castle every year?

What is a Yeoman/Beefeater?

b) FOCUS ► Reading for specific information

Ask Ss to read the text again and complete the task. Ss compare answers. Select a few Ss to say what facts they found unusual. Stimulate discussion.

Suggested Answer Key

People often see ghosts in Malahide castle.

Edinburgh Castle is built on an extinct volcano.

Conwy castle took seven years to build.

A legend says that if the ravens ever fly away from The Tower of London, it will fall down.

3 FOCUS ► Building vocabulary

- Ask Ss to read the text again and then to explain the words in bold. Encourage Ss to guess the meanings from the context and to explain words in bold by giving explanations, examples or synonyms, or by using their dictionaries if necessary. Finally, explain the meaning of any words Ss still don't understand.

Answer Key

dates back (v): comes from the time

fortress (n): a type of castle

spooky (adj): scary

ghosts (n): imaginary images of dead people

medieval (adj): period from 476 A.D to 1453 A.D.

towers (n): tall narrow buildings, often part of a castle

views (n): what you see from a place

unique (adj): the only one of its kind

extinct volcano (exp): a volcano that is no longer active

guarded by (exp): protected by

ravens (n): black birds like crows

legend (n): a very old popular story

- Divide the class into small groups. Allow time for Ss to look back at the texts and to prepare some questions about the places mentioned. Each group asks another group a question about the texts. If the group answers correctly, it gets to ask another group a question. If not, another group can answer and then ask, and so on.

Suggested Answer Key

A: *Why is Malahide castle spooky?*

B: *Because people often see ghosts there.*

A: *How many people visit Edinburgh Castle every year?*

B: *One million people. etc*

Writing

4 FOCUS ► Expressing preference

Ss work in pairs. Read the rubric and explain the task. Allow Ss time to perform the task. Go around the classroom monitoring Ss' work and helping where necessary. When Ss have finished their pair work, invite individual Ss to tell the class what castle their partner likes and why.

(Ss' own answers)

5 FOCUS ► Portfolio: Writing a short essay about landmarks in your country

Read the rubric and explain the task. Refer Ss back to the texts and tell them they can use them as a model. Go through the plan with Ss and organize their ideas into paragraphs. Provide Ss with maps or allow them to use a map from a geography book, or provide information about places on printouts or from magazines. Allow Ss time to complete the task in class. Ss compare their work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class. Tell Ss to look for articles and maps in magazines or on the Internet and to write their text. Correct Ss' work in the next lesson.



Culture Corner

Suggested Answer Key

Red Square is in the centre of Moscow. There are lots of things to see there. Firstly, the Spassky Tower, built in the 16th century, has a beautiful tower clock. You can also see the Lenin Mausoleum.

The Sphinxes of St Petersburg stand over the Neva River. They are about 3500 years old and come from Egypt. They weigh more than 23,000 kg. Every year, thousands of tourists come to see the two ... etc



English in Use

1 **FOCUS ►** Buying an underground ticket

Ask Ss how they usually travel. Encourage discussion about the different forms of transport. Elicit/Explain what public transport is. Ask Ss to read the words in the box and to say which are public transport. Write the correct answers on the board.

Answer Key

train, bus, plane, tube, boat, ship

2 a) **FOCUS ►** Listening for specific information

Elicit/Explain the meaning of **ticket seller** and **passenger**. Go through the phrases with Ss. Ask Ss to say who would say what.

Answer Key

Ticket Seller	Passenger
<i>Next please.</i>	<i>Return to Barbican</i>
<i>Where to?</i>	<i>Which line do I take, please?</i>
<i>Single or return?</i>	
<i>That's £6.00.</i>	
<i>You're welcome.</i>	

b) **FOCUS ►** Listening for specific information

Read the rubric and explain the task. Play the recording of the first dialogue (twice if necessary). Ss listen and complete the task. Check Ss' answers. Play the recording of the second dialogue (twice if necessary). Ss listen and complete the task. Check Ss' answers.

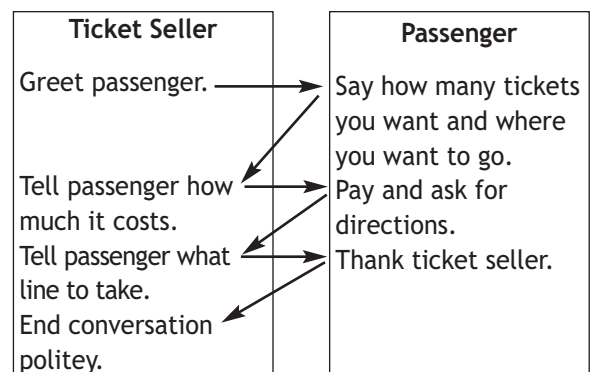
Answer Key

*A wants to go to St. James' Park.
B wants to go to Barbican.*

3 **FOCUS ►** Role play: buying an underground ticket

Focus Ss' attention on the map of the London Underground and the three destinations. Practise the pronunciation of place names if necessary. Ask a S to read the rubric and explain the task to the class. Tell Ss to look back at dialogue B in the previous exercise so they can use it as a model. Write on the board - Liverpool Street to Westminster 2 adults (£6), two children (£3.) Go through the dialogue outline on the board. Ask a pair of Ss to role play the dialogue. Ask another pair to role play the dialogue for another trip and so on.

Dialogue outline



Suggested Answer Key

TS: Yes, please?

PS: Two adults and two children to Westminster.

TS: That's £9, please.

PS: Here you are. Which line do we take, please?

TS: Take the Circle Line.

PS: Thanks.

TS: You're welcome!

Pronunciation4 **FOCUS ►** Pronouncing /i:/, /ɪ/

Focus Ss' attention on the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds clearly and slowly.

Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds around the class. Read the rubric and explain the task. Play recording. Ss listen and tick the correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Suggested Answer Key

	/ɪ/	/i:/		/ɪ/	/i:/
Pete		✓	beat		✓
pit	✓		bit	✓	
peel		✓	slip	✓	
pill	✓		sleep		✓

Other words: /ɪ/: hit, sit, ship;
/i:/: heat, seat, sheep

Extensive Reading

1

Reading & Listening1 **FOCUS ►** Predicting information

Draw Ss' attention to the pictures. Tell them they are going to listen to some sounds. Go through the list of adjectives and explain any unknown words. Ask Ss to decide what each place is like as they listen. Play the recording. Ss listen and then describe what they think each place is like to their partner.

Suggested Answer Key

I think it is a crowded place. It's very noisy. It's a busy city with lots of traffic. Maybe it is dirty too.

2 a) **FOCUS ►** Anticipating information

Work with books closed. Ask Ss to think of a few things they would like to know about Mexico City. In pairs, allow Ss time to prepare some questions. Ss compare questions. Write some of the Ss' questions on the board. Ask Ss to open their books and to read the text to see if they can answer any of the questions. Write answers to questions on the board.

Suggested Answer Key

What language do they speak there?

They speak Spanish.

How many people live there?

20 million people live there. etc

b) **FOCUS ►** Matching headings to paragraphs

- Ask a S to read the rubric aloud. Ask another S to read the headings in the box. Check understanding. Allow time for Ss to do the task individually. Play recording. Ss check their answers. Write correct answers on the board.

Answer Key

1 C 2 D 3 A 4 E 5 B

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary ie. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

1

Extensive Reading

Answer Key

continent (n): a very large area of land

population (n): the people living in a country

language (n): the words we speak

currency (n): the money of a country

blocks of flats (n): tall buildings with many flats

lines (n): tracks on which a metro travels

Speaking

3 **Focus ►** Making notes/presenting a talk

Divide Ss into groups. Ask them to think about their town and to make notes under the headings. Write headings on the board and brainstorm for ideas. Allow Ss time to perform the task. Go around the class monitoring Ss' work and helping with any difficulties. Choose a few Ss to present their talk to the class.

(Ss' own answers)

Writing

4 **Focus ►** Project: writing a report

Read the rubric and explain the task. Refer Ss back to the text and tell them they can use it as a

model. Brainstorm ideas and write them on the board. Go through the plan with Ss and organize their ideas in paragraphs. Allow Ss time to complete the task in class. Ss compare and discuss their work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

St Petersburg is a beautiful city on the Baltic Sea, in the west of Russia. The population of St Petersburg is 4.7 million. It is a very big city and there are lots of things to do there.

There are over 140 museums to visit in St Petersburg. There are also many theatres and cafés to go to in the evenings.

The people of St Petersburg are very friendly and like to have fun and enjoy themselves, so there are many festivals during the summer.

However, the winter can be very long and cold.

In the winter people go skating on frozen lakes.

Sometimes the traffic can be difficult too.

All in all though, St Petersburg is a great place to be.

1

Progress Check

Progress Check 1 and Look at Module 2 should be done in one lesson.

Answer Key

- | | | | | |
|---|----------------|--------------|--------|---------|
| 1 | 1 E | 3 A | 5 B | 7 F |
| | 2 D | 4 C | 6 H | 8 G |
| 2 | 1 unhealthy | 8 homesick | | |
| | 2 peace | 9 installing | | |
| | 3 unemployment | 10 constant | | |
| | 4 break | 11 lonely | | |
| | 5 bustle | 12 rent | | |
| | 6 chatting | 13 play | | |
| | 7 convenient | 14 close | | |
| 3 | 1 out | 2 after | 3 from | 4 about |

- | | | |
|---|----------------------------|---------------------|
| 4 | 1 is visiting | 7 Is he doing |
| | 2 takes | 8 do you start |
| | 3 is sleeping | 9 isn't watching |
| | 4 always bites/ | 10 doesn't like |
| | is always biting | 11 are they leaving |
| | 5 doesn't boil | 12 I don't think |
| | 6 leaves/is leaving | |
| 5 | 1 One ticket please. | |
| | 2 Return to Oxford Circus. | |
| | 3 That's £3.00. | |
| | 4 Which line do I take? | |
| | 5 Thanks a lot. | |

Before you start ...

This section helps Ss quickly revise vocabulary, language and grammar skills seen in the previous module. Ss consolidate their learning through interaction.

Ask Ss to take a quick look at Module 1. Ask Ss about where they live and if they like living there. Ask them about their free-time activities. Ask questions and stimulate a short discussion on the topics. Adapt questions according to Ss' answers.

Look at Module 2

- Ask Ss to look at the title of the module, *Tale time*, and elicit/explain the meaning (*time to tell stories*). Refer Ss to the titles of the units on pp. 15-20 and to the various pictures and ask them how they are related to the title of the module *Tale time* (p. 16 *people who read a lot*; p. 18 *a good book that a lot of people like*; p. 20 *something disappears*).
- Use pictures 1-3 to engage Ss, to stimulate a discussion and to prompt interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 23).

T: What page is picture 1 from?

S1: It's from page 23.

T: Do you know who this man is?

S2: It's Oscar Wilde. He was a writer.

T: Do you know what kind of books he wrote?

S3: He wrote poems, short stories and novels.

T: What else can you see on page 23? etc.

Pic 2 (p. 20)

What can you see in the picture? What do you think the characters are doing? What can you see in the other picture? How are the pictures related? What do you think the text might be about?

Pic 3 (p. 18)

What can you see in the picture? Where do you think the men are? What kind of story do you think it is? Do you like illustrated books?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

an extract from a short story (p. 23)

What do you think the short story is about? What else can you see on the page? Do you like short stories? Why?

a quote (p. 21)

What do you think the author of this quote means? How is the quote related to the title of the article?

an illustrated story (pp. 18-19)

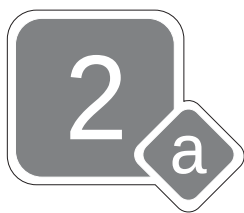
How do you think the title is related to the unit? What kind of story is it?

a quiz (p. 16)

What is the quiz about? How do you think the pictures are related to the title of the unit?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.



Book worms

Objectives

Vocabulary: related to literature genre

Reading & Listening: fiction's great names

Speaking: introducing yourself as a fictional character

Grammar: past simple (affirmative)

Writing: an article about a fictional character

Introduction

Ask Ss to look at the title, *Book worms*, and the pictures. Elicit/Explain the meaning of the title (*people who read a lot of books*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Vocabulary related to literature genre

- Ask Ss if they like reading and what kind of books they like. Stimulate a discussion and interest in literature genres to pre-teach some of the vocabulary. Tell Ss they are going to do a quiz to see how much they know about literature genres. Tell Ss to take a look at the words A, B and C and elicit/explain the meaning of any unknown words. Ask Ss to do the quiz.
- In pairs, Ss complete the task. Tell them to guess words if they are not sure and then to check the meanings of the words in their dictionaries. Allow Ss time to complete the task and compare their answers. Write the correct answers on the board and check Ss' understanding.

Answer Key

1 B 2 C 3 A 4 A 5 C 6 B

Reading & Listening

2 a) **FOCUS ►** Stimulating interest

Draw Ss' attention to the text and ask them to look at the pictures of the authors and the characters. Ask them if they recognize any of them and if they think the characters/authors have anything in common. Elicit answers from around the class and stimulate a short discussion.

Answer Key

The authors are: Agatha Christie, Arthur Conan Doyle, and Jules Verne.

The characters are: Hercule Poirot, Miss Marple, Sherlock Holmes, and Captain Nemo.

The authors all wrote fascinating stories. The characters are all famous and they are all intelligent and brave. etc

b) **FOCUS ►** Reading for specific information

Ask Ss to think of two questions they would like to ask about each fictional character. In pairs, Ss take a few minutes to think of questions. Elicit questions from pairs around the class and write them on the board. Allow time for Ss to read the text and to find the answers to their questions. Pairs can then compare their answers with the pair nearest them. Select a couple of pairs to share their questions and answers with the class and write the answers on the board.

Suggested Answer Key

Who was Miss Marple?

She was a famous detective.

Who created Captain Nemo?

Jules Verne.

Who was Holmes' assistant?

Dr. Watson.

3 **FOCUS ►** Reading for specific information

Read the rubric and explain the task. Tell Ss to first read the questions 1-5 to know what information they will be looking for. Explain/Elicit any unknown words and check understanding. Ss work individually. Ss read the text and complete the task. Go around the class monitoring Ss' progress and helping with any difficulties. Ss compare their answers. Check answers and write them on the board.

Answer Key

1 Sherlock Holmes 4 Jules Verne

2 Hercule Poirot 5 Captain Nemo

3 Miss Marple

4 **FOCUS ►** Building vocabulary

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary i.e. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

neat appearance (exp): to be clean and dressed well

obsession (n): when you think of something all the time

order (n): when things are organised and arranged well

psychology (n): the study of the mind

investigations (n): processes to find the answers to a crime or a mystery

at first glance (exp): the first time you look at sb/sth

inspired (v): gave the idea to create sth

brilliant (adj): very clever or good at what you do

solve (v): find the solution to

mysterious cases (exp): very difficult crimes to solve

cape (n): a piece of clothing you wear over your shoulders

magnifying glass (n): a piece of glass that makes things seem bigger when you look through it

imagination (n): ability to form ideas in your mind of new or exciting things

several (adj): a number over two but not very high e.g. seven

underwater (adj): covered by the sea or water

- Ask Ss to try to match the underlined adjectives to their synonyms. Allow Ss time to complete the task. Ss compare their answers. Check answers with class.

Answer Key

well known – famous

unusual – strange

amazing – extraordinary

clever – intelligent

ordinary – typical

loyal – faithful

Speaking

5 **FOCUS ►** Role playing introducing yourself as a fictional character

Ask Ss to imagine they are one of the characters in the texts and to talk about themselves. Allow time for Ss to go through the text again and take notes to prepare themselves. Go around the class monitoring Ss' work and helping with any difficulties. Ask individual Ss to introduce themselves to the class. If time permits, you could also invite other Ss to ask questions about the character. Give feedback.

Suggested Answer Key

My name is Capt. Nemo. I am an adventurer. I travelled under the sea and discovered amazing places... etc

Grammar

6 a) **FOCUS ►** Revising the past simple

Read the rubric and explain the task. Allow Ss time to read the text and find regular and irregular verbs. Allow Ss time to compare their answers. Check answers.

Answer Key

regular: helped, smoked, created, appeared, loved, tried, etc.

irregular: was, wore, could, sent, wrote, caught, etc

- b) Ask Ss to complete the questions with the correct form of the verb. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 Did Arthur Conan Doyle write ...

2 Was Agatha Christie ...

3 What did Arthur Conan Doyle study?

4 ... did Jules Verne do ...?

5 ... did Jules Verne create?

6 Was Agatha Christie born?

- c) Read the rubric and explain the task. Allow Ss time to make their sentences. Ss compare answers. Choose a few Ss to read their sentences to the class.

Suggested Answer Key

Agatha Christie wrote detective novels.

Sherlock Holmes solved crime with the help of Dr Watson.

Jules Verne's love for the sea inspired him to write 'Twenty Thousand Leagues Under the Sea'.

7 **FOCUS ►** Gap fill

Ss complete the gaps with the past tense of the verbs in brackets. Allow Ss time to complete the task. Go around the classroom monitoring Ss' work and helping where necessary. Ss compare answers. Check answers.

Answer Key

- | | |
|--------------------|-----------------------|
| 1 caused ... heard | 4 fought |
| 2 used | 5 travelled ... wrote |
| 3 acted | 6 created ... spoke |

8 **FOCUS ►** Talking about literature

Ss work in pairs. Ask Ss to ask and answer questions about their favourite authors and their works. Allow Ss time to perform the task. Go around the classroom monitoring Ss' work and helping with any difficulties.

As an extension exercise you can ask a few Ss to tell the class what their partner talked about.

Suggested Answer Key

A: My favourite author is Edgar Allan Poe. I think he had a talent for writing mystery stories.

B: I like him, too, but my favourite author is Stephen King. He's amazing. I think Misery is the best book ever. etc

Writing9 **FOCUS ►** Writing an article about your favourite author

Go through the rubric with Ss and elicit key words (*article, school magazine, favourite author*). Refer Ss back to the text in Ex. 2 and tell them they can use it as a model. Brainstorm ideas and write them on the board. Elicit the information that Ss should include in their article (*where was born, did before writing, famous characters*). Allow Ss time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. Ss compare work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

(Ss' own answers)

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



A classic read

Objectives

Reading & Listening: an illustrated story

Speaking: role play

Grammar: past simple & used to

Writing: a plot

Introduction

Draw Ss' attention to the title, *A classic read*, and ask them what they think it means (*a good story read by a lot of people even a long time after being written*). Ask them what kind of books they read. Encourage Ss to predict what vocabulary they will see in the unit.

Reading & Listening

1 **Focus** ► Predicting content of a text

Ask Ss to look at the illustrated story. Play the recording. Ss listen to the sounds. Ask them to guess what the story is about. Elicit predictions from the class and write them on the board. Ask Ss to justify their answers. Ask Ss to read the plot to check their predictions.

Suggested Answer Key

The story is about men who go on an adventure and discover amazing things.

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

Read the rubric and explain the task. Ask Ss to read the sentences first so they know what information they are looking for. Allow time for Ss to complete the task. Ss compare answers. Ask a few Ss to read their sentences to the class.

Suggested Answer Key

- 1 a noise/strange sounds
- 2 behind bushes/trees/plants
- 3 a man and huge prehistoric elephants
- 4 knife in the sand

- b) Draw Ss' attention to the pictures and tell them they are in the wrong order. Ask Ss to put the pictures a-g in the correct order. Allow Ss time to perform the task, in pairs. Pairs compare answers. Play recording. Ss listen and check. Check answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 d | 3 c | 5 b | 7 g |
| 2 e | 4 a | 6 f | |

3 **Focus** ► Building vocabulary

Read the rubric and explain the task. Ask Ss to read the meanings first, so they know what they are looking for. Ss complete the task and compare answers. Check answers.

Answer Key

- | | |
|------------|------------|
| 1 explore | 5 compass |
| 2 huge | 6 discover |
| 3 amazed | 7 hide |
| 4 initials | |

Speaking

4 **Focus** ► Role playing

Ss work in pairs. Ask Ss to choose a character each and to act out the dialogue in the story. Allow Ss time to prepare. Go around the class monitoring Ss' work and helping if necessary. Ask Ss to act out the scene for the class. If possible, record Ss' performance and play it back to the class. Give feedback.

(Answer as dialogue)

Grammar

5 a) **Focus** ► Past simple & used to

- Work with books closed. Write on the board *When I was a child I **used to play** with lego.* and explain that this is an example of a habit in the past. Write *what **did you use to do** when you were six years old?* and explain how we form questions with **used to**.

2b

A classic read

- Ss open books. Ask Ss to look at the theory box. Go through its contents with Ss. Ask a S to read out the example. Check understanding.

Answer Key

We use used to to talk about habits and states in the past.

b) FOCUS ► Practising used to

- Ask Ss about what they did/didn't use to do when they were six. Go through the list of activities given and tell Ss to use them to make sentences.
- Allow Ss time to complete the task and ask Ss to read out their sentences to the class.

Suggested Answer Key

When I was six I used to read comics, but I didn't use to drive a car.

6 FOCUS ► Sequencing events

Ask Ss to study the theory box. Go through the theory with Ss and check understanding. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

- Otto and Axel decided to go on a dangerous journey as soon as they found a message.
- They looked around until they heard a noise.
- They hid behind some bushes when they heard the noise.
- After Axel found an old knife, they went to meet Hans.

Writing

7 FOCUS ► Writing a plot

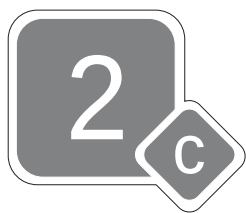
Go through the rubric with Ss and elicit key words (*plot, book you read/like*). Refer Ss back to the plot in Ex. 1 and tell them they can use it as a model. Allow Ss time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. Ss compare work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Treasure Island, by Robert Louis Stevenson, is an adventure novel that tells the story of Jim Hawkins' search for pirates' treasure. Jim finds a map and takes it to Squire Trelawney and Doctor Livesey who realise it is a treasure map. Then, they all go in search of the treasure.

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Vanished!

Objectives

Reading & Listening: a mystery story

Writing: a story

Introduction

Draw Ss' attention to the title, *Vanished*, and ask them what they think it means (*sth that has disappeared*). Ask them if they've ever had a mysterious experience. Encourage Ss to predict what vocabulary they will see in the unit.

Reading & Listening

1 a) **Focus** ➤ Matching words to sounds

Tell Ss they are going to listen to sounds and to say which ones are made by people. Go through the words a-g with Ss and explain any unknown words. Play recording (twice if necessary). Ss number the boxes and compare their answers with their partner. Check answers. Ask Ss what sounds are made by people. Check answers around the class.

Answer Key

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

All of these sounds are made by people except storm and gust of wind.

b) Read the rubric and explain the task.

Answer Key

<i>a sigh – to sigh</i>	<i>a chat – to chat</i>
<i>a snore – to snore</i>	<i>a storm – to storm</i>
<i>a cry – to cry</i>	<i>a whisper – to whisper</i>
<i>a gasp – to gasp</i>	<i>a yawn – to yawn</i>
<i>a laugh – to laugh</i>	

c) **Focus** ➤ Predicting content

Ask Ss to look at the pictures. Allow Ss time to tell the story, in pairs. Play the recording. Ss listen and read. Ask a few Ss to try and tell the story. Ask Ss the last question in the rubric.

Elicit answers around the class. Check Ss' understanding.

Suggested Answer Key

- *Last winter some friends went to stay in their uncle's house. The lights went out and they couldn't find Andy. When the lights came on they found him behind a sofa.*
- *It is a real life story.*

2 a) **Focus** ➤ Reading for specific information

Ask Ss to read the questions so they know what information they are looking for. Ask Ss to read the story again and answer the questions. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

- 1 *At John's uncle's house in the country.*
- 2 *It was stormy.*
- 3 *Andy was missing.*
- 4 *The children were confused and scared.*
- 5 *They found Andy asleep behind a sofa.*

b) **Focus** ➤ Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

cosy (adj): warm and comfortable
powerful (adj): very strong
went out (phr v): switched off
power cut (exp): stoppage of electricity supply
confused (adj): didn't know what was happening
fast asleep (exp): in a deep sleep
velvet (n): soft material made from cotton, silk or nylon



Vanished!

rubbing (v): moving your hands back and forward over sth

snooze (v): a short light sleep

relieved (adj): felt glad that sth was over

Game

Focus ► Chain story

Ss play in teams. One S starts by continuing the story from the sentence given. Then a S from the other team continues the story.

Suggested Answer Key

AS1: ... and turned the corner.

BS1: As he turned the corner he saw some strange lights in the sky.

AS2: Then a spaceship landed in front of him ... etc

Suggested Answer Key

It was a bright, spring morning and Elizabeth and her two best friends, Catherine and Becky, decided to go away for the weekend. After a while they got hungry, so they stopped to get something to eat. Becky and Elizabeth went into the shop while Catherine stayed in the car.

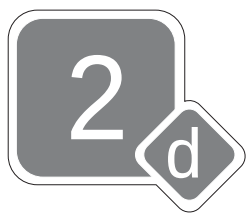
When the two girls walked back to meet Catherine, they realized the car was not there anymore. They glanced around and noticed it was parked behind the shop. After a few minutes they both began to worry, as they couldn't see Catherine.

Then they heard a voice coming from a shed behind the shop. It was Catherine. She (had) wanted to go to the WC and the door (had) locked behind her. She was inside for nearly an hour. After a few minutes of laughter and tears, the girls were back on the road and all was well.

Writing

3 Focus ► Writing a story

- Draw Ss' attention to the Study Skills box. Read through the study skills for sequencing events. Explain to Ss that before writing it is important to have a plot i.e. to decide on the characters and the events. Explain that this helps the reader follow your story more easily.
- Go through the rubric with Ss and elicit key words (*school magazine, adventure/humorous/mystery story, characters, place, time, events in order, climax event, feelings*). Refer Ss back to the story in Ex. 1 and tell them they can use it as a model. Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. Ss compare work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.



Culture Corner

Additional materials

Book of popular folktales

Reading & Listening

1 **FOCUS ►** Stimulating interest in text

Tell Ss they are going to listen to music and to say what country it reminds them of. Play recording. Elicit replies from Ss. Stimulate discussion based on their replies. Ask how they think the song is related to the title of the text.

Answer Key

It's Ireland – because Ireland has a tradition of storytelling.

2 a) **FOCUS ►** Predicting text content

Ask Ss to look at the picture and to read the quote and to say what they think the text might be about. Elicit ideas from around the class and simulate discussion by asking Ss to justify their answers.

Suggested Answer Key

The text might be about storytelling because the quote talks about a story and we see a picture of an old man reading a book to two children.

It might be about fairies because there is a picture of a fairy. etc.

b) **FOCUS ►** Reading for specific information

Ask Ss to read through the questions so they know what information they are looking for. Ask Ss to read the text again and to answer the questions. Allow Ss some time to complete the task. Go around the classroom monitoring Ss' work and helping with any difficulties. Ss compare answers with their partner. Check answers.

Answer Key

- 1 *Seanachais tell stories.*
- 2 *Myths and legends, and folktales.*

- 3 *They are about giants, saints, warriors and kings.*
- 4 *Fairies, elves, leprechauns and more.*

3 a) **FOCUS ►** Building vocabulary

Ask Ss to look back over the text to find the adjectives used for the words. Allow Ss time to complete task. Ss compare answers. Check answers.

Answer Key

beasts: magical	adventures: incredible
champion: noble	obstacles: great
values: moral	location: secret
characters: unusual, popular	

b) **FOCUS ►** Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

tradition (n): a practice that has existed for a very long time
saints (n): people who have been honoured by the Christian church for being an example to others
warriors (n): very good soldiers/fighters
overcome (v): survive something difficult
champion (n): a person who wins competitions

4 **FOCUS ►** Remembering facts

Ss work in pairs. Ask Ss to close their books and discuss what the text says about the characters. Allow Ss time to discuss in pairs and ask them to tell the class what they discussed. Check Ss' answers around the class, correcting where necessary.



Culture Corner

Suggested Answer Key

Finn Mac Cumhal was a noble champion and warrior.

The Fianna was a group of warriors to which Finn Mac Cumhal belonged.

Leprechauns are a type of fairy that make shoes and have a crock of gold.

Suggested Answer Key

Tir na nog

There is an Irish tale that says there is a place called Tir na nog, or country of the young, where people live forever. But only one man, Oisín, has gone there and came back. He lived there for 300 years and came back on a white horse to look for his friends. When he got off his horse and touched the ground he became very old and died.

Writing

5 **Focus ►** Writing a folk tale

- Go through the rubric with Ss and elicit key words (*popular folktale, your country, what about, main characters, what happens*). Brainstorm ideas and write them on the board. You can also give Ss the book of popular folk tales to help them find ideas.
- Ss work in groups. Allow Ss some time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. Ss compare work. Groups tell other groups their stories. Check Ss' work and give feedback. Allow Ss time to write a short version of their stories. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



English in Use

Reading & Listening

1 a) **Focus ►** Listening and repeating

Ask Ss to read the phrases quietly to themselves. Elicit/Explain any unknown words. Tell Ss they are going to listen to the phrases and repeat them one by one. Play recording, pausing after each phrase for Ss to repeat. Correct Ss' pronunciation and intonation.

b) **Focus ►** Predicting content

Explain to Ss that the sentences they just heard are from a dialogue between two friends. Draw Ss' attention to the written dialogue and the picture and ask them to read the first two exchanges. Have two Ss repeat as a role play. Ask Ss what they think happened to Penny. Elicit ideas from around the class. Play recording. Ss check to see if they guessed correctly. Check answers with class.

Suggested Answer Key

Penny went to the zoo and suddenly she heard people screaming. Then she saw a snake swimming around in a fountain. The guards caught it and put it back in its cage.

2 **FOCUS ► Listing events in order**

Read the rubric and explain the task. Allow Ss time to complete the task individually. Go around the classroom monitoring Ss' work and helping where necessary. Ss compare answers. Check answers and write them on the board in the correct order.

Answer Key

- 1 Penny was at the zoo.
- 2 She heard people shouting and screaming.
- 3 She saw a snake swimming in the fountain.
- 4 The guards caught it.
- 5 The guards put it back in its cage.

Speaking3 **FOCUS ► Role playing a dialogue**

- Read the rubric and explain the task. Tell Ss to use the phrases from Ex. 1a and the dialogue in Ex. 3 to help them. Go through a skeleton dialogue with Ss on the board. In pairs, Ss perform task. Go around the classroom monitoring Ss' work and helping with any difficulties.

Student A	Student B
Tell SB something strange happened.	Sound interested and ask what.
Tell SB in the order the events happened.	Express surprise/disbelief.
Tell SB how it ended and how you felt.	Say what you think of what happened.

- Finally, ask pairs to act out their dialogue for the class. If possible, record pairs and play back for feedback purposes.

(Ss' own answers)

Pronunciation4 **FOCUS ► Pronouncing /i:/, /ɪə/**

- Focus Ss' attention on the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds clearly and slowly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds around the class. Read the rubric and explain the task. Play recording. Ss listen and tick correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Answer Key

	/i:/	/ɪə/		/i:/	/ɪə/
me	✓		beer		✓
mere		✓	knee	✓	
bee	✓		near		✓

- Ask Ss to think of more words that have the same sound. Elicit answers from around the class and write them on the board.

Suggested Answer Key

/i:/: sea, three, tea

/ɪə/: hear, fear, dear

2

Extensive Reading

1 Focus ► Stimulating interest

Ask Ss to look at the picture and tell them it is Oscar Wilde. Ask them if they know who he was and what he did. Elicit answers from around the class. Tell Ss to read the short biography to find out about Oscar Wilde.

Answer Key

Oscar Wilde was a famous Irish writer. He wrote poems, plays, novels and short stories.

Reading & Listening

2 a) Focus ► Predicting content

Draw Ss' attention to the title of the extract and tell them they are going to listen to some sounds. Ask Ss to imagine what happens in the story as they listen. Play recording. Ss compare ideas.

Suggested Answer Key

I think it is a ghost story. Maybe somebody was sleeping and they heard a ghost.

b) Ask Ss to read/listen to the extract to see if they guessed correctly. Check answers with class.

Answer Key

The story is about a man who bought a house. One night, he heard strange noises and got out of bed to check. Then, he saw the ghost of an old man in chains.

3 Focus ► Reading for specific information

- Read the rubric and explain the task. Tell Ss to first read the sentences 1-6 to know what information they will be looking for. Explain/ Elicit any unknown words and check understanding. Ss work individually. Ss read the text and complete the task. Go around the class monitoring Ss' progress and helping with any difficulties. Ss compare their answers. Check answers and write them on the board.

Answer Key

- American ambassador*
- a house*
- was haunted*
- he heard a noise*
- the ghost of an old man in chains*
- some oil*

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary i.e. they can use synonyms, paraphrase, etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

clank (n): *sound of metal banging*
struck (v): *lit*
dressng case (n): *a type of travel box*
handcuffs (n): *pieces of metal used to tie prisoners' hands together*
rusty chains (exp): *old chains turned brown from being wet*
oiling (v): *to put oil on something*

4 Focus ► Drawing a picture

Ask Ss to imagine what the ghost looks like and to draw a picture of him. Allow Ss time to perform the task. Go around the classroom monitoring Ss' work. Ss compare their pictures.

Speaking

5 Focus ► Portfolio: role playing a dialogue

Read the rubric and explain the task. Go through a skeleton dialogue with Ss on the board. In pairs, Ss perform task. Go around the classroom monitoring Ss' work and helping with any difficulties. Ask a few pairs to act out the dialogue for the class.

Extensive Reading

2

Suggested Answer Key

Mr Otis: *Who are you?*

Ghost: *I'm a ghost.*

Mr Otis: *Do you know you are making a lot of noise?*

Ghost: *Oh! I am sorry.*

Mr. Otis: *Well, I think your chains need oiling.*

Ghost: *Oh, okay!*

Mr. Otis: *Here take this bottle of lubricant.*

Ghost: *Thank you very much, sir.*

Ss time to perform the task. Go around the classroom monitoring Ss' work and helping where necessary. When the Ss have finished, ask the groups to share their ending with the class. Accept feedback.

- Play recording. Ss listen for real ending. Check Ss' understanding and discuss.

Answer Key

The ghost ran down the hall to another room feeling bad because he hadn't frightened the man.

Project

6 FOCUS ► Predicting the continuation of a story

- Ss work in groups. Ask Ss to look back at the story quickly and to imagine what happened afterwards. You could brainstorm for ideas to help the less imaginative Ss. Ask Ss to work in groups and to create an end to the story. Allow

Progress Check

2

Progress Check 2 and Look at Module 3 should be done in one lesson.

Answer Key

- 1 1 relieved 3 incredible 5 glance
2 pipe 4 novel

- 2 1 tell 6 put
2 use 7 solve
3 explore 8 smoke
4 play 9 overcome
5 create 10 wear

- 3 1 John didn't use to play football.
2 John used to wake up early.
3 John used to play computer games.
4 John used to go to the seaside.
5 John didn't use to play with toys.

- 4 1 until 3 after 5 after
2 as soon as 4 when

- 5 1 did you feel ... saw
2 Didn't Hans find
3 did Captain Nemo travel
4 Did he explore ... was
5 did he arrive ... brought

- 6 1 caught 5 broke 9 left
2 sent 6 woke 10 put
3 found 7 decided
4 hid 8 heard

- 7 1 c 2 a 3 d 4 b

Before you start ...

Ask Ss to take a quick look at Module 2. Ask them if they know of any famous writers and what they are famous for. Ask them about their favourite stories. Ask questions and stimulate short discussion on the topics. Adapt questions according to Ss' answers.

Look at Module 3

- Ask Ss to look at the title of the module, *Profiles*, and elicit/explain the meaning (*a short description of a person's physical appearance and/or character*). Refer Ss to the titles of the units on pp. 26-30 and to the various pictures and ask them how they are related to the title of the module, *Profiles* (p. 26 to show someone where to go or to serve as an example; p. 28 finding out who people are; p. 30 when someone succeeds in doing something despite many difficulties).
- Use pictures 1-3 to stimulate a discussion and to prompt interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 28).

T: What page is picture 1 from?

S1: It's from page 28.

T: What can you see on p. 28?

S2: Sketches of other characters.

T: What do these characters have in common?

S3: They are all famous fictional characters.

Pic 2 (p. 32)

What can you see in the picture? What other pictures can you see on p. 32? How are the pictures related? What kind of jobs do you think these people do?

Pic 3 (p. 27)

Why do you think the boy is dressed as he is? What other pictures can you see on p. 27? What do you think the text is about?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

a painting (p. 27)

Who do you think painted the painting? What else can you see on the page? What do you think the text is about?

a descriptive article (p. 30)

What else can you see on p. 30? How do you think the title is related to the picture? Who do you admire most? Why?

people at work (p. 31)

Where do these people work? What do you think they do there? Would you like to work there? Why?

storybook characters (p. 28)

Which of the characters have you read or heard about? Do you have a favourite? What do you think the unit is about?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Lead the way!

Objectives

Vocabulary: related to hobbies and character

Reading & Listening: article about ambitious American teenagers

Grammar: relative pronouns and adverbs

Speaking: talking about hobbies

Writing: an email about a teenager you find interesting

Suggested Answer Key

You need to be artistic to play music and paint. You need to be creative to write stories. You need to be daring to skateboard. You need to be patient to play chess. You need to be athletic to play football. You need to be sociable to play football. You need to be fit to box. You need to be curious to collect stamps. You need to be imaginative to write songs. etc

Introduction

Ask Ss to look at the title, *Lead the way!*, and the pictures. Elicit/Explain the meaning of the title (*show someone the way or be a role model for someone*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Building vocabulary related to hobbies

Go through the list of hobbies with Ss. Elicit/Explain any unknown words. Read the rubric and explain the task. Play recording. Ss listen and repeat the words. Stimulate discussion about the hobbies based on Ss' responses.

Suggested Answer Key

A: I don't think sewing is a typical hobby for a teenager nowadays.

B: Yes, I agree. Teenagers don't sew nowadays. etc

2 **FOCUS ►** Building vocabulary related to hobbies

- Ask Ss to look at the character adjectives. Select Ss to read the words aloud. Elicit/Explain any unknown words. Ask Ss to look back at the hobbies in Ex. 1 and to say which qualities you need to have for each hobby using the adjectives.
- In pairs, Ss complete the task and compare answers with another pair. Check Ss' answers and discuss with class.

Reading & Listening

3 a) **FOCUS ►** Enhancing vocabulary

- Draw Ss' attention to the Study Skills box. Ask a S to read the contents. Check Ss' understanding. Ask another S to read the examples and write them on the board, underlining the word *break* in each sentence. Explain meanings and ask Ss if they can think of any other words that have several meanings. Elicit answers from the class.
- Ask Ss to read the sentences and elicit/explain the meanings of the word *drive*.

Answer Key

It has two meanings: ambition, and travel by car.

b) **FOCUS ►** Reading for gist

Ask Ss to read the title of the text and say which meaning *drive* has and to say what they think the text is about. Play the recording. Ss read and listen to check their answers.

Answer Key

In this context, the word drive means ambition. The text is about ambitious American teenagers and their success.



Lead the way!

4 Focus ► Reading for specific information

- Ask Ss to read the questions so they know what information they are looking for. Then ask Ss to read the text. Allow Ss time to complete the task either in pairs or individually. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have completed the task, ask them to compare their answers and then invite Ss to read their answers to the class. Write answers on the board and correct any mistakes.
- Ask Ss to explain the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

- 1 Raynece Leader-Thomson, Esteban Cortezar
- 2 Akiane Kramarik, Esteban Cortezar, Raynece Leader-Thomson
- 3 Chase Austin
- 4 Akiane Kramarik, Esteban Cortezar
- 5 Raynece Leader-Thomson

Answer Key

pays a lot of attention (exp): take a lot of care
design (v): to plan sth
try out (phr v): to use sth for the first time
set up (phr v): create
staple (v): stick together with small pieces of metal
in charge of (exp): to be the boss of
empire (n): large group of companies/countries
latest (adj): the most recent
determined (adj): eager to do sth
pieced together (phr v): put together from small pieces
jealous of (exp): to want sth that sb else has
afraid of (exp): frightened of
awards: prizes for doing sth

Grammar

5 a) Focus ► Relative pronouns & adverbs

- Work with books closed. Write the following sentences on the board.
*That's the man **who** sold me the car.*
*That's the house **that** I want to buy.*
*That's the man **whose** wallet I found.*
 Explain that we use the relative pronoun **who** to refer to a person, **that**, **which** to refer to things, and **whose** to show possession.
- Write the following sentence on the board.
*That's the restaurant **where** I met him.*
 Explain that we use the relative adverbs **when**, **where** and **why**, to refer to time, place and reason, respectively.
- Ask Ss to come up with their own examples and check understanding.
- Ss open their books. Ask a S to read the theory box. Check Ss' understanding again.

Answer Key

whose – possession
when – time
that – introduces relative clause
who – introduces relative clause
which – introduces relative clause
whose – possession
when – time
when – time
where – introduces relative clause
which – introduces relative clause
why – refers to reason

b) Focus ► Choosing relative pronouns or adverbs

Read the rubric and explain the task. Allow time for Ss to perform the task individually. Go around the class monitoring Ss' work and helping with any difficulties. Ss compare answers. Check answers and write them on the board.

Answer Key

- | | |
|---------|--------|
| 1 where | 3 who |
| 2 whose | 4 when |

c) **FOCUS ►** Practising relative pronouns or adverbs

Ss work in pairs. Read the rubric and explain the task. Allow time for Ss to prepare and then select some pairs to act out their exchange for the class.

Suggested Answer Key

- A: doctor
 B: A doctor is someone who treats sick people.
 A: bank
 B: That's the bank where your mum works. etc

Speaking

6 **FOCUS ►** Talking about hobbies

- Read the rubric and explain the task. Check understanding.
- Ss work individually. Allow time for Ss to prepare and then have Ss talk to the class. Check Ss' pronunciation and correct any mistakes. Ss ask speaker questions about his hobbies.

Suggested Answer Key

- S1: I love painting.
 S2: Why do you like painting?
 S1: I like painting because I like creating things.
 S3: What kind of things do you paint?
 S1: I like painting animals. etc

Writing

7 **FOCUS ►** An e-mail to a pen-friend about a teenager you find interesting

Go through the rubric with Ss and elicit key words (*which teenagers, interesting, e-mail, pen-friend*). Elicit from Ss what they need to write. Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Hi Samantha,

Thanks for your e-mail. I'm glad you are well.

Do you know who Chase Austin is? He is an American teenager who I find really interesting.

His hobby is car racing and he drove in his first race when he was only 8 years old.

I like him because he is not afraid to work hard to get what he wants.

Write soon and tell me about someone who you admire.

Love,
 James

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Who's who?

Objectives

Vocabulary: building vocabulary related to physical appearance

Reading & Listening: a dialogue about people's appearance

Grammar: -ed/-ing participles; order of adjectives

Everyday English: describing appearance

Listening: multiple choice questions

Writing: a letter to a pen friend about a neighbour

Introduction

Ask Ss to look at the title, *Who's who?*, and the pictures. Elicit/Explain the meaning of the title (*determining who someone is*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

- 1 **Focus ►** Building vocabulary related to appearance

Focus Ss' attention on the title of the unit and the drawings of the characters. Ask Ss if they know of any of these characters and which books they are from. Stimulate discussion about the characters. Elicit adjectives of description from Ss. Ask the Ss to listen and check. Play recording. Ss listen and check.

Suggested Answer Key

Alice – *Alice in Wonderland*

The Duchess – *Alice in Wonderland*

Scrooge – *A Christmas Carol*

Bob Cratchit – *A Christmas Carol*

Dorothy – *The Wonderful Wizard of Oz*

Wicked Witch – *The Wonderful Wizard of Oz*

Peter Pan – *Peter Pan*

Captain Hook – *Peter Pan*

- 2 a) **Focus ►** Building vocabulary related to appearance

Ask Ss to look at the table of adjectives. Select Ss to read the words aloud. Elicit/Explain any unknown words. Ask Ss to underline the words

they heard in the recording. Play recording again. Ss complete the task. Ss compare answers. Check answers.

Answer Key

young, cute, freckles, long, brown, pigtails, old, ugly, thin, short, blond, skinny, elderly, grey, bald, red, tall, dark, curly, shoulder-length, middle-aged, tan, beard, scar, slim, pretty, straight, big, fat, round

Game

- b) **Focus ►** Describing a character

Ss play in teams. One team chooses a character and the other team asks questions to find out who the character is. When they have guessed correctly, it is their turn to pick a character.

Suggested Answer Key

Team A S1: *Is it a man or a woman?*

Team B S1: *It's a man.*

Team A S2: *Is he tall?*

Team B S2: *Yes, he is.*

Team A S3: *Has he got dark hair?*

Team B S3: *No, he hasn't.*

Team A S4: *Has he got red hair?*

Team B S4: *Yes.*

Team A S5: *Is it Bob Cratchit?*

Team B S5: *Yes, it is.*

Reading & Listening

- 3 a) **Focus ►** Reading for gist/specific information

Ask Ss to read the first exchange in the dialogue and to try to guess where the speakers are. Ss listen to/read the dialogue and check their answers.

Answer Key

They are at a party.

Alice and the Duchess were in the play.

b) **FOCUS ►** Reading for specific information

- Ask Ss to read the questions so they know what information they are looking for. Then ask Ss to read the dialogue. Allow Ss time to complete the task individually. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have completed the task ask Ss to compare their answers with a partner. Check answers with the class. Write answers on board.

Answer Key

1 F 2 T 3 F 4 F 5 T

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Ask Ss to mime or draw their meaning. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key**exciting (adj):** *sth which makes you happy and enthusiastic***stage (n):** *part of theatre on which actors perform***can't tell (exp):** *don't know***blond (adj):** *pale to white colour***part (n):** *role***cute (adj):** *nice looking***introduce (v):** *meet and tell sb your name*

- c) Ss work in pairs. Ask Ss to choose to be Clara or Fiona and to read out the dialogue. Check Ss' pronunciation.

*(Answer as dialogue)***Grammar**4 **FOCUS ►** -ed/-ing participles

- Work with books closed. Write the following sentences on the board.

*It is an **exciting** class. We're **excited**!*

Explain to Ss that we use the present participle **-ing** to describe something eg. the class is **exciting**, and we use the past participle **-ed** to

describe how we feel about something eg. we are **excited**.

- Elicit other examples from the class. Ask Ss to open their books and read the theory box silently. Check Ss' understanding and help with any difficulties if necessary.
- Go through sentences 1-5 with Ss, explaining/eliciting any unknown words. Explain the task. Allow time for Ss to perform the task. Ss compare answers. Check answers with the class.

Answer Key1 *scared* 3 *interested* 5 *disappointed*
2 *boring* 4 *tiring*5 **FOCUS ►** Order of adjectives

- Work with books closed. Draw the following table on the board.

opinion	height/age	origin	noun
nice	young	English	man

- Explain the adjective order used when describing people. Elicit more examples from the class and fill in the table.
- Ss open their books and read the theory box. Check Ss' understanding. Read the rubric and explain the task. Allow Ss time to complete the task. Ss compare answers. Check answers with the class.

Answer Key

1 *Mr Brown is a kind elderly French teacher.*
2 *Sandy is a patient middle-aged British colleague.*
3 *Boris Schwartz is a tall young German tennis player.*



Who's who?

Everyday English

6 **FOCUS ►** Describing people

- Focus Ss' attention on the phrases in the box. Read through the phrases with Ss and explain their use. Elicit/Explain that **look like** is used to talk about appearance and **be like** is used for character. Check Ss' understanding. Read the rubric and explain the task. Go through the example with the class.
- In pairs, Ss ask and answer questions about family, friends, teachers etc. Go around the class monitoring Ss' work and helping with any difficulties. Ask several pairs to act out their dialogues for the class. Give feedback.

Suggested Answer Key

A: What does your mum look like?

B: She's a tall middle-aged woman with long brown hair.

A: What's she like?

B: She's kind and polite ... etc.

Listening

7 **FOCUS ►** Listening for specific information – multiple choice

Read the rubric and explain the task. Ask Ss to read the questions and look at the pictures carefully before they begin so they know what information they are looking for. Play recording twice if necessary. Ss complete the task. Ss compare answers. Check answers with the class.

Answer Key

1 C

2 B

3 B

Writing

8 **FOCUS ►** A paragraph about your favourite book character

Go through the rubric with Ss and elicit key words (*paragraph, about favourite book character, special about him/her, name, appearance, character*). Write the key words on the board. Brainstorm ideas. Allow Ss time to complete task. Have individual Ss read out their paragraphs.

Answer Key

My favourite book character is Man Friday from Daniel Defoe's Robinson Crusoe. Robinson Crusoe meets him when he is shipwrecked on an island and names him Friday. Friday is a kind and generous Indian with dark skin and long black hair. I like him because he is curious and knows how to do a lot of things.

Synergy

- Allow Ss one minute to think of ten adjectives they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Objectives

Reading: an article describing a person you admire

Writing: an article about a person you admire

Introduction

Draw Ss' attention to the title, *Against all odds*, and ask them what they think it means. Ask them if they admire anybody and, if so, why. Encourage Ss to predict what vocabulary they will see in the unit.

Reading

1 **Focus ►** Stimulating interest in text/reading for specific information

- Ask Ss to look at the person in the picture. Ask them the questions in the rubric. Elicit answers from Ss to stimulate interest in the text, and open discussion.
- Ask Ss to read/listen to the text to see if their answers were correct. Discuss answers as a class.

Answer Key

Stephen William Hawking is a famous English scientist.

2 **Focus ►** Building vocabulary – adjectives

Ask Ss to look at the adjectives and elicit/explain their meaning. Ask Ss which adjectives best describe Hawking and why? Elicit answers from around the class and stimulate discussion.

Suggested Answer Key

I think determined, brave and ingenious best describe Hawking because he continued his studies even after he knew he had the illness, and succeeded. He also managed to write a book which became a best seller. I think you need to be very intelligent to do this.

3 a) **Focus ►** Dependent prepositions

Ss work in pairs. Ask Ss to look through the text again and find the preposition that follows each of the words. Allow Ss time to complete the task. Then, ask Ss to make their own sentences using the word + preposition.

Answer Key

famous for

work on

cope with

lose control of

give up on

Suggested Answer Key

Da Vinci is famous for his paintings.

I'm working on my science project.

It is difficult to cope with a serious illness.

He lost control of his car and crashed.

I gave up on basketball because I wasn't very good.

b) **Focus ►** Building vocabulary

Ask Ss to look back at the text and to explain the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

laws of the universe (exp): natural laws of physics

diagnosed (v): doctors found an illness

muscles (n): body tissue connected to bones that helps you move

started a career (exp): began a profession

blinking (n): opening and closing your eyelids

wheelchair (n): a chair with wheels used by people who cannot walk

enables (v): helps or allows sb to do sth

give up on (phr v): lose hope

achieve (v): succeed



Against all odds

4 **Focus ►** Practising phrasal verbs (give)

Read the rubric and explain the task. Explain the phrasal verbs. Ss use their dictionaries to look up phrasal verbs and read examples. Allow Ss time to complete the task. Ss compare answers. Check answers and write them on the board.

Answer Key

1 away 2 gave up 3 Give ... back

5 **Focus ►** Completing a paragraph plan

Read the rubric and explain the task. Allow Ss time to perform the task. Ss compare answers. Check answers.

Answer Key

Para 1 – name, date, place of birth, profession

Para 2 – early years

Para 3 – later years

Para 4 – the reasons Jenny admires him

Writing

6 **Focus ►** An article about a person you admire

- Draw Ss' attention to the Study Skills box. Read through the tip with Ss and explain. Check understanding.
- Go through the rubric with Ss and elicit key words (*person you admire, school magazine*). Write the key words on the board. Elicit from Ss what they need to write. Tell Ss to use the plan in Ex. 5 to help them. Write the plan on the board. Brainstorm ideas and complete the plan.

Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

The person I admire most is Angelina Jolie. She was born on 4th June 1975 and grew up in Los Angeles where her father worked as an actor.

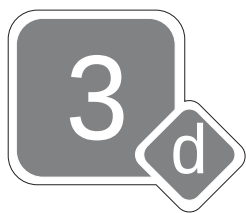
She studied at Lee Strasberg Theatre Institute and acted in theatre and music videos.

Later, she worked as a model in London and New York before becoming a famous Hollywood actor. She has starred in many great films.

The reason I admire Angelina is because she is a great actor. She is also very brave because she does her own stunts sometimes. I also admire her because she does a lot of work to help poor and sick children around the world and gives a lot of money to charity.

Synergy

- Allow Ss one minute to think of phrasal verbs and vocabulary they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Culture Corner

Reading & Listening

1 **FOCUS ►** Stimulating interest in the topic/ predicting text content

- Focus Ss' attention on the pictures and the title. Ask Ss who they think these men are and where they work. Elicit answers from around the class and stimulate discussion.

Suggested Answer Key

The men are probably guards who guard the castle.

- Ask Ss to read the text and check their answers. Allow Ss time to read the text and check answers.

Answer Key

These men are Yeoman Warders. They guard the Tower of London.

2 **FOCUS ►** Completing gap filling exercises

Read the rubric and explain the task. Allow Ss time to complete the task. Ss compare answers. Play the recording. Check answers and write them on the board.

Answer Key

1 *when* 3 *that* 5 *where*
2 *that* 4 *who*

3 **FOCUS ►** Reading for specific information

Read the rubric and explain the task. Tell Ss to read the sentences first so they know what information they are looking for. Ss complete the task. Ss compare their answers. Check answers.

Answer Key

1 *T* 2 *T* 3 *F* 4 *T* 5 *DS*

4 **FOCUS ►** Building vocabulary

Ask Ss to look back at the text and to explain the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

dates back to (phr v): began
is guarded (v): watched and protected
bodyguards (n): people who protect other people
duties (n): work you have to do
prisoners (n): people who are kept in prison
guides (n): people who show tourists around
ravens (n): black birds, like crows
armed forces (n): a country's military people
striking (adj): easy to see
uniform (n): special set of clothes that people wear at work or school
formal occasions (exp): formal celebrations such as weddings, anniversaries, state ceremonies

Speaking

5 **FOCUS ►** Memorising facts

Ss work in pairs. Ss close books and tell their partners three things they remember about Beefeaters. Go around the class monitoring Ss' work. When Ss have finished ask several pairs to tell the class what they remembered.

Suggested Answer Key

Beefeaters guard the Tower of London.
They act as guides for tourists.
They have two uniforms.
They take care of the ravens that live in the tower.



Culture Corner

Writing

6 **Focus ►** An e-mail about a tourist attraction

Go through the rubric with Ss and elicit key words (*e-mail, pen friend, about popular tourist attraction in your country, special uniforms*). Write the key words on the board. Elicit from Ss what they need to write. Brainstorm ideas. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Dear ,

I am writing to you from Rome, Italy. I wanted to tell you about The Vatican, where the Pope lives, which is really its own country. St. Peter's Basilica is there; did you know it is the largest cathedral in the world? The Vatican is protected by a group of men called The Swiss Guard. They wear the most amazing uniforms! They include pantaloons trousers and large puffy, long-sleeved striped suits. The colours are Medici blue, red and yellow, so you can't miss them. They wear matching boots and berets and white gloves. You must come here someday and see them for yourself.

Your friend,

.....

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



English in Use

Reading & Listening

1 a) **Focus ►** Stimulating interest

Focus Ss' attention on the two pictures. Ask them what they think the two people do for a living. Elicit answers from around the class and ask Ss to justify their ideas.

Suggested Answer Key

The man with the dog is probably a vet.

The other man could be a lawyer or maybe a businessman.

b) **Focus ►** Building vocabulary

Read the rubric and explain the task. In pairs, Ss complete the task. Ss compare their answers. Ask several Ss to read their sentences to the class. Correct any mistakes and give feedback.

Suggested Answer Key

A mechanic is someone who repairs cars.

A teacher is someone who teaches.

A librarian is someone who works in a library.

An actor is someone who stars in plays or films.

2 a) **FOCUS ►** Listening and repeating

Ask different Ss to read the sentences aloud. Check Ss' pronunciation and understanding. Explain any unknown words. Play the recording with pauses. Ss repeat the sentences.

b) **FOCUS ►** Predicting content

Explain to Ss that the sentences are taken from a dialogue between two friends. Ask them if they can guess what the dialogue is about. Allow Ss some time to read the dialogue and check their guesses.

Answer Key

The dialogue is about the boys' dads' jobs and hobbies.

3 **FOCUS ►** Completing gap filling exercise

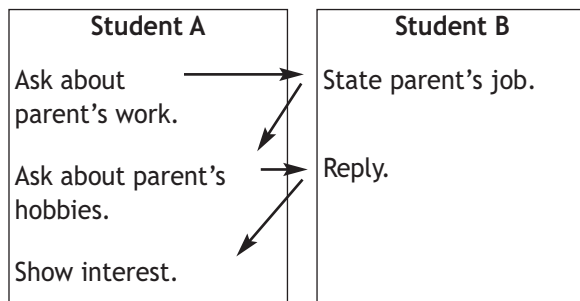
Read the rubric and explain the task. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 E 2 F 3 B 4 A 5 D

Speaking4 **FOCUS ►** Role playing a dialogue

- Read the rubric and explain the task. Tell Ss to use the dialogue in ex. 3 as a model. Go through a skeleton dialogue with Ss on the board. In pairs, Ss perform task. Go around the classroom monitoring Ss' work and helping with any difficulties.



- Finally, ask pairs to act out their dialogue for the class. If possible, record pairs and play back for feedback purposes.

Pronunciation5 **FOCUS ►** Pronouncing /e/, /æ/

- Focus Ss' attention on the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds clearly and slowly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds around the class.
- Read the rubric and explain the task. Play recording. Ss listen and tick correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Answer Key

	/e/	/æ/		/e/	/æ/
set	✓		kettle	✓	
sat		✓	cattle		✓
bed	✓		pet	✓	
bad		✓	pat		✓

- Brainstorm for other words with these sounds. Ask Ss to look at the unit wordlist at the back of the book for examples.

Suggested Answer Key

/e/: net, metal

/æ/: mat, cat

Synergy

- Allow Ss one minute to think of expressions they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

3

Extensive Reading

Introduction

Before you begin, give Ss some background information on the Victorian era.

The Victorian era of Great Britain is the period in which Queen Victoria ruled (between 1837 and 1901). It marked the height of the British industrial revolution when Great Britain was becoming a very industrial country.

Additional materials

History books, Internet articles on 19th century child labour in your country.

Reading & Listening

1 **Focus ►** Stimulating interest in topic

Read out the questions. Elicit answers from around the class. Stimulate interest in and discussion on the topic.

(Ss' own answers)

2 **Focus ►** Predicting text content

- Draw Ss' attention to the pictures on the page. Elicit/Explain that the pictures depict children in Victorian times. Ask Ss what they see in the pictures and ask them to say what they think their lives were like.
- Allow Ss time to read/listen to the text to check their answers. Ss compare answers before sharing them with the class.

Suggested Answer Key

I think their lives were very difficult compared to the life of children nowadays. They had to work very hard in bad conditions and sometimes their masters were cruel. I don't think it was easy being a child in Victorian times.

3 a) **Focus ►** Reading for specific information

Read the rubric and explain the task. Allow time for Ss to complete the task. Ss compare answers. Check answers.

Suggested Answer Key

- | | |
|---------------------------|---------------------------------|
| 1 ... dangerous | 4 ... long hours |
| 2 ... very small and thin | 5 ... free schools for children |
| 3 ... trucks of coal | |

b) **Focus ►** Building vocabulary

Ask Ss to look back at the text and to explain the meaning of the words in bold without the use of a dictionary, i.e. synonyms, paraphrasing etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

chimney sweeps (n): people who clean chimneys
orphans (n): children who don't have parents
cotton factories (n): places where cotton is used to make material
cotton threads (n): long thin strings of cotton
fix (v): to repair
trucks (n): vehicle on wheels used to transport heavy things
coal (n): a hard black material used as fuel
tunnels (n): long narrow passages under the ground
Masters (n): owners or bosses
cruel (adj): mean and hurtful
adults (n): people over the age of 18

Speaking

4 **Focus ►** Making notes under headings

- Ask Ss to read the rubric silently. Ask one S to read the rubric aloud. Explain the task. Ask other Ss to read the headings and write them on the board. Elicit from Ss what kind of information we can write under each heading and write it on the board.
- Allow Ss time to write their own notes. Go around the class monitoring Ss' work and helping with any difficulties.
- Explain to Ss that this is an exercise in fluency more than in accuracy and that they should only use their notes to help them and not be over-reliant on them.
- Ask a few Ss to present their talk to the class. Ask for other Ss to comment and give feedback.

(Ss' own answers)

5 FOCUS ► Discussing issues

Ask a S to read out the first question. Elicit ideas from around the class. Stimulate discussion and encourage Ss to express their views on the topic while recycling vocabulary from the text. Spend a few minutes discussing each issue before moving on to the next question. Proceed with other questions in the same way.

(Ss' own answers)

Writing

6 FOCUS ► Writing a short essay

- Go through the rubric with Ss and elicit key words (*children, work, in your country, 19th century, short text, jobs, lives like*). Write the key words on the board. Elicit from Ss what they need to write. Tell Ss to use the headings in ex. 4 to help them. If you have brought articles on the subject give children the articles and allow time to read them first. Brainstorm ideas and put them under the headings.
- Ss work in groups. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

In America, in the 1900's, many children had to work to get money for their families. These families came to America from Europe and were very poor.

Children often stayed at home to do such work as making flowers, sewing and mending clothes. The conditions of the homes were terrible and the children often got sick. In one day, they only earned 50 cents for their work and this was not enough to buy what they needed. The children were not able to read or write and in many cases never learned to speak English. Life was sometimes cruel and unkind.

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Progress Check

Progress Check 3 and Look at Module 4 should be done in one lesson.

Answer Key

- | | | | |
|---|--|---------------|---------------|
| 1 | 1 patient | 3 sociable | 5 determined |
| | 2 fit | 4 creative | 6 imaginative |
| 2 | 1 bald | 3 middle-aged | |
| | 2 freckles | 4 tall | |
| 3 | 1 up | 3 with | 5 away |
| | 2 back | 4 for | 6 of |
| 4 | 1 a kind young German student | | |
| | 2 an imaginative elderly Russian woman | | |
| | 3 a short plump British teenager | | |
| | 4 a tall skinny American basketball player | | |

- | | | | | |
|---|-------------------------------|----------------|--------|---------|
| 5 | 1 who | 2 whose | 3 when | 4 where |
| 6 | 1 scary | 3 disappointed | | |
| | 2 tired | 4 boring | | |
| 7 | 1 A What does your dad do? | | | |
| | 2 B Not a lot really. | | | |
| | 3 A What does Lucy look like? | | | |
| | 4 B I'm glad you enjoyed it. | | | |

Before you start ...

Ask Ss to take a quick look at Module 3. Ask Ss what they look like. Elicit adjectives seen in previous module. Ask Ss to describe their favourite person. Stimulate discussion about their favourite people.

Look at Module 4

- Ask Ss to look at the title of the module, *In the news*, and elicit/explain the meaning (*news stories/reports about what's happening in the world*).
- Refer Ss to the titles of the units on pp. 35-40 and to the various pictures and ask them how they are related to news stories (*p. 36 stories that are in the news; p. 38 did you hear the news; p. 40 reports about recent events*).
- Use pictures 1-3 to stimulate a discussion and to prompt interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 38).

T: *What page is picture 1 from?*

S1: *It's from page 38.*

T: *What else can you see on page 38?*

S2: *Newspaper headlines and a dialogue.*

T: *How do you think the picture is related to the unit?*

S3: *Maybe there's a story in the news about a turtle etc.*

Pic 2 (p. 37)

What can you see in the picture?

What else can you see on the page? How are the pictures related? What do you think the text might be about?

Pic 3 (p. 41)

What kind of magazine is shown in the picture?

What else can you see on page 41? How do you think the pictures are related?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

newspaper headlines (p. 38)

What kind of newspapers do you read? What type of information can we find in a newspaper headline?

a news article (p. 40)

Where do we find news articles? What kind of information do news articles give?

an interview (p. 38)

Who is doing the interview? Why do we have interviews like this one?

teenage magazines (p. 41)

What kind of things can we find in teenage magazines? What kind of magazines do you think these are? What kind of magazines do you read?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.

4

a

News stories

Objectives

Vocabulary: related to types of media**Reading & Listening:** news reports**Speaking:** understanding and relating to news headlines**Grammar:** past continuous**Writing:** a news report

Introduction

Ask Ss to look at the title, *News stories*, and the pictures. Elicit/Explain the meaning of the title (*stories that are in the news*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Building vocabulary related to types of media

Draw Ss' attention to the pictures 1-5 on pp. 36-37. Tell Ss that these pictures show what these people were doing yesterday at 6 o'clock. Ask them to say what the people were doing and which type of media they were using. Elicit vocabulary related to types of media (*T.V., newspaper, etc.*), and write them on the board.

2 **FOCUS ►** Building vocabulary

Ask Ss to look at the list of words and to say which type of media provides them. Go through the words with the class checking Ss' understanding. Allow Ss time to look at the words again and ask individual Ss to tell the class about their ideas.

Suggested Answer Key

TV: local/national/international news, interviews, weather reports, documentaries, music, chat shows, advertisements

Newspapers and magazines: interesting articles, TV guides, cartoon strips, horoscopes, fashion and beauty advice, gossip

Radio: news, weather reports, interviews, music

Reading & Listening

3 a) **FOCUS ►** Predicting the content of a text

Focus Ss' attention on the layout and titles of the texts A-D. Elicit answers to the question in the rubric. Ask Ss to justify their answers. Check Ss' answers.

Suggested Answer Key

We would see A on a web site, B and C in a newspaper, D on a mobile phone.

b) **FOCUS ►** Listening for specific information

- Go through the topics and elicit/explain any unknown words. Ask Ss to say what kind of vocabulary they would expect to read in each text, based on the topic. Ask Ss to listen to and/or read the texts and to say what each text is about. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

A – an unwanted visitor

B – a beast and a brave man

C – a brave pet

D – an amazing success

- Ask Ss to explain the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

nursery rhyme (n): child's poem

porridge (n): hot cereal

Eventually (adv): Finally

ran off (phr v): left quickly

bravely (adv): without fear

beast (n): a wild animal

safety (n): a place that is safe

recovering (v): getting better

broke a record (exp): did something better than it had ever been done

Speaking

4 **Focus ►** Using notes to give a talk

Write the four headings on the board and ask Ss to do the same in their copybooks. Tell them to look back at the texts and to make notes under the headings. Allow Ss time to perform the task. Ss compare notes with a partner. Select Ss to tell the class what the news items are about using their notes.

Suggested Answer Key**Notes**

Who: a dog named Buddy

When: yesterday

Where: in a river

What: dog saved boy's life

Talk

A dog named Buddy saved an 8-year-old boy's life when it pulled him from a river.

Grammar

Go through the Study Skills box with Ss. Check understanding. Ask Ss to think of English grammar structures they are familiar with and to compare them with the equivalent grammar structure in their L1. Elicit examples from Ss.

5 **Focus ►** Reviewing past continuous

- Work with books closed. Write the following sentence on the board: *He **was watching** TV at 6.00 yesterday afternoon.*
- Elicit/Explain that the sentence includes an example of an action that was taking place/in progress at a specific time in the past when another action interrupted it and that the emphasis is on the action in progress. Ask Ss to open their books and to look at their *Grammar Reference Section*. Ss read the rule concerning the past continuous. Explain the use of the time expressions. Check Ss' understanding.
- Allow Ss time to read the texts again and to find examples of the past continuous. Allow Ss time to compare their answers. Write the verb forms on the board and ask Ss to justify their reasons. Discuss answers.

Answer Key

Text A: was eating

Text B: were hiding

Text C: was recovering

Text D: was playing

6 **Focus ►** Talking about past actions

Ss work in pairs. Read the rubric and explain the task. Ask Ss to read the example quietly and then get a pair to act out the exchange aloud. Go through the prompts with the class eliciting/ explaining any unknown words. Allow Ss time to prepare and then have pairs ask and answer questions for the class. Correct any mistakes and pronunciation.

Answer Key

2 A: *Was John reading a magazine at 6 o'clock?*

B: *No, he wasn't. He was sending a text message.*

3 A: *Was Sue sending text messages on her mobile at 6 o'clock?*

B: *No, she was watching TV.*

4 A: *Was Tony sending e-mails at 6 o'clock?*

B: *No, he was reading a newspaper.*

5 A: *Was Mary watching TV at 6 o'clock?*

B: *No, she wasn't. She was reading magazines.*

7 **Focus ►** Personalising past actions

Ss work in pairs. Read the rubric and explain the task. Ss ask and answer questions about what they were doing last Saturday at the times given. Go around the class monitoring Ss' performance and helping where necessary. When Ss have finished, ask pairs to act out their dialogues for the class. Correct any mistakes.

(Ss' own answers)

Game

Focus ► Guessing game

Ss work in groups. Read the rubric and explain the task. Have each group choose a leader. The leader starts by saying where he/she was last Sunday. The other team asks questions to find out what they were doing. When the other team guesses correctly they get their turn. Set a time limit for the game.

Suggested Answer Key

Leader 1: Last Sunday I was at the park.

Team A S1: Were you having a picnic?

Leader 1: No.

Team A S2: Were you playing football?

Leader 1: No.

Team A S3: Were you cycling?

Leader 1: Yes. etc

their news story to the class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Last Sunday, the local football team went to the capital to play in the final and won. The people of the town organised a big party to welcome them home and to celebrate the victory. When the team arrived home there were crowds of people waiting for them and then everybody went to the party in the football club. The whole town celebrated.

Writing

8 **Focus ►** A news story

Ss work in groups. Go through the rubric with Ss and elicit key words (*news story, sth important happened, your area, last week*). Refer Ss back to the news items in Ex. 3 and tell them they can use them as a model. Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Ask groups to present

Synergy

- Allow Ss one minute to think of ten words and the grammar structures they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

4

b

Did you hear about ...?

Objectives

Vocabulary: adjectives of emotion

Reading & Listening: an interview

Speaking: an interview

Grammar: past simple vs past continuous

Everyday English: giving and reacting to news

Writing: a newspaper front page

Introduction

Draw Ss' attention to the title, *Did you hear about...?*, and ask them what they think it means (*a question asking if you heard the news about something*). Ask Ss if they read/watch/listen to the news. Encourage Ss to predict what vocabulary they will see in the unit.

4b

Did you hear about ...?

Vocabulary

1 **Focus ►** Using adjectives of emotion

Draw Ss' attention to the headlines. Ask a S to read out the example. Ask them to use the adjectives to say how the headlines make them feel. Elicit answers from the class insisting on usage of the adjectives, and stimulate discussion about Ss' answers.

Suggested Answer Key

I feel happy that the younger generation takes care of the environment.

I feel curious when I see the headline about the turtle.

I feel worried about school on Saturdays. etc

Reading & Listening

2 a) **Focus ►** Reading for gist

- Ask Ss to read the first exchange in the dialogue and to say what they think it might be about. Elicit answers from around the class.
- Play the recording. Ss listen, read and check.

Answer Key

It is about a taxi driver who was driving home when a turtle fell on his car.

- Ask Ss to look at the headlines again and to say which headline they think goes with the interview.

Answer Key

Flying turtle 'stops' taxi

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

Read the rubric and explain the task. Allow time for Ss to complete the task and to compare answers with their partner. Check answers.

Answer Key

- | | |
|---------------------------|---------------|
| 1 4 o'clock | 5 fell |
| 2 Mr Shiao | 6 was damaged |
| 3 fell | 7 shocked |
| 4 crawling on the balcony | |

c) **Focus ►** Relating events

Ask Ss to use the notes to tell their partner what happened. Allow Ss time to prepare. When Ss have finished, select pairs to tell the class what happened.

Suggested Answer Key

At 4 o'clock in the afternoon a taxi driver was driving home when a turtle fell off a balcony and landed on his car. The turtle was not hurt, but the car was damaged.

Speaking

3 **Focus ►** Role playing an interview

Ss work in pairs. Read the rubric and explain the task. Go through the outline on the board. Ss choose a headline. S1 prepares questions, and S2 prepares answers. Allow Ss time to prepare their interview. Go around the class monitoring Ss' work and helping/correcting where necessary. Ask a few pairs to act out their interview for the class. Correct mistakes when necessary.

(Ss' own answers)

4 **Focus ►** Practising phrasal verbs (go)

Read the rubric and explain the task. Explain the meaning of the phrasal verbs. Ss use their dictionaries to look up the phrasal verbs. Allow Ss time to complete the task. Ss compare answers. Check answers and write them on the board.

Answer Key

- | | |
|-----------------|----------|
| 1 goes ... with | 3 Go on |
| 2 went off | 4 go off |

Grammar

5 a) **Focus ►** Reviewing past simple vs past continuous

- Work with books closed. Elicit examples of the past simple and past continuous (*happened, flew, hit, stopped, was driving, was lying, were running, etc.*) from Ss and ask a S to explain the difference. Ask Ss to open their books and to look at their *Grammar Reference Section*. Ss read the rules concerning the past simple and past continuous.
- Read the rubric and explain the task. Allow time for Ss to complete the task and to compare their answers. Check answers and clarify misunderstandings.

Answer Key

1 b 2 d 3 a 4 c

b) **Focus ►** Practising past simple and past continuous

Ask Ss to look back at the interview and to find examples of past simple and past continuous. Ss compare answers. Check answers.

Answer Key

- a *was lying, were running*
- b *was crawling, fell*
- c *was driving*
- d *flew down and hit*

c) Read the rubric and explain the task. Allow Ss time to complete the task and compare answers. Check answers.

Answer Key

- 1 *was driving ... fell ... hit*
- 2 *was flying ... was eating*
- 3 *flew*
- 4 *called*

Everyday English

6 **Focus ►** Giving and reacting to news

- Focus Ss' attention on the phrases in the box. Read through the phrases with Ss and explain their use. Check Ss' understanding. Read the rubric and explain the task. Go through the example with the class.
- In pairs, Ss discuss the headlines using the language in the box. Go around the class monitoring Ss' work and helping with any difficulties. Ask several pairs to act out their dialogues for the class. Give feedback.

Suggested Answer Key

A: *Did you hear about the Hollywood actress who visited some kids in a hospital?*

B: *Really?*

A: *Well, she said that she felt very bad about the kids and wanted to do something to cheer them up.*

B: *That's great.*

Writing

7 **Focus ►** A newspaper front page

- Go through the Study Skills box with Ss and explain how to write headlines. Explain to Ss that a headline is a short summary of what the story is about. Tell Ss that we use the present simple for recent events and the to-infinitive for future events. Write examples on the board. Explain that we often use abbreviations and we omit punctuation. Check Ss' understanding.
- Ss work in groups. Go through the rubric with Ss and elicit key words (*front page, school newspaper, headlines, present simple, pictures*). Refer Ss back to the news items in Ex. 1 and tell them they can use them as a model. Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. Ask groups to present their front page to the class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

(Ss' own answers)

4b

Did you hear about...?

Synergy

- Allow Ss one minute to think of six phrases and the grammar structures they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

4C

Take action!

Objectives

Reading & Listening: an article about an environmental school club

Listening: news reports

Speaking: radio news presentation

Writing: a news article

Introduction

Draw Ss' attention to the title, *Take action!*, and ask them what they think it means. Encourage Ss to predict what vocabulary they will see in the unit.

Additional materials

Newspaper articles/reports.

Reading & Listening

1 a) Focus ► Predicting content

Draw Ss' attention to the pictures. Ask Ss to say what they think the news article is about. Elicit ideas from around the class and stimulate discussion. Play recording. Ss listen and check.

Answer Key

The news article is about students who created an environmental group called Nature Madness and organised recycling and clean up days.

b) Focus ► Matching paragraphs

Read out topics and explain any unknown words. Ask Ss to read the article and match the topic headings to the paragraphs. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 summary of the event	2 the facts in detail
	3 comments

2 a) Focus ► Choosing a headline

Go through the headlines with Ss and elicit/explain any unknown words. Ss read through the article again and choose a suitable headline for it. Ss compare answers. Check answers.

Answer Key

Mayor honours teens for green work

b) **Focus ►** Discussing impressions/building vocabulary

- In pairs, Ss discuss what impressed them about the teenagers' actions. Go around the class monitoring Ss' discussion and helping with any difficulties. When Ss have finished stimulate discussion based on Ss' ideas.

(Ss' own answers)

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

came up with (phr v): got an idea

award (n): prize

members (n): people who are part of a club or a team

word soon got around (exp): people heard about it quickly afterwards

asking for (exp): request

took part (phr v): did sth in a group

pollution (n): anything that makes the earth dirty

conservation (n): the act of keeping things in good condition

stray (adj): without a home

mayor (n): the leader of a town

ceremony (n): a formal event

proud (adv): happy about sth you did or what someone did

grown up (adj): adult

Answer Key

- | | |
|-------------------|------------------|
| 1 football finals | 3 a fashion show |
| 2 pop concert | 4 demonstration |

b) **Focus ►** Making notes

- Read through the headings and explain any unknown words. Tell Ss to make notes under the headings as they listen. Play the recording (twice if necessary.) Ss compare answers. Check answers.

Suggested Answer Key**Report 1**

People – fans

Place – all over the country

Highlights – Rovers beat the Reds

Atmosphere – happy/exciting etc

- Ask individual Ss to give a short summary of one of the reports.

(Ss' own answers)

Speaking4 **Focus ►** Presenting a news report

Ss work in groups. Ask each group to choose one of the events they have just heard about and to play the role of presenter, reporter, or participant in the event and to act out a dialogue/interview. Allow Ss time to prepare. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have finished ask them to act out the interview for the class.

Suggested Answer Key

S1 (presenter): ... and now we're going live to the streets where our reporter is interviewing one of the demonstrators.

S2 (reporter): What are you demonstrating about?

S3 (participant): Well, it's time for the government to keep its promises and give us the money we deserve.

Listening3 a) **Focus ►** Listening for specific information

Read the rubric. Ask a S to explain the task to the class. Go through the choices and elicit any vocabulary Ss know that might be related to them. Write the words on the board. Play the recording (twice if necessary). Ss listen and complete the task. Check Ss' answers.



Take action!

Writing

5 **Focus ►** A news article

Ss work in groups. Go through the rubric with Ss and elicit key words (*week's local newspaper, piece of news, report*). Refer Ss back to the news report in Ex. 1 and tell them they can use it as a model. Provide Ss with local newspapers from the previous week. Allow Ss some time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. As an extension you can ask groups to present their news report to the class. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

*Happyville's mayor celebrates wedding.
John Myers, Happyville's mayor, celebrated his wedding Friday in the Royal Hotel with friends and family. He and his wife then flew to Miami on Saturday for a two-week honeymoon.*

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Culture Corner

Vocabulary

1 **Focus ►** Stimulating interest in the text

Draw Ss' attention to the covers of the magazines and ask them who they think the magazines are meant for and what they have inside. Elicit ideas from the class and stimulate a discussion.

Suggested Answer Key

*'Shoot' is for teenagers who like sport and especially football. It probably has articles about football matches and footballers.
'Cosmo' is for teenage girls. It probably has articles about fashion and beauty as well as gossip about stars. It also has problem pages and horoscopes.*

2 **Focus ►** Matching titles to categories

- Read the rubric and explain the task. Go through the feature titles and the categories with Ss, eliciting/explaining any difficult words. Allow Ss time to complete the task in pairs. Go around the classroom monitoring Ss' work and helping if necessary. Check Ss' answers as a class.
- Ask Ss to think of other titles and discuss.

Answer Key

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

Reading

3 FOCUS ► Reading for specific information

- Ask Ss to read and listen to the text and to say what the underlined words refer to. Allow Ss time to do the task individually. Ss compare answers. Check answers.

Answer Key

They – magazines

They – teenage boys

They – writers for teenage magazines

This – the informal language used in the magazines

- Ask Ss to explain the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

popular (adj): fashionable

glossy (adj): shiny

instead (prep): as opposed to

attractive (adj): popular

Speaking

4 FOCUS ► Discussing preferences

Ss work in groups. Ask Ss to think about their favourite teenage magazines and why they like them. Ss discuss their ideas. Go around the class monitoring Ss' work and helping where necessary. Ask individual Ss from different groups to tell the class about what they discussed and stimulate further class discussion.

(Ss' own answers)

Project

5 FOCUS ► A survey

- Ss work in groups. Go through the rubric with Ss and elicit key words (*survey, favourite teenage magazine, boys, girls, your class*). Elicit/Explain what Ss have to write. You can use the questionnaire below.

What kind of magazines do you read?

How many magazines do you buy every week?

What do you like most in teenage magazines?

Do you find the problem pages useful?

Do you discuss these magazines with friends?

- Allow Ss some time to complete the task in class. Ss can go around the class asking fellow Ss. Go around the class monitoring Ss' work and helping with any difficulties. Ask an individual from each group to present their findings to the class. Give feedback.

(Ss' own answers)

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Reading & Listening

1 **Focus ►** Stimulating interest

Draw Ss' attention to the TV guide. Ask Ss where they think you could find it. Ask Ss to look closer and say what kind of programmes you can watch. Ask Ss if they have similar programmes in their country. Stimulate discussion about TV in their country adapting your questions according to Ss' responses.

Answer Key

You can watch the news, a documentary, a police drama, a soap opera, sports, a cookery show, a quiz, a chat show, a music show, a comedy, and a reality show.

2 **Focus ►** Listening and repeating

Read the rubric and explain the task. Read the sentences with Ss first and explain any unknown words/meanings. Play the recording (twice if necessary), pausing after each phrase.

Answer Key

1 S	3 D	5 A	7 S	9 D
2 S	4 D	6 S	8 A	

3 a) **Focus ►** Listening for specific information

Ask Ss to read the dialogue and to say who wants to watch the listed programmes. Allow Ss time to complete the task. Go around the class monitoring Ss' work and helping if necessary. Ss compare answers. Check answers with class.

Answer Key

*Reality show - Becky
The News - Sam
A documentary - Pete, Julie
Sports programme - Pete
A soap opera - Julie*

b) **Focus ►** Reading out a dialogue

In pairs, Ss read out dialogues.

(Answer as dialogue)

Speaking

4 **Focus ►** Discussing TV programmes

Ss work in pairs. Ask Ss to look at the TV guide in Ex. 1 again and to discuss which TV programmes they want to watch. Remind Ss to use the phrases in Ex. 2. Allow Ss time to prepare and to practise and then ask pairs to act out their dialogue for the class. If possible, record dialogues. Correct pronunciation and any mistakes and give feedback.

(Ss' own answers)

5 **Focus ►** Forming adjectives

- Read the rubric and explain the task. Go through the box with Ss and check understanding. Allow Ss time to complete the task and check the words in their dictionaries. Ss compare answers. Check answers.

Answer Key

1 enjoyable	4 insistent
2 different	5 considerable
3 believable	6 sensible

- Ask Ss to make their own sentences using the adjectives. Allow Ss time to complete the task. Ss compare answers. Ask a few Ss to read their sentences to the class.

Suggested Answer Key

*We had a very enjoyable day at school today.
There are many different TV programmes on satellite TV.
Jack is a very sensible boy. etc.*

Pronunciation

6 **Focus ►** Pronouncing /e/, /æ/, /ea/

- Focus Ss' attention on the phonemes chart in the appendix. Ask them to find the three symbols. Pronounce the sounds clearly and slowly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds around the class. Read the rubric and explain the task. Play the recording. Ss listen and tick the correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Answer Key

	/e/	/æ/	/eə/		/e/	/æ/	/eə/
belly	✓			lad		✓	
Harry		✓		ferry	✓		
fairy			✓	barely			✓
marry		✓		dairy			✓

- Brainstorm for other words with these sounds. Ask Ss to look at the unit wordlist at the back of the book for examples.

Suggested Answer Key

/e/: tell /æ/: bad /eə/: hairy

Extensive Reading

4

1 a) **Focus ►** Stimulating interest

Draw Ss' attention to the pictures and ask them what they think the students are doing. Elicit ideas from around the class and stimulate discussion.

Suggested Answer Key

I think the students are working in a radio station. Maybe they are reading the news or doing an interview.

b) **Focus ►** Stimulating interest in topic

Ask Ss if they listen to the radio and if so what kind of shows they like. Elicit responses from around the class and stimulate discussion, adapting your questions according to Ss' responses. Elicit words related to radio.

(Ss' own answers)

Reading & Listening2 a) **Focus ►** Predicting content

Ask Ss to look at the title of the article and to say what they think it is about. Elicit answers from around the class. Ss listen, read and check.

Suggested Answer Key

The article is about UK university students who have their own radio stations.

b) **Focus ►** Matching titles to paragraphs

- Ask Ss to read the article again and to match the headings to the paragraphs. Read through the titles first with Ss so they know what to look for. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 C 2 B 3 D 4 A

- Ask Ss to explain the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

chart hits (n): popular songs
breaks down (phr v): stops working
controls (v): manages

3 **Focus ►** Matching jobs to descriptions

Read the rubric and explain the task. Go through the words and descriptions first with Ss and check understanding. Allow time for Ss to complete the task. Ss compare answers. Check answers and write them on the board.

4

Extensive Reading

Answer Key

DJ – the person who presents the show and plays music

Journalist – the person who writes and then reads the news

Producer – the person who organises everything and controls the show

Engineer – the person who fixes the equipment when it breaks down

Speaking

4 Focus ► Listen to a radio programme

Suggested Answer Key

- It starts with a greeting.
- It presents:
 - 1 a quick update on a basketball game.
 - 2 the Fire Service Chief's retirement.
 - 3 the traffic today.

Project

5 Focus ► Creating a radio programme

Ss work in groups. Go through the rubric with Ss and elicit key words (*short radio programme, latest school/local news*). Tell Ss to choose one of the four positions for each member of the team and to distribute the tasks. There should be 2 journalists covering a different story each. Allow Ss some time to prepare the task. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have finished preparing and have practised, ask each group to record it and then play it to the class. Give feedback.

(Ss' own answers)

4

Progress Check

Progress Check 4 and Look at Module 5 should be done in one lesson.

Answer Key

- 1 1 G 3 H 5 A 7 I 9 E
2 F 4 B 6 C 8 J 10 D

- 2 1 idea 3 proud 5 members
2 stray 4 record

- 3 1 off 2 on 3 with 4 off

- 4 1 was playing 4 was reading
2 was sending 5 was watching
3 was recovering

- 5 1 was cooking, heard
2 was reading, started
3 were watching, was sleeping
4 saw, ran

- 6 1 a 2 b 3 a 4 b 5 a

What the future holds

Module 5

Before you start ...

Ask Ss to take a quick look at Module 4. Ask them where they get the news from. Elicit vocabulary seen in the previous module. Ask Ss what kind of programmes they watch on TV and what kind of magazines they like. Stimulate discussion about their favourite types of media.

Look at Module 5

- Ask Ss to look at the title of the module, *What the future holds*, and elicit/explain the meaning (*what will happen in the future*).
- Refer Ss to the titles of the units on pp. 46-50 and to the various pictures and ask them how they are related to the future (p. 46 *what life will be like in 2100*; p. 48 *hi-tech electronic devices*; p. 50 *people's opinion about what the future will be like*).
- Use pictures 1-3 to stimulate a discussion and to promote their interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

an underwater city (p. 46)

Do you like the idea of underwater cities? Would you like to live in an underwater city? Why?

children's predictions (p. 46)

Do you talk to your friends about the future? Do you think life will be very different in the future? How?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 46).

T: *What page is picture 1 from?*

S1: *It's from page 46.*

T: *What else can you see on p. 46?*

S2: *A flying car and an underwater city.*

T: *How do you think the picture is related to the unit?*

S3: *They are pictures of what life will be like in the future.*

Pic 2 (p. 48)

What can you see in the picture?

What else can you see on the page? How are the pictures related? What do you think the dialogue might be about?

Pic 3 (p. 50)

Where do you think the girl is? How do you think the picture is related to the text?

Predictions

Objectives

Reading: schoolchildren's predictions

Grammar: future simple

Speaking: making predictions

Listening: a boy's predictions

Writing: a short text about your predictions

Introduction

Ask Ss to look at the title, *Predictions*, and the pictures. Elicit/Explain the meaning of the title (*imagining what the future will be like or what will happen in the future*). Ask them what they think the unit will be about. Encourage Ss to predict what type of vocabulary they will see in the unit.

Reading

1 a) **FOCUS ►** Predicting content

Draw Ss' attention to the four pictures on the page and ask them to say how they are related to the title of the unit. Elicit Answers.

Suggested Answer Key

Both the pictures and the text relate to life in the future.

b) **FOCUS ►** Building vocabulary

Read out the prompts and elicit/explain the words. Ask Ss to look at the pictures again and to identify the items. Allow Ss time to perform the task. Ss compare answers. Check answers.

Answer Key

Picture 1: *glass domes, underwater cities*

Picture 2: *robotic housemaid*

Picture 3: *special suits*

Picture 4: *flying cars*

2 a) **FOCUS ►** Reading for specific information

- Ask Ss to read the questions and the options A, B and C first so they know what information to look for. Ss choose the best option A, B or C. Ss compare answers. Check answers.

Answer Key

1 B 2 B 3 B 4 A

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks. Have Ss mime or draw the meanings.

Answer Key

be very different (exp): *not be the same*

be so polluted (exp): *be very dirty*

exist (v): *to live*

mini submarines (n): *small ships/vessels that travel underwater*

moon shuttle (n): *a flying vessel that can travel to the moon*

have enough money (exp): *have the money you need to pay for something*

believe (v): *I think*

traffic jams (n): *when cars are stopped in the street because there are too many of them*

fuel (n): *substance that produces energy when burnt*

cause pollution (exp): *to make the environment dirty*

b) **FOCUS ►** Talking about predictions

Ss work in pairs. Ask Ss to think of their own predictions and to look back at the texts and to discuss with their partner which prediction is closest to their own. Allow Ss time to discuss. Go around the classroom monitoring Ss' performance and helping where necessary. When Ss have finished, ask them to tell the class what their partner said.

(Ss' own answers)

Grammar

3 a) **Focus** ▶ Reviewing future simple

- Work with books closed. Write *I think life will be different in the future* on the board putting stress on the words **think** and **will**. Tell Ss that this is the future simple tense and explain how it is formed. Write *What will life be like in the future?* Ask Ss the question, putting stress on the word **will**. Elicit answers from Ss. Drill.
- Ss open books. Ask Ss to look at the theory box. Go through its contents with Ss. Check understanding.

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

Read the rubric and explain the task. Allow Ss time to complete the task individually. Ss compare answers.

Answer Key

Affirmative

The earth will be polluted.

It will be difficult to find clean water.

We will live in glass domes.

We will travel in special submarines. etc

Negative

We won't be able to live on it (the Earth).

There won't be any traffic jams.

There won't be any petrol left. etc

Speaking

4 **Focus** ▶ Practising the future simple

- Ask a pair to act out the example exchange. Drill example with class.
- Ss work in pairs. Ask Ss to form questions and answers using the prompts. Allow Ss some time to complete the task. Go around the class monitoring Ss' work and helping where necessary. Have individual pairs read out their exchange to the class. Accept feedback.

Suggested Answer Key

2 A: *Will people drive flying cars?*

B: *Yes, I think people will drive flying cars.*

3 A: *Will computers talk?*

B: *Yes, I think computers will talk.*

4 A: *Will time travel be common?*

B: *No, time travel won't be common.*

5 A: *Will people live in underwater cities?*

B: *No, I don't think people will live in underwater cities.*

5 **Focus** ▶ Completing gap filling exercises

Ask Ss to read the sentences and put the verbs in brackets in the correct tense. Allow Ss time to complete the task. Go around the classroom monitoring Ss' work and helping if necessary. Ss compare answers. Check answers.

Answer Key

1 *invent* – *won't pollute*

2 *comes* – *will go*

3 *has* – *will buy*

4 *exercise* – *will feel*

5 *are* – *will go*

Listening

6 **Focus** ▶ Listening for specific information

Read the rubric and explain the task. Tell Ss to read the sentences first so they have an idea of what information they should listen for. Play the recording (twice if necessary). Ss complete the task. Check answers.

Answer Key

1 *will* 2 *won't* 3 *will* 4 *won't*

7 **Focus** ▶ Practising phrasal verbs (look)

Read the rubric and explain the task. Elicit/Explain the meaning of the phrasal verbs. Ss use their dictionaries to look up the phrasal verbs. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 *looking forward to*

3 *looking for*

2 *look after*

4 *look up*

5a

Predictions

Writing

8 **Focus** ► Text about your predictions

Go through the rubric with Ss and elicit key words (*your predictions, future, ideas from Ex. 1, own ideas, similar to p. 46, draw a picture*). Write the key words on the board. Elicit what Ss should write. Tell Ss to use ideas from Ex. 1 to help them and their own ideas. Brainstorm ideas and write them on the board as an example only. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

I think that we will discover other planets and we will go on holidays there. I also think that everybody will have their own robot that will do all their work for them and we will have more time to play. However, I don't believe that we will have robot teachers because we will always need real teachers.

Synergy

- Allow Ss one minute to think of ten words and the grammar structures they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

5b

Gadget madness

Objectives

Vocabulary: related to gadgets

Reading & Listening: a dialogue about a virtual pet

Grammar: zero & 1st conditional

Everyday English: agreeing & disagreeing

Speaking: about virtual dogs

Listening: gap fill

Writing: an advertisement

Introduction

Ask Ss to look at the title, *Gadget madness*, and the pictures. Elicit/Explain the meaning of the title (*modern electronic devices*). Ask them what they think the unit will be about. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

1 **Focus** ► Building vocabulary related to gadgets

- Draw Ss' attention to the pictures of the gadgets and ask them if they use any of them and what for.
- Ss work in pairs. Ask Ss to look at the phrases. Elicit/Explain any unknown words. Ask Ss to use the ideas and to discuss them with their partner. Ask a pair to act out the example exchange. Allow Ss time to discuss and go around the classroom monitoring their work and helping if necessary. When Ss have finished, select pairs to act out their dialogues for the class. Give feedback.

Suggested Answer Key

A: *I use a mobile phone to call my family and friends or to send SMS. I also use it to take pictures. How about you?*

B: *I also use my mobile phone for that, but I also play games on it and listen to the radio ... etc.*

Reading & Listening

2 a) **Focus ►** Stimulating interest/predicting content

Draw Ss' attention to the picture in the dialogue and ask them if they know what it is and what it's used for. Elicit ideas from the class.

Answer Key

It is a virtual pet. It is a game that allows you to pretend you have a pet.

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

- Ask Ss to read the first exchange and to try to guess the answers. Ask Ss to justify their replies.
- Tell Ss they are going to listen to the dialogue to check. Play recording (twice if necessary). Ss complete the task. Ss compare answers. Check answers.

Answer Key

Bridget is going to buy a virtual pet in an electronics shop.

3 a) **Focus ►** Reading for specific information

- Ask Ss to read the dialogue and to complete the sentences. Allow Ss time to complete task. Ss compare answers. Check answers.

Answer Key

- 1 *buy a virtual pet.*
- 2 *a computerised pet.*
- 3 *you press a button to feed it.*
- 4 *show any affection.*

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

virtual pet (n): *an electronic pet*

computerised (adj): *a machine controlled by a computer*

puppy (n): *a very young dog*

buttons (n): *small objects on a machine that you press to make it work*

take care of (exp): *to watch and protect*

come off it (exp): *don't be silly*

affection (n): *love*

have a point (exp): *be right about sth*

b) **Focus ►** Reading a dialogue

Ss work in pairs. Ask Ss to read the dialogue quietly and then to read it aloud for the class. Check and correct Ss' pronunciation. Give feedback.

Grammar

4 a) **Focus ►** Reviewing future forms

Do the task as a class. Ask Ss to read the sentences and to identify their tenses. Ask Ss to use the *Grammar Reference Section* to say how the tenses are used. Discuss responses as a class.

Answer Key

1 *future simple - sudden decision*

2 *future simple - prediction*

3 *future simple - promise*

4 *present continuous - intention*

5 *present continuous - fixed plan*

6 *present continuous - prediction based on evidence*

b) **Focus ►** Talking about plans

Students work in pairs. Ask Ss to discuss their plans with their partner. Allow Ss time to discuss and then ask them to act out their dialogue for the class. Give feedback.

(Ss' own answers)

5b

Gadget madness

5 FOCUS ► Reviewing zero & 1st conditional

- Work with books closed. Write *When you heat water, it boils* on the board and tell Ss this is an example of the zero conditional. Write *If you don't study, you will fail the exam* on the board and explain that this is an example of the 1st conditional. Explain the structures and the uses and check understanding.
- Ss open books. Ask Ss to look at the theory box. Go through its contents with Ss. Check understanding.
- Ask Ss to complete the sentences with the correct form of the verbs in brackets. Allow Ss time to complete the task. Go around the classroom monitoring Ss' work and helping where necessary. Ss compare answers. Check answers.

Answer Key

1 doesn't rain 3 invite 5 will call
2 will catch 4 drop

Game

FOCUS ► Conditionals

Ss play in teams. Team A starts a conditional sentence, Type 1, and team B completes the sentence. After five sentences switch so that team B starts the sentence and team A completes it.

Suggested Answer Key

Team A S1: *If you go to Moscow, ...*
Team B S1: *... you will see the Kremlin. etc*

Everyday English

6 FOCUS ► Learning language for agreeing/disagreeing

- Go through the phrases in the box with Ss and elicit/explain any unknown meanings.
- Ask Ss to think of what the phrases mean and ask for equivalent phrases in their L1.

(Ss' own answers)

Speaking

7 FOCUS ► Expressing agreement/disagreement

- Ss work in pairs. Go through the list of arguments with Ss, eliciting/explaining any unknown words. Ask Ss which of the phrases are in favour of virtual dogs/real dogs. Ask Ss to use the phrases in the box to discuss whether virtual dogs are better than real dogs.

Answer Key

virtual dogs: *don't have to clean up after them, don't need a vet, don't shed hair*
real dogs: *can show you affection, bark when hungry, can protect you, are expensive to keep*

- Ask a pair to read out the example. Allow Ss time to prepare and practise. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have finished practising ask pairs to act out their exchanges for the class. Give feedback. As an extension you could use Ss' discussions to have a more open class discussion.

Suggested Answer Key

A: *I prefer real dogs because they show affection.*
B: *That's true, but you have to clean up after them. etc*

Listening

8 FOCUS ► Listening for specific information

- Draw Ss' attention to the picture and ask them to say what it is. Ask Ss what it is used for. Elicit vocabulary related to MP3s and stimulate a discussion. This will prepare Ss for the vocabulary in the tapescript.
- Tell Ss they are going to listen to an advertisement for an MP3. Tell Ss to first read the advertisement and try to guess what kind of words are missing. Play the recording (twice if necessary). Ss complete the task. Check answers.

Answer Key

1 headphones 4 £199
2 speaker 5 0800 755 844
3 2,000

Writing

9 Focus ► An advertisement

Ss work in groups. Go through the rubric with Ss and elicit key words (*advertisement, gadget, name, price, what it can do*). Refer Ss back to the advertisement in Ex. 8 and tell them they can use it as a model. Brainstorm ideas and write them on the board. Elicit what Ss should include in their advertisement (*name, price, what it can do, etc*). Allow Ss time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

New & Improved	• <i>Stainless steel blades (never need sharpening)</i> • <i>Easy-grip plastic handle</i> • <i>Life-long guarantee</i>
Slice-o-matic!	<i>Slice-o-matic can dice, slice, cube, cut and mince. No kitchen should be without one! Only £8.99</i>

Synergy

- Allow Ss one minute to think of six words and the grammar structures they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



What's your opinion?

Objectives

Reading & Listening: an article about schools of the future

Writing: an opinion essay

Introduction

Draw Ss' attention to the title, *What's your opinion?*, and ask them what they think it means. Ask Ss what they think schools of the future will be like. Encourage Ss to express their opinions while recycling phrases from the previous unit.

Reading & Listening

1 **Focus ►** Expressing opinion

Ask Ss to read the speech bubbles quietly and then have two Ss read them aloud. Encourage Ss to express their opinions on both statements. Stimulate class discussion.

Suggested Answer Key

S1: I don't think computers will ever replace teachers because computers can't give clear answers for all students' questions.

S2: I agree. etc.

2 **Focus ►** Stimulating interest/predicting content

Ask Ss to read the title of the article and to say what they think the article is about. Elicit ideas from around the class. Ss read and/or listen to the text to check if their guesses were right.

Answer Key

The article is about what schools will be like in the future.

3 a) **Focus ►** Reading for specific information

Ask Ss to read the article and to make a list of viewpoints for and against computers. Allow Ss

time to complete the task. Go around the class room monitoring Ss' work. Ss compare their list with a partner. Ask Ss to read their list aloud to the class. Ask Ss if they agree with the viewpoints and stimulate a discussion.

Answer Key

For

writing assignments, keeping notes during lectures, looking up information online

Against

computers will never replace teachers, can't act as role models, can't help with difficult tasks

b) **Focus ►** Building vocabulary: linking words

Ss work in pairs. Ask Ss to find the words in italics and to say which ones are used to add points, to show contrast or to conclude. Allow Ss time to complete the task. Check answers with class.

Answer Key

add points: *What's more, Moreover*

show contrast: *However*

conclude: *To sum up*

4 a) **Focus ►** Matching paragraphs to headings

Read the rubric and explain the task. Allow Ss time to complete the task. Do the task as a class and explain the importance of following the structure.

Answer Key

1 *Introduction (presentation of topic)*

2 *Viewpoints & examples*

3 *Opposing viewpoints & examples*

4 *Conclusion (summary of topic)*

b) **Focus ➤** Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary i.e. They can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

school assignments (n): school work such as projects students need to do

keep notes (exp): write down words or ideas you need to remember

go online (exp): connect to the Internet

motivate (v): encourage/give sb a good reason to do something

role models (n): people who give examples of good behaviour

5 a) **Focus ➤** Using topic/supporting sentences

Draw Ss' attention to the Study Skills box. Elicit/ Explain what topic sentences are. Ask Ss to read the Study Skills box quietly. Then read it aloud for the class. Check understanding. Ask Ss to identify the topic sentences in the text and think of sentences that could be used to replace them. Allow Ss time to perform the task individually. Go around the classroom monitoring Ss' work and helping where necessary. Check answers.

Answer Key

Topic sentences to be underlined: *It is true that technology plays a big part in learning today. However, computers will never be able to replace teachers.*

Suggested Answer Key

Replacement topic sentences: *Computers are very important for education.*

However, computers will never be able to do everything a teacher can do.

b) **Focus ➤** Identifying supporting sentences

Read out the rubric. Check understanding of the task. Allow Ss time to find the supporting sentences. Check Ss' answers.

Answer Key

In many parts ... lectures.; what's more ... course.

Teachers motivate ... explanations.; Moreover ... For them.

Writing

6 a) **Focus ➤** Writing supporting sentences

Go through the rubric with Ss and elicit key words (*school magazine, articles, opinion on Computers: A blessing or a curse?*). Ask Ss to look at the topic sentences and find supporting ideas for them. Brainstorm ideas and write them on the board.

b) **Focus ➤** An opinion essay

- Elicit the information that Ss should include in their article (*presentation of topic, viewpoints and examples, opposing viewpoints and examples, conclusion*). Ss use the topic/ supporting sentences from Ex. 6a.

For:

- Computers help save paper.
- Computers save space in your house.
- Computers help us learn.
- Computers allow us to stay in contact with people via e-mail.

Against:

- Computers can be bad for your eyes.
- Some children may spend too much time playing computer games.
- Computers don't help children to communicate with others.
- Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Ss compare work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in the class.



What's your opinion?

Suggested Answer Key

Computers: A blessing or a curse?

There aren't many people who don't know how to use computers these days. Look in almost any home, classroom or office and you'll probably spot a computer.

It is true that computers can save a lot of space and time. Firstly, computers help save a lot of paper and that's good for the environment. Secondly, computers save space in your house because they can do the job of encyclopaedias and other books. Lastly computers help us learn and allow us to stay in contact with people via e-mail.

On the other hand, the use of computers can lead to problems. To begin with, computers can be bad for your eyes, especially as some children may spend too much time playing computer games. Moreover, computers don't help children communicate with others. Instead, children spend their time indoors sitting in front of a computer screen.

To sum up, computers have their good points and their bad points. Whether the advantages outweigh the disadvantages really doesn't matter as computers are definitely here to stay.

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Culture Corner

Reading & Listening

- 1 **Focus ►** Stimulating interest/Predicting content

Draw Ss' attention to the graph and the title of the text. Ask Ss to look at it for a moment and say what they think the text is about. Elicit answers from around the class and ask Ss to justify their answers. Play the recording. Ss listen and read the text to check their answers.

Answer Key

The text is about what kind of hi-tech equipment teenagers have got in their bedrooms.

- 2 a) **Focus ►** Reading for specific information

Ask Ss to read the text again and to study the graph in order to answer the questions. Tell Ss to read the questions first so that they know

what information they are looking for in the text and the graph. Ss complete the task. Go around the classroom monitoring Ss' work and helping where necessary. Ss compare their answers. Check answers with class.

Answer Key

- | | |
|------------|-------------------|
| 1 50% | 4 13% |
| 2 MP3 & PC | 5 pocket money or |
| 3 TV | work |

b) Focus ➤ Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

hanging out (phr v): spending time

average (adj): typical

equipment (n): things which are used for certain purposes

innovations (n): newly invented things

consoles (n): panel with switches/buttons used to control a machine/device

survey (n): set of questions to find out about something

gadgets (n): small electronic devices

pocket money (n): money that your parents give you every week

gold mine (n): a place where we dig for gold

Speaking

3 Focus ➤ Using a graph to present information

Ask Ss to look at the graph again and to tell the class about what British teenagers have in their bedrooms. Allow Ss time to prepare individually before asking them to make their presentation.

Suggested Answer Key

From the graph we see that 50% of teenagers have got a high-fi or a DVD player in their bedroom. About a third of teenagers have an MP3 player or a PC and finally 13% of teens have got digital TV.

Writing

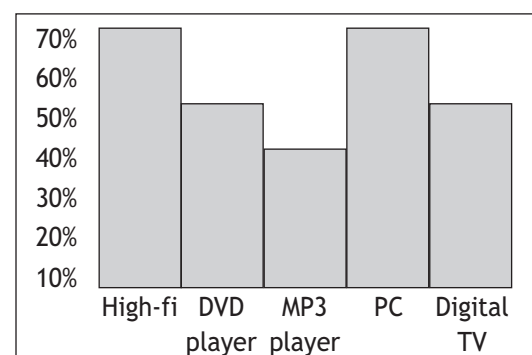
4 Focus ➤ A survey

- Go through the rubric with Ss and elicit key words (*survey, high-tech equipment your classmates own, questionnaire, make bar graph, showing results, type of items, percentage of children*). Ask Ss what kind of questions they need to ask and brainstorm for ideas. You may use the questionnaire below as a guide.

	Question	Yes	No
1	Have you got a high-fi?		
2	Have you got a DVD player?		
3	Have you got an MP3 player?		
4	Have you got a PC?		
5	Have you got a Digital TV?		

- Allow Ss some time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Ss compare work. Check Ss' work and give feedback.

Suggested Answer Key



Reading & Listening

1 a) **Focus ►** Stimulating interest

Draw Ss' attention to the pictures and ask them if they think they have anything in common. Elicit answers from around the class.

Suggested Answer Key

They are all related to the computer or the Internet.

b) **Focus ►** Listening & repeating

- Ask Ss to read the phrases quietly to themselves. Elicit/Explain any unknown words. Tell Ss they are going to listen to the phrases and repeat them one by one. Play recording, pausing after each phrase for Ss to repeat. Correct Ss' pronunciation and intonation.
- Ask Ss which sentences are used by a person asking for or giving instructions. Elicit answers from the class.

Answer Key

*Asking for instructions: 1, 3, 6, 7
Giving instructions: 2, 4, 5, 8*

2 **Focus ►** Completing gap filling exercise

Read the rubric and explain the task. Play the recording (twice if necessary). Ss complete the task. Ss compare answers. Check answers.

Answer Key

- Can you help me send an e-mail?*
- Now connect to the Internet.*
- Got it! What's next?*
- Make sure you click on 'send' when you finish writing it.*
- That was easier than I thought.*

3 a) **Focus ►** Putting pictures in order

Ss work in pairs. Ask Ss to look at the pictures again. Ask Ss to read the dialogue again and put the pictures in the correct order. Allow Ss time to complete task. Go around the classroom monitoring Ss' work and helping where necessary. Pairs compare answers with the pair beside them. Check answers.

Answer Key

A 5	C 6	E 2
B 4	D 3	F 1

b) **Focus ►** Asking for/Giving instructions

Ss work in pairs. Ss use the pictures in the correct order to act out a dialogue similar to the one in Ex. 2. Allow Ss time to prepare. Go around the classroom monitoring Ss' work and helping where necessary. Ask individual pairs to present their dialogues to the class. Accept feedback and correct where necessary.

Suggested Answer Key

A: *Can you help me send an e-mail?*
B: *Sure. First turn on the computer.*
A: *Ok. What next?*
B: *Now connect to the Internet and access your email.*
A: *Got it! What's next?*
B: *Now create a new message.*
A: *Wow, that was easier than I thought.*
B: *Yes, but don't forget to click on 'send'.*

Speaking

4 **Focus ►** Role playing a dialogue

Ss work in pairs. Read the rubric and explain the task. Go through the instructions with Ss and check understanding and elicit/explain any unknown words. Allow Ss time to prepare and have a few pairs act out their dialogue for the class. If possible have Ss record their dialogues. Correct where necessary.

Answer Key

A: *Can you help me send an SMS?*
B: *Sure. Switch on your phone.*
A: *Okay!*
B: *Now, go to the menu on your phone.*
A: *Got it! What's next?*
B: *Choose 'Messages' and then select 'Create Message'.*
A: *All right.*
B: *Now, write your SMS and select 'send'.*
A: *Anything else?*
B: *Yes, key in the number and press 'send' again.*
A: *Thanks.*

Pronunciation

5 **Focus ►** Pronouncing /ɑ:/ - /ʌ/

Focus Ss' attention on the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds clearly and slowly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds around the class. Read the rubric and explain the task. Play recording. Ss listen and tick correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Answer Key

	/ɑ:/	/ʌ/		/ɑ:/	/ʌ/
calm	✓		task	✓	
come		✓	tusk		✓
harp	✓		calf	✓	
cup		✓	cuff		✓

Extensive Reading

Reading & Listening

1 **Focus ►** Stimulating interest/Predicting content

- Draw Ss' attention to the title and the pictures. Ask Ss what they think the text is about. Elicit ideas from around the class.
- Ss read the text to see if they guessed correctly. Check answers.

Answer Key

The text is about the use of computers to simulate reality.

2 a) **Focus ►** Completing gap filling exercise

- Ask Ss to read the text and fill in the gaps with the A, B, C options. Allow Ss time to complete task. Ss compare answers.
- Play recording. Ss check answers.

Answer Key

1 a 3 There 5 also
2 don't 4 by

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

Ask Ss to read the questions first so they know what information to look for. Allow Ss time to complete the task. Check answers.

Answer Key

- 1 Computer simulation is the use of computers to simulate reality.
- 2 Simulations are useful because we can use them to test new products and train people.
- 3 Engineers and pilots can use simulations.

c) **Focus ►** Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

real life (exp): things that really happen in life
training (n): period of time spent learning how to do sth

skills (n): abilities to do sth

Engineers: people who use scientific knowledge to build sth

faults (n): defects, things that are wrong with something

5

Extensive Reading

Speaking

3 **FOCUS ►** Discussing things that impress us

Ss work in pairs. Ask Ss to look back at the article and to think of what impressed them most. Allow Ss time to discuss their ideas and then ask pairs to tell the class what they talked about.

(Ss' own answers)

4 **FOCUS ►** Forming adjectives from nouns

- Work with books closed. Write the following on the board: **rain - rainy, care - careful**
- Explain to Ss that we can use **-ous, -y, -al, -ful** to form adjectives from some nouns.
- Elicit other examples from class. Ask Ss to open their books and read the language box silently. Check Ss' understanding and help with difficulties if necessary.

- Ask Ss to form adjectives from the nouns. Allow Ss time to complete the task. Go around the classroom monitoring Ss' work and helping where necessary. Ss compare answers. Check answers.

Answer Key

1 dangerous	4 traditional
2 dirty	5 famous
3 educational	6 useful

5 **FOCUS ►** Project: Designing a city of the future

Ss work in groups. Read the rubric and explain the task. Allow Ss time to perform the task. Go around the classroom monitoring Ss' work and helping where necessary. When Ss have finished ask them to present their city to the class.

(Ss' own answers)

5

Progress Check

Progress Check 5 and Look at Module 6 should be done in one lesson.

Answer Key

1	1 cities	3 flying	5 glass	5	1 am taking	4 will be
2	clean	4 online		2	is going to lose	5 am going to buy
				3	will get	
2	1 take	4 watch	7 store			
2	send	5 send	8 listen	6	1 see	3 get
3	surf	6 read		2	dream	4 don't call
						5 isn't
3	1 button	3 connect	5 electronic	7	1 b	2 b
2	Send	4 store			3 a	4 a
4	1 after	2 forward	3 up	4 for		

Having fun

Module 6

Before you start ...

Ask Ss to take a quick look at Module 5. Ask them what they think the future holds for us. Elicit vocabulary seen in the previous module. Ask Ss if they use computers and what they use them for. Stimulate discussion about what other gadgets they use.

Look at Module 6

- Ask Ss to look at the title of the module, *Having fun*, and elicit/explain the meaning (*enjoying yourself*).
- Refer Ss to the titles of the units on pp. 56-60 and to the various pictures and ask them how they are related to having fun (*p. 56 places where we have fun; pp. 58-59 summer camps for children between the ages of 13 and 19; p. 60 an expression which means to have a great time*).
- Use pictures 1-3 to stimulate discussion and to prompt interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on pic. 1 (p. 63)

T: What page is picture 1 from?

S1: It's from page 63.

T: What can you see in the picture?

S2: It's a sketch of someone in a swimming pool.

T: What else can you see on p. 63?

S3: Other sketches of rules for swimming safely in a swimming pool.

T: Where would you find them?

S4: In a leaflet about swimming pool rules.

Pic 2 (p. 56)

What can you see in the picture? What other pictures can you see on p. 56? How are the pictures related? How are they related to the title of the unit and the texts?

Pic 3 (p. 60)

What is the boy doing? How is the picture related to the title of the unit and the text?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

a website (p. 56)

What do you think the website is for? What else can you see on the page? Who do you think would visit this website? Why?

a postcard (p. 60)

How do you think the title is related to the picture and the postcard? What else can you see on p. 60?

a holiday camp advert (p. 58)

What sort of things do we do at holiday camps? Would you like to spend your summer at a holiday camp? Why? What type of camp is shown in the advert?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.

The fun starts here!

Objectives

Vocabulary: related to fun activities

Reading & Listening: ads for theme parks

Grammar: present perfect

Speaking: talking about what you did at a theme park

Writing: an advert for a theme park

Introduction

Ask Ss to look at the title, *Fun starts here*, and the pictures. Elicit/Explain the meaning of the title (*a place where you can have fun*). Ask them what they think the unit will be about. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Building vocabulary related to fun activities

- Draw Ss' attention to pictures A-C and ask them what kind of activities we can do there. Tell them to look through the list of activities. Elicit/Explain the meaning of any new vocabulary. Allow Ss time to match the activities with pictures A-C. Ss compare answers. Check Ss' answers.

Suggested Answer Key

A fly in a pirate ship, shake hands with cartoon characters, see famous landmarks, go on a water ride, ride on a rollercoaster, meet a ghost, explore a haunted mansion, go on a rocket journey, go souvenir shopping
B ride on the big wheel, eat candy floss
C see trapeze artists, see clowns perform tricks

- Ss work in pairs. Ask Ss if they have ever tried any of these activities. Have two Ss read out the example exchange. Allow Ss time to discuss activities with their partners.
- Ask several pairs to present their exchanges to the class.

Suggested Answer Key

A: Have you ever ridden on a big wheel.
B: No, I haven't. How about you?

A: Yes, I have. In Disneyland.

B: What was it like? etc.

2 **FOCUS ►** Visualising a scene

Tell Ss they are going to listen to some music. Ask them to close their eyes and to imagine being somewhere with some people as they listen. Ask them to imagine what they can see, hear, taste and smell. Play the recording and invite Ss to tell the class what they imagined.

(Ss' own answers)

Reading & Listening

3 **FOCUS ►** Stimulating interest/predicting content

- Ask Ss to look at the texts and to say what kind of texts they are and where they could find them, and what they are about. Allow Ss time to perform the task. Ss compare ideas.
- Ss listen to/read the text to check if they guessed correctly. Elicit answers from the class.

Answer Key

The texts are advertisements for theme parks. The first is a magazine article and the second is a website. They are about the things we can do there.

4 a) **FOCUS ►** Reading for specific information

- Ask Ss to read the texts again and to answer the questions. Tell Ss to read the questions first so they know what they are looking for.
- Allow Ss time to complete the task. Ss compare answers.
- Check answers.

Answer Key

1 in Tobu World Square
 2 both
 3 Disneyland
 4 in Tobu World Square
 5 Disneyland

b) **Focus ➤** Building vocabulary

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

tiny (adj): very small

home-cooked (adj): cooked in the home, not store-bought

ghosts (n): phantoms

stroll (n): leisurely walk

- Ask Ss which place they find the most exciting and initiate a class discussion eliciting opinion and justifications from Ss.

Suggested Answer Key

I think Disneyland is really exciting as you can go on a jungle cruise and explore tiny worlds.

Grammar

5 a) **Focus ➤** Reviewing present perfect

- Work with books closed. Write *I have ridden on a roller coaster* on the board putting stress on the words **have** and **ridden**. Explain that this is an example of an experience you have had. Explain the structure and the use. Write *Have you ever ridden on a roller coaster?* and elicit answers from the class and check Ss use of **ever**.
- Ss open books. Ask Ss to look at the theory box. Go through its contents with Ss. Check understanding. Ask Ss to read out the examples and then fill in the rule.

Answer Key

have

b) **Focus ➤** Practising present perfect

Ss work in pairs. Ask Ss to find examples of the present perfect in the text and to say which are regular and which are irregular verbs. Write

answers on the board. Instruct Ss to find the verbs in the list of irregular verbs at the back of their book and check. Check Ss' answers.

Answer Key

Regular – explored, wished

Irregular – shaken, come, flown, ridden, gone, dreamt, seen

6 **Focus ➤** Personalising present perfect

Have a S read out the rubric. Drill the example with the whole class, having each S respond to the question. Check Ss' understanding of the task. Allow Ss some time to complete the task in pairs. Monitor the activity, checking Ss' answers.

Suggested Answer Key

2 A: Have your parents ever gone on a roller-coaster ride?

B: No, they haven't.

3 A: Have your family ever travelled by boat?

B: Yes, they have. They did a cruise of the Nile.

4 A: Has your best friend ever flown in a helicopter?

B: No, he hasn't.

5 A: Have you ever seen a ghost?

B: No, I haven't. I don't believe in ghosts.

Game

Focus ➤ Talking about experiences

Ss play in teams. Explain the game to Ss. One S from team 1 starts by making a statement about his/her experience. Team 2 asks questions to find out more. Tell Ss to use their list of irregular verbs to help them. Set a time limit for the game. Correct Ss' pronunciation and grammar by taking notes and giving feedback later.

Suggested Answer Key

A: I've been to Paris.

B: Have you visited the Louvre?

A: No, I haven't.

B: Have you climbed the Eiffel Tower?

A: Yes, I have. etc.

Speaking

7 Focus ► Role playing a situation

Ss work in pairs. Have a S read out the rubric and help him/her explain the task. Allow Ss time to prepare their telephone conversation and go around the classroom, monitoring their work and helping where necessary. When Ss have finished, ask pairs to act out their dialogues for the class. If possible, have Ss' record themselves. Accept feedback.

Suggested Answer Key

A: Hi, Mat. Are you enjoying yourself in Disneyland?

B: Hi, Brian, I'm having a great time! I've shaken hands with Donald and Daisy. I've explored the Haunted Mansion and I've even flown in a pirate ship with Peter Pan!

A: Wow! That sounds great. What about the rollercoaster? Have you been on that yet?

B: No, not yet and I haven't gone on a rocket journey, either. We will probably go after lunch. And you?

8 Focus ► Using easily confused words

Elicit/Explain the meanings of the words **real** and **true** and write examples on the board. Ask Ss to complete the sentences. Allow Ss to compare answers and look the words up in a dictionary for confirmation. Check answers.

Answer Key

- | | |
|--------|--------|
| 1 real | 3 real |
| 2 true | 4 true |

9 Focus ► Practising phrasal verbs (come)

Read the rubric and explain the task. Elicit/Explain the meaning of the phrasal verbs. Ss use their dictionaries to look up the phrasal verbs and read examples. Allow Ss time to complete the task and compare answers. Check answers and write them on the board.

Answer Key

- | | |
|---------------|--------------|
| 1 came across | 3 came out |
| 2 came back | 4 came round |

Writing

10 Focus ► An advert

Ss work in groups. Go through the rubric with Ss and elicit key words (*advert, theme park, you have visited, heard about, name, location, see and do*). Write the key words on the board. Elicit from Ss what they need to write. Tell Ss to use their own ideas plus ideas from Ex. 3 to help them. Brainstorm for ideas and write them on the board as an example only. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW, provided you have gone through it orally in class first.

Suggested Answer Key

Want to get away? Here are some important reasons why you should!

At Theme Park Victoria you can ride on rollercoasters, go on a rocket journey, meet a ghost and have tea in its haunted mansion, eat candy floss and see clowns performing tricks!!

Book now! You've never seen anything like it!!

Synergy

- Allow Ss one minute to think about the grammar points and six phrases they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Teen camps

Objectives

Vocabulary: related to team camp activities

Reading & Listening: a dialogue

Everyday English: inviting/accepting & refusing invitations

Grammar: present perfect

Speaking: about what you've packed for holiday

Listening: an informal conversation about teen camp activities

Writing: a list

Introduction

Draw Ss' attention to the title, *Teen camps*, and ask them what they think it means (e.g. *a camp where teens go on holidays*). Ask Ss what they think the unit will be about. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

- 1 a) **Focus ►** Building vocabulary related to camps

- Have a S read out the rubric and help him/her explain the task. Allow Ss some time to scan the list. Elicit/Explain any new vocabulary. Ask Ss around the class for answers. Write them on the board and elicit feedback from the rest of the class. Check answers.

Answer Key

1 have	5 have/	8 go
2 go	make	9 play
3 go	6 play	10 have
4 play	7 make	11 make

- Draw Ss' attention to the pictures and ask them to match them to the activities. Allow Ss time to complete the task and compare answers. Check answers.

Suggested Answer Key

A: 2, 6, 8, C: 4, 5, 7, 10
B: 3, 11 D: 1, 9

- b) **Focus ►** Practising new vocabulary/ reviewing 1st conditional

Ss work in pairs. Ask Ss to choose one of the teen camps and to ask and answer questions with their partner. Ask a pair to read out the example exchange. Allow Ss time to perform the task. Go around the classroom, monitoring Ss' work and helping where necessary. When Ss have finished, ask some pairs to report to the class. Check Ss' answers.

Suggested Answer Key

A: *What will you do if you go to Sports Camp?*

B: *If I go to Sports Camp, I will go rafting and swimming, play volleyball, basketball and football, etc.*

Reading

- 2 a) **Focus ►** Stimulating interest/predicting content

Tell Ss that the dialogue is between two friends. Ask them to read the first exchange and items A-H and try to guess what the dialogue is about. Allow Ss time and elicit ideas from around the class. Instruct Ss to read to check their answers.

Answer Key

The dialogue is between two friends who are talking about their plans for the summer.

- b) **Focus ►** Completing gap-filling exercise

Ask Ss to read the dialogue and to fill in the gaps with the phrases A-H. Explain that there are more phrases than they need. Allow Ss time to complete the task. Play the recording (twice if necessary). Ss listen and check answers. Check with the class.

Answer Key

1 D 2 B 3 E 4 G 5 A

c) Focus ► Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

fancy (v): like, feel like

put up (phr v): erect

survive (v): manage to stay alive

A friend in need is a friend indeed. (exp): A true friend is one that helps you through the bad times.

3 Focus ► Role playing a dialogue

Read the rubric. Check Ss understand the task. Ss work in pairs. Allow pairs time to prepare their dialogues. Ask Ss to act out their dialogue for the class. Elicit feedback.

Suggested Answer Key

A: Have you planned your summer holiday yet?

B: I certainly have! I'm leaving next Friday.

A: Where are you going?

B: My parents have booked me a week at Arts Camp.

A: Arts Camp? What's that all about?

B: It's a teen camp where you learn to paint, sing and dance. Do you fancy coming with me?

A: I'd love to! I'll talk with my parents tonight about it!

B: OK, let me know tomorrow!

A: I will!

Everyday English

4 Focus ► Inviting accepting and refusing invitations

Focus Ss' attention on the phrases in the box. Read through the phrases with Ss and elicit/explain their structure and meaning. Check Ss' understanding. Read out the rubric and explain the task. Drill the

example with a S. In pairs, Ss act out similar exchanges to the example using the ideas given. Monitor and check Ss' work. Ask several pairs to act out their exchanges for the class.

Suggested Answer Key

A: How about going on a picnic?

B: That sounds great!

A: Do you fancy coming round for dinner?

B: I'm afraid I can't. I have to babysit.

Grammar

5 Focus ► Reviewing time expressions

Ask Ss to read the sentences quietly first. In pairs Ss find equivalents in L1. Have Ss compare answers with another pair. Instruct Ss to look up the words in their bilingual dictionaries.

(Ss' own answers)

Speaking

6 Focus ► Reviewing present perfect

Have a S read out the rubric and help him/her explain the task. Focus Ss' attention on the leaflet and explain/elicite the meaning of any new vocabulary. Drill the example with a S and check Ss' understanding of the task. Allow Ss time to complete the task in pairs. Ask Ss to pair up and act out exchanges for the class. Check Ss' answers.

Suggested Answer Key

A: Have you bought a new tracksuit yet?

B: No, I haven't.

A: Have you finished packing your suitcase?

B: No, I haven't. I'll do that last.

A: Have you found your football boots?

B: No, I haven't yet.

A: Have you packed any sports equipment?

B: Yes. I have just packed my rackets, etc.

7 Focus ► Completing gap fill exercise

Ask Ss to use the words in bold from Ex. 5 to fill in the blanks. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

- | | |
|----------|-----------|
| 1 yet | 4 already |
| 2 just | 5 ever |
| 3 before | |

Listening

8 Focus ► Listening for specific information

Allow Ss some time to read through the rubric and items A-H. Check Ss' understanding of the task by asking comprehension questions. Play the recording, (twice if necessary). Ss listen and complete the task. Check answers.

Answer Key

- 1 B 2 F 3 C 4 H 5 A

Writing

9 Focus ► A list

Ask Ss to imagine that they are going on holiday soon and to make a list of what they have done/haven't done. Ask Ss to read the examples. Allow Ss some time to complete the task in class. Go around monitoring Ss' work and helping with any difficulties. Ss compare their work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class. Have Ss read out their list to the class.

Suggested Answer Key

- I have booked the hotel.*
I have bought some summer clothes.
I haven't bought a sun hat.
I haven't changed any money.
I haven't packed my suitcase.

Synergy

- Allow Ss one minute to think about the grammar structures and ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

A whale of a time!

Objectives

Reading & Listening: a postcard

Grammar: have gone/have been

Speaking: role playing a telephone conversation

Writing: a postcard

Introduction

Draw Ss' attention to the title, *A whale of a time!*, and ask them what they think it means. Ask Ss when they last had a whale of a time. Encourage Ss to describe their experiences. e.g. *It was my birthday on Saturday and I had a whale of a time. I went to a theme park with some friends. I really enjoyed myself.*

Reading & Listening

- 1 a) **FOCUS ►** Stimulating interest/predicting content

Draw Ss' attention to the postcard and ask them to find out who is sending it and to whom. Ask Ss where each person is.

Answer Key

Janet is sending it to Mike. Janet is in California and Mike is in the UK.

- b) **FOCUS ►** Reading for gist

Ask Ss what they think the postcard is about. Tell Ss to read through the postcard to see if they were right. Elicit answers from around the class.

Answer Key

The postcard is about Janet's holiday in California.

- 2 **FOCUS ►** Reading for detailed understanding/ listening for confirmation

Ask Ss to read the text again and fill in the missing words. Remind Ss to pay attention to the preceding and following words. Allow Ss time to complete the task. Ss compare answers. Play the recording. Ss listen and check. Check answers.

Answer Key

1 from	4 a	7 on
2 of	5 and	8 yet
3 have	6 have	

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

greetings (n): *sth friendly you say when you meet or write to sb*

millions (quant): *a great number*

sailing (n): *travelling in a boat with sails*

wave riding (n): *surfing*

water skiing (n): *standing on a ski while being pulled by a boat*

sunbathing (n): *lying in the sun*

hair-raising rides (exp): *exciting rides*

souvenir (n): *sth you buy to remind you of a place*
get back (phr v): *return*

- 3 **FOCUS ►** Matching paragraphs to headings

Elicit what closing remarks are and ask Ss to find closing remarks in the postcard. Repeat for opening remarks and activities. Elicit answers from around the class. Ask Ss to match the paragraphs to the headings. Check answers and explain the importance of having opening and closing remarks in a postcard/letter (*to be friendly, to show interest, etc.*).

Answer Key

1 opening remarks	3 closing remarks
2 activities	

- 4 **FOCUS ►** Using descriptive language

Ask Ss to read the Study Skills box quietly. Then go through the Study Skills with Ss aloud. Elicit/Explain that adjectives make your description more interesting. Ask Ss to read the text again and to find the adjectives that describe nouns 1-7. Allow Ss

time to complete the task. Go around the classroom monitoring Ss' work and helping with any difficulties. Ss compare answers. Check answers. Ask Ss how we use adjectives in a sentence (e.g. *we usually place them in front of nouns, etc*). Elicit answers from the class or explain where necessary.

Answer Key

- | | |
|---------------|----------------|
| 1 exciting | 5 famous |
| 2 interesting | 6 hair-raising |
| 3 new | 7 beautiful |
| 4 fantastic | |

Grammar5 **FOCUS ►** Comparing *has gone* and *has been*

Read the two examples and explain/ elicit the difference in meaning. Check understanding. Ask Ss to complete the sentences with *has gone* or *has been*. Allow Ss time to complete the task. Ss compare answers. Check answers on the board.

Answer Key

- | | |
|------------|------------|
| 1 has gone | 3 has gone |
| 2 has been | 4 has been |

Speaking6 **FOCUS ►** Acting out a telephone call

Ss work in pairs. Ask Ss to go over the postcard again and to list all the things that Janet has/hasn't done yet at the park. Ss then act out a telephone conversation between Janet and Mike. Allow Ss time to prepare in pairs and then ask them to act out their dialogue for the class. Accept feedback and correct where necessary.

Suggested Answer Key

- M: Hi, Janet. How is it going at the camp?
 J: Great! I'm having the time of my life.
 M: Have you made any friends?
 J: Oh yes. I've met a lot of interesting people.
 M: Have you done anything exciting?
 J: Yes, I've gone water skiing and sailing, but I haven't done any souvenir shopping yet, etc.

Writing7 **FOCUS ►** A postcard

Go through the rubric with Ss and elicit key words (*spending week, holiday resort, postcard to English pen-friend*). Refer Ss to the postcard in Ex. 1 and tell them they can use it as a model. Brainstorm for ideas and write them on the board. Elicit the information that Ss should include in their postcard (*where they are, what they've done so far, if they like it*). Allow Ss some time to complete the task in class. Go around monitoring Ss' work and helping with any difficulties. Ss compare work. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

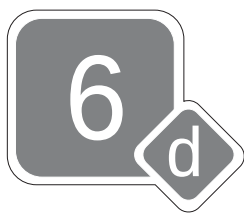
Hi Sally,

Greetings from Santorini! I'm having a whale of a time. I've been here for a week now and I really like it.

So far I've met lots of interesting people and I've made some new friends. I've also been swimming and I've even tried water-skiing! My brother and I have been to the volcano site, too! It was amazing.

I've taken lots of pictures to show you when I get back! See you soon.

Love,
 Emma



Culture Corner

Additional materials

Magazine adverts for theme parks

Reading & Listening

1 **FOCUS ►** Stimulating interest/predicting the content

Ask Ss to look at the pictures and the title of the text and to say what Legoland is and what country it is in. Elicit answers from around the class and stimulate Ss' interest by asking Ss if they used to play with LEGO.

Answer Key

Legoland is a theme park in California, USA.

2 **FOCUS ►** Building vocabulary

Ask Ss to look at the list of activities and say which ones they think you can do at Legoland. Elicit/ Explain any new vocabulary. Allow Ss time to discuss in pairs and then discuss as a class. Play the recording (twice if necessary). Ss listen, read and check. Write answers on the board.

Answer Key

*dig for dinosaur bones
go on a safari trek
take a ride on a roller coaster
drive a fire truck
see American landmarks
fly a plane*

3 **FOCUS ►** Reading for specific information

- Ask Ss to read the text again and to say what each paragraph is about and to find the key sentence for each. Allow Ss time to perform the task individually. Ss compare answers. Check answers.

Answer Key

1st para: *is about LEGO bricks. Key sentence: You can build just about anything with LEGO bricks.*

2nd para: *is about the attractions at Legoland. Key sentence: Among the attractions at Legoland is ...*

3rd para: *is about Miniland USA. Key sentences: Before you leave Legoland California, be sure not to miss Miniland USA.*

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

bricks (n): *rectangular blocks*
bones (n): *parts of the skeleton*
fossils (n): *hard remains of a prehistoric plant or animal*
driving licence (n): *official paper allowing you to drive*
find out (phr v): *discover*
landmarks (n): *building or feature which is easily recognised and helps you identify a place*

Speaking

4 **FOCUS ►** Role playing a telephone conversation

Ss work in pairs. One S imagines that he/she is at Legoland and telephones his/her partner to tell them about what they are doing and how much they like it. Allow Ss time to prepare and practise their role play and then ask pairs to act it out for the class. Give feedback.

Answer Key

S1: *Hi, Jacky. How are you?*
S2: *Fine thanks. How is Legoland?*
S1: *It's great. I'm having the time of my life here.*
S2: *What kind of things have you done?*
S1: *First, I went to Dino's Island and took a ride on the Coastersauras, etc.*

5 **FOCUS ►** Forming opposite adjectives

- Draw Ss' attention to the table and have a S read it aloud. Explain to Ss that we use the prefixes to form opposite adjectives. Write unknown on the board as an example and underline the prefix. Elicit another example from the class and write it on the board.
- Ask Ss to form the opposites of the adjectives 1-7. Allow Ss time to complete the task. Go around the classroom, monitoring Ss' work and helping where necessary.
- Ss compare answers and check in their dictionaries. Check answers with class. Instruct Ss to use the adjectives in sentences of their own.

Answer Key

1 <i>illogical</i>	5 <i>inactive</i>
2 <i>irresponsible</i>	6 <i>unbalanced</i>
3 <i>unbelievable</i>	7 <i>unforgettable</i>
4 <i>impossible</i>	

Project

6 **FOCUS ►** Project: A radio advert

Read the rubric and explain the task. Ask Ss to underline the key words (*make, radio advert, famous theme park*) and write them on the board. Elicit the information that Ss should include in their ad (*name, location, activities*). Refer Ss back to the text in Ex. 1 and tell them they can use it for ideas. If you have brought adverts from magazines, hand them out and tell Ss to use them for ideas. Allow Ss some time to complete the task in class. Go around the classroom monitoring Ss' work and helping with any difficulties. If possible, allow Ss to record their work and play it back to the class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Looking for a great day out for the entire family? Come visit us at Canada's Wonderland for an experience you'll never forget. Fly through the air in Captain Hook's pirate ship, splash down the falls in a log boat, scream your way through a walk in the haunted house!! All this and much, much more. Stop for a drink and a snack at any one of our many canteens and sit-down restaurants. Family rates available and OAPs are admitted free. Open every day of the week, April through September.

Synergy

- Allow Ss one minute to think about any ten words learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



English in Use

Reading & Listening

1 **Focus ►** Listening and repeating

Ask Ss to read the phrases quietly to themselves. Elicit/Explain any new vocabulary. Tell Ss they are going to listen to the phrases and repeat them one by one. Play the recording, pausing after each phrase for Ss to repeat. Correct Ss' pronunciation and intonation.

Answer Key

Ask: 1, 3, 4, 5, 8

Give: 2, 6, 7, 9

2 **Focus ►** Listening for specific information

Tell Ss that the dialogue is between a teenager and a receptionist at a camp. Ask them to listen to the dialogue and say who says what. Play the recording (twice if necessary). Ss listen and perform the task. Check answers.

Answer Key

R – 1, 3, 4, 5, 6, 7, 8, 9

T – 2

3 a) **Focus ►** Reading for specific Information

Ask Ss to read the dialogue and complete the sentences with the missing information. Tell them to read the sentences first so they know what they are looking for. Allow Ss time to complete the task. Ss compare answers. Check answers.

Answer Key

1 Brown

2 1st to 16th July

3 painting and photography

4 painting and sculpture classes

b) **Focus ►** Reading aloud

Ss work in pairs. Allow Ss to read through the dialogue again and prepare. Ask Ss to read out the dialogue for the class. Check Ss' pronunciation.

(Answer as dialogue)

Speaking

4 **Focus ►** Role playing: booking a holiday

Ss work in pairs. Draw Ss' attention to the advert for the teen camp. Ask them to imagine that they want to book a holiday there and to take roles to act out a dialogue similar to the one in Ex. 3 using phrases from Ex. 1. Allow Ss time to prepare the task and then ask pairs to act out their dialogue for the class.

Suggested Answer Key

S1: Hello, YMCA camps. How can I help you?

S2: I'd like to reserve a place, please.

S1: What's your name, please?

S2: It's John Taylor.

S1: And when would you like to come?

S2: From 15th June to 22nd June.

S1: OK! Could I have your email address, please?
etc.

Pronunciation

5 **Focus ►** Practising pronunciation /ɜ:/ , /ɔ:/

Focus Ss' attention on the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds clearly and slowly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds around the class. Read the rubric and explain the task. Play recording. Ss listen and tick the correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Answer Key

	/ɜ:/	/ɔ:/		/ɜ:/	/ɔ:/
burn	✓		bird	✓	
born		✓	board		✓

Suggested Answer Key

Additional Words

/ɜ:/ word, fur, her /ɔ:/ corn, torn

Reading & Listening

1 **Focus** ▶ Stimulating interest/predicting content

Draw Ss' attention to the pictures and the title and ask them to say how they are related. Ask Ss if they think the pictures are relevant to the sea or a pool. Elicit answers from around the class. Ask Ss to justify their answers.

Answer Key

The pictures are related to the swimming pool and show rules at the pool.

2 **Focus** ▶ Reading for gist

Ask Ss to read the introduction to the text and to explain what it is about. Ask them to say what they think the rest of the text is about. Elicit answers from the class. Ss read the rest of the text and check.

Answer Key

The introduction says that the swimming pool is a great place, but it can also be dangerous. The rest of the text gives the dos and don'ts of swimming in a swimming pool.

3 a) **Focus** ▶ Reading for specific information

Read the rubric and explain the task. Elicit/ Explain the meaning of any new vocabulary. Allow Ss time to complete the task. Go around the classroom monitoring Ss' work and helping where necessary. Ss compare answers. Play the recording. Ss check answers.

Answer Key

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

b) **Focus** ▶ Matching instructions to pictures

- Read through the Study Skills box. Check understanding. Ss work in pairs. Ask Ss to match the instructions (1-7) to the pictures (A-G). Allow Ss time to complete the task. Check answers and ask pairs what words helped them.

Answer Key

1 C	3 D	5 E	7 F
2 G	4 B	6 A	

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

guide (n): leaflet giving instructions
slip (v): accidentally slide and lose balance
push (v): shove
danger (n): situation where sb may be hurt or killed
lead to (exp): result in
stomach cramps (n): pains in the stomach
lifeguards (n): people who protect people while they are swimming
get into trouble (exp): become involved in sth negative
signs (n): piece of wood, plastic, etc that has information written on it
designated areas (exp): specially chosen places
displayed (v): shown

Project

4 **Focus** ▶ Giving a talk

Ask Ss to imagine they are lifeguards and have to prepare a talk for children about swimming pool rules. Tell them to use the text to make notes and then give their talk. Remind Ss that this is an exercise in fluency and they shouldn't read their notes but only use them to help them give their talk. Allow Ss time to prepare their talk and ask them to present it to the class. Alternatively, you can assign the task for HW provided you have gone through it orally in class. Ss can make their presentation in the following lesson.

Suggested Answer Key

Good morning, children. Today, I'm going to talk to you about safe swimming in the swimming pool.
Firstly, you shouldn't run around the pool because the floor is wet and you could slip. Not everyone knows how to swim well so don't push anyone in because you could put them in danger. You shouldn't eat before swimming because it can lead to stomach cramps. etc.



Progress Check

Progress Check 6 and Look at Module 7 should be done in one lesson.

Answer Key

- | | | | | | |
|---|---|--|----|---------------------|----------|
| 1 | 1 | shake | 6 | pirate | |
| | 2 | famous | 7 | big | |
| | 3 | theme | 8 | water | |
| | 4 | candy | 9 | cartoon | |
| | 5 | perform | 10 | rocket | |
| 2 | 1 | souvenir | 6 | address | |
| | 2 | haunted | 7 | trapeze | |
| | 3 | reserve | 8 | pool | |
| | 4 | safari | 9 | jungle | |
| | 5 | obey | 10 | models | |
| 3 | 1 | round | 3 | out | 5 across |
| | 2 | across | 4 | back | |
| 4 | 1 | Have you ever seen | 6 | has never travelled | |
| | 2 | has never flown | 7 | have already read | |
| | 3 | Have you ever visited | 8 | have not played | |
| | 4 | has gone | 9 | Have you ever seen | |
| | 5 | Have you ever met | 10 | have already packed | |
| 5 | 1 | I'd like to reserve a week at your camp. | | | |
| | 2 | The first week of August. | | | |
| | 3 | That's fine. | | | |
| | 4 | Certainly. | | | |
| | 5 | Of course. It's peka@coolmail.com | | | |

In the spotlight

Module 7

Before you start ...

Ask Ss to take a quick look at Module 6. Ask Ss about their favourite holiday destinations. Ask Ss what they can do in those places and why they enjoyed going to them. Ask questions and stimulate a short discussion on the topics. Adapt questions according to Ss' answers.

Look at Module 7

- Ask Ss to look at the title of the module, *In the spotlight*, and elicit/explain the meaning (*being the centre of media attention*). Refer Ss to the titles of the units on pp. 66-70 and ask them how they are related to the title of the module, *In the spotlight* (p. 66 *Walk of fame - a parade of famous people*, p. 68 *DVD frenzy! - the great popularity of films on DVD*; p. 70 *In the charts! - most popular/bestselling songs at the moment*).
- Use pictures 1-3 to stimulate a discussion and to prompt interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses.

Answer Key

Focus Ss' attention on pic 1 (p. 66)

T: *What page is picture 1 from?*

S1: *It's from page 66.*

T: *What can you see on p. 66?*

S2: *Claudia Schiffer.*

T: *(Encourage Ss to think why she is related to the theme of the module.) How is she connected to the title of the unit?*

S3: *Well, Claudia Schiffer is a famous model and her picture is always in magazines.*

T: *What else can you see on p. 66? etc*

Pic 2 (p. 68)

What page is picture 2 from? What else can you see? How are they related to the title?

Pic 3 (p. 73)

What page is picture 3 from? What can you see in the picture? How are the other pictures related? What do you think this section is about?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

a short article (p. 71)

What do you think this article is about? Can you think of 10 words related to the topic?

a CD review (p. 70)

What do you think this text is about? Do you think the reviewer likes this album?

a quiz (p. 66)

Do you like quizzes? What kind of questions do you like? What do you think these quizzes are about?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.



Walk of fame

Objectives

Vocabulary: celebrities/descriptions

Reading: a quiz

Grammar: comparative/superlative forms

Listening: a radio programme

Speaking: describing appearance and personality

Writing: a quiz

Introduction

Ask Ss to look at the title and the pictures on p. 66. Elicit what the title means. Elicit *a list of famous people*. Ask Ss which celebrity is their favourite and elicit answers.

Vocabulary

1 a) **FOCUS ►** Presenting vocabulary related to describing famous people and jobs

- Draw Ss' attention to the adjectives and elicit/explain the meaning of any unknown words.
- Refer Ss to the pictures and ask Ss if they recognise these people and what they know about them (*e.g. Ben Stiller is a very famous comedian who starred in 'There's Something About Mary', etc.*).
- Explain the task and refer Ss to the examples. Allow Ss time to complete the task in pairs. Select pairs from around the class and encourage the rest of the class to comment on the accuracy of their descriptions.

Suggested Answer Key

S1: *Oprah Winfrey is a successful TV presenter.*

S2: *Ben Stiller is a clever comedian.*

S3: *Steven Spielberg is a great film director.*

S4: *Jude Law is a handsome actor.*

S5: *Claudia Schiffer is a beautiful model.*

S6: *Dmitri Hvorostovsky is a talented opera singer.*

b) **FOCUS ►** Talking about famous people

Ask Ss about famous people in their country. Stimulate discussion and encourage Ss to say why they like them.

Suggested Answer Key

S1: *Sureyya Ayhan is a famous athlete who was the first Turkish woman to reach a World Championship final. etc*

Reading

2 a) **FOCUS ►** Discussing famous people

Draw Ss' attention to the pictures and elicit any background knowledge Ss have about the famous people. Allow Ss to comment freely on the stars.

(Ss' own answers)

b) **FOCUS ►** Reading for specific information

Draw Ss' attention to the quiz. Allow Ss time to complete the quiz in pairs and compare their answers.

c) Play the recording and allow Ss time to check their answers. Elicit answers from around the class.

Answer Key

1 C 2 A 3 A 4 A 5 C

Grammar

3 **FOCUS ►** Presenting the comparative/superlative forms

- Draw Ss' attention to the sentences. Elicit which are comparative (3, 5, 6, 7) and which are superlative (1, 2, 4, 8).
- Draw Ss' attention to the comparative sentences. Elicit the adjectives/adverbs from which the comparatives were formed (*intelligent, beautiful, quick, quiet*) and how they have been changed. Refer Ss to the *Grammar Reference Section* if

Walk of fame

7a

necessary. Write a list of adjectives/adverbs on the board (*loud, happy, amazing, etc*) and ask individual Ss to form true sentences in the comparative. Check and correct answers as necessary.

- Repeat for superlative sentences (*tall, funny, attractive, fast*).

4 **FOCUS ►** Practising comparative structures

Draw Ss' attention to the theory box. Explain that we use **(not) as + adjective + as** to describe things which are (not) equal in some way. Draw Ss' attention to the examples and check understanding. Allow Ss time to form sentences and check answers from around the class.

Answer Key

- 2 A CD is not as expensive as a DVD.
- 3 Jamie is not as funny as Mark.
- 4 Ben Stiller is not as well-known as Tom Cruise.

5 **FOCUS ►** Practising using adverbs to compare people

Refer Ss to the adverbs and explain the task. Allow time for Ss to compare themselves with their friends and the rest of the class. Ask individual Ss to report back to the class. Check usage.

Suggested Answer Key

- Alex runs faster than me.
Alex and I do not dance as well as Simone. etc

Listening

6 **FOCUS ►** Using the comparative and superlative forms/listening for specific information

- Draw Ss' attention to the quiz and elicit/explain the meaning of any unknown words. Ask Ss what they know about any of the characters mentioned. Explain the task and explain that Ss do not require any background knowledge of figure skating to successfully complete this task.
- Allow Ss time to complete the task. Elicit answers from around the class and check spellings on the board.

Answer Key

- | | | | |
|-----------------|---|-----------|---|
| 1 most famous | T | 4 more | T |
| 2 younger than | T | 5 younger | F |
| 3 most talented | T | | |

Speaking

7 **FOCUS ►** Describing people

- Ask Ss to think of three famous people. They can be real or fictional. In pairs, Ss take turns describing a famous person and their partners ask questions to get more information. Monitor Ss' interaction and help/correct as necessary.
- As an extension activity ask individual Ss to report one of the descriptions given to them and see how long it takes for the rest of the class to guess the famous person's name.

Suggested Answer Key

- S1: The main characters in the Harry Potter books are Harry Potter, and his friends Ron Weasley and Hermione Granger.
S2: Is Ron older than Hermione?
S1: No, Ron is not as old as Hermione, but he is older than Harry.
S3: Is Harry cleverer than Ron?
S1: Yes, he is.

Writing

8 **FOCUS ►** Making a quiz about famous people from your country.

Explain the task. Ask Ss to brainstorm for information about famous people and refer them to the quiz in Ex. 2 for example questions to ask. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.



Walk of fame

Suggested Answer Key

- 1 He starred in *Bridget Jones's Diary* and *Four Weddings and a Funeral*. (Hugh Grant)
- 2 He was the world famous director who made *Psycho* and *Rear Window*. (Alfred Hitchcock)
- 3 He was the first person to play James Bond in the film *Dr. No*. (Sean Connery)
- 4 He made the films: *Alien*, *Gladiator* and *Black Hawk Down*. (Ridley Scott)
- 5 She won an Oscar for her role in *The Constant Gardener*. (Rachel Weisz)

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them, e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in this lesson with their partner.



DVD frenzy!

Objectives

Vocabulary: film genres

Reading & Listening: a dialogue (for specific information)

Speaking: expressing preferences

Grammar: present perfect vs past simple

Writing: a film review

Answer Key

Titanic - romance

Lord of the Rings: The Return of the King - fantasy

The Matrix Reloaded - science fiction

Shrek 2 - animation

Braveheart - adventure

The Sixth Sense - thriller

Home Alone - comedy

Introduction

Draw Ss' attention to the title, *DVD frenzy!* and ask them what they think it means (*the great popularity of DVDs*). Ask Ss how they usually watch films (*on TV, on DVD or at the cinema*). Ask them which they prefer and why. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

- 1 **FOCUS ►** Presenting vocabulary related to films

Refer Ss to the film titles and the genres of films. Elicit/Explain the meaning of any new vocabulary. Refer Ss to the pictures in the film reel. Elicit answers and feedback. Check Ss' answers.

- 2 **FOCUS ►** Matching reviews to films

Ask the Ss to read the reviews. Elicit why we read reviews (*to find out what a film is like*). Elicit/Explain any new vocabulary. Ss' complete the task. Check Ss' answers.

Answer Key

Titanic

The Matrix Reloaded

DVD frenzy!

7b

Reading & Listening

3 a) **FOCUS ►** Predicting the content

Draw Ss' attention to the first exchange and elicit the context of the dialogue (*in a DVD rental shop, choosing a DVD to rent*). Play the recording. Ss check their answers.

b) **FOCUS ►** Reading for specific information

- Draw Ss' attention to sentences 1-3 and ask them to complete them. Allow Ss time to complete the task and check answers.

Answer Key

- 1 comedy 3 Lord of the Rings
2 thriller

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their workbooks.

Answer Key

creepiest (adj): something that makes you feel more nervous and frightened than anything similar

according to (exp): introduces where/who some information has come from

action (n): the dynamic/exciting aspects of a film

do you fancy (exp): would you like ... ? how about ... ?

stunning (adj): astonishing/amazing

scenes (n): parts of a film or play in which a particular series of events happens

c) **FOCUS ►** Acting out a dialogue

Draw Ss' attention back to the dialogue and explain the task. Allow Ss time to practice in pairs and then ask individual pairs to act out their dialogue for the class.

Speaking

4 **FOCUS ►** Expressing preferences

Read through the examples in the box, eliciting full sentences for each one. Check Ss understand the sentence structure of each item. Ask a pair of Ss to demonstrate the task. Ss work in pairs. Monitor their work. Ask pairs to act out their exchanges for the class.

Suggested Answer Key

S1: *Would you like to watch Shrek?*

S2: *I'm not a fan of animation. How about Superman Returns?*

S1: *That's a great idea. etc*

Grammar

5 **FOCUS ►** Comparing the present perfect and the past simple

- Work with books closed. Write *I went to Spain on holiday last year.* on the board, and ask Ss to say what tense it is and how it is used. Write *I have been to Spain.* on the board and ask Ss to say what tense it is and how it is used. Refer Ss to the *Grammar Reference Section* to revise the two tenses.
- Ss open books. Go through the theory box with Ss and check understanding.
- Ask Ss to find examples of the two tenses in the dialogue. Allow Ss time to complete the task. Ss compare answers with their partner. Check answers.

6 **FOCUS ►** Practising the present perfect and the past simple

Explain the task. Allow Ss time to complete the task individually and then check their answers with their partner. Elicit and check answers from around the class.

Answer Key

- 1 hired 3 haven't finished
2 Have you ever 4 have seen
 watched 5 started



DVD frenzy!

7 **Focus ►** Practising *for* and *since*

- Remind Ss that we use **for** and **since** with the present perfect. We use **since** when talking about the starting point of the action and **for** when talking about the duration of the action.
- Explain the task. Allow Ss time to complete the task in pairs. Elicit and check answers from around the class.

Answer Key

- | | | |
|----------------|----------------|----------------|
| 1 <i>for</i> | 3 <i>since</i> | 5 <i>since</i> |
| 2 <i>since</i> | 4 <i>for</i> | |

Game

Focus ► Time expressions

Ss play in teams. One team says a time expression used with the past simple or present perfect. The other team makes a sentence using the time expression. Teams get one point for each correct sentence.

Suggested Answer Key

- Team A S1: *Since*
 Team B S1: *I haven't been to the cinema since last Saturday. etc*

8 **Focus ►** Consolidating the present perfect

Explain the task and allow Ss time to make their lists of chores. Tell Ss to swap their lists and ask and answer questions, as in the example. Monitor the activity and help where necessary. Ask individual pairs to repeat their questions/answers for the class and correct any mistakes.

9 **Focus ►** Practising phrasal verbs (turn)

Elicit/Explain the meaning of the phrasal verbs. Allow Ss time to complete the task in pairs and check answers from around the class.

Suggested Answer Key

- | | |
|-------------------|---------------------|
| 1 <i>turn in</i> | 3 <i>turns into</i> |
| 2 <i>Turn off</i> | 4 <i>Turn on</i> |

Writing

10 **Focus ►** Writing a film review

Explain the task. Ask Ss to think of films they have seen recently. Refer them to the reviews in Ex. 2 to use as a model. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Fly Away Home directed by Carroll Ballard

'Fly Away Home' is a fantastic adventure film. It is about a girl, Amy Alden, who tries to teach a flock of orphaned Canada geese how to fly with the help of her father, Thomas and a few friends. Amy is played by Anna Paquin. Her father is played by Jeff Daniels. The film can make you cry, and it can also make you laugh. It's a great film for the whole family.

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them, e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



In the charts!

Objectives

Vocabulary: music/musical genres

Reading: a music review (for general and specific information)

Writing: a music CD review

Introduction

Ask Ss to look at the title and the picture on p. 70. Elicit what the title means (*to be one of the most popular songs in a particular week*) and how it relates to the picture (*the picture is of a famous singer*). Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Building vocabulary related to music

- Draw Ss' attention to the different genres of music. Elicit examples of each genre to check Ss' understanding. Ask Ss if they know of any other genres (*e.g. hip-hop, punk, trance etc*). Conduct a class poll to find the most popular genre (this could take the form of a popular chart, and could be extended to include the most popular musicians, to follow the topic of the unit).
- Explain the task and then play the recording as Ss complete the matching exercise. Check answers and discuss any difficulties Ss may have had in identifying a particular genre.

Answer Key

A: 6, B: 3, C: 7, D: 5, E: 2, F: 8, G: 4, H: 1

2 a) **FOCUS ►** Building vocabulary related to music

Explain the task. Allow Ss time to complete the task in pairs and then check answers from around the class.

Suggested Answer Key

singer, lyrics, music charts, songwriter, Top 5, musical instruments, catchy tunes, popular single, powerful voice, latest album

b) **FOCUS ►** Consolidating vocabulary related to music

Explain the task and allow Ss time to make sentences in pairs. Elicit sentences from around the class. This exercise could be extended by asking the rest of the class for their comments.

Suggested Answer Key

Mark E Smith is my favourite songwriter and singer. I really like his lyrics. His music has not often reached the music charts. He plays many musical instruments. His latest album is called Fall Heads Role.

Reading

3 a) **FOCUS ►** Predicting content

Draw Ss' attention to the text and pictures. Allow Ss time to briefly skim through the text and elicit the answer from a S.

Answer Key

It's a review of a CD.

b) **FOCUS ►** Reading for specific information

Draw Ss' attention to the factfile and elicit what information is missing (*the genre, her best single, how long it was in the charts and its rating*). Allow Ss time to scan the text and complete the factfile. Elicit the answer from a S.

Answer Key

Rock	4 months
'Complicated'	Top 5

4 a) **FOCUS ►** Reading for specific information

Explain the task and allow Ss time to go back through the text and find the adjectives in pairs. Elicit answers from around the class.



In the charts!

Answer Key

the singer - young, well-known, talented, bright
the singer's voice - great
the singer's music - powerful
the lyrics - exciting
the song - famous, genuine
the album - fantastic, new, catchy

b) **FOCUS ►** Reading for specific information

Explain the task and allow Ss time to find all the adjectives in the text. Elicit answers from around the class and write them on the board. Elicit/Explain the meaning of any unknown words. Allow Ss time to think of adjectives with the opposite meaning. Explain that several answers may be possible for each adjective. Elicit answers from around the class. Correct any mistakes.

Suggested Answer Key

young /youthful ≠ old: He's too old to sing live.
well-known/famous ≠ unknown: She's famous in many countries.
talented/gifted ≠ untalented: He's a gifted musician.
bright/brilliant ≠ ordinary: I think her voice is pretty ordinary.
great/excellent ≠ awful: That was an awful album.
powerful/strong ≠ weak: When she sang in concert, her voice sounded very weak.
exciting/thrilling ≠ boring: It was thrilling to actually meet the singers.
famous/well-known ≠ not known: The band is not known in my country.
genuine/authentic ≠ fake: I find the lyrics genuine and sincere.
fantastic/wonderful ≠ terrible: It is a terrible title for an album.
catchy/memorable ≠ forgettable: This is such a memorable song, it's my favourite.
new/recent ≠ old: I prefer the band's more recent songs.

5 **FOCUS ►** Forming adjectives from nouns

Draw Ss' attention to the box and allow them time to read through it. Elicit/Explain the difference in

meaning between the adjectives with different suffixes. Allow time for Ss to complete the task in pairs and check answers from around the class.

Answer Key

successful - careful, careless - thoughtful,
thoughtless - speechless - beautiful

Suggested Answer Key

- 1 *My uncle runs a successful business.*
- 2 *Tony is careful with his work. He rarely makes a mistake.*
- 3 *My sister is very careless. She's always breaking things.*
- 4 *It was thoughtful of you to ask him how he was feeling.*
- 5 *It was thoughtless of you to ask her why her husband went to jail.*
- 6 *John was speechless when he heard the news.*
- 7 *Sonia is the most beautiful person I know.*

Writing

6 **FOCUS ►** Writing a CD review

Explain the task. Ask Ss to think of their favourite albums. Refer them to the review in Ex. 3 to use as a model. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Gnarls Barkley, St. Elsewhere

'St. Elsewhere' is the new album from the US band Gnarls Barkley. Rapper Cee-Lo and hip hopper Danger Mouse are the members of the band. Both are already well-known in the US, the UK and Europe and it is easy to see why. With their powerful music and catchy tunes they are sure to be around for a long time. The most famous song from the album so far is 'Crazy'. It was in the American and British charts for weeks. The album is fantastic and very successful.

Listen out for this great album. You'll love it.

*Rating: ******



Culture Corner

Vocabulary

- 1 **FOCUS ►** Building vocabulary related to football

Refer Ss to the words (1-6) and to the definitions (A-F) and elicit/explain the meanings of any unknown words. Explain the task and allow Ss time to complete it. Check answers around the class.

Answer Key

1 E	3 D	5 C
2 A	4 B	6 F

They are all related to football.

Suggested Answer Key

Football is very popular in England. There are many clubs, and some of the most famous ones are Arsenal, Liverpool and Manchester United. England has some very good players, too. Some of my favourite players are David Beckham, Michael Owen and Steven Gerrard.

- b) **FOCUS ►** Talking about your country's national sport

Refer Ss to the headings on the board and ask them to make notes about their country's national sport. Allow Ss time to make notes. Ask individual Ss to talk about their country's national sport using their notes.

Reading & Listening

- 2 a) **FOCUS ►** Reading for general information

Ask Ss for the names of English football clubs/players and write them on the board. Explain the task and allow Ss time to read the text quickly. Elicit the names of the clubs and players mentioned in the text (*Arsenal, Liverpool, Manchester United - David Beckham, Michael Owen*) and compare them to those on the board.

- b) **FOCUS ►** Filling in gaps in a text

Read through the Study Skills box and then draw Ss' attention to the text. Remind Ss to think about the type of words that are missing. Allow Ss time to read through the text again carefully and complete the gaps. Play the recording while Ss listen and check their answers.

Answer Key

1 until	3 all	5 and
2 as	4 has	

Suggested Answer Key

Football is the national sport of Turkey. There are many clubs, and some of the most famous ones are Fenerbahçe, Galatasaray, Besiktas and Trabzonspor. Turkey has some very good players, too. Some of my favourite players are Emre Belozoglu, Berkant Goktan and Nihat Kahveci. Turkish football fans love going to the matches and many of them collect things like team shirts as a hobby.

Writing

- 4 **FOCUS ►** Writing a short text about a national sport

Explain the task. Write the heading on the board and ask Ss to use their notes to add to them. Refer Ss to the article in Ex. 2 to use as a model. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Speaking

- 3 a) **FOCUS ►** Talking about football in England

Explain the task and allow Ss time to make brief notes under the appropriate headings. Ask individual Ss to tell the class what they know about football in England using their notes.



Culture Corner

Suggested Answer Key

Football is an important sport in Russia. There are many clubs, and some of the most famous ones are Alania Vladikavkaz and Zenit St. Petersburg, as well as Spartak Moscow, Lokomotiv Moscow, CSKA Moscow and Dynamo Moscow. Russia also has some very good players, such as Vladimir Beschastmykh, Andrei Karyaka and Aleksandr Kerzhakov. Russian football fans love going to the matches and many of them collect things like team shirts as a hobby.

Synergy

- Allow Ss one minute to think of six words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them, e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



English in Use

Reading & Listening

1 a) **Focus ►** Introducing expressions

Draw Ss' attention to the sentences and ask different Ss to read them out loud. Check Ss' pronunciation and understanding and explain any unknown words. Play the recording with pauses. Ss repeat the sentences.

b) **Focus ►** Matching sentences to appropriate speakers

Read through the rubric and explain the context if necessary. Explain the task. Allow Ss time to guess who says each sentence. Play the recording again as Ss check their answers.

Answer Key

customer: *Two tickets for King Kong at 6 pm, please; Two tickets for 9 pm then, please; Is there a discount for students?*

ticket seller: *Next please; I'm afraid it's sold out; Is that for the 7 pm or the 10 pm showing? That's £12 altogether, then; Here are your tickets and your change; Enjoy the movie!*

2 **Focus ►** Reading for specific information

Read the rubric and explain the task. Allow Ss time to read through the dialogues. Select individual Ss to answer the questions.

Answer Key

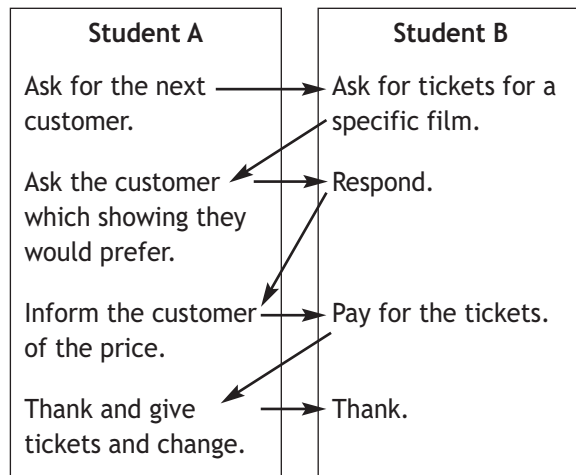
The customer in the first dialogue wants to see Harry Potter and the customer in the second dialogue wants to see King Kong.

The customer in the first dialogue buys tickets for the 7 pm showing and the customer in the second dialogue buys tickets for the 9 pm showing.

Speaking

3 **Focus ►** Role playing a dialogue

- Ss work in pairs. Read the rubric and explain the task. Tell Ss to use the dialogues in Ex. 2 as an example. Go through a skeleton dialogue with Ss on the board. Ss perform the task. Go around the classroom monitoring Ss' work and helping with any difficulties.



- Finally, ask pairs to act out their dialogue for the class. If possible, record pairs and play back for feedback purposes.

Suggested Answer Key

A: Next please.
 B: One adult and two children for The Family Stone at 4 pm, please.
 A: I'm afraid it's sold out.
 B: Oh, right.
 A: We still have tickets for the 7 pm and 10 pm showing.
 B: Oh, OK. One adult and two children for 7 pm then, please.
 A: That's £17 altogether.
 B: Here you are.
 A: Thank you. Here are your tickets and your change. Enjoy the film!
 B: Thank you.

Pronunciation

4 FOCUS ► Pronouncing /ɜ:/, /oʊ/

Draw Ss' attention to the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds slowly and clearly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds with the class. Read the rubric and explain the task. Play the recording. Ss listen and tick the correct boxes. Ss compare answers. Allow Ss time to find two more words. Check Ss' answers and correct any mistakes.

Answer Key

	/ɜ:/	/oʊ/		/ɜ:/	/oʊ/
burn	✓		fir	✓	
bone		✓	foam		✓

Synergy

- Allow Ss one minute to think about five expressions they have learnt in today's lesson. Ask Ss to use them in their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them, e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

7

Extensive Reading

Reading & Listening

1 a) **FOCUS ►** Identifying sounds with feelings

Go through the different types of films with the class. Ask if they can remember any other types of films. Tell Ss they are going to listen to some short pieces of music. Ask them to think about how the pieces of music make them feel. Play the recording. Ask several Ss to describe their feelings and impressions. Elicit answers and help Ss with vocabulary and expressions. Ask Ss the question in the rubric and initiate a class discussion.

Suggested Answer Key

Piece 1 : relaxed, serene - romance

Piece 2: tense, anxious - adventure

Piece 3: happy - comedy

Piece 4: tense, anxious - thriller

b) **FOCUS ►** Matching sounds with films

Focus Ss' attention on the pictures from the film scenes. Ask them what type of films they are. Play the recording again. Allow Ss time to match the extracts to the scenes and check answers around the class.

Suggested Answer Key

A - 2 (thriller, loud sounds)

B - 1 (romance, violin tunes)

C - 3 (comedy, upbeat music)

D - 4 (adventure, electronic tunes)

2 **FOCUS ►** Predicting the context of a text

Draw Ss' attention to the title and the headings and elicit/explain the meanings of any unknown words. Elicit answers from around the class (the text is about music in films).

(Ss' own answers)

3 **FOCUS ►** Matching headings to paragraphs

- Ask Ss to look back at the text to find the topic of each paragraph. Ask individual Ss to summarise the topic of each paragraph in their own words. Then allow Ss time to match the headings to the paragraphs. Play the recording as Ss check their answers. Check answers around the class.

Answer Key

Paragraph 1 – Before sound

Paragraph 2 – Musical clichés

Paragraph 3 – Stereotypical music sounds

Paragraph 4 – Music around the world

Paragraph 5 – Listen out

- Ask Ss to look back to the text and to explain the meanings of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

accompanied (v): *went together with sth*

create (v): *make/generate*

moods (n): *an emotion at a particular time*

sharp (adj): *strong, clear and easy to hear*

background (n): *sth that is present but not immediately noticeable*

spot (v): *see/notice*

4 **FOCUS ►** Summarising the text**Suggested Answer Key**

Before sound: *the role music plays in silent movies*

Musical clichés: *music puts you in the right mood*

stereotypical music sounds: *certain sounds/types of music prepare us for certain scenes*

Music around the world: *instruments used indicate country in scenes*

Listen out: *spot musical clichés*

Extensive Reading

7

Project

5 **FOCUS ►** Working in groups on a project

Explain the task. Ss brainstorm for suitable music. Ask individual Ss to describe their choices. Refer Ss to the ways music has been used according to the text and ask them to imagine a suitable scene for their music. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

(Ss' own answers)

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them in their own sentences.
- When Ss have finished, ask them to get up and go around the class to find a partner who has something in common with them, e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Progress Check

7

Progress Check 7 and Look at Module 8 should be done in one lesson.

Answer Key

- 1 1 science 4 thriller
2 romance 5 Adventure
3 animated

Hidden word: comedy

- 2 1 C 2 E 3 A 4 B 5 D

- 3 1 famous 4 talented
2 funny 5 great
3 intelligent

- 4 1 sunnier than 4 better than
2 the worst 5 more carefully than
3 faster than

- 5 1 has lived 4 has always loved
2 went 5 directed
3 Have you read

- 6 1 yet 3 for 5 since
2 always 4 ago

- 7 1 *Lord of the Rings* is the best adventure film ever!
2 I couldn't agree more. And the special effects are amazing.
3 Yes, they are. I think special effects are important in adventure films, don't you?
4 Not always. I think a good story is more important than anything else.
5 You're right. There's nothing worse than a boring film.

Module 8

Green issues

Before you start ...

Ask Ss to take a quick look at Module 7. Ask Ss if they have ever met a celebrity and, if they have, where and when they met them. Ask them about their favourite films. Ask questions and stimulate a short discussion on the topics. Adapt questions according to Ss' answers.

Look at Module 8

- Ask Ss to look at the title of the module, *Green issues*, and elicit/explain the meaning (*subjects related to the environment*). Refer Ss to the titles of the units on pp. 76-80 and to the various pictures and ask them how they are related to the title of the module, *Green issues*, (p. 76 *Help our planet*; p. 78 *people who help the environment*; p. 80 *animals born in their natural habitat*).
- Use pictures 1-3 to stimulate a discussion and to prompt interest in the unit as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 83).

T: What page is picture 1 from?

S1: It's from page 83.

T: What can you see in picture 1?

S2: A drop of water.

T: What else can you see on this page?

S3: A diagram of the food chain.

Pic 2 (p. 78)

What page is picture 2 from? What is it? What else can you see on p. 78? How do you think it is related to the title of the section, the text and the rest of the pictures? What else can you see on p. 78?

Pic 3 (p. 76)

What page is picture 3 from? What can you see in the picture? How are the other pictures related? What do you think this unit is about? What else can you see on pp. 76-77?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

a magazine article (p. 77)

What is this magazine article about? In what type of magazine would you find it? What do you know about the topic? How is it related to the picture?

a donation form (p. 82)

What is a donation form? What is this one for? Have you ever filled out a donation form? For what? What else can you see on the page?

a for-and-against essay (p. 80)

What is a 'for and against' essay? What is the topic of the essay? What do you think you will write about?

a webpage (p. 81)

What is a webpage? Do you use the Internet? What websites do you visit? What is this webpage about?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.

8

a

Save the Earth

Objectives

Vocabulary: related to causes and effects of pollution

Reading & Listening: an article about acid rain

Speaking: using notes to give a talk

Grammar: present perfect continuous; have to/don't have to

Writing: for-and-against essay about keeping wild animals as pets

Introduction

Ask Ss to look at the title, *Save the Earth*, and the pictures. Elicit/Explain the meaning of the title (*help our planet*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

- 1 **FOCUS ►** Building up vocabulary related to causes of pollution

Draw Ss' attention to the list. Elicit/Explain the meaning of any unknown words. Tell Ss to look at the pictures and decide which show items from the list. Allow Ss time to complete task. Ss compare answers. Check Ss' answers.

Answer Key

Pic 1: a power station/factory, toxic fumes, factory waste

Pic 2: factory waste, polluted clouds

Pic 3: loss of natural habitats, air, water and soil pollution, breathing problems, fish and plant species dying, acid rain

Reading & Listening

- 2 a) **FOCUS ►** stimulating interest/predicting content

Ask Ss to read the headings and look at the corresponding pictures. Ask individual Ss to explain the problem. Encourage Ss to use the vocabulary from Ex.1. Write key phrases on the board. Ss read to check their answers.

Suggested Answer Key

Factories and power stations burn coal, cars burn petrol and emit toxic fumes. This causes air pollution and acid rain. Acid rain falls on the earth, seas, rivers, etc, causing water and soil pollution.

- b) **FOCUS ►** Reading for specific information; listening for confirmation

- Read the rubric aloud. Advise Ss to read the sentences carefully focusing on what precedes and follows each blank space. Allow Ss time to complete the task. Play the recording (twice if necessary) as Ss listen and check. Check Ss' answers.

Answer Key

1 B 2 A 3 C 4 C 5 A

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

burn (v): use a product to produce heat, light, etc

emit (v): send out

gathered (v): collected

oxygen (n): air

atmosphere (n): layer of gas or air around a planet

lands (v): comes to earth

sleet (n): icy rain

wipes out (phr v): destroys, kills

poisons (v): kills or makes sick with a toxic substance

reduce (v): lessen

harmful (adj): dangerous

solar power (n): energy from the sun

heat (v): make hot



Save the Earth

Speaking

3 **FOCUS ►** Using notes to give a talk

Draw Ss' attention to the Study Skill box and ask an individual S to explain it in their own words. Check understanding. Have a S read out the task and help him/her explain what to do. Ss make notes. Monitor the task and provide help if necessary. Allow Ss time to write and practise their speeches. Provide individual feedback. Ask several Ss to report to the class. Elicit class feedback. Correct where necessary.

Suggested Answer Key

(What acid rain is & what causes it)

Cars, factories and power plants cause air pollution which is gathered in clouds. These clouds carry this pollution, which makes acid rain, long distances. When it rains, snows or when there is fog or sleet, the atmosphere becomes polluted.

(What its effects are)

The rivers, seas, and soil become polluted. As a result, lots of fish and plant species are poisoned or wiped out. People also have breathing problems.

(What governments are doing & what we can do)

Governments are trying to reduce air pollution and are making industries use new technologies. We can use our cars less.

Grammar

4 **FOCUS ►** Reviewing present perfect continuous

- Ss books closed. Write the sentence *I have been working here for five years.* on the board. Elicit/Explain what tense is being used (*present perfect continuous*) and how this tense is formed (*have/has + been + ing form of the verb*).
- Ask Ss to open their books. Read the rule. Check understanding. Allow Ss time to read the text again and find examples of the present perfect continuous. Ss compare answers. Check Ss' answers.

Answer Key

In the last paragraph: have been trying, have been using

5 **FOCUS ►** Using present perfect continuous

- Have a S read out the rubric and check Ss' understanding of the task. Play the recording as Ss listen and match. Check Ss' answers.

Answer Key

1 E 2 A 3 B 4 C 5 D

- Allow Ss time to complete the sentences. Check Ss' answers and write them on the board.

Answer Key

1 *has been washing the dishes*
2 *have been playing football*
3 *has been listening to music*
4 *has been watching TV*
5 *has been sleeping*

6 **FOCUS ►** Practising phrasal verbs (make)

Read the rubric and explain the task. Explain the phrasal verbs. Ss use their dictionaries to look up phrasal verbs and read examples. Allow Ss time to complete the task. Ss compare answers. Check answers and write them on the board.

Answer Key

1 *make out* 2 *made up* 3 *made up*

Game

FOCUS ► Phrasal verbs (make)

Chain story. Ss play in teams. One S starts the story, then a S from the other team continues it. Teams get one point for each sentence using a phrasal verb with **make**.

Suggested Answer Key

Team A S1: Sam was angry because John made up a story about him.

Team B S1: John wanted to make up with ... etc

Writing

7 **FOCUS ►** A short article

Go through the rubric with Ss and elicit key words (*what we can do, solve problem, acid rain*). Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can

Save the Earth

8a

assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

If we use wind or solar power, there will be less pollution.

If we turn off lights, TVs and computers when we are not using them, we will save energy.

*If we have to drive to work, we should car pool.**

If we write letters to our governments and multinational companies, maybe things will change.

** to share a ride with one or more people to work*

Synergy

- Allow Ss one minute to think about the Study Skill and any ten words they have learnt in today's lesson. Ask Ss to use them in their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. *same hair/eye colour, same clothes, same taste in music, etc.*
- Ask Ss to discuss what they have learnt in the lesson with their partner.

8

b

Eco-helpers

Objectives

Vocabulary: related to eco-friendly activities

Reading & Listening: a dialogue about Eco-helpers club

Speaking/Everyday English: offering/accepting/refusing help

Grammar: question tags; (*don't*) *have to*

Writing: a list of activities

Introduction

Ask Ss to look at the people in the picture and elicit/explain what they have in common. Ask them if they have ever done any similar activities and, if so, when and where. Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

- 1 **FOCUS ►** Building up vocabulary related to helping out the environment

Read out the rubric and the list of activities. Explain/Elicit the meaning of any unknown words. Ask an individual S to read out the example. Allow

Ss time to complete the task. Go around the classroom, monitoring Ss' work and helping with any difficulties. Ask for answers around the class. Check Ss' answers.

Answer Key

Sally is collecting rubbish.

Andy is reading a book about ecology.

Jane is teaching the cycle of life.

Tim is building nesting boxes.

John is recycling cans.

Rose is cleaning out a pond.

- 2 **FOCUS ►** Building up vocabulary related to tools/equipment

Read out the rubric and the list of tools/equipment. Explain/Elicit the meaning of any unknown words. Ask an individual S to read out the example. Allow Ss time to complete the task. Go around the classroom, monitoring Ss' work and helping with any difficulties. Ask for answers around the class. Check Ss' answers.



Eco-helpers

Answer Key

Tim is using a hammer and nails to build nesting boxes.

Dave is using a spade to plant flowers.

Dave is using a watering can to water the flowers.

Dave is using a rake to rake the garden.

Rose is using a net to clean out a pond.

Dave is using gardening gloves to work in the garden.

Sally and John are using plastic bags for the rubbish.

Reading & Listening

3 a) **FOCUS ►** Stimulating interest/predicting content

Draw Ss' attention to the title and the picture and try to guess what 'eco-helpers' means. Play the recording (twice if necessary) as Ss listen and read to see if their guesses were correct. Check Ss' answers.

Answer Key

People that do activities that help the environment, usually voluntarily.

b) **FOCUS ►** Reading for specific information

- Explain the task. Ask Ss to read the sentences so they will know what information they are looking for. Allow Ss time to complete the task. Ss compare answers. Check Ss' answers.

Answer Key

- has been collecting rubbish for recycling*
- building nesting boxes*
- we don't help them*
- join*

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

joined (v): became a member of

recycling (n): reusing certain materials

left (adj): remaining

nests (n): a bird's home, usually made of grass, branches, etc

leave (v): go away

weather (n): a word to describe whether it is raining, snowing, etc

volunteers (n): people who do sth for free

c) **FOCUS ►** Acting out a dialogue

Draw Ss' attention back to the dialogue and explain the task. Allow Ss time to practise in pairs and then ask individual pairs to act out their dialogue for the class. Accept feedback.

(Answer as dialogue)

4 **FOCUS ►** Understanding pairs of confusing words

Draw Ss' attention to the highlighted words in the rubric. Explain/Elicit the difference in their meanings. Allow Ss time to read the sentences and complete the task. Elicit and check answers. Offer more examples if necessary and refer Ss to their dictionaries for confirmation.

Answer Key

1 *leaves* 2 *lives* 3 *leaves*

Speaking

Everyday English

5 **FOCUS ►** Offering/accepting/refusing help

- Draw Ss' attention to the phrases in the box. Read through the phrases with Ss and explain their use. Elicit/Explain which of the phrases is the more formal (*Would you like me to ...*). Check Ss' understanding. Read the rubric and explain the task. Choose a pair of Ss to read out the example exchange.
- Allow Ss time to make up and practise exchanges, in pairs. Go around the class monitoring Ss' work and helping with any difficulties. Ask several pairs to act out their dialogues for the class. Give feedback.

Eco-helpers

8b

Suggested Answer KeyA: *Can I help you plant those flowers?*B: *Yes, please!*A: *Would you like me to clean out the pond with you?*B: *No, thanks. I can manage.***Grammar****6 FOCUS ► Studying and practising grammar**

- Work with books closed. Write the following sentences on the board: *She's coming later, **isn't she?** He likes meat, **doesn't he?** He will call, **won't he?***
- Elicit/Explain what the phrases in bold are (*question tags*). Elicit/Explain when we use them (*when we want to confirm sth or if we want to know if sth is true or not*).
- Elicit other examples from class. Ask Ss to open their books. Read the rubric aloud and elicit/explain how we form question tags. Choose two individual Ss to read the examples aloud. Check understanding. If there are difficulties, refer Ss to the *Grammar Reference Section* for further detail.

Answer Key

We form a question tag with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun.

- Ask Ss to look at the dialogue again. Allow them time to find question tags. Ss compare answers. Check Ss' answers.

Answer Key

*Sally collects ... , **doesn't she?**
I could ... , **couldn't I?***

7 a) FOCUS ► Practising intonation in question tags

- Work with books closed. Explain/Elicit what it means when our voice goes down when using a question tag (*we are sure of the answer and expect agreement*). Explain/Elicit what it means when our voice goes up when using a question tag (*we aren't sure of the answer and*

want confirmation). Write these sentences on the board: *It's raining again, **isn't it?** He won't fall, **will he?***

- Read out the first sentence, using a falling intonation on the question tag. Ask Ss what the question tag means (*we are sure of the answer and expect agreement*). Read out the second sentence with a rising intonation on the question tag. Ask Ss what the question tag means (*we aren't sure of the answer and want confirmation*).
- Ask Ss to open their books. Read out the rubric and explain the task. Allow Ss time to fill in the question tags. Check Ss' answers.
- Play the recording as Ss listen and tick the correct boxes. Check Ss' answers.
- Ask Ss to look at their answers (*the boxes they have ticked*) and say whether the speaker was sure or unsure about what they said. Accept feedback.

Answer Key

- 1 *is she? – falling/sure*
- 2 *aren't they? – rising/not sure*
- 3 *didn't he? – rising/not sure*
- 4 *isn't she? – rising/not sure*
- 5 *can we? – falling/sure*
- 6 *has she? – falling/sure*

- b) Play the recording while Ss listen and repeat. Check intonation.

8 a) FOCUS ► Reviewing (don't) have to

- Work with books closed. Write the following sentences on the board: *I **have to stay home and study.** You **don't have to make lunch today.***
- Explain to Ss that the first sentence shows that it is necessary for the speaker to stay home and study and that the second sentence shows that it is not necessary for the person addressed to make lunch.
- Elicit other examples from the class. Ask Ss to open their books and read the study box quietly. Check Ss' understanding and help with any difficulties if necessary.
- Allow Ss time to find examples of (absence of) necessity in the dialogue. Ss compare answers. Check Ss' answers.



Eco-helpers

Answer Key

They will have to leave the city; you have to see Miss Jackson first

b) **FOCUS ►** Practising using (don't) have to

Draw Ss' attention to Roger's list. Choose individual Ss to read out the tasks. Explain/Elicit the meaning of any unknown words. Explain the task. Do the first exercise as a class. Have one S read out the example answers. Allow Ss time to complete the task. Check Ss' answers.

Answer Key

- 2 *He has to call the recycling centre, doesn't he?*
- 3 *He doesn't have to tidy the eco-library, does he?*
- 4 *He has to clean out the clubhouse, doesn't he?*
- 5 *He doesn't have to buy more nails and wood, does he?*
- 6 *He has to give out membership cards, doesn't he?*

FOCUS ► Personalising

- c) Elicit responses from Ss as to what they have to do today.

Suggested Answer Key

*I have to do my homework.
I have to feed the cat and tidy my room.
I don't have to do the washing up today.
I don't have to go to bed early. It's Friday.*

Writing

9 **FOCUS ►** A list

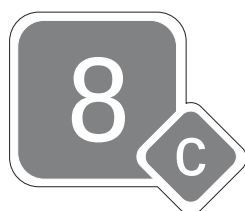
Have a S read out the task and help him/her explain the task. Group Ss at random. Ss in groups think about what activities they should include and write their lists. Monitor the task and help Ss where necessary. Check each group's work. Ask several groups to present their work to the class.

Suggested Answer Key

*Mary & Tony order trees.
John & Peter buy more wood and nails.
Tina & Barbara inspect the tools.
Tim & Cathy tidy the eco-library.*

Synergy

- Allow Ss one minute to think about language, pronunciation and grammar structures they have learnt in this lesson. Ask Ss to use them in their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. *same hair/eye colour, same clothes, same taste in music*, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Born free

Objectives

Vocabulary: related to animals & habitats

Reading & Listening: a for-and-against essay about zoos

Writing: a for-and-against essay

Introduction

Draw Ss' attention to the title, *Born free*, and ask them what they think it means. (*Wild animals born in their natural habitat.*) Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

- 1 **FOCUS ►** Building vocabulary related to animals and habitats

Focus Ss' attention on the list of words and the pictures. Elicit/Explain the meaning of any new words. Explain the task. Allow Ss time to complete the task. Ss compare answers. Check Ss' answers.

Suggested Answer Key

- 2 *Parrots live in tropical rainforests.*
- 3 *Black bears live in woods.*
- 4 *Penguins live in polar regions.*
- 5 *Alligators live in wetlands.*
- 6 *Giraffes live in savannahs.*

- 2 **FOCUS ►** Discussing a topic

- Have a S read out the rubric and the statement. Check Ss' understanding of the task. Elicit/Recycle the meaning of the unit title and make two columns on the board for each category (pros - cons). Brainstorm and list Ss' ideas under the appropriate category on the board (i.e. *pros* or *cons*).
- Allow Ss' time in pairs to prepare and practise their discussions. Walk around the classroom monitoring Ss' work and helping where necessary. Ask individual pairs to present their discussions to the class. Correct Ss where necessary.

Suggested Answer Key

Pros

Zoos help certain animal species survive. They are educational; children have the chance to see wild animals.

Cons

Animals should not live in cages. They should be free. The environment is not ideal so some animals die. In some zoos animals are mistreated.

Reading & Listening

- 3 a) **FOCUS ►** Listening & reading for gist

- Explain the task. Play the recording as Ss listen to and read the essay. Play the recording again and ask Ss to circle the arguments they had not thought of/were not listed.
- Ask several Ss around the class to summarise the points in favour and against. Elicit that in a *for & against* essay, there is usually no clear cut solution or opinion; and that a balanced outlook should be maintained. However, focus on the last paragraph where the author has stated his opinion.

(Ss' own answers)

- b) **FOCUS ►** Building vocabulary

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

role (n): part

in danger (exp): threatened

endangered species (exp): animals and plants that are rare/threatened

survive (v): continue to exist

act (v): behave

drawbacks (n): disadvantages

recreate (v): copy, replicate



Born free

cages (n): fortified containers for animals
arguments (n): cases for and against sth
for (prep): in favour of sth
against (prep): opposed to sth
environment (n): everything around us

4 a) **FOCUS ►** Analysing a *for-and-against* essay

Draw Ss' attention to the essay and ask each of the questions in the rubric one at a time. Explain any new vocabulary. Elicit answers from individual Ss. Check Ss' answers.

Answer Key

a 1 b 4 c 2 d 3

b) **FOCUS ►** Reviewing linking words

Draw Ss' attention to the underlined words and phrases and ask the questions in the rubric one at a time. Explain any new vocabulary. Allow Ss time to complete the task. Elicit answers around the class. Check Ss' answers.

Answer Key

Give a personal opinion: *I believe*
 Give an opposite opinion: *On the other hand,*
However
 Add reasons: *In addition, Furthermore*
 Introduce a conclusion: *To sum up*
 Introduce an argument: *On the one hand*

5 **FOCUS ►** Preparing to write a *for-and-against* essay

Have a S read out the rubric and help him/her explain the task. Check Ss understand the topic (*keeping wild animals as pets*). Give or have Ss come up with an example of a wild animal being kept as a pet (e.g. *a tiger*). Allow Ss some time to read through the arguments listed in their books and explain/elicit the meaning of any unknown words. Go through the items one at a time asking Ss around the class to classify the arguments as pros or cons. In random groups, Ss think of reasons or examples to support the arguments. Monitor the task and help Ss if necessary. Check Ss' work. Ask groups to present their work to the class.

Suggested Answer Key

- Owners ... – con (*Books are not always accurate.*)
- They ... – con (*they get sick when they do not live in their natural habitats.*)
- It is ... – pro (*And you can persuade others to help, too.*)
- You ... – pro (*by giving them food and a place to live*)
- They ... – con (*because they are wild and can never be 100% domesticated*)

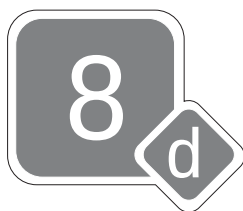
Writing

6 **FOCUS ►** A *for-and-against* essay

Go through the rubric with Ss and elicit key words (*essay, pros and cons, keep wild animals as pets, direct question*). Elicit from Ss what they need to write. Brainstorm for ideas and write them on the board. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW.

Suggested Answer Key

Would you like to have a monkey as a pet? To feed it and play with it and take it to the park? Well, think twice before you make any decisions. Things are not that simple. Sure, on the one hand owning a wild animal is a very good way to learn about it. You also help conserve it. On the other hand, there are certain drawbacks to keeping a wild animal as a pet. Most owners do not know how to look after a wild animal properly and books on the subject are not always accurate. Wild animals need special food and they often get sick when they do not live in their natural habitats. Furthermore, they can be dangerous. To sum up, there are strong arguments both for and against keeping wild animals as pets. However, I believe that animals have rights, too, and that they should not be forced to live in strange environments. We should adopt animals in zoos rather than keep them as pets.



Culture Corner

Reading & Listening

1 **Focus** ▶ Stimulating interest/predicting content

Draw Ss' attention to the introduction on the webpage and the pictures. Read the rubric and the list of vocabulary. Explain/Elicit the meaning of any unknown words. Explain the task. Allow Ss time to complete the task. Play the recording (twice if necessary) as Ss check their answers.

Answer Key

You can see *cliffs*, *seabirds*, *underwater caves*, *wildlife*, *bluebells*, *deer*, *flocks of swans*, *fieldmice*

2 a) **Focus** ▶ Reading for specific information

Go through each statement eliciting/explaining any new vocabulary. Ask Ss to read the texts to complete the task. Walk around the classroom monitoring Ss' work and helping with difficulties where necessary. Check Ss' answers.

Answer Key

- 1 ... ideal for *diving*.
- 2 ... famous for its *fantastic wildlife and woods*.
- 3 Don't miss the *fantastic bird watching hikes and nature trails* ...

b) **Focus** ▶ Consolidating vocabulary

- Explain the task. Check Ss' understanding of the task. Ss complete the task individually. Check answers with the class.

Answer Key

2 *habitats*: *wetlands*, *woods*
 4 *kinds of birds*: *Puffins*, *Golden Eagle*, *swans*, *geese*
 3 *other kinds of animals*: *sheep*, *fieldmice*, *deer*
 2 *plants*: *bluebells*, *wild garlic*

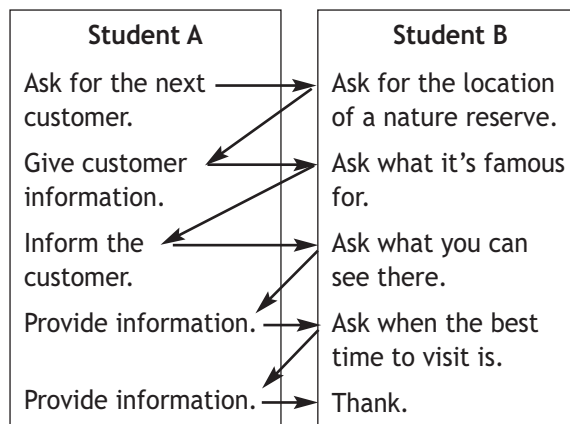
- Ask Ss to explain the meaning of the underlined words without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

rare species (exp) : uncommon animal
cliffs (n): a high area of land with a steep side
reserves (n): land kept for a special purpose
seabirds (n): birds that live near the sea and get their food from it
unique (adj): special, rare
garlic (n): a strong-smelling plant used in cooking
rare (adj): unusual
wetlands (n): an area of very wet, muddy land with wild plants growing on it
to nest (v): to build a nest and lay eggs
marshes (n): swamps, wetland
geese (n): birds similar to ducks
hikes (n): walks

3 **Focus** ▶ Role playing a dialogue between a travel agent and a customer

- Have a S read out the rubric and help him/her explain the task. Write the headings on the board and ask Ss for information to go under each of the headings. Allow Ss some time to complete the task.
- Go through a skeleton dialogue with Ss on the board. Ss perform the task in pairs. Go around the classroom monitoring Ss' work and helping with any difficulties.





Culture Corner

- Ask pairs to act out their dialogue for the class. If possible, record pairs and play back for feedback purposes.

Suggested Answer Key

TA: Next, please.

C: I would like to travel to St. Kilda and I would like you to give me some information about nature reserves there.

TA: Of course. Well, St. Kilda islands are a reserve.

C: What is the reserve famous for?

TA: St. Kilda has the highest cliffs in Britain, over 1 million seabirds including puffins, and other unique species.

C: That sounds very interesting. What else is there to see and do?

TA: It is one of the best places to go diving because there are amazing clear waters and underwater caves and tunnels.

C: Wonderful. And when is the best time to visit?

TA: From May to June.

C: That's great. Thanks very much.

Best time to visit: all year round.

Source: http://www.unep-wcmc.org/protected_areas/data/wh/w_caucas.html

National Park of Vodlozersky

It is named after the lake and it is located in the Northern part of European Russia. There are 450 plant species and 50 rare plants, 177 species of birds, 38 species of mammals, 5 species of reptiles and amphibians and 21 fish. In the Taiga forest you can see pine, birch and larch trees. Flocks of geese, swans and ducks live and feed in the park. There are also bears, reindeer, black grouse, woodcocks, wolves and lynx, white-tailed eagles and golden eagles, watermice, mink and otters. Lots of herbs and cranberries grow on the mires near the Ileksa river and are used to make medicines. In autumn, people come here to collect mushrooms and in the summer to experience the 'white nights'.

Best time to visit: all year round.

Project

4 **FOCUS ►** An article about nature reserves

- Go through the rubric with Ss and elicit key words (*collect information, nature reserves, your country, article, decorate with pictures*). Elicit from Ss what they need to write. Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign the task for HW.

Suggested Answer Key

Kavkazkiy Nature Reserve

It is in the north part of the mountain range in the Great Caucasus area, close to the Black Sea. There are many long and deep caves (e.g. 1600 m deep and 15 km long). There are high peaks, wide valleys and lakes and rivers, such as the river Belaya. There are pine, chestnut, oak and pear trees, and 160 species of plants in danger of extinction. There are also around 60 species of mammals, such as bears, wild pigs, deer, otters, chamois, leopards, imperial & golden eagles.

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them in their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

Reading & Listening

1 **FOCUS ►** Practising pronunciation and intonation

- Ask a S to read out the rubric. Explain the task and any new vocabulary. Ask individual Ss to read out the sentences. Check pronunciation and intonation. Play the recording, pausing after each sentence, as Ss repeat. Allow Ss time to say who says each sentence. Play the recording again as Ss check their answers.

Answer Key

R-C-C-R-C-C-R

- Elicit the meaning of any new vocabulary.

2 **FOCUS ►** Reading for specific information

Ss read through the form. Elicit/Explain any new vocabulary. Ss read carefully and fill out the donation form. Check Ss' answers.

Answer Key

- 1 25
- 2 month
- 3 Matt Russell
- 4 34 Scarsdale Road, Bromley, Kent
- 5 Direct Debit (Bank Account) ☒

Speaking

3 **FOCUS ►** Role-playing a dialogue

Have a S read out the rubric and help him/her explain the task. Elicit what the ad is about and the reason for the difference in price. Instruct Ss to work in pairs and use language from Ex 1 to make up dialogues. Walk around, monitoring the task and helping Ss where necessary. Ask pairs of Ss to act out their dialogues for the whole class. Elicit feedback. Ss edit their work. Record Ss' role-play.

Suggested Answer Key

- A: Hello, Save the Whales. How can I help you?
 B: Hi. I'm interested in making a donation.
 A: That's great. Do you want to make a one-off donation or a regular monthly one?
 B: A one-off, please.
 A: OK. That will be £50 to adopt a whale.

B: How do I pay?

B: Direct Debit. Let me give you our bank account details. It's Savings Bank, Account No. 56289012634. Could I take your name and address, please?

A: Of course. My name's Margaret Owen and I live at 4 Laurel Hill, Great Dunmow, Essex.

B: Thank you very much, Ms Owen. You will receive your receipt soon.

A: Thank you. Good bye.

B: Good bye.

4 **FOCUS ►** Practising word formation

- Focus Ss' attention on the tip and check understanding. Ask several Ss around the class to form verbs from the adjectives given. Write answers on the board. Elicit feedback, and check answers.

Answer Key

- | | |
|-----------|-----------|
| 1 blacken | 3 widen |
| 2 redden | 4 shorten |

- Elicit sentences containing the verbs, and check answers.

Suggested Answer Key

- 1 The sky blackened as the dark clouds blocked out the sun.
- 2 His face reddened in anger.
- 3 This road is too narrow. It needs to be widened.
- 4 Can you shorten my dress, please?

Pronunciation

5 **FOCUS ►** Pronouncing /aɪ/, /aɪə/

Draw Ss' attention to the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds slowly and clearly. Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds with the class. Read the rubric and explain the task. Play the recording. Ss listen and tick the correct boxes. Ss compare answers. Allow Ss time to find more words. Check Ss' answers and correct any mistakes.

8

English in Use

Answer Key

	/aɪ/	/aɪə/		/aɪ/	/aɪə/
my	✓		pie	✓	
mine	✓		fire		✓
tied	✓		why	✓	
tired		✓	hire		✓

Suggested Answer Key

/aɪ/ cry, try /aɪə/ liar, buyer

8

Extensive Reading

Introduction

Refer Ss to the section title *Science* and elicit what topics belong in this category and recycle the ones seen so far. Ask Ss what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

1 **FOCUS ►** Stimulating interest

Focus Ss' attention on the section title pictures and ask them to identify what is in each. Ask the questions in the rubric to introduce the meaning of the words and the concept. Initiate a class discussion on the topic and brainstorm for more types of herbivores, carnivores and omnivores. Check pronunciation of the words and elicit the equivalents in L1, hinting that they might be *true friends*. Check Ss' answers.

Answer Key

herbivore: grasshopper
carnivore: hawk, snake, lion

Reading & Listening2 **FOCUS ►** Understanding dictionary entries

Instruct Ss to read the dictionary entry. Ask the question and check answers. Ask questions to elicit the part of speech, pronunciation, form and meaning of the compound noun.

Answer Key

The pictures and the entry are about a food chain.

3 **FOCUS ►** Reading for detailed understanding

- Explain task. Check Ss' understanding. Allow them time to read through the text and complete the task. Monitor the task, making a mental note of Ss' answers. Do not intervene. However, remind Ss of the S-V-O structure in sentences; always try to determine the part of speech of the missing word; and finally to look for the meaning. Play the recording. Ask for Ss' answers. Elicit justifications.

Answer Key

1 <i>the</i>	5 <i>These</i>
2 <i>are</i>	6 <i>them</i>
3 <i>as</i>	7 <i>there</i>
4 <i>they</i>	8 <i>a (the)</i>

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

producers (n): *sb or sth that makes sth*
herbivores (n): *animals that eat plants only*
carnivores (n): *animals that eat meat only*
omnivores (n): *animals that eat both plants and animals*
consumer (n): *sb or sth that uses sth*
fungi (n): *plants that have no flowers, leaves or green colouring*
bacteria (n): *very small organisms*
break down (phr v): *decompose*

Extensive Reading

8

compounds (n): substances
all over again (exp): from the beginning
provides (v): gives
survive (v): to continue to exist even after being in a dangerous situation
extinction (n): the dying out of a species

4 **FOCUS ►** Summarising the topic from a diagram

Allow Ss some time to read through the text again and relate it to the diagram. Allow them to make notes next to the pictures in the diagram or underline important words. Ss summarise the topic to their partners. Walk around the classroom monitoring Ss' work and helping where necessary. Ask Ss to present their work to the class.

Suggested Answer Key

Plants get the energy they need from water and the sun. Certain animals, such as some insects, get their food from plants and other animals. Fungi and bacteria use the dead animals as food so nothing is wasted in nature. Everything is linked and a break in the chain would be a disaster.

Project

5 **FOCUS ►** Illustrating a food chain

Have a S read out the rubric and help him/her explain the task. Allow Ss time to complete the task. They can work with their partners. Help Ss if they have any difficulties and check their work. Ask several Ss to present their work. Pin the Ss' work up on the walls of the classroom.

Suggested Answer Key

Plants and animals depend on each other. Microorganisms, insects, and fungi are decomposers. They provide chemicals for green plants. Plants are the food for plant eaters. The plant eaters are food for the meat eaters. These all provide waste materials for the decomposers.

Progress Check

8

Progress Check 8 and Look at Module 9 should be done in one lesson.

Answer Key

- | | | | | | | | |
|---|-----------------------------|--------------|--------|---|--|-------------------|------------|
| 1 | 1 power | 3 natural | 5 acid | 4 | 1 have to | 3 have to | 5 have to |
| | 2 recycling | 4 endangered | | | 2 don't have to | 4 doesn't have to | |
| 2 | 1 role | 3 habitat | 5 up | 5 | 1 don't they | 3 aren't they | 5 isn't he |
| | 2 burn | 4 poisons | | | 2 did he | 4 can she | |
| 3 | 1 has been working | | | 6 | 1 I'm interested in making a donation | | |
| | 2 has been swimming | | | | 2 A monthly donation, please | | |
| | 3 have you been taking care | | | | 3 You'll get our magazine every two months | | |
| | 4 have been studying | | | | 4 Could I take your name and address | | |
| | 5 have been donating | | | | 5 How can I pay | | |
| | 6 has/have been trying | | | | | | |

Module 9

Before you start ...

Ask Ss to take a quick look at Module 8. Ask Ss what they have done to help the environment recently. Ask Ss if they have ever planted trees or built nesting boxes. Ask questions and stimulate a short discussion on the topics. Adapt questions according to Ss' answers.

Look at Module 9

- Ask Ss to look at the title of the module, *Shopping time*, and elicit/explain the meaning (*when people buy things*). Refer Ss to the titles of the units on pp. 86-90 and ask them how they are related to the title of the module, *Shopping time* (p. 86 *You are what you eat! – the food people buy affects them*, p. 88 *Can I help you? – buying things in shops*, p. 90 *Gifts for everyone! B buying presents for particular people*).
- Use pictures 1-3 to stimulate a discussion and to promote interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 91).

T: What page is picture 1 from?

S1: It's from page 91.

T: What can you see in picture 1?

S2: A cucumber lying on the beach, tanning and drinking a cocktail. It's wearing flip flops. It's very funny.

T: (Encourage Ss to look at the title of the section and article, as well as the sayings and idioms accompanying the pictures.) What do you think this section is about?

S3: I think it is about food and food sayings. I think these pictures show food sayings.

T: What else can you see on page 91?

S4: A quiz about food and dictionary entries.

T: Do you have any food sayings in your language? Etc.

Shopping time

Pic 2 (p. 88)

What page is picture 2 from? What is it? What else can you see on p. 88? How do you think they are related to the title of the unit? What do you think the dialogue will be about?

Pic 3 (p. 86)

What page is picture 3 from? What can you see in the picture? How are the other pictures related? What do you think this section is about?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain each item.

Answer Key

shopping lists (p. 86)

What is a shopping list? Who does the shopping in your family? Do they use a shopping list? Do you help with the shopping? What do you think this unit is about? What does the title mean? What is the text on p.87 about? What do you think the grammar point is here?

dictionary entries (p. 91)

What is a dictionary entry? What do you find out about a word? What entries are these?

an e-mail (p. 90)

Do you use e-mail? Who do you send e-mail to? What is this section about? What do you think the e-mail is about?

an article (p. 93)

What do you think this article is about? Where would you read this? How is it related to the section title Citizenship?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.

9

a

You are what you eat!

Objectives

Vocabulary: food & drink

Reading: a quiz

Grammar: quantifiers

Speaking: about food

Writing: a paragraph about Ss' diets

Introduction

Ask Ss to look at the title, *You are what you eat!* and the pictures. Elicit/Explain the meaning of the title (*the food you eat affects you / if you eat poor quality food, you will have poor health*). Ask them to predict what vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Building vocabulary

- a) • Draw Ss' attention to the food categories and the shopping lists. Elicit/Explain the meaning of any unknown words. If necessary, draw Ss' attention to the pictures of the shopping trolleys. Explain the task and write the food categories on the board. Elicit answers from around the class, checking pronunciation and correcting any mistakes.

Answer Key

vegetables (n): lettuce, tomatoes, frozen peas, potatoes

fruit (n): bananas, apples

meat (n): lamb chops, mince

poultry (n): chicken legs, turkey

dairy products (n): low-fat yoghurt, eggs, low-fat milk, a tub of ice-cream, butter, cheese

nuts & seeds (n): peanuts, almonds

oils (n): olive oil, vegetable oil

fish (n): tuna, salmon

beverages (n): coffee, tea

cereal, grains & pasta (n): wholemeal bread, cereal, brown rice, white bread, spaghetti

snacks (n): a packet of crisps, frozen pizza, a tub of ice-cream, a bar of chocolate, biscuits, hot dog

spices & herbs (n): salt & pepper, basil

sweets (n): honey, white sugar, brown sugar

fizzy drinks (n): a bottle of cola, lemonade

other: mayonnaise, frozen chips

- Return to the list on the board and elicit whether each item is high in fat, sugar, or salt.

Answer Key

- **High in fat:** all the items in the second shopping list (except salt, pepper, coffee), olive oil, tuna, peanuts
- **High in sugar:** white sugar, cola, ice-cream, chocolate, biscuits, honey
- **High in salt:** peanuts, a packet of crisps, frozen pizza, lamb chops, salt, biscuits

- b) Read out the rubric and allow Ss some time to look at the shopping lists again in pairs. Ask Ss to justify their answers.

Answer Key

Andy

2 **FOCUS ►** Reviewing vocabulary of food containers

- Draw Ss' attention to the containers in italics and ask Ss to complete the phrases with the correct containers. Elicit answers from around the class and write Ss' correct answers on the board.
- Ss complete the task. Check Ss' answers.

Answer Key

1 <i>box</i>	5 <i>tin</i>
2 <i>bottle</i>	6 <i>packet</i>
3 <i>jar</i>	7 <i>can</i>
4 <i>cup/packet</i>	8 <i>carton/bottle</i>

- Ask pairs of Ss to think of other items that collocate with each type of container. Elicit answers from pairs around the class, correcting any mistakes. Add correct answers to those already on the board.



You are what you eat!

Suggested Answer Key

- **can:** of any type of fizzy drink, beer, etc
- **carton:** juice
- **bottle:** fizzy drink, wine, juice, beer, etc
- **box:** chocolates, tea bags, biscuits, etc
- **cup:** coffee, cocoa, milk, etc
- **tin:** tuna, beans, sauce, olives, etc
- **packet:** coffee, rice, pasta, biscuits, peas, broccoli, etc
- **jar:** jam, pickles, sausages, etc

Reading

3 **Focus ▶** Reading for detailed understanding/ personalisation

- Draw Ss' attention to the quiz. Allow Ss time to complete the quiz and compare their answers with their partners. Conduct a class poll to see how many Ss fit into each category.

(Ss' own answers)

- Ask Ss to look back at the text and to explain the meanings of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

(Ss' own answers)

Answer Key

starving (adj): very hungry
depends (v): sth is determined by sth else
Grilled (adj): cooked on a grill/fire with strong heat
takeaway (n): a meal that is taken away from where it has been cooked
family-sized (adj): a portion that is theoretically big enough to feed a family
dessert (n): a sweet dish usually eaten at the end of a meal
low-fat (adj): containing very little fat
treat yourself (exp): give yourself sth which is unusually nice
doesn't hurt (exp): does no harm/damage
go over the top (exp): do sth to excess
otherwise (adv): introduces a result of not taking a particular action

Grammar

4 a) **Focus ▶** Consolidating quantifiers

- Allow Ss some time to read through the examples. Elicit which words are used with countable or uncountable nouns. Then recycle which are used in the affirmative, negative or interrogative form.

Answer Key

Countable: some, many, any, a lot of, a few, no
Uncountable: some, much, any, a lot of, a little, no
Affirmative: some, a lot of, a little, a few, no
Negative: any, not many, not much
Interrogative: any, some

- Check Ss' answers and allow them some time to come up with their own examples.

Suggested Answer Key

Is there any sugar?
There are a few apples. etc

Speaking

- b) Read the rubric and check Ss' understanding of the task. Allow Ss time to prepare their dialogues in pairs. Monitor the activity and help where necessary. Ask individual pairs to repeat their dialogues for the class.

Suggested Answer Key

A: *Is there any cheese?*
 B: *Yes, a lot.*
 A: *Are there any apples?*
 B: *No, not many.*
 A: *Is there any juice?*
 B: *Not much.*
 A: *Are there any tomatoes?*
 B: *A few.*
 A: *Is there any ice-cream?*
 B: *A little.*

You are what you eat!

9a

5 **FOCUS ►** Practising phrasal verbs (take)

- Focus Ss' attention on the spidergram. Allow Ss some time to read through the meanings and the sentences. Ss work on their own. Ask several Ss to report to the class. Elicit answers from around the class.

Answer Key

1 off 2 out 3 away 4 back

- Extension:** Have Ss write their own examples with all the phrasal verbs. To make the task more challenging, have them come up with a story of no more than 70 words using all the phrasals.

Writing

6 **FOCUS ►** Writing about recent diet

Explain the task. Allow Ss time to make their lists. Ask individual Ss to read out their lists and ask the class to decide whether the S' diet was healthy or not. Allow Ss time to complete their paragraphs in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.

Suggested Answer Key

Sunday: cereal, chicken, vegetables and a pie.

Monday: cereal, crisps, burger, chips, pizza, coke, chocolate

On Sunday my diet was quite healthy. I had cereal for breakfast, and for lunch I had roast chicken and vegetables. I had a pie for dinner, which wasn't too unhealthy. However, the food I ate on Monday wasn't healthy at all. I had cereal for breakfast again, but I got hungry later and bought a packet of crisps. Then I had a Mega Burger and chips for my lunch, which were both dripping in fat. At dinner time, I thought I'd share a takeaway pizza with my brother, but he wasn't hungry, so I ate the whole thing myself along with two cans of coke and a chocolate bar for dessert.

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Can I help you?

Objectives

Vocabulary: products, shops and jobs in shops
Reading & Listening: a dialogue
Speaking: acting out dialogues
Grammar: present perfect simple vs continuous
Listening: an extended dialogue
Everyday English: buying necessities

Introduction

Ask Ss to look at the title, *Can I help you?* and the pictures. Elicit/Explain the meaning of the title and where Ss might expect to hear it (*a question that is often asked by shop assistants to customers to offer assistance*). Ask them to predict what vocabulary they will see in the unit.

Vocabulary

1 a) **Focus ►** Building vocabulary related to shopping

Draw Ss' attention to the list of shops and the items. Elicit/Explain the meaning of any unknown words. Explain the task and write the shops on the board. Elicit answers from around the class, checking pronunciation and correcting any mistakes.

Answer Key

Clothes shop: hooded sweater (hoodie), socks, swimsuit

Stationery shop: crayons, a diary

Toy shop: a teddy bear

Optician's: sunglasses

Sports shop: basketball

Chemist's: first-aid kit, toothbrush

Jeweller's: ring

Electronics shop: camera

- b) Model the exchange with a S and check the class understands the task. Ss work in pairs. Monitor and help where necessary. Ask several pairs to act out their exchanges for the class. Check Ss' pronunciation and intonation.

Suggested Answer Key

A: *What do you need to buy?*
 B: *A hooded sweater. (hoodie)*
 A: *OK. Let's go to the clothes shop.*
 A: *What do you need to buy?*
 B: *A teddy bear.*
 A: *OK. Let's go to the toy shop.*

2 **Focus ►** Matching job types to descriptions and duties

- Draw Ss' attention to the list of jobs and elicit/explain the meaning of any unknown words. Explain the task and allow Ss time to complete the matching exercise. Check answers around the class.
- Draw Ss' attention to the gapped sentences and explain the task. Allow Ss time to complete the task and check answers around the class.

Answer Key

1 B	2 A	3 D	4 E	5 C
1 security guard	4 shop assistant			
2 cleaner	5 cashier			
3 manager				

Reading & Listening

3 a) **Focus ►** Listening for specific information

- Ask Ss to read the first exchange. Elicit/Explain the meaning of *camp* (*a centre where children and teenagers take part in a variety of mostly outdoor activities during the summer*).
- Draw Ss' attention back to the pictures and elicit guesses from Ss about what Dave might need. Write Ss' guesses on the board.
- Play the recording and elicit the correct answers from around the class.

Answer Key

towel, toothbrush, toothpaste

Can I help you?

9b

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

Ask Ss to read the questions so they know what information they are looking for. Then ask Ss to read the dialogue again. Allow Ss time to read the text and complete the task individually. Elicit answers from around the class.

Answer Key

1 DS 2 DS 3 F 4 T

Speaking4 **Focus ►** Acting out a dialogue

Draw Ss' attention back to the dialogue and explain the task. Allow Ss time to practise in pairs and then ask individual pairs to act out their dialogue for the class. Record if possible.

Suggested Answer KeyA: *Have you finished packing for camp, yet?*B: *Not yet.*A: *You've been packing all afternoon! Do you need any help?*B: *Yes, please. I'm sure I've forgotten something.*A: *OK. Have you packed your towel and swimsuit?*B: *Yes, I have.*A: *Have you packed your camera and i-Pod?*B: *Yes, I have, but I haven't got any film for my camera.*A: *I think I've got some I can give you. Let me check and I'll let you know. etc***Grammar**5 a) **Focus ►** Studying and practising grammar

Draw Ss' attention to the list of uses of the present perfect simple and continuous and check Ss' understanding. Explain the task and allow Ss time to complete the matching exercise in pairs. Elicit answers from around the class and discuss any difficulties in completing the task.

Answer Key

- 1 *action which started in the past and continues to the present*
- 2 *action which took place some time in the past*
- 3 *the length of an action*
- 4 *the result of an action*
- 5 *a repeated action*

b) **Focus ►** Practising present perfect simple/continuous

- Have Ss read through the diary first. Elicit the setting and the people, explaining to Ss that they must always bear the context in mind.
- Ss work on their own and complete the task.
- Ss report their answers. Check Ss' answers.

Answer Key

- | | |
|----------------------------|----------------------|
| 1 <i>have met</i> | 4 <i>have been</i> |
| 2 <i>have been working</i> | <i>swimming</i> |
| 3 <i>has been coming</i> | 5 <i>have joined</i> |

Game

Read the rubric. Check Ss understand the game. Elicit various situations and examples they can use (e.g. *Your eyes are red. Have you been crying? You look exhausted. Have you been working long hours? etc.*)

Listening6 **Focus ►** Listening for specific information

Read the rubric and explain the task. Draw Ss' attention to the list of shops and elicit some of the items for sale in each shop if they haven't already been mentioned in Ex. 1. Play the recording twice if necessary as Ss complete the exercise. Check answers from around the class.

Answer Key

1 B 2 F 3 D 4 C 5 G



Can I help you?

Everyday English

7 a) **Focus** ▶ Understanding and practising everyday exchanges

- Draw Ss' attention to the headings and the incomplete dialogue. Elicit who the dialogue is between (*a shop assistant and a customer*) and explain the meaning of any unknown words.
- Explain the task and play the recording as Ss complete the task. Elicit answers from around the class.

Answer Key

1	type	3	£12
2	Local (one)	4	£12

- b) • Stimulate a discussion about where Ss like to shop and why (*good selection of items, friendly service, etc.*). Explain the task and allow Ss time to prepare their dialogues. Monitor Ss progress and help where necessary.
- Ask several pairs to perform their dialogues for the class and record if possible.

Suggested Answer Key

A: Hello. I'd like a pair of swimming trunks, please.

B: Sure. What size?

A: Medium, please.

B: Here you are.

A: How much is it, please?

B: 28 pounds.

A: Sorry, how much did you say?

B: 28 pounds.

A: Ok. I'll take them. Here you are.

B: Thank you.



Gifts for everyone!

Objectives

Vocabulary: describing objects
Speaking: describing objects
Reading & Listening: an e-mail
Writing: an e-mail

Introduction

Draw Ss' attention to the title, *Gifts for everyone*, and ask what they think it means (*a variety of presents to suit many people*). Ask Ss where they would go to buy presents for particular friends or members of their families. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

1 **Focus** ▶ Building vocabulary

- Draw Ss' attention to the table and check Ss' understanding of the shapes. Explain the task and allow Ss time to complete the table. Check answers around the class and write **Shape**, **Pattern** and **Material** on the board.
- Elicit answers for each category. Write correct answers below the appropriate headings on the board.

Answer Key

Shape: triangular, oblong, diamond-shaped, etc

Pattern: paisley, print, etc

Material: gold, bronze, lycra, etc.

Gifts for everyone

9c

Speaking

2 **FOCUS ►** Describing objects

- Ask a S to read the rubric and explain the task. Check understanding. Remind Ss that the more specific the adjective, the closer it goes to the noun, but when there is little difference, the order is as follows: size, age, shape, colour, origin, material.
- Allow Ss time to discuss their descriptions in pairs. Go around the classroom monitoring Ss' work and helping with any difficulties. Then invite pairs to describe some objects for the class.

Suggested Answer Key

- 1 They're square, striped, velvet cushions.
- 2 It's a square, plastic, polka-dot make-up case.
- 3 It's a rectangular, plain, leather wallet.
- 4 It's a rectangular, checked, plastic bag.
- 5 It's a striped, plastic ball.
- 6 It's a round, plain, wooden bowl.
- 7 It's a rectangular, plain, silver picture frame.

Reading & Listening

3 a) **FOCUS ►** Listening and reading for specific information

Explain the task and allow Ss time to scan the text for the information they need. Play the recording. Ss check their answers.

Answer Key

*It is from Angela to Wendy.
It is about her trip to New York and the gifts she has brought back for her family and friend.*

b) **FOCUS ►** Reading for detailed understanding

- Explain the task. Allow Ss time to read the text again. Elicit/Explain the meaning of any unknown words. Check answers around the class.

Answer Key

- 1 Angela has been shopping all day.
- 2 She bought him a robot.
- 3 She bought him a leather wallet.
- 4 Her mum.

- Allow Ss time to work on their dialogues in pairs. Go around the classroom monitoring Ss' work and helping with any difficulties. Then invite pairs to repeat their dialogues for the class.

Suggested Answer Key

A: Well, it wasn't easy, Mum, but I've finally bought presents for everyone.
M: Really, dear? What did you get Tim?
A: I got him a silver robot. It walks, talks and does tricks.
M: Oh, I'm sure he'll love that. What did you get your father, dear?
A: Well, I couldn't decide what to get Dad, but in the end, I got him a brown leather wallet.
M: What a good idea. He certainly needs a new one. That old one of his is falling apart.
A: That's what I thought. I got Wendy a lovely, polka-dot make up case, too.
M: Great, now she'll have somewhere to put all her things. Did you get anything for your grandma?
A: How could I forget Granny? I bought her some very tasteful striped cushions. And I bought something for you too, Mum.
M: Oh, don't tell me what it is. That would spoil the surprise.

Writing

4 **FOCUS ►** Writing an e-mail

Explain the task. Ask Ss to brainstorm what takes place on an exchange programme. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and give feedback. Alternatively, you can assign the task for HW provided you have gone through it orally in class.



Gifts for everyone

Suggested Answer Key

Hi Sandra,

Greetings from London. It's wonderful here. I've been shopping all day and I'm exhausted, but the good thing is that I've found something for everyone.

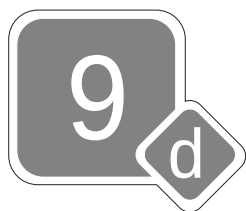
I got my brother a hip hop music compilation, I'm sure he'll love it, and my dad a small wooden clock to go on his desk. I bought my mum eye-shadow and a red lipstick, I hope she likes them. I got you a little something, too, but I mustn't say or else I'll ruin the surprise. See you next Tuesday. Can't wait!

Take care,

Barbara

Synergy

- Allow Ss one minute to think about ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Culture Corner

Reading

- 1 a) **Focus ►** Understanding dictionary definitions

- Draw Ss' attention to the title and the pictures and elicit the theme (*idioms and sayings related to food*). Allow Ss time to read the dictionary entries carefully and elicit the meanings of the words *idiom* and *saying*.
- Ask Ss to brainstorm any idioms or sayings that they know. Elicit suggestions from around the class and write them on the board next to their meanings.

(Ss' own answers)

- b) **Focus ►** Building vocabulary

- Draw Ss' attention to the pictures 1-4 and elicit what is happening in each picture. Elicit/ Explain the meaning of any unknown words.
- Elicit which are idioms and which are sayings and ask Ss to guess/explain the meanings of the idioms/sayings. Write correct explanations on the board.

Answer Key

- 1 **saying:** a task is not done well when too many people are involved.
- 2 **saying:** there is no point in being upset about an unfortunate incident that cannot be reversed.
- 3 **idiom:** being remarkably calm and composed.
- 4 **saying:** someone who spends a lot of time sitting on the sofa doing little more than watching TV.

- 2 **Focus ►** Predicting the content of the text

Explain the task and allow Ss time to read the first two sentences of the text. Elicit suggested answers from around the class and write the correct answer on the board.

Answer Key

The importance of food in people's lives and the large number of idioms and sayings related to it.

Culture Corner

9d

3 a) **Focus ►** Learning idioms

Explain the task. Allow Ss time to read through the idioms and sayings individually. Elicit answers from around the class, correcting mistakes as necessary. Explain any idioms/sayings that are unknown to the whole class.

Answer Key

a hot potato - idiom: a difficult issue or problem

a piece of cake - idiom: sth that is easy

bread and butter - idiom: sth that provides the main income

selling like hot cakes - idiom: selling large amounts very quickly

a bad egg - idiom: a bad person

as cool as a cucumber - idiom: being remarkably calm and composed

as easy as pie - idiom: very easy

full of beans - idiom: has a lot of enthusiasm

my cup of tea - idiom: sth I generally like

an apple a day keeps the doctor away - saying:

If you eat healthily, you will not become ill

you can't have your cake and eat it - saying:

you can't have things both ways

too many cooks spoil the broth - saying: A task is not done well when too many people are involved

eating your words - idiom: publicly accepting that you have said sth wrong

crying over spilt milk - idiom: there is no point in being upset about an unfortunate incident that cannot be reversed

having a finger in every pie - idiom: involved in many things

b) **Focus ►** Choosing the correct idiom/saying

Explain the task and allow Ss time to choose the correct idiom/saying to complete each statement. Check answers from around the class.

Answer Key

1 B 2 A 3 C 4 C 5 B

4 **Focus ►** Consolidating vocabulary

Explain the task and allow Ss time to make sentences in pairs. Elicit answers from around the class.

Suggested Answer Key

- The situation is **a political hot potato**.
- I have written a novel, but journalism is my **bread and butter**.
- I'm not surprised that he's a gangster as he was always **a bad egg**.
- I've finished my exams, and now I'm **as cool as a cucumber**.
- I've finished the crossword. It was **as easy as pie**.
- My youngest nephew is always **full of beans**.
- Eat healthily! Remember – **an apple a day keeps the doctor away!**
- You must choose between the car and the overseas holiday. **You can't have your cake and eat it too!**
- If you're not careful about what you say to your friend, you'll be **eating your words**.
- He's wealthy because he **has a finger in every pie** – importing, exporting, a local business, online sales ...

(Ss' own answers)

Project5 **Focus ►** Writing a quiz about idioms/sayings

- Explain the task. Ask Ss to brainstorm any idioms or sayings and refer them to the quiz to use as a model. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the task for HW.
- Monitor the task and help Ss with their work.
- When the groups have finished, instruct them to swap and do each other's quizzes.
- Give feedback to each group.

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Culture Corner

Suggested Answer Key

- 1 *I really depend on him. He ...*
a is the salt of the earth.
b is just sour grapes.
c goes bananas.
- 2 *He always speaks his mind. He does not ...*
a eat his heart out.
b mince his words.
c have a sweet tooth.

- 3 *They are so different, ...*
a they bring home the bacon.
b they are like a knife through butter.
c they are like chalk and cheese.

Key: 1 – a, 2 – b, 3 – c

9

English in Use

Reading & Listening

- 1 a) **Focus ►** Practising pronunciation and intonation

Ask different Ss to read the sentences aloud. Check Ss' pronunciation and understanding and elicit/explain the meaning of any unknown words. Play the recording with pauses as Ss repeat the sentences.

- b) **Focus ►** Listening for gist/reading for confirmation

Draw Ss' attention back to the sentences and elicit/explain the meaning of any unknown words. Play the recording and elicit the answer.

Answer Key

They are about giving and receiving gifts and showing appreciation.

- 2 **Focus ►** Reading for specific information

Allow Ss time to read through the dialogues and to look at the pictures. Elicit the answer.

Answer Key

Dialogue 1: trainers (7)

Speaking

- 3 **Focus ►** Consolidating language through role play

Read the rubric and explain the task. Tell Ss to use the dialogues from Ex. 2 as a model. Go through a skeleton dialogue with Ss on the board. Ss perform the task in pairs. Go around the classroom monitoring Ss' work and helping with any difficulties.

A	B
Offer present. →	Express thanks. Ask what it is.
Urge B to open it and see. ←	Show admiration. Describe present.
Urge B to try it on. →	Try the item. Say whether it is the right size or not. Ask A for opinion.
Express opinion. ←	Show pleasure. Thank A.

English in Use

9

Suggested Answer Key

A: *Here's my present. I hope you like it.*
 B: *Fantastic! I've always wanted gloves like these and they go with my new coat.*
 A: *I'm glad you like them. Are they your size?*
 B: *Oh no. They're too small.*
 A: *That's all right. You can exchange them.*
 B: *Thanks. They're really great.*

Pronunciation4 **FOCUS ►** Pronouncing /s/, /z/

Draw Ss' attention to the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds slowly and clearly.

Demonstrate where your tongue, teeth and jaw are positioned for the sound. Ss listen and repeat. Drill sounds with the class. Read the rubric and explain the task. Play the recording. Ss listen and tick the correct boxes. Ss compare answers. Allow Ss time to find two more words. Check Ss' answers and correct any mistakes.

Suggested Answer Key

	/s/	/z/		/s/	/z/
face	✓		please		✓
phase		✓	dice	✓	
police	✓		raisin		✓

Introduction

Ask Ss to look at the title, *Citizenship*, and the picture. Elicit/Explain the meaning of the title (*the rights and responsibilities of belonging to a community*). Ask them to predict what type of vocabulary they will see in the unit.

Reading & Listening1 a) **FOCUS ►** Stimulating interest in the topic

Initiate a class discussion on the topic of shopping and elicit related vocabulary (*clothes, gadgets, food, shops, etc.*). Write useful vocabulary on the board. Correct Ss' answers as necessary.

Answer Key

I went shopping last weekend. I got some new summer shoes and a swimsuit. I also got a present for a friend's birthday, I got her Anastacia's new album. My mum took me to a large department store because we needed to buy a lot of stuff so it was easier that way.

- b) Read the rubric and draw Ss' attention to the sentences. Allow Ss time to choose which sentences they might say. Elicit answers and explanations from around the class.

Extensive Reading

9

Suggested Answer Key

I would say: It looks cool! It was a bargain/on offer./It's good quality; although I like being in fashion, I'm not a fashion victim. I try to buy the things I need at a reasonable price.

2 **FOCUS ►** Listening and reading for gist

Draw Ss' attention to the title of the text and the rubric and elicit the topic. Play the recording as Ss check their answers.

Answer Key

It is about how to make better choices when shopping.

Speaking3 **FOCUS ►** Talking about shopping and how to make better choices

Explain the task and allow Ss time to make lists of the things they have bought this week. Then ask Ss to swap lists. Ss ask and answer questions with each other based on the questions in the rubric. Ask pairs around the class to report their discussions.

9

Extensive Reading

Suggested Answer Key**Last week's shopping**

a couple of notebooks (with plastic covers)
 a box of 12 pencils
 an English story book
 a present for a friend (a top)
 a card for my mobile
 a video game

Advice: You should buy recycled notebooks or ones that support charities like UNICEF. You should get a mechanic pencil, that way you help the environment. You should swap or share video games with your friends. You should make your own presents. It's more fun and your friends will appreciate the effort.

4 a) **Focus ► Building vocabulary**

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/ Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their workbooks.

Answer Key

fit in (ph v): be accepted as part of a group
stuff (n): things

affects (v): has an effect on sth

power (n): ability

e-card (n): an electronic greeting often including an image that is sent via the Internet
rechargeable (adj): sth like a battery that can have electricity put back into it and be used again

swap (v): exchange

natural resources (n): land, forests and energy sources found in nature

labels (n): pieces of paper or plastic that are attached to objects to give information about them

a good cause (exp): sth like a charity that benefits others

b) **Focus ► Using words often confused**

- Elicit/Explain the differences between the three words (*match* - same colour; *suit* - look good on a particular person / in a particular place; *fit* - be the correct size).
- Explain the task and allow Ss time to complete the sentences in pairs. Check answers from around the class.

Answer Key

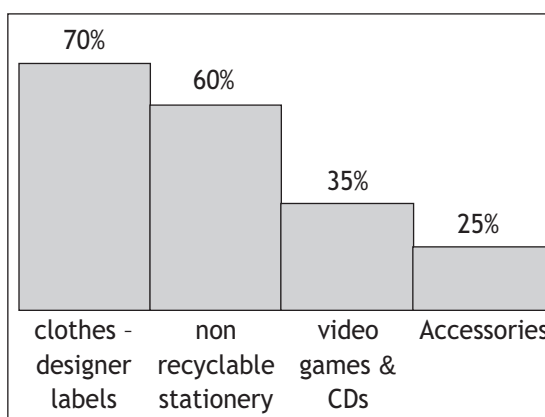
1 suit	3 fit	5 match
2 match	4 fits	6 suit

Project5 **Focus ► Conducting a survey and presenting the results**

Explain the task. Allow Ss time to complete the task in class. Go around the class monitoring Ss' work and helping with any difficulties. Check Ss' work and give feedback. Alternatively, you can assign the writing of the survey results for HW.

Suggested Answer Key

Survey September 5th - 12th on Form E's shopping choices



70 percent of the class spent a lot of money on clothes, especially designer clothes. Most of the class said they bought clothes because they looked cool and some because they needed them.

Extensive Reading

9

60 per cent spent their money on stationery, especially books, pencils, pens and so on. But almost no one thought to buy recyclable items. 35 per cent bought video games or CDs and 25 per cent spent their money on accessories. This survey shows that most of the class did not make smart shopping choices. Almost no one shared with friends or bought recycled items.

Progress Check

9

Progress Check 9 and Look at Module 10 should be done in one lesson.

Answer Key

- 1 **Meat:** lamb chops
Fruit & vegetables: bananas, green peppers
Dairy & eggs: low-fat yogurt, butter
Beverages: coffee
Cereal, grains & pasta: white bread, brown rice
Snacks: a bar of chocolate, a packet of crisps

- 2 1 packet/cup 3 packet 5 box
 2 can 4 jar
- 3 1 any 3 a little 5 a lot of
 2 any 4 many

- 4 1 off 2 out 3 away 4 back
- 5 1 've been studying 4 's gone
 2 's joined 5 've been swimming
 3 's been cooking
- 6 1 a 2 a 3 b 4 a 5 b

Module 10

Healthy body, healthy mind

Before you start ...

Ask Ss to take a quick look at Module 9. Ask Ss what their favourite foods are and if they think they are part of a healthy diet. Ask them if they have ever been camping and what they packed for their holiday. Ask questions and stimulate a short discussion on the topics. Adapt questions according to Ss' answers.

Look at Module 10

- Ask Ss to look at the title of the module, *Healthy body, healthy mind*, and elicit/explain the meaning (*if you look after yourself physically, you'll be healthier mentally*). Refer Ss to the titles on pp. 96-100 and to the various pictures and ask them how they are related to the title, *Healthy body, healthy mind* (p. 96 *to be without anxieties or worry*; p. 98 *to tend to have a lot of mishaps in your life*; p. 100 *asking for a doctor's advice*).
- Use pictures 1-3 to stimulate a discussion and to promote interest in the module as a warm-up activity. Ask questions to begin a discussion about topics that will be covered in the module, adjusting your questions according to Ss' responses. This helps Ss feel they have control over their learning.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 97).

T: What page is picture 1 from?

S1: It's from page 97.

T: What can you see in picture 1?

S2: A boy eating an ice-cream.

T: Look at the title. What do you think this section is about?

S3: I think it is about feeling stress and trying to relax.

T: How do you think these pictures are related to the theme of the unit?

S4: I think they show you ways of relaxing.

T: What stresses you most? What do you do about it? etc

Pic 2 (p. 103)

What page is picture 2 from? What else can you see? How are they related to the title of the section?

Pic 3 (p. 101)

What page is picture 3 from? What can you see in the picture? How are the other pictures related? What is the text about?

Find the page number(s) for

If necessary, elicit/explain each item. Allow Ss time to find the page numbers for each item and check Ss' answers. As appropriate, elicit/explain how each item is used and where Ss would usually expect to find them.

Answer Key

a board game (p. 100)

What is a board game? Can you name any? What do you think this board game is about? How is it related to the rest of the section? What do you think the writing task is here?

a cartoon strip (p. 98)

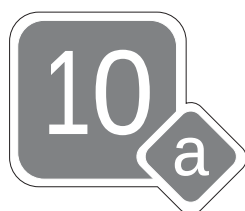
What do you think this cartoon strip is about? What else can you see on the page?

a note (p. 102)

Do you write notes? To whom? What about? What is this section about? What do you think the note is about?

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make

As described in the relevant section in Module 1.



Stress free

Objectives

Vocabulary: related to stress

Reading & Listening: a magazine column

Grammar: *should(n't); unless/if*

Speaking: using notes to give advice

Writing: a leaflet giving advice about stress

Introduction

Ask Ss to look at the title, *Stress free*, and the picture. Elicit/Explain the meaning of the title (*with no anxiety or worry*). Ask Ss what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Vocabulary

1 **FOCUS ►** Listening to music to stimulate interest

Have a S read out the rubric and help him/her explain the task. Check Ss' understanding of the task. Instruct Ss to close their eyes. Play the recording as Ss listen and form images in their mind. Ask Ss for feedback.

Suggested Answer Key

stressed *relaxed*

2 **FOCUS ►** Building vocabulary; ranking

Focus Ss' attention on the list and ask the question in the rubric. Ask a S to read out the situations and help him explain the meaning of any new vocabulary. Ask Ss to number the situations 1 to 10. Check Ss' understanding of the task and allow them time to complete it. Ss compare answers with their partner. Elicit and check Ss' answers. Have a class discussion to find out what else causes the Ss' stress.

(Ss' own answers)

Reading & Listening

3 a) **FOCUS ►** Predicting content

Read out the title and elicit/explain what it means. Ask Ss to guess what the text is about. Allow Ss time to read the text to see if their guesses were correct.

Answer Key

The texts are letters from teens to a magazine asking for advice about personal problems and also paragraphs from the magazine to the teens giving advice.

b) **FOCUS ►** Reading for detailed understanding

- Read out the rubric and allow Ss some time to read the text carefully and match texts 1-3 to A-C. Play the recording (twice if necessary) as Ss listen and check their work. Check Ss' answers.

Answer Key

1 C 2 A 3 B

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase, etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

sit around (phr v): spend time doing nothing interesting or useful

blame (n): accountability

gets away with (phr v): escape without punishment

rumours (n): information that may or may not be true

unfair (adj): unjust

gossip (v): say bad things about sb

harmless (adj): not dangerous

hurtful (adj): that hurts your feelings

mean (adj): nasty

management (n): control

separate (v): move apart

allow (v): let

have it your way (exp): get what you want

co-operate (v): work together



Stress free

Grammar

4 **Focus ►** Reviewing *should/shouldn't*

Have a S read out the rubric and check Ss' understanding of the task. Allow Ss some time to read through the prompts and look at the pictures. Explain/Elicit the meaning of any new vocabulary. Focus Ss' attention on the pictures and the example. Ask Ss for answers to items 2-6. Check Ss' answers.

Answer Key

- 2 *You shouldn't eat too much ice-cream.*
- 3 *You shouldn't spend too much time in front of the TV.*
- 4 *You should get enough sleep.*
- 5 *You should get regular exercise.*
- 6 *You should take care of your pet.*

5 **Focus ►** Reviewing the use of *unless*

Elicit/Explain that **unless** means **if not**. Explain the task and allow Ss time to rewrite the sentences. Walk around the classroom monitoring the task, helping where necessary. Check Ss' answers.

Answer Key

- 2 *Unless the children behave themselves, they won't go to the zoo.*
- 3 *Unless Jim pays his electricity bill, it will get cut off.*
- 4 *Unless the students study, they won't pass their exams.*

6 **Focus ►** Using notes to give advice

Allow Ss time to read through the notes. Elicit the meaning of any new vocabulary. Draw Ss' attention to the first point and the example. Review 1st conditional; its use and formations. If necessary, direct Ss' attention to the *Grammar Reference Section* in their books. Have a S read out the next example. Check Ss' understanding. Allow Ss time to form conditionals from the prompts. Elicit feedback from the class and check Ss' answers.

Answer Key

*If you want to do well, you should revise early.
If you forget easily, you should make notes.
If you have a lot to study, you should make a plan.*

7 **Focus ►** Working with commonly confused words

Focus Ss' attention on the highlighted pair of words. Elicit meanings and examples from Ss. Explain to Ss before they begin the exercise that some of the examples 1-8 are one word, i.e. examples 1, 2, 3, 5, 6 are one word (*headache*, etc). Allow them time to complete the task and check in their dictionaries. Ask for answers around the class and write them on the board.

Answer Key

- | | |
|----------------------|-------------------|
| 1 <i>headache</i> | 5 <i>backache</i> |
| 2 <i>toothache</i> | 6 <i>earache</i> |
| 3 <i>stomachache</i> | 7 <i>sore</i> |
| 4 <i>sore</i> | 8 <i>sore</i> |

8 **Focus ►** Practising phrasal verbs (*fall*)

Read the rubric and explain the task. Explain the phrasal verbs. Ss use their dictionaries to look up phrasal verbs and read examples. Allow Ss time to complete the task. Ss compare answers. Check answers and write them on the board.

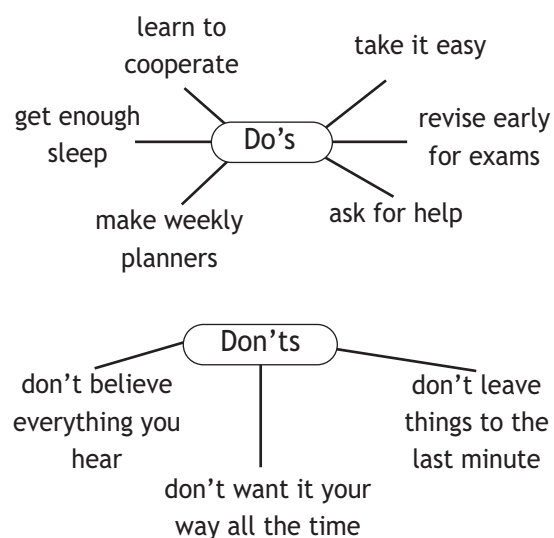
Answer Key

- | | | |
|-------------------|-----------------|----------------|
| 1 <i>out with</i> | 2 <i>behind</i> | 3 <i>apart</i> |
|-------------------|-----------------|----------------|

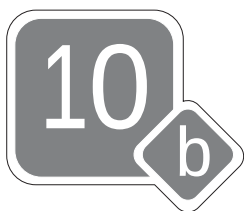
Writing

9 **FOCUS ►** Making a leaflet

Go through the rubric with Ss and elicit key words (*make a leaflet, giving advice, how to cope with stress*). Elicit from Ss what they need to do. Draw Ss' attention to the spidergrams. Brainstorm ideas and write them on the board. Allow Ss time to complete the task in class. Check Ss' work and give feedback. Alternatively, you can assign it as HW provided you have gone through it orally in class.

Suggested Answer Key**Synergy**

- Allow Ss one minute to think about the grammar structures and ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Accident-prone

Objectives

Vocabulary: related to accidents

Reading & Listening: a cartoon strip

Grammar: reflexive pronouns

Everyday English: asking about health/giving reassurance

Listening: an informal telephone conversation

Writing: a story

Introduction

Ask Ss to look at the title, *Accident-prone*, and the pictures. Elicit/Explain the meaning of the title (*have a tendency to suffer mishaps*). Ask them what they think the unit will be about. Encourage Ss to predict what type of vocabulary they will see in the unit.

Vocabulary

- 1 **Focus ►** Building vocabulary related to accidents

Draw Ss' attention to the sketches and elicit/explain the meaning of any new vocabulary. Ask Ss the question in the rubric. Have a pair of Ss read out the example exchange. Check Ss' understanding of the task. Ss talk in pairs. Walk around the classroom monitoring the task and helping where necessary. Encourage Ss to be truthful and help them with extra vocabulary. Ss make notes. Select pairs to act out exchanges for the class.

Suggested Answer Key

S1: *Have you ever cut your finger?*

S2: *Yes, I have.*

S1: *How did it happen?*

S2: *I was cutting a slice of bread. It happened last month.*

S1: *Have you ever chipped a tooth?*

S2: *Yes, I have.*

S1: *How did it happen?*

S2: *I was eating some nuts. It happened two years ago.*

S1: *Have you ever sprained your wrist?*

S2: *Yes, I have.*

S1: *How did it happen?*

S2: *I was playing basketball. It happened last summer.*

S1: *Have you ever twisted your ankle?*

S2: *Yes, I have.*

S1: *How did it happen?*

S2: *I was rollerblading. It happened when I was 7.*

S1: *Have you ever hurt your back?*

S2: *Yes, I have.*

S1: *How did it happen?*

S2: *I was lifting a heavy box. It happened a couple of months ago.*

S1: *Have you ever banged your head?*

S2: *Yes, I have.*

S1: *How did it happen?*

S2: *I didn't see the cupboard door and I banged it on that. It happened a few days ago.*

Reading & Listening

- 2 a) **Focus ►** Stimulating interest/predicting content

Focus Ss' attention on the cartoon strip and elicit answers to the first question in the rubric. Refer Ss' to the title and explain/elicit its meaning. Ask Ss how it is related to the text. Elicit feedback from the rest of the class. Play the recording as Ss listen and read to check their answers. Check Ss' answers.

Answer Key

On a boardwalk by a beach. The boy is accident-prone and he hits a lamp-post.

- b) **Focus ►** Building vocabulary

Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

lamp-post (n): tall pole beside a road that has a light attached to the top of it

twisted (v): injured by turning sth too sharply

ambulance (n): a van used to transport people to hospital

Accident-prone



wrap (v): put cloth or paper round something
ankle (n): the joint where your foot joins your leg

3 a) Focus ► Understanding puns

- Focus Ss' attention on the Study Skill box and elicit what a **pun** is. Ask Ss the questions in the rubric. Help Ss identify the pun. Check that they are looking for a word that has a dual meaning. Elicit answers and write them on the board. Go through each wrong answer given, explaining in detail why they are wrong until Ss understand what the pun is. Refer Ss to their dictionaries to check the meanings given for the noun **break**. Elicit 1) *a short holiday*, 2) *a fracture, smash, crack, etc.* Write **summer break** on the board and elicit 1) *summer holiday*, 2) *summer accident*. Ask a S to explain the joke. Accept feedback.

Answer Key

The pun is on break. It implies a holiday and a fracture.

- Allow Ss time to browse through their book and identify the puns in some of the jokes. In pairs, Ss discuss them and explain their meanings. Instruct Ss to look the words up in their dictionaries for confirmation. Ask for answers around the class and write them on the board.

Suggested Answer Key

Module 3 – shortcut: the pun is on cutting sth short, i.e. hair, a journey.

Module 5 – full moon: the pun is on the full circle of a moon and a place being full of people

Module 6 – rock concerts: the pun is on 'rock' as a piece of rock/stone and the type of music

Module 7 – on: this joke plays with the word 'on' meaning literally on the surface of sth and 'What's on?', i.e. showing.

b) Focus ► Matching parts of a joke

- Draw Ss' attention to the first part of the jokes, making sure they know what to do and explaining the meaning of any new vocabulary. Elicit predictions from Ss about how the jokes might end before they read the options. Allow Ss time to read the options and match. Ask Ss for answers and to justify their choices and explain the puns. Elicit feedback. Play the recordings. Ss compare their answers. Check Ss' answers.

Answer Key

1 B 2 A

- **Extension:** Give Ss sets of words with double meanings and encourage them to come up with their own jokes. Alternatively, Ss can do research and tell the class the best joke they found. Hold a class joke contest.

4 Focus ► Practising reading skills

Ss read out the strip in turns to their partners. Monitor and check pronunciation and intonation. Ask Ss in groups to read out the strip. Accept feedback.

(as cartoon strip)

Grammar

5 a) Focus ► Reviewing reflexive pronouns

Allow Ss some time to read the contents of the box and elicit what reflexive pronouns are and how they are formed. Ask Ss to find examples in the dialogue. Check Ss' answers.

Answer Key

... you've hurt yourself ... (the subject and the object of the verb are the same)

b) Focus ► Using reflexive pronouns.

Explain the task. Allow Ss some time to complete the task on their own. Ask several Ss around the class for their answers. Elicit feedback and check answers.



Accident-prone

Answer Key

- | | |
|-----------|--------------|
| 1 herself | 3 myself |
| 2 himself | 4 themselves |

- c) Instruct Ss to talk in pairs about at least three things they can do by themselves. Refer Ss to the *Grammar Reference Section* for further details. Walk around the classroom. Monitor the task and help where necessary. Ask several pairs to report to the class. Elicit feedback and check Ss' answers.

Answer Key

- I can tie my shoes myself.*
I do my homework by myself.
I make my lunch myself.

Everyday English

- 6 **Focus ►** Asking about health and giving reassurance

Focus Ss' attention on the language box. Go through the items and elicit/explain the meaning of any new vocabulary or expressions. Ask two Ss to read out the example exchange. Check Ss' understanding. Ss work in pairs. Monitor the task and help where necessary. Have several pairs report to the class. Elicit feedback. Check Ss' work.

Suggested Answer Key

- A: *What's the matter? You don't look very well.*
 B: *I think I've hurt my back.*
 A: *It's going to be all right.*
- A: *What's up? Is something wrong?*
 B: *I think I've chipped a tooth.*
 A: *It's nothing serious.*

Listening

- 7 a) **Focus ►** Listening for specific information

Have a S read out the rubric and help him/her explain the task. Elicit what the text is (*an order form*). Tell Ss to take advantage of the time before the recording begins to read through the sentences to get an idea of what the missing information might be. Once Ss have read the order form, play the recording, twice if necessary. Ss listen and complete the task on

their own. Check Ss' answers, playing the piece again with pauses or referring Ss to the tapescript.

Answer Key

- | | | |
|------------|-----------|--------|
| 1 hospital | 3 Connely | 5 7:30 |
| 2 18b | 4 better | |

- b) **Focus ►** Personalising

Have a S read out the rubric and help him/her explain the task. Brainstorm ideas and elicit appropriate vocabulary.

Suggested Answer Key

- Yes. I hope you feel better soon./Get well soon./ Wishing you a speedy recovery.*

Writing

- 8 **Focus ►** Writing a story about an accident while on holiday

- Go through the rubric with Ss and elicit key words (*a story, an accident, draw pictures*). Elicit from Ss what they need to do.
- Revise the writing format of a story (*each paragraph a continuation in the plot; past tenses and descriptive vocabulary; character presentation and development; time sequence; location; climax; denouement*).
- Brainstorm Ss for ideas.
- Allow Ss time to work on their own and make a plan. Monitor the task, checking that their plans are appropriate.
- Ss write their stories in class. Alternatively assign the task for H/W provided you have gone through it orally in class.

Suggested Answer Key

I was swimming in the sea last summer at my grandmother's seaside village. The water was cool and clear and I could see colourful fish swimming around me.

What I didn't see were the sea urchins. As I was swimming towards the beach, I saw a beach ball coming towards me. I put my feet down to steady myself. I dodged the ball, but I felt a sharp pain in my left foot.

Accident-prone

10b

I sat on the beach and examined my foot. A spine was in it. I called out to my sister who was tanning a few metres away. She immediately emptied a small pink cosmetics bag. She took out a pair of tweezers and pinched my foot where the spine was. I screamed because I was not expecting any pain, but I immediately felt better.

I looked up at my sister. She was grinning, "Doctor Tina to the rescue. Anytime." And she put her things back in her small pink bag.

Synergy

- Allow Ss one minute to think about the vocabulary, language and grammar structures they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

10

C

Doctor, doctor!**Objectives**

Reading & listening: a letter of advice

Speaking: a monologue

Writing: a letter of advice

Introduction

Ask Ss to look at the title, *Doctor, doctor!*, and the board game. Elicit/Explain the meaning of the title (*asking for a doctor's advice*). Ask them what they think the unit will be about. Encourage Ss to predict what vocabulary they will see in the unit.

Game

FOCUS ► Playing a game to practise vocabulary

Focus Ss' attention on the board game. Ask Ss if they can explain what the game is about and predict how it is played. Elicit answers and provide clear explanations and instructions. Check Ss' understanding of the game and the instructions. Show what *heads* and *tails* are on a coin. Read through the list and elicit the meaning of any new

vocabulary. Ask a S to read out the example and revise the form of first conditional sentences. Ss play the game in pairs. Monitor the activity, acting as a referee and intervening only if necessary. At the end of the game elicit answers around the class.

Suggested Answer Key

If you have a stomachache, you should eat a light meal.

If you have an earache, you should put drops in it.

If you have a sore throat, you should have a hot cup of tea.

If you feel exhausted, you should lie down and get some rest.

If you have a toothache, you should take a painkiller.

If you have a high fever, you should drink plenty of fluids.

If you have sore eyes, you should wash them with cold water.



Doctor, doctor!

Reading & Listening

1 a) **FOCUS ►** Predicting content

Draw Ss' attention to the texts, focusing on the assumed names in bold and eliciting their meanings. Ss read the texts to answer the questions in the rubric. Check Ss' answers.

Answer Key

They are short letters to a magazine asking for advice. 'Worn out' is exhausted and he/she needs to feel better before the tennis tournament. 'Computer Freak' has got lots of headaches and his/her eyes are sore all the time.

b) **FOCUS ►** Reading for specific information

Explain the task. Ask Ss to read through the letter and match it to the appropriate extract. Play the recording and then check Ss' answers.

Answer Key

It matches letter A. It is addressed to 'Worn Out'

2 **FOCUS ►** Reading for detailed understanding; analysing a letter giving advice

Explain the task. Ss read the letter and answer the questions in the rubric. Check Ss' answers.

Answer Key

Paragraph 2

- *First of all, it's important to ...*
- *Why don't you ... ? This way, you'll ...*
- *You should also think about If you do this, you'll ...*

3 **FOCUS ►** Working with opening/closing remarks

Elicit/Explain what opening/closing remarks are. Allow Ss time to read the text again and complete the task. Check Ss' answers.

Answer Key

1 O 2 C 3 C 4 O

Speaking

4 **FOCUS ►** Giving advice

Read out the rubric and explain the task. Elicit/Explain what Computer Freak's problem is. Brainstorm for advice and write ideas on the board. Elicit expressions/language of advice (*You should(n't) ... ; Why don't you ... ?; Why not ... ?; How about ... ?; I think ... is a good way to ...*). Ss complete the task in pairs. Select pairs to report back to the class. Provide feedback and correct where necessary.

Suggested Answer Key

*He should get a filter for his computer.
He should try to work less on his computer.
He should get more sleep.
He should get his eyes checked because he might need glasses.*

Writing

5 **FOCUS ►** Writing a letter of advice

Go through the rubric with Ss and elicit key words (*letter of advice, 60-80 words*). Brainstorm with Ss for ideas. Write the ideas on the board. Go over the model letter with Ss again and elicit the topic of each paragraph (*para 1: greetings, general comments/remarks, para 2: detailed advice, para 3: closing remarks, comments*). Allow Ss some time to make a plan for their letter. Walk around the classroom monitoring and helping where necessary. Allow Ss time to complete their letters in class, alternatively assign the task for HW provided you have gone through it orally in class. Check Ss' answers.

Doctor, doctor!

10c

Suggested Answer Key

Dear Computer Freak,

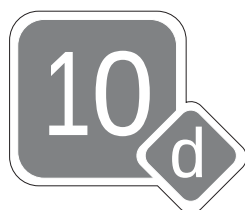
I'm sorry to hear about your problem.
Here are a few things you can do to feel better.

First of all you should get a filter for your computer. Secondly, you should try to work less on your computer. You should also try to get more sleep. That way your eyes will be well-rested. Finally, I think you should see a doctor. You might need to wear glasses.

I hope my advice helps. Thank you for your letter.

Synergy

- Allow Ss one minute to think about what they have learnt in today's lesson.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.



Culture Corner

Reading & Listening1 **Focus ►** Stimulating interest/Predicting content

Draw Ss' attention to the picture and title. Ask Ss to predict what the text is about. Play the recording as Ss listen and check. Check Ss' answers.

Suggested Answer Key

It is about the Royal Flying Doctor Service of Australia. This service gives medical help to people living in the remotest parts of Australia.

2 **Focus ►** Reading for detailed understanding

- Explain the task and explain the meaning of any new vocabulary. Ask Ss to read the questions and the text carefully. Allow Ss time to complete the task. Check answers.

Answer Key

- 1 Australia
- 2 Royal Flying Doctor Service of Australia
- 3 1928
- 4 helping people that live in remote areas of Australia

- Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

isolated (adj): remote, far away from everything
The Australian Outback (exp): the interior of Australia

remote (adj): a long way from towns

operating (v): working

critically ill (exp): very sick

daily life (exp): things you do every day as part of your normal life

non-profit charity (exp): an organisation that helps people, and doesn't make any money from doing so

set up (phr v): create an organisation/company

primary health care (exp): basic medical attention



Culture Corner

Speaking

3 **FOCUS ►** Role-playing an interview

Read out the rubric and explain the task. Check Ss' understanding. Brainstorm ideas. Advise Ss to use the headings to organise their thoughts. Allow Ss time to work in pairs and prepare their interviews. Walk around the class monitoring the task and helping where necessary. Ask several pairs to act out their interviews for the class. Provide feedback and correct where necessary.

Suggested Answer Key

Interviewer: What does RFDSA stand for?

Doctor: The Royal Flying Doctor Service of Australia.

Interviewer: What does the job involve?

Doctor: We are responsible for 200,000 isolated patients in the most remote part of Australia, the Outback.

Interviewer: What is the daily life of a flying doctor like?

Doctor: Well, we treat patients on remote sheep farms with basic equipment. Sometimes it is very difficult to reach these patients when the weather is bad and we often risk our lives flying in awful weather conditions.

Interviewer: Can you tell us a bit about the history of the RFDSA?

Doctor: Of course. It started in 1928 and it is a non-profit charity. It offers primary health care from an aeroplane, 24 hours a day, 365 days a year, as well as educational assistance.

Interviewer: Thank you for talking to Teen Life. How can our readers find out more about you or get in touch with you?

Doctor: People can visit our website which is <http://www.flyingdoctor.net/default.htm>. for more about us. Thank you too!

4 **FOCUS ►** Talking about a typical day in the life of a flying doctor

Explain the task. Advise Ss that they can use information from their interviews from Ex.3. Brainstorm for other ideas. Ss prepare their talks and then tell their partners. Choose individual Ss to give their talks to the class. Provide feedback and correct where necessary.

Suggested Answer Key

Flying doctors must live very exciting lives. Their work means that they are often in very dangerous situations. A typical day in their lives would involve flying to remote areas of Australia to treat patients. Sometimes they have to fly these patients to a hospital for treatment. These doctors have to work even when the weather is very bad.

5 **FOCUS ►** Forming adjectives from verbs

Read out the rubric and explain that the two suffixes **-ive** and **-ative** can be added to verbs to form adjectives. Explain/Elicit the meaning of the words 1-7. Allow Ss time to complete the task. Ss use their dictionaries to check their answers. Check answers around the class.

Answer Key

2	informative	5	attractive
3	protective	6	active
4	creative	7	imaginative

Writing

6 **FOCUS ►** Writing an article about a charity

Suggested Answer Key

The Salvation Army, founded by William Booth in 1878, helps people in over 100 countries. As well as feeding and offering shelter to the poor and the needy, the Salvation Army is involved with disaster relief services, day care centres, summer camps, holiday assistance, services for the aged, medical facilities, shelters for homeless women and children, family and career counselling, vocational training and correction services. More than 30 million people a year are aided in some form by services provided by The Salvation Army.

Culture Corner

10d

Synergy

- Allow Ss one minute to think about what vocabulary they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

English in Use

10

Reading & Listening

- 1 a) **Focus ►** Practising pronunciation and intonation

Ask a S to read out the rubric. Explain the task and any new vocabulary. Ask individual Ss to read out the sentences. Check pronunciation and intonation. Play the recording, pausing after each sentence, as Ss repeat.

(as recording)

- b) **Focus ►** Predicting content

Ask Ss for their predictions on the situation and who the speakers are. Play the recording again and then check Ss' answers.

Answer Key

The dialogue is between a schoolchild who is not feeling well and the school nurse.

- 2 **Focus ►** Reading for detailed information

Focus Ss' attention on the note and check Ss understanding of the task. Allow Ss time to read the dialogue and complete the task individually. Ss compare answers with a partner. Check Ss' answers and write them on the board.

Answer Key

*get plenty of rest, have warm baths
drink lots of water
in a couple of days*

Speaking

- 3 **Focus ►** Role-playing a dialogue

Instruct Ss to think of similar situations and use as much of the language seen in Ex 1 as possible. Walk around, monitoring the task and helping Ss where necessary. Ask pairs of Ss to act out their dialogues for the whole class. Elicit feedback from the class. Record Ss' role-play, if possible.

Suggested Answer Key

A: Hello, Mrs Thompson.
B: Hi Sam. What's wrong? You don't look well.
A: I don't feel well.
B: What's the matter?
A: I've got a terrible headache.
B: I see. Have you been working a lot on your computer?
A: Yes, I have.

10

English in Use

B: That's probably the reason why. Here, lie down and put this ice-pack on your forehead.

A: When will I feel better?

B: In a little while. If it doesn't go away, I'll give you a painkiller.

Pronunciation

4 **Focus ►** Identifying sounds; practising pronunciation

- Draw Ss' attention to the phonemes chart in the appendix. Ask them to find the two symbols. Pronounce the sounds slowly and clearly. Demonstrate where your tongue, teeth and jaw are positioned for the class. Read the rubric and explain the task. Play the recording. Ss listen and tick the correct boxes. Ss compare answers. Check Ss' answers and correct any mistakes.

Suggested Answer Key

	/ʌ/	/aʊ/		/ʌ/	/aʊ/
bud	✓		foul		✓
town		✓	tonne	✓	
noun		✓	nun	✓	
done	✓		down		✓

- Allow Ss time to think of more words with the same sounds. Check Ss' answers around the class.

Suggested Answer Key

/ʌ/: mud, fun

/əʊ/: round, sound

10

Extensive Reading

Vocabulary

1 **Focus ►** Building vocabulary related to medicine

Focus Ss' attention on the pictures and the vocabulary. Explain/Elicit the meaning of any new vocabulary. Explain the task. Allow Ss time to complete the matching task. Check Ss' answers. Ask the questions in the rubric and initiate a class discussion.

Answer Key

1 d 2 c 3 b 4 a

Suggested Answer Key

I've taken all of the above apart from herbal remedies.

I've taken syrup for a bad cough, capsules when I had a fever and tablets for a headache.

Reading & Listening

2 a) **Focus ►** Predicting content/reading for confirmation

Ask Ss the question in the rubric and draw their attention to the picture and the biography. Elicit predictions from Ss. Allow Ss time to read the biography and check their answers. Check Ss' answers.

Answer Key

It shows Robinson Crusoe. He is shipwrecked alone on a desert island. He is probably writing in his diary. The book is 'Robinson Crusoe' by Daniel Defoe.

Extensive Reading

10

b) **Focus ►** Reading for detailed understanding

Have a S read out the rubric and help him/her explain the task. Allow Ss some time to read the first sentence of each paragraph. Ask several Ss to report their answers to the class. Elicit feedback from the rest of the class. Play the recording as Ss read. Check Ss' answers.

Answer Key

Robinson Crusoe is unwell and the passage describes what he does to get better.

3 a) **Focus ►** Identifying the topic of paragraphs

Explain the task. Check Ss' understanding of the task. Allow them time to read again to identify the topic of each paragraph and suggest headings. Ss compare answers with their partners. Check answers with the class.

Suggested Answer Key

*Preparing for the night ahead – Para 1
Still weak – Para 2
Resting on the beach – Para 3
Feeling better – Para 4*

Answer Key

*journalist (n): news writer
author (n): writer
shipwrecked (adj): left alone after a ship has sunk
fiction (n): non-factual literature
went into (phr v): got involved with
refreshed (adj): enlivened
grilled (v): cooked food with very strong heat, either above or below it
miserable (adj): terrible, sad
turtle (n): a reptile with a shell
roasted (v): food cooked with dry heat in an oven or on a fire
smooth (adj): soft/not rough
cheerful (adj): happy and smiling*

- b) Ask Ss to explain the meaning of the words in bold without the use of a dictionary, i.e. they can use synonyms, paraphrase etc. Elicit/Explain the meanings and write them on the board. Ss should copy the words into the vocabulary section of their notebooks.

Answer Key

*journalist (n): news writer
author (n): writer
shipwrecked (adj): left alone after a ship has sunk
fiction (n): non-factual literature
went into (phr v): got involved with
refreshed (adj): enlivened
grilled (v): cooked food with very strong heat, either above or below it
miserable (adj): terrible, sad
turtle (n): a reptile with a shell
roasted (v): food cooked with dry heat in an oven or on a fire
smooth (adj): soft/not rough
cheerful (adj): happy and smiling*

Speaking

4 **Focus ►** Simulating a situation

Explain the task. Ss work in pairs. Monitor the task and help Ss with useful vocabulary. Ask several pairs to report their answers to the class and initiate a class discussion.

Suggested Answer Key

*Build a hut: branches, wood from the beach and forest, stones; tie wood together with strong weeds
Get food: fish, hunt, eat plants & fruit
Keep warm: make a fire from dry branches and leaves; make a coat/blanket from leaves pinned together with pine needles*

Writing

5 **Focus ►** Writing an adventure story

Have a S read out the rubric and help him/her explain the task. Elicit the type of story Ss need to write and useful vocabulary (*suddenly, all alone, dangerous*, etc). Allow Ss time to make their story plans, helping Ss where necessary. Allow Ss some time to complete the task in class. Alternatively, assign the task for HW provided you have gone through it orally in class.

10

Extensive Reading

Suggested Answer Key

After swimming for hours, I started to lose hope. Our boat had sunk and all I remembered was diving into the cold sea. I felt like giving up when suddenly I thought I saw trees in the distance. I looked again and saw I was right! I started swimming as hard as I could.

Half an hour later I felt the sand on my face. I lay there and I think I slept for hours. When I woke up, it was midday. I got up and looked around me. There was no one around. Just trees and wild flowers, the sea and the beach.

I was hungry so I ate some berries from a strange-looking tree. They were very bitter, but I was so hungry that I ate lots and lots. Suddenly, my tummy started hurting. Soon I was in such pain that I fainted.

When I woke up, I found myself in a hospital bed in a city. All my family was gathered around my bed and there were doctors, too. I felt so happy. My mum explained that it had all been a nightmare, probably caused by my high fever. I had the flu, that was all.

Synergy

- Allow Ss one minute to think of ten words they have learnt in today's lesson. Ask Ss to use them to make their own sentences.
- When Ss have finished ask them to get up and go around the class to find a partner who has something in common with them e.g. same hair/eye colour, same clothes, same taste in music, etc.
- Ask Ss to discuss what they have learnt in the lesson with their partner.

10

Progress Check

Answer Key

- | | | | | |
|------------|-------------|-----------------|-----------|------------|
| 1 1 throw | 6 lose | 4 1 out | 3 apart | 5 behind |
| 2 break | 7 chip | 2 behind | 4 out | |
| 3 move | 8 bang | 5 1 ourselves | 3 himself | 5 yourself |
| 4 sit | 9 twist | 2 themselves | 4 myself | |
| 5 cut | 10 practise | 6 1 will take | 4 get | |
| | | 2 will fail | 5 behave | |
| 2 1 result | 3 react | 5 worried | | |
| 2 symptoms | 4 breathing | | | |
| 3 1 sore | 3 regular | 5 high | | |
| 2 doctor's | 4 light | | | |
| | | 7 2, 4, 5, 1, 3 | | |

Song Sheets

Modules 1 & 2

- 1 • Draw Ss' attention to the pictures and the rubric. Ask Ss to predict what the song is about (*how to live well by finding the right kind of place*). Write suggested answers on the board.
 - Play the recording. Ss listen, read and check their answers.
 - Elicit/Explain the meaning of any unknown words and then play the recording again.
- 2 Draw Ss' attention to the rubric and allow Ss time to read through the song again. Elicit the answer to the question and ask Ss to justify the answer by referring to the song.

Answer Key

The best place to live is different for everyone, so it's important for people to find a place that suits them.

- 3 • Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Encourage Ss to use words and phrases from the song. Monitor the activity and offer help as necessary.
 - Elicit answers from around the class by asking Ss to report what their partner has said.

Suggested Answers

*My partner prefers living in the city because there are more things to do and see.
My partner prefers living in the country because it is peaceful and quiet.*

Proverbs

- 4 • Draw Ss' attention to the proverbs and elicit/explain the meaning of any unknown words. Allow Ss time to discuss what they mean and elicit answers from around the class.

Answer Key

A place for everything, and everything in its place. Everything should have a place to be stored in and it should be put there when not in use.
An Englishman's home is his castle. English people feel safe and protected in their homes. They are also proud of their homes.

- Allow Ss time to discuss whether there are expressions with a similar meaning in their country and then elicit answers from around the class.

(Ss' own answers)

Modules 3 & 4

- 1 • Draw Ss' attention to the picture and the rubric. Ask Ss to predict what the song is about (*with enough determination it is possible to overcome any difficulties and succeed in life*). Write suggested answers on the board.
 - Play the recording. Ss listen, read and check their answers.
 - Elicit/Explain the meaning of any unknown words and then play the recording again.
- 2 Draw Ss' attention to the rubric and allow Ss time to read through the song again. Elicit the answer to the question and ask Ss to justify the answer by referring to the song.

Answer Key

The singer feels that we can all achieve our ambitions if we have enough determination.

- 3 • Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Encourage Ss to use words and phrases from the song. Monitor the activity and offer help as necessary.
 - Elicit answers from around the class by asking Ss to report what their partner has said.

Suggested Answers

The song makes my partner feel optimistic about the future because s/he is determined to succeed.

Proverbs

- 4 • Draw Ss' attention to the proverbs and elicit/explain the meaning of any unknown words. Allow Ss time to discuss what they mean and elicit answers from around the class.

Song Sheets

Answer Key

Where there's a will, there's a way. With enough determination anyone can find a means by which to achieve their goals.

The future belongs to those who prepare for it. People are successful when they take actions now to improve their lives in the future.

- Allow Ss time to discuss whether there are expressions with a similar meaning in their country and then elicit answers from around the class.

(Ss' own answers)

Modules 5 & 6

- 1 • Draw Ss' attention to the picture and the vocabulary. Elicit/Explain the meaning of any unknown words and then ask Ss to predict what the song is about (*technological progress is improving our lives*). Write suggested answers on the board.
 - Play the recording. Ss listen, read and check their answers.
 - Elicit/Explain the meaning of any unknown words and then play the recording again.
- 2 Draw Ss' attention to the rubric and allow Ss time to read through the song again. Elicit the answer to the question and ask Ss to justify the answer by referring to the song.

Answer Key

The singer likes technology because he believes it has an entirely beneficial effect on our lives.

- 3 • Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Encourage Ss to use words and phrases from the song. Monitor the activity and offer help as necessary.
 - Elicit answers from around the class by asking Ss to report what their partner has said.

Suggested Answers

My partner believes that technology is making the world a better place in many different ways.

My partner thinks that technology can cause more misery than it prevents.

- 4 Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Elicit answers from around the class.

Suggested Answers

I think that the Internet is the most important invention because it has made information widely available to everyone.

Proverbs

- 5 • Draw Ss' attention to the proverbs and elicit/explain the meaning of any unknown words. Allow Ss time to discuss what they mean and elicit answers from around the class.

Answer Key

Man is greater than the tools he invents. The creator is necessarily more important than the things created.

Time and tide wait for no man. Progress moves onwards whether or not individuals are prepared for it.

- Allow Ss time to discuss whether there are expressions with a similar meaning in their country and then elicit answers from around the class.

(Ss' own answers)

Modules 7 & 8

- 1 • Draw Ss' attention to the pictures and the vocabulary. Elicit/Explain the meaning of any unknown words and then ask Ss to predict what the song is about (*achieving success and popular acclaim*). Write suggested answers on the board.
 - Play the recording. Ss listen, read and check their answers.
 - Elicit/Explain the meaning of any unknown words and then play the recording again.

Song Sheets

- 2 Draw Ss' attention to the rubric and allow Ss time to read through the song again. Elicit the answer to the question and ask Ss to justify the answer by referring to the song.

Answer Key

a) *He wants to be publicly loved and admired so he can change the world.*

b) *Draw Ss' attention to the phrase and elicit answers from around the class.*

Cause a great deal of dramatic change.

- 3
- Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Encourage Ss to use words and phrases from the song. Monitor the activity and offer help as necessary.
 - Elicit answers from around the class by asking Ss to report what their partner has said.

Suggested Answers

My partner would like to be famous so he can solve the world's problems and be greatly admired for doing so.

- 4 Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Elicit answers from around the class.

Suggested Answers

If I'm happy then I don't need wealth or fame.

Proverbs

- 5
- Draw Ss' attention to the proverbs and elicit/explain the meaning of any unknown words. Allow Ss time to discuss what they mean and elicit answers from around the class.

Answer Key

Better to be born lucky than rich. A lucky person may achieve anything. A rich person only has wealth.

A bird in the hand is worth two in the bush. What you have is more important than what you want.

A puff of wind and popular praise weigh alike. The two things are equally unimportant.

- Allow Ss time to discuss whether there are expressions with a similar meaning in their country and then elicit answers from around the class.

(Ss' own answers)

Modules 9 & 10

- 1
- Draw Ss' attention to the pictures and the rubric. Ask Ss to predict what the song is about (*friendship makes people feel good more effectively than medicine*). Write suggested answers on the board.
 - Play the recording. Ss listen, read and check their answers.
 - Elicit/Explain the meaning of any unknown words and then play the recording again.
- 2 Draw Ss' attention to the rubric and allow Ss time to read through the song again. Elicit the answer to the question and ask Ss to justify the answer by referring to the song.

Answer Key

The singer's friend(s) / family / loved ones.

- 3
- Draw Ss' attention to the rubric and allow Ss time to discuss their answers in pairs. Encourage Ss to use words and phrases from the song. Monitor the activity and offer help as necessary.
 - Elicit answers from around the class by asking Ss to report what their partner has said.

Suggested Answers

My partner feels better when s/he can get away from his/her problems for a while and have a good time.

Proverbs

- 4
- Draw Ss' attention to the proverbs and elicit/explain the meaning of any unknown words. Allow Ss time to discuss what they mean and elicit answers from around the class.

Song Sheets

Answer Key

A friend is never known till needed. It's difficult to know which of our acquaintances are really “friends” until they show whether they can be relied on in times of difficulty.

Friends are flowers in the garden of life.

Friends make life more fun and bring great joy to our hearts.

- Allow Ss time to discuss whether there are expressions with a similar meaning in their country and then elicit answers from around the class.

(Ss' own answers)

Tapescripts

Module 1 – Lifestyles

Unit 1b – Ex. 6 (p. 9)

Radio presenter: ... and now to a message from the police to our listeners. The police say that crime is increasing in the area and we should be careful. If you are out at night time, you should walk in a well-lit area. They also say that you should always have your mobile phone with you and call for help if you have a problem. Always keep your money close to you and don't carry a lot of cash unless you really have to. If you have a car, don't leave expensive items and bags for all to see. They are also asking people to join the local Neighbourhood Watch to help stop crime and if you don't have one already you should get a burglar alarm for your home.

Module 2 – Tale time

Extensive Reading – Ex. 6 (p. 23)

For a moment the Canterville ghost stood quietly in the hall. Then, he threw the bottle of lubricant upon the floor and he ran down the corridor. Just as he reached the top of the great wooden stairs, a door opened and two little white-robed figures appeared, and a large pillow flew past his head! There was no time to be lost, so, he vanished through the wall, and the house became quiet again.

On reaching a small secret room, he leaned up against a wall to get his breath. He wasn't very happy. For the first time in three hundred years, he felt insulted.

Module 3 – Profiles

Unit 3b – Ex. 1 (p. 28)

Radio host: As promised, today we're talking with students about their favourite storybook characters and those we love or hate. So, Sally, would you like to go first?

Speaker 1: Sure. Well, I love Dorothy from *The Wonderful Wizard Of Oz*, by L. Frank Baum. She's a cute, young girl, with lots of freckles and long brown hair that she wears in pigtails. Her enemy is the Wicked Witch. She's old and ugly, and she has a horrible, thin face – urgh!

PAUSE

Radio host: Thanks, Sally. How about you, Patrick? You like Bob Cratchit from Charles Dickens' *A Christmas Carol*, don't you?

Speaker 2: Yes, I do. Bob's very poor and he's quite skinny because he can't afford much food. He's in his thirties and he's a nice, blond man, but Scrooge treats him badly. He's a nasty, elderly man. He's thin and has a little grey hair, but he's mainly bald.

PAUSE

Radio host: Thanks. Now, over to you, James.

Speaker 3: Well, I love Peter Pan from the book of the same name by J. M. Barrie. He's such a happy character, with a smiley face. He's slim and he has short red hair. Captain Cook is always chasing him. He's a horrible middle-aged man, with dark, curly, shoulder-length hair. He has a dark tan and, a beard and a scar on his face.

PAUSE

Radio host: He does sound scary, James. Now, last but not least, we have Mary.

Speaker 4: My favourite character is Alice from *Alice's Adventures in Wonderland*, by Lewis Carroll. She's very slim and pretty, with long, straight, blonde hair, and she's a teenager like me. Alice meets some really weird characters on her journey, like the Duchess. She's big and fat, with a huge round face and she shouts a lot.

Radio host: Thanks, everyone. Well, that's all we have time for today. Don't forget that next week... (fade out)

Unit 3b – Ex. 7 (p. 29)

- 1 **A:** Have you seen the new Maths teacher?
B: The one with the scar on his cheek?
A: No. That's Mr Green, our new Geography teacher.
B: So, who's the Maths teacher?
A: Mr Geller.
B: The one with the funny beard.
A: It's not a beard, silly. It's a moustache.
- 2 **A:** I like your hair, Lucy.
B: Really? My sister said it was nicer when it was straight.
A: No, I think it's better wavy.
B: Me too, thanks.
- 3 **A:** Ann looks lovely. Is she going out?
B: Yes, she's going out with friends.
A: Is she going to the theatre again?
B: No, she wanted to but there were no tickets left so she is going to see a film.

Tapescripts

Module 4 – In the news

Unit 4c – Ex. 3a (p. 40)

- 1 **Newscaster:** ... and Rovers fans are celebrating all over the country tonight after their team won the national championship for the third time, beating the Reds, 3 goals to one.
- 2 **Newscaster:** ... and the atmosphere here is amazing. The band hasn't come on stage yet, but you can feel the excitement in the air. Thousands of fans are here and, like me, they're expecting to see a fantastic show. Now the lights are going down ...
- 3 **Newscaster:** ... Claudia is wearing a delightful pink summer dress. It's a typical Stefano creation, but it looks like this year's collection is going to be a big success. The audience love it and the photographers are taking thousands of pictures. Now, here's Kate in an elegant two-piece suit ...
- 4 **Newscaster:** ... the locals here at Newbay are not happy. Thousands of people have gathered in the town square just in front of the Mayor's offices to express their anger at the Mayor's decision to close down the town swimming pool ...

Extensive Reading 4 – Ex. 4 (p. 43)

Alison: Good morning listeners and welcome to 'Breakfast Time' with your DJ, Alison Cole. We're coming to you live from the studios of Radcliffe University with the news that matters to you. First, here's a quick update on the big basketball game last Friday against Sutton. Your Radcliffe Raiders are going on to the championship. That's right. We knew they could do it. Great job mates! Now for the local news here's our star reporter, Mark Jackson.

Mark: Thank you, Alison, and good morning to you all. Mr Baker, our Fire Service Chief, is retiring after 40 years of hard work. There is a special celebration for him on 4th June. Make sure you are there. We all wish Mr Baker a pleasant retirement.

Traffic is heavy today in the town centre due to road work in Collins Circle. Be careful!

That's it for now. Alison. Back to you!

Alison: Great, Mark. Thanks for that. Let's get back to the tunes we all know and love. Here's U2 with "Where the Streets Have No Name" ...

Module 5 – What the future holds

Unit 5a – Ex. 6 (p. 47)

John: I think the world will be a very different place in 2100. I'm sure that robots will do most of the housework for us so we can spend more time playing and having fun. But, I think there won't be many plants and animals left on the planet so we'll have to find new types of food. I also think the earth will be very polluted and maybe we'll have to wear masks. What I'm really afraid of is that if we continue to cause pollution, there won't be any clean water left and we'll have to go to other planets to find water.

Unit 5b – Ex. 8 (p. 49)

You'll never be alone with the new VIVO 500 MP3 player. This is the MP3 player you've been waiting for. The new VIVO 500 with its splash-proof player and headphones means you can take it to the beach or the swimming pool this summer and not worry about water. Its built-in speaker means you can share your music with your friends and not just a few songs. No, this player can store up to two thousand songs. And all for one hundred and ninety-nine pounds. It's the best in MP3 technology: small, light and easy to carry. Get your own VIVO 500 now. For information call 0800 755 844.

Module 6 – Having fun

Unit 6b – Ex. 8 (p. 59)

Sally: Hi, Paul. What are you doing?

Paul: Oh, I'm just filling in the form for Teen Camp.

Sally: Good! What class have you chosen, rafting?

Paul: I wanted to do rafting, but the class is full so I've chosen survival skills.

Sally: Survival skills? That sounds serious.

Paul: Well, I think I'll learn a lot. How about you Sally? What have you chosen?

Sally: You know me! I'm not the outdoor type so I won't be doing rafting or anything like that. No, I've chosen acting.

Paul: That's good. I'm sure you'll like it. Do you know what the others have decided to do?

Sally: Yeah! Let's see. Edward decided to do web design. At first, he wanted to do video game design, but the classes were full, too.

Paul: Edward and his computers...

Sally: I know. He loves them.

Paul: How about the girls?

Sally: Well, you know Jenny loves horses so she has decided to take horse-riding lessons. And Lisa's like me. She doesn't like hiking or rafting. She's chosen to take painting classes.

Paul: It's funny! We've all chosen different things.

Sally: I know. It will be strange not being together all day.

Module 7 – In the spotlight

Unit 7a – Ex. 6 (p. 67)

Two of the most famous female skaters in Russia are Irina Slutskaya and Ekaterina Gordeeva. Both of these women have competed for years in different events and have won many championships around the world.

Irina Slutskaya was born in 1979 and began skating at the age of four. She quickly became a champion in woman's singles skating. She has won a record seven European titles and two world titles, so far. As people say, Slutskaya is the most talented jumper of all the female athletes in the world. She was the first woman to land a triple-triple jump in competition.

Ekaterina Gordeeva is probably the most loved female skater in Russia. Born in 1971, she also began skating at the age of four. Gordeeva was not as successful as a single skater and became a pair's team with Sergei Grinkov. They won two Olympic gold medals and four world championships. Sadly, her career in pair's skating ended when her partner and husband, Grinkov died from a heart attack at the age of 28.

Module 9 – Shopping time

Unit 9b – Ex. 6 (p. 89)

Robert: Hi Marie. Sorry I'm late. I've been all over town looking for a present for my mum as it's Mother's Day tomorrow ...

Marie: Yeah, I know. I got mine this morning. What did you get her?

Robert: I got her a recipe book. She loves cooking so I think she'll like it. Anyway, the bookshop is right next to her work so she can exchange it if she likes. What about you?

Marie: I got her a lovely blouse from Lucy's Boutique. It is that small clothes shop on Marshall street and my brother Andy got her a pair of sandals for the beach. They're really nice.

Robert: Sandals? That's a good idea. I hadn't thought of that and I passed the shoe shop three times!

Marie: Don't worry. I'm sure she'll like the recipe book. What did Natalie get your mum?

Robert: She got her a bracelet.

Marie: That must have been expensive.

Robert: I don't think so. She got it from the jeweller's on our street. He makes everything himself so he is cheaper.

Marie: And your stepsister?

Robert: Sara got her her favourite movie from the video shop. I think mine is the worst ...

Marie: Oh stop worrying. It's a lovely present. Plus, it's the thought that counts!

Module 10 – Healthy body, healthy mind

Unit 10b – Ex. 7a (p. 99)

A: Hello?

B: Kate, it's me. Could you do me a favour?

A: What kind of favour, mum?

B: A colleague fell down and broke her arm and I need you to phone the florist's and have them send her some flowers in hospital.

A: Oh, sure. You mean Ann's flower shop down the road?

B: Yes, you'll find her number in the telephone book. Tell Ann we want a nice bouquet for the occasion, around 10-15 pounds. I'll pay her tomorrow morning if that's ok with her.

A: Ok. And which hospital does she send the flowers to?

B: St Patrick's hospital, Room number -hang on, I've got it written down somewhere.. ah yes, 18 b. And the name is Connely. C-O-double N-E-L-Y.

A: C-O-double N-E-L-Y. OK.

B: Ask Ann to write a card to go with the flowers. Just ask her to write, 'Hope you feel better soon.'

A: Fine.

B: Oh, and Kate, tell Ann that they should be at the hospital before visiting hours are over and that's at half past 7.

A: Before 7:30 pm. Ok, Mum. I'll phone her now. Anything else?

B: No, I'm running late so have supper without me and don't forget to ...

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Unit: Course:

Students' names	Mark and comments
1	
2	
3	
4	
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24	
25	

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Students' Check Forms

Students' Check Form

Name:

Module 1

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Are you a country or a city mouse? I like the countryside where there is peace and quiet.									
What's the best way to protect my home? You should install an alarm system.									
What do you usually do on a warm day? I hang out at the skatepark.									
Two tickets, please.									
What is your town like?									
Draw how you feel.   									

Students' Check Form

Name:

Module 2

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Who is your favourite fictional character?									
I used to spend my holidays in a seaside town.									
I was watching a film on TV when suddenly there was a loud noise!									
You'll never guess what happened to me.									
Oh dear!									
Draw how you feel.   									

Students' Check Form

Name:

Module 3

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
You need to be imaginative to write stories.									
What does your mum look like?									
The person I admire the most is Stephen Hawking.									
What does your Dad do?									
A vet is someone who helps sick animals.									
Draw how you feel.   									

Students' Check Form

Name:

Module 4

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
What were you doing at 6:30 yesterday afternoon?									
Did you hear about the teenagers who conquered Mt. Everest?									
And he scores a goal!									
I'd rather watch channel 1.									
I like documentaries.									
I listen to music on the radio.									
Draw how you feel.   									

Students' Check Form

Name:

Module 5

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Children will have online lessons in the future.									
I use a mobile phone to send text messages and call my friends.									
I see what you mean, but I prefer real dogs.									
7 out of 10 teens have a TV set in their room.									
Can you help me send an e-mail?									
Draw how you feel.   									

Students' Check Form

Name:

Module 6

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Have you ever flown in a pirate ship?									
What will you do if you go to Tech Camp? I'll learn how to make a webpage.									
Would you like to go on a picnic? That sounds great!									
I'm having a whale of a time at Camp Pacific!									
I'd like to reserve a place at your camp.									
Don't swim after eating.									
Draw how you feel.   									

Students' Check Form

Name:

Module 7

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Gandalf is taller than Frodo.									
Shrek is an animation film.									
Would you like to watch Lord of the Rings tonight?									
The album is fantastic and full of catchy tunes.									
Two tickets for the 9 pm showing, please. I'm afraid that is sold out.									
Enjoy the movie!									
Draw how you feel.   									

Students' Check Form

Name:

Module 8

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Grandad has been listening to music for an hour.									
Can I help you clean the pond? Sure, thanks!									
I have to study for exams this weekend.									
Camels live in the desert.									
How can I help you? I'm interested in making a donation.									
A cow is a herbivore.									
Draw how you feel.   									

Students' Check Form

Name:

Module 9

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
Is there any milk? Yes, a little.									
What do you need? Some crayons. OK. Let's go to the stationery shop.									
Hello. I'd like some sunscreen. Sure. What factor?									
I got my Dad a brown leather wallet for his birthday.									
Too many cooks spoil the broth.									
This is for you. I hope you like it. It's fantastic!									
Why did you buy it? I needed it.									
Draw how you feel.   									

Students' Check Form

Name:

Module 10

I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
To change school is very stressful.									
How can I cope with my tests? If you want to do well, you should revise early.									
Have you ever broken a finger? No, I haven't.									
You don't look well. I think I've hurt my back.									
If you have a headache, you should take a painkiller.									
What's the matter? I don't feel well.									
I would make a fire from dry leaves and wood to keep warm.									
Draw how you feel.   									

Progress Report Cards

Progress Report Card

..... (name) can:

Module 1

	very well	OK	not very well
talk/write about city and country life			
ask for/give advice about home safety			
write an article/talk about free time activities			
write a report/talk about his/her town			
write a text/talk about landmarks in his/her country			

Progress Report Card

..... (name) can:

Module 2

	very well	OK	not very well
talk/ask about past events			
recognise literary genres			
write a short article			
use linkers in narration			
tell/write a mystery/adventure story			
talk about fictional characters			
write a plot for a book			

Progress Report Card

..... (name) can:

Module 3

	very well	OK	not very well
talk/write about hobbies			
talk/write about physical appearance and character			
talk about people's jobs & hobbies			
write a descriptive essay			
write an e-mail about a tourist attraction in his/her country			
a short essay			

Progress Report Card

..... (name) can:

Module 4

	very well	OK	not very well
give/react to news			
decide what TV programme to watch			
write a narrative paragraph/a story			
write a news article			
write newspaper headlines			
make a short radio programme			

Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
talk about the future/gadgets/computers			
make predictions/promises/on-the-spot decisions			
express agreement/disagreement			
write an advertisement			
write an opinion essay			
do a survey			

Progress Report Card

..... (name) can:

Module 6

	very well	OK	not very well
talk/write about theme parks/teen camps/holiday activities			
invite/accept & refuse invitations			
reserve a summer camp holiday			
write a postcard to a friend			
give a talk on swimming pool rules			

Progress Report Card

..... (name) can:

Module 7

	very well	OK	not very well
talk/write about celebrities/types of films/music			
express preferences			
write a film/CD review			
write a short article about the most popular sport in his/her country			

Progress Report Card

..... (name) can:

Module 8

	very well	OK	not very well
talk/write about pollution & acid rain			
offer/accept/refuse help			
make a list of eco-activities			
talk/write about nature reserves			
write a for-and-against essay			

Progress Report Card

..... (name) can:

Module 9

	very well	OK	not very well
talk/write about food, drink & containers			
talk/write about shopping			
conduct a survey about shopping habits			
write a quiz about idioms sayings in his/her country			

Progress Report Card

..... (name) can:

Module 10

	very well	OK	not very well
talk/write about stress and accidents			
talk/ask about health and give reassurance			
write advice about coping with stress			
make a leaflet			
write a story about an accident/an article about a charity/an adventure story			

Workbook Key

Unit 1a - A city mouse or a country mouse?

1 1 b 2 c 3 d 4 a

2 1 huge 4 homesick
2 facilities 5 hometown
3 close at hand 6 barn

3 1 Does he like 5 wants
2 is going 6 do not know
3 love 7 Is she meeting
4 I'm flying

4 1 c 2 b 3 a 4 b 5 a

Unit 1b - Better safe than sorry

1 1 Peephole 4 installing
2 Dawn 5 switched
3 broke

2 2 driver 5 dancer
3 painter 6 player
4 shoplifter 7 writer

3 1 run after 2 run into 3 run out

4 1 You shouldn't carry a lot of money with you.
2 You should use a belt bag.
3 You shouldn't keep your wallet in your back pocket.
4 You should be careful in crowded places.

5 1 a 2 b 3 a 4 b

Unit 1c - Hanging out

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

2 1 shopping 2 exhibition 4 theatre
centre 3 carousel

3 1 on 2 about 3 from 4 on
5 to 6 for 7 out

4 1 b 2 c 3 b 4 b 5 c

Unit 1 - Writing (an article)

1 a) (Ss' own answers)

1 huge 6 pretty
2 tall 7 lovely
3 large 8 scenic
4 beautiful 9 amazing
5 fresh 10 massive

2 1 North London
2 10 km long
3 25 ponds • hundreds of trees • large playing fields
4 swim in the ponds • walk around the lovely gardens • explore the scenic trails • see some amazing birds • skate on the ice rink

(Suggested Answer)

Para 1 My favourite place is Genoa in Northern Italy. The city centre is 5km long and 3km wide.

Para 2 There are many things to see there. You can see an old pirate ship in the port, the sea and the beaches, and look at all the beautiful clothes that the Italians love to wear. There are many things to do there. You can go swimming in the sea, visit lots of restaurants and go on a boat to all the beaches that are nearby.

Para 3 Genoa is my favourite place because whether you want to relax, have fun or see the sights, there is something there for everyone!

Unit 2a - Book worms

1 1 magnifying glass 5 loyal
2 eyewitness 6 obsession
3 fictional 7 appearance
4 investigation

2 1 she flew to London
2 he read an adventure novel
3 they hired a DVD
4 I went swimming
5 he took them to the theatre
6 she rang the bell

3 1 Colin Dexter
2 Thames Valley Police/Oxford
3 He liked classic cars and classical music. He disliked spelling errors and bad grammar.
4 Inspector Morse's faithful young partner
5 Yes

Workbook Key

Unit 2b - A classic read

- 1 1 raft 4 initials
2 rocks 5 cave
3 bushes 6 compass
- 2 1 area 4 discover
2 amazing 5 nephew
3 hide 6 explore
- 3 2 Karen & Laura used to wake up early.
They didn't use to sleep late.
3 John used to stay in student halls.
He didn't use to live with his parents.
4 Abigail used to study all day.
She didn't use to have a lot of free time.
5 Derek & Mark used to work in a cafe.
They didn't use to work in a music shop.
- 4 1 until 4 until
2 as soon as 5 after
3 after 6 when

Unit 2c - Vanished!

- 1 1 c 2 a 3 d 4 b
- 2 a) feelings: confused/cosy/scared/relieved
sounds people make: gasp/snoring/yawn/chat/
whisper
ways of moving: trip over/crawling
the weather: stormy/lightning

- b) 1 confused 6 snoring
2 scared 7 relieved
3 crawling 8 whisper
4 stormy/lightning 9 yawn
5 cosy 10 trip over

- 3 1 a 2 c 3 a 4 c

Unit 2 - Writing (a story)

- 1 a) D, C, B, A
- b) 1 D 2 B-C 3 A
- 2 1 3 2 4 3 5 4 1 5 2

3 (Suggested Answer)

Never alone

One sunny morning, David and Sarah went to the beach to spend the afternoon swimming. They liked to go to the beach when it was sunny. After they had swum in the sea, they sat and ate some sandwiches they had brought with them.

As they were eating their sandwiches, they heard a scream. They looked up and saw a woman standing on the beach waving her arms and jumping up and down. They could see that she needed help and they both ran towards her.

David asked her what was wrong and she said her dog was in the water and couldn't swim back. She was crying and calling out. David did not need time to think. He ran to the water and dived in. He could see something splashing a little way out and he swam as fast as he could towards it. When he got there, he grabbed hold of the dog and swam back to the beach with it. The woman was very happy. She held her dog close to her and the dog looked as happy as she did.

The next day David and Sarah were on the front page of the local newspaper. There was a picture of the dog and in the article the woman said that David and Sarah had saved her dog's life. David and Sarah laughed. They thought that the dog was only playing in the water and that he (it) did not need saving at all!

Unit 3a - Lead the way!

- 1 1 fencing 4 collecting stamps
2 skateboarding 5 chess
3 knitting 6 ice-skating
- 2 1 sociable 3 daring 5 imaginative
2 curious 4 patient
- 3 1 c 3 a 5 d
2 e 4 b
- 4 1 C 2 A 3 B 4 C 5 A
- 5 1 a 2 f 3 d 4 g 5 h

Unit 3b - Who's who?

- 1 1 grey 4 cute 7 scar
2 ugly 5 curly
3 in her twenties 6 slim

Workbook Key

- 2 1 interested 3 excited
2 bored 4 disappointing

- 3 1 • kind • middle-aged • English
2 • scruffy • old
3 • funny • young • German
4 • beautiful • Italian
5 • tall • young • British
6 • easy-going • short • elderly

- 4 1 B 2 B 3 C 4 B

Unit 3c - Against all odds

- 1 1 ingenious 4 determined
2 artistic 5 hardworking
3 brave

- 2 1 A 2 B 3 B

- 3 1 scientist 3 politician
2 inventor 4 actor

- 4 1 B 2 A 3 C 4 B 5 B

Unit 3 - Writing (a descriptive article)

- 1 A 2 B 4 C 3 D 1

- 2 **Name:** Lance Armstrong

Date of birth: September 18, 1971

Appearance: tall, slim, short blond hair, and blue eyes.

Achievements: won tour de france 7 times/ beaten cancer/best cyclist in the world

- 3 **(Suggested Answer)**

I really admire my elder brother. His name is Daniel and he works as a fire fighter. He was born in the same place as me, Cambridge, in January 1976. He is tall and skinny although he is very fit. He has very short brown hair and he wears an earring in his left ear.

He has worked for the fire department for 6 years. In that time he has helped save many people. Once, he carried a baby to safety from a very tall block of flats. He was given an award for that.

He wants to become a fire chief one day and be in charge of an area; maybe even Fire Chief for the whole country.

I admire Daniel because he wants to help people and

because he is determined and passionate about life and his work.

Unit 4a - News stories

- 1 1 C 3 E 5 B
2 F 4 D 6 A

- 2 1 beasts 3 bravely 5 recovering
2 safety 4 ran off 6 nursery rhyme

- 3 1 a) were you doing
b) was chatting
2 a) were your parents doing
b) were cooking
3 a) Was your sister sleeping
b) was not sleeping/was taking

- 4 2 A: Was Derek walking the dog yesterday at 3:00?
B: No, he wasn't walking the dog. He was sending an e-mail.
3 A: Was Bob cooking a meal yesterday at 3:00?
B: No, he wasn't cooking a meal. He was talking on his mobile phone.
4 A: Were Teresa and Al sleeping yesterday at 3:00?
B: No, they weren't sleeping. They were reading a book.

Unit 4b - Did you hear about ...?

- 1 **(Suggested Answer)**

- 1 where they had gone.
2 this investigation.
3 we wouldn't get along.
4 hear that he lost his job.
5 his rude behaviour.
6 Failing my English test.....
7 the problem was solved.

- 2 1 Listen to this 3 How horrible
2 That's unbelievable

- 3 1 Were you watching/rang
2 saw/was walking
3 wasn't sleeping/arrived
4 was travelling/remembered
5 were the children studying/was preparing
6 were/delivered

Workbook Key

- 4 1 with 2 off 3 off 4 on
 5 1 magazines 3 stationery 5 6 pm
 2 books 4 café

Unit 4c - Take action!

- 1 1 d 2 b 3 e 4 c 5 a

- 2 1 of 4 out
 2 around 5 with
 3 in

- 3 1 mayor 3 research
 2 attend 4 members

- 4 1 C 3 B 5 C
 2 A 4 A 6 C

- 5 1 conservation 3 election
 2 educational 4 demonstration

Unit 4 - Writing (a news report)

- 1 B

2 (Suggested Answer)

- 1 ... she saved her owner from a fire.
 2 ... started the fire
 3 ... Belle was barking and scratching at her bedroom door
 4 ... very intelligent and more than just a life saver

- 3 On June 16th in Queensborough a Pomeranian named Hunter saved his owner from drowning in a dangerous river.

As John Smart was fishing he suddenly became ill and fell off the deck into the river. Hunter saw that his owner was in great danger and had to act quickly, before it was too late.

The clever dog ran up to the car where John's friend, Ted was asleep. Hunter barked and scratched the man's car door furiously until he woke up. Ted then saw what had happened and called the emergency services.

John was fine after a couple of days recovering in hospital. He was full of praise for Hunter as well, "I owe my life to Hunter. He truly is my best friend", he said.

Unit 5a - Predictions

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

- 2 1 C 2 B 3 B 4 A 5 C

- 3 1 forward 2 after 3 for 4 up

- 4 1 C 2 A 3 C 4 C 5 B 6 C

- 5 1 will win 3 go
 2 go, will bring 4 Will

Unit 5b - Gadget madness

- 1 a) 1 e 3 b 5 c 7 a
 2 d 4 f 6 g

- b) 2 Tina can't do without her MP3 player. She loves listening to music.
 3 Alan can't do without his e-book device. He loves reading electronic books.
 4 Andy can't do without his mobile phone. He loves sending text messages.

- 2 1 Really 4 You have a point
 2 I don't agree 5 I agree
 3 I see what you mean but

- 3 1 will tidy
 2 will look
 3 isn't going to
 4 Are we going to have/Are we having
 5 is going to trip

- 4 1 d 2 c 3 b 4 a

Unit 5c - What's your opinion?

- 1 1 school assignments 4 online
 2 role models 5 motivate
 3 keep notes

- 2 2 What's more 3 However 4 To sum up

- 3 1 C 2 B 3 B 4 B 5 B

Unit 5 - Writing (an opinion article)

- 1 c 2 b 3 a 4 d

2 (Suggested Answers)

- 2 I think people will have holidays on other planets.
- 3 I don't think there will be any teachers.
- 4 The way I see it people will eat food pills.
- 5 I don't think there will be fewer wars.
- 6 I don't think people will live in underwater cities.

3 (Suggested Answer)**What does the future hold?**

Of course it's impossible to know what will really happen in the future, but I think it's important to think about the direction in which we seem to be heading.

I think that technology will help us to improve the lives of most people and I believe that everybody will have enough to eat. My opinion is that doctors will find cures for most diseases and that technological progress will also affect how we spend our free-time. In my opinion, people will go on holiday to space and we will see things that people today can only dream about.

Unfortunately, there is also the danger that some unpleasant things will happen, too. The way I see it, people will work until they are much older and some people think that people will fight for clean drinking water. I also fear that air pollution will make people very ill.

I think that the future will present us with many opportunities as well as some difficult challenges. However, humanity has survived well so far, so I am optimistic about the future.

Unit 6a - Fun starts here!

- 1 a) 1 c 2 a 3 d 4 b
- b) 1 candy floss 3 pirate ship
2 haunted mansion 4 souvenir shopping
- 2 1 A: Have you ever eaten
B: have heard
2 A: have never travelled
3 A: Have you ever explored
B: have not seen
4 A: have visited
B: have not been
- 3 1 A 2 B 3 C

- 4 1 out 2 round 3 across 4 back

Unit 6b - Teen camps

- 1 **Have:** acting classes, dance classes, painting classes, IT classes
Go: rafting, hiking, swimming
Make: a tree house, a webpage, a robot
Play: volleyball, an instrument, video games

- 2 1 C 3 B 5 C 7 C
2 A 4 C 6 C
- 3 1 Would you like 4 I'm afraid I can't.
2 That sounds 5 How about
3 you fancy 6 love to

Unit 6c - A whale of a time!

- 1 A 1 d 2 e 3 c 4 b 5 a
- B 1 water skiing 4 wave riding
2 rides 5 theme park
3 souvenir shopping
- 2 1 has ... gone 5 have ... been
2 Have ... been 6 has gone
3 has gone 7 has gone
4 has been
- 3 1 17 4 Two-week
2 surfing 5 \$ 950
3 25th

Unit 6 - Writing (an advert)

- 1 1 It 2 of 3 the 4 a 5 be
- 2 1 2nd paragraph 3 1st paragraph
2 4th paragraph 4 3rd paragraph
- 3 1 A 2 B 4 C 1 D 3

4 (Suggested Answer)**Spend a wonderful day out at Sherwood Forest.**

Sherwood Forest is located 5 miles from Nottingham City Centre. According to legend, it used to be the home of Robin Hood and his band of Merry Men. It is one of the oldest forests in England.

People say that this is where Robin Hood used to hide from the Sheriff of Nottingham. Is it true or is it a story?

Workbook Key

Find out for yourself. Come along and spend the day in the forest and see some of the most beautiful countryside in the United Kingdom.

Entrance free
Phone 01254 234 7823 for information.

Unit 7a - Walk of fame

- 1 1 figure skater 3 film director 5 TV presenter
2 opera singer 4 model 6 comedian

- 2 1 achievement 4 cover
2 collection 5 average
3 competition

- 3 1 b 2 d 3 a 4 c

4 (Suggested Answers)

- 1 Meryl Streep is the most talented actress of all.
- 2 Whoopi Goldberg is funnier than Keira Knightley.
- 3 Whoopi Goldberg is the least well known actress.
- 4 Keira Knightley is as successful as Meryl Streep.
- 5 Whoopi Goldberg is more successful than Keira Knightley.
- 6 Keira Knightley is the most beautiful actress of all.
- 7 Meryl Streep is less funny than Whoopi Goldberg.
- 8 Keira Knightley is the least talented of all.

- 5 1 as smart as 4 more money than
2 the funniest film 5 the best performer
3 is more playful than

Unit 7b - DVD frenzy!

- 1 a) 1 comedy 4 animation
2 science-fiction 5 fiction
3 romance

- b) A 4 B 2 C 3 D 6 E 1 F 5

- 2 1 Would you like
2 quite like the cinema
3 How about
4 I've already seen it.
5 Any other suggestions
6 That's a great idea

- 3 1 have not seen 5 did not like
2 saw 6 Did you watch
3 have ever seen 7 has not been
4 has never driven

- 4 1 off 2 into 3 on 4 in

Unit 7c - In the charts!

- 1 1 tune 3 role 5 charts
2 voice 4 instrument

- 2 1 careless 4 thoughtful
2 successful 5 careful
3 speechless

- 3 1 g 2 a 3 f 4 h 5 d

- 4 1 T 3 T 5 DS 7 T
2 F 4 F 6 T

Unit 7 - Writing (a film review)

- 1 1 an animated film

- 2 a) recommendation – ✓
the main parts of the story – ✓
the setting – ✓
main characters – ✓
type of film – ✓
title – ✓
the name of the cinema –
the ending –

- b) This film is **well worth seeing**. I **strongly recommend** Shrek for those who are looking for a film the whole family can enjoy.

3 (Suggested Answer)

Spiderman is a great adventure film. The story takes place in New York City. The main characters are Peter Parker, Mary Jane Watson and Norman Osborn. Peter Parker is a student who does not have many friends. One day a spider bites him in a museum. He gets special powers from the Spider's bite and soon he can do anything that a Spider can do.

He wants to stop Norman Osborn from hurting people and he likes to help people who need him, such as Mary Jane Watson, the girl he likes.

Spiderman is a very exciting film and is well worth seeing. It is fun for the whole family.

Unit 8a - Save the earth

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

- | | |
|------------------|--------------------|
| 1 acid rain | 5 plant species |
| 2 factory waste | 6 natural habitats |
| 3 soil pollution | 7 toxic fumes |
| 4 solar power | |

- 2 1 have you been working 3 have been playing
2 have been using 4 have been losing

- 3 1 c 2 a 3 b 4 c

Unit 8b - Eco-helpers

- | | |
|-----------|----------------|
| 1 1 nails | 4 hammer |
| 2 ladder | 5 watering can |
| 3 spade | |

- 2 a) 1 a 2 e 3 d 4 c 5 b

- b) 1 collected rubbish 4 planted flowers
2 cleaned out a pond 5 recycling cans
3 built nesting boxes

- 3 1 a 2 a 3 a

- | | |
|---------------|-------------|
| 4 1 aren't we | 4 didn't it |
| 2 hasn't it | 5 isn't it |
| 3 don't we | 6 shall we |

- 5 1 A forest guard has to wear a uniform.
2 A forest guard doesn't have to plant trees.
3 A forest guard has to patrol the forest.
4 A forest guard doesn't have to feed wild animals.
5 A forest guard has to fight forest fires.
6 A forest guard doesn't have to build nesting boxes.

Unit 8c - Born free

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

- | | | | |
|--------------|------|----------|-----|
| b) alligator | — 1 | zebra | — 6 |
| polar bear | — 11 | raccoon | — 9 |
| penguin | — 10 | vulture | — 3 |
| camel | — 4 | giraffe | — 5 |
| parrot | — 12 | elephant | — 7 |
| snake | — 8 | hippo | — 2 |
| monkey | — 13 | | |

- 2 1 1910 4 Calypso
2 France 5 World
3 explorer

Unit 8 - Writing (a for-and-against essay)

- 1 a) 1 On the one hand 4 To sum up
2 On the other hand 5 However
3 Furthermore

b) 2

2 (Suggested Answers)

Arguments for animal testing

- 2 has brought many benefits
3 helped discover ways to make people's lives healthier
4 no other way to effectively test safety of drugs

Arguments against animal testing

- 1 experiments cause animals pain
2 animals have rights
3 not all tests have benefited humans

3 a) (Suggested Answers)

Arguments for adopting a stray animal

- 1 can give it a good home
2 keep animal off the street
3 save it from being killed

Arguments against adopting a stray animal

- 1 might be difficult to train
2 might not have enough space
3 might not get along with other pets/children

b) (Suggested Answer)

Stray cats and dogs are a common problem in most cities these days. Should we try to help by adopting them or does that lead to other problems?

On the one hand, giving a good home to a stray is a wonderful thing to do. It will keep the animal off the streets and save it from being killed or leading a really miserable life.

On the other hand, animals that have lived on the street may be difficult to train. They might take up too much space as well. Furthermore, the animal may not get along with any other pets/children you already have.

To sum up, there are strong arguments both for and against adopting strays. I believe if you are thinking about adopting a stray you should think very carefully first as it would be terrible for everyone if you had to take your new arrival back to the rescue centre.

Workbook Key

Unit 9a - You are what you eat!

- 1 **Healthy food:** low-fat yoghurt, tuna, tomatoes, onions, brown rice, lettuce
Junk food: ice-cream, frozen chips, bar of chocolate, white sugar, biscuits, chicken nuggets
- 2 1 chocolate 3 tuna
 2 onions 4 bananas
- 3 1 a tin of soup 4 a bowl of salad
 2 a box of chocolates 5 a bottle of water
 3 a cup of tea
- 4 1 back 2 off 3 away 4 out
- 5 1 F 2 A 3 G 4 C 5 D 6 B
- 6 1 some 4 any 7 a lot of
 2 no 5 a little 8 some
 3 any 6 a lot of 9 a few

Unit 9b - Can I help you?

- 1 1 F 3 A 5 B 7 D
 2 C 4 E 6 G 8 H
- 2 a security guard d shop assistant
 b manager e cleaner
 c cashier
- 3 1 a 2 a 3 b 4 b 5 a 6 b
 4 1 b 2 a 3 b 4 b

Unit 9c - Gifts for everyone!

- 1 a) A pattern 1 striped
 B shape 2 rectangular
 3 diamond-shaped
 C material 4 wood(en)
 5 metal
- b) 1 A rectangular black leather bag.
 2 In an antique wooden trunk.
 3 A colourful striped cap.
 4 A square metal picture frame.
 5 In a triangular brown wooden chest of drawers.
 6 A pair of red and white polka dot shorts.
- 2 1 C 2 A 3 C 4 B 5 A

Unit 9 - Writing (an e-mail giving news)

- 1 1 c 2 b 3 a
- 2 1 trendy black leather jacket
 2 a silver watch with a round face
 3 plain white trainers
- 3 **(Suggested Answers)**
 1 a brown leather jacket
 2 an orange and black football
 3 a wooden picture frame
 4 a red and yellow checked skirt
 5 some yellow and blue roller skates

4 **(Suggested Answer)**

Hi Rosie!

Thank you for your last e-mail. I'm sorry I didn't reply sooner, but it was my birthday and I have been busy celebrating! I had a big party at the burger bar near my house and got some really brilliant presents. Let me tell you about them.

Firstly, my parents gave me a trendy brown leather jacket. It's great, all the other kids will be so jealous when they see me in it. My brother gave me an orange and black football. I think it's because I always steal his! My grandmother gave me a beautiful wooden picture frame. I think I'll put a picture of my cat Jessie in it. My auntie gave me a red and yellow checked skirt. I was really happy with it as it's the latest fashion. One of my favourite presents was a pair of blue and yellow roller-skates. My uncle Bob gave me them. He told me I must be careful when I wear them though.

I got lots of other things too, but I'll tell you more when I see you. When is your birthday? I have a great present in mind for you.

See you soon,

Tina

Unit 10a - Stress free

- 1 A) 1 c 2 f 3 e 4 a 5 d 6 b
- B) 1 have moved house
 2 am sitting an exam
 3 throwing a party
 4 lost something valuable
 5 has things her way
 6 practise playing a musical instrument

- 2 1 headache 4 stomachache
2 toothache 5 sore throat
3 earache 6 sore eyes
- 3 1 separate 3 around 5 unfair
2 blame 4 harmless 6 rumour
- 4 1 apart 2 behind 3 out with
- 5 2 You shouldn't take an aspirin unless you have a headache.
3 You shouldn't sit around doing nothing, unless you are on holiday.
4 You shouldn't throw a birthday party, unless you have time to make the preparations.
5 You shouldn't apologise unless you're the one to blame.

Unit 10b - Accident-prone

- 1 (Suggested Answer)
2 A: What's wrong with her?
B: She has twisted her ankle.
3 A: What's wrong with him?
B: He has bumped his head.
4 A: What's wrong with him?
B: He has cut his finger.
- 2 1 c 2 a 3 b 4 d
3 1 b 2 c 3 b 4 b
- 4 1 myself 3 herself 5 yourself
2 themselves 4 ourselves

Unit 10c - Doctor, doctor!

- 1 b) 1 put 4 put 7 get
2 have 5 drink 8 lie
3 wash 6 eat 9 take
- b) (Suggested Answers)
1 ... drink a hot cup of tea
2 ... put a cold pack on ...
3 ... take a painkiller
- 2 1 e 2 f 3 b 4 c 5 d
- 3 1 T 2 F 3 T 4 T 5 F

Unit 10 - Writing (a letter giving advice)

- 1 a) 1 you should do 4 It's better than
2 how about 5 Let me know
3 Another suggestion

b) (Suggested Answer)

- 1 Paula advises Annie to become part of the school by joining a drama club and she also suggests inviting some friends to study with her.
2 Paula thinks Annie will show people that she really wants to be a part of things and that Annie will soon get to know people better.
- 2 Opening remarks — 1, 2, 5
Closing remarks — 3, 4, 6

3 (Suggested Answer)

- 1 Diana doesn't understand what's going on in class and she doesn't feel comfortable about talking to her teacher.

- 4 1 c 2 a 3 b

5 (Suggested Answer)

Dear Diana,
Thank you for writing to me about your problem.
I am sorry to hear that you are unhappy at school.
I have some advice about how you can improve things.
The first thing you should do is tell your teacher now before you fall behind. Your teacher can't know what your problem is if you don't tell her. Why don't you explain that you sincerely want to keep up in class. She won't get angry. Ask her to give you more exercises for practice. After all, teachers are there to support you with extra work when you need it.
I hope you find my advice useful. Don't forget it's up to you to make things happen. Let me know how things go. I think that you will soon understand a lot more.
All the best,
Fiona

Workbook Tapescripts

Unit 1c

Ex. 4 (p. 3)

1 What is Nathan doing this afternoon?

A: What time is it, Phil?

B: It's half past four.

A: Where's Nathan?

B: He's at a restaurant with his friends.

A: He can't be. His friends are having a picnic at the park.

B: Oh, here's a note from him saying that he's at the shopping mall.

A: Oh no! There goes all his pocket money.

2 What time does the party start?

A: Oh come on, Jane! We're late! Everybody's waiting for us.

B: OK, OK. I'll be ready in a minute.

A: It's 6:45. By the time we get there...

B: The party is at 7:30, isn't it?

A: No, it isn't. It says here on the invitation that the party starts at 6:30.

B: Oh no! We're going to be really late!

3 What is Pat doing at the weekend?

A: Hey, Pat. What are you doing?

B: I'm shopping for some things I need for the weekend.

A: Are you going surfing with Jenny again?

B: No, Jenny is going skating.

A: Oh, skating sounds fun.

B: Actually, skating is not really my kind of thing. I'm going canoeing with my brother.

4 What's the weather like?

A: Do you have any plans for today, George?

B: Nothing much. I was thinking of taking it easy.

A: Oh, come on! Now that the rain has stopped, we should do something outdoors! It's quite warm.

B: Well, actually it's really hot! I'd rather stay in and surf the Net or read a book in the air conditioning room.

5 Where is Sally going on Sunday afternoon?

A: Hey Sally, you look tanned! Have you been surfing at the beach again?

B: No, we had plans to go there yesterday but we didn't because my sister wanted to visit Oceanworld instead.

A: Did you enjoy it?

B: Oh, yes! We saw some dolphins there. The best part of the weekend though is coming this afternoon.

A: Really? What are you going to do?

B: I am going to Manly Skatepark. It's such fun there!

Unit 2c

Ex. 3 (p. 7)

1 What was Jenny scared of?

A: Poor Jenny she had a real shock the other day.

B: Why was there a storm? I know she hates lightning.

A: No, there wasn't a storm.

B: OK! Did she see a snake?

A: No, silly! There was a mouse under her bed! She was so frightened!

2 What did he do last night?

A: Did you finish your homework last night?

B: No I didn't, I decided to have the night off.

A: Did you play games on your computer?

B: No, I went to the cinema with my sister.

3 What time did she finish school today?

A: When did you get home, Alison?

B: Quarter to three.

A: But I thought school finished at three thirty

B: Yes, but they let us go home early today, so the bell went at two thirty.

4 Who are they describing?

A: So what did the thief look like?

B: Well, he had a moustache, but not a beard

A: Did he have blond hair?

B: No. It was brown.

Unit 3a

Ex. 5 (p. 9)

Steve: So, Sally how are things at your new school? Did you make any new friends?

Sally: It was difficult in the beginning but you have to be patient with people until they get to know you better. Now I've got quite a few friends!

Steve: What are they like?

Sally: Well, Debbie is the person I hang out with the most. She's excellent at painting and dancing but she's not practical at all.

Steve: I guess she's very artistic.

Sally: That's right! Another person I like but don't get the chance to see very often is Peter.

Steve: Why's that? Is he so sociable that you can't get hold of him easily?

Sally: No, it's just that he's so mad about sport that he never has time for anything else. I wish I was as fit as him!

Workbook Tapescripts

Steve: What about the girls you mentioned the other day, Lisa and Melanie?

Sally: Actually, it's Lisa and Stephanie. They're very nice too! Lisa is very daring and Stephanie is so practical! Sometimes I'm jealous of the way she deals with problems!

Steve: You haven't mentioned Alistair yet, the first guy you met at school.

Sally: I haven't seen him for some time now. He's so determined to pass his exams that he spends all his free time studying!

Unit 4b

Ex. 5 (p. 14)

'Borders' is a chain of bookshops in Britain. Their flagship store is on Oxford Street, in London. It has three floors and you may be surprised to find out it doesn't only sell books!

On the first floor you will find all the different newspapers. There is also a wide selection of magazines, which cater for every interest. So, not only are there all the popular magazines, but those for people with specialist interests as well, like computing, drama and literature.

The main collection of books is on the second floor. There are both fiction and non-fiction books of every description. You can find everything from Harry Potter to the Da Vinci code!

On the third floor there is a stationery shop and a café. When you visit the café be sure to take a book or newspaper with you as there are lots of comfortable sofas to sit and read on while you enjoy a coffee! Borders is open six days a week from 9 until 6pm.

Unit 5c

Ex. 3 (p.19)

James: Steve, you're very keen on computers, aren't you?

Steve: Yes.

James: Well, I was wondering, is there any computer magazine you particularly like reading?

Steve: There are loads. I used to like Pixel a lot, then I was hooked on Byte but now my favourite is Compumania.

James: Is it expensive?

Steve: It's £2.00 but if you get a subscription you can have it for £1.50 a month.

James: I see. Are there any offers?

Steve: Yes, there are gifts with every issue. Last month

there was a free memory card and this month there's a DVD.

James: What about the articles? Is there any information on online learning or web design?

Steve: I haven't seen anything about online learning yet but there were instructions on how to make a web page last month. Plus a lot of interesting information on new gadgets such as web cameras and MP3 players.

James: Does this magazine have a website?

Steve: Yes. It's www.compumania.com

Unit 6c

Ex. 3 (p. 23)

A: California Adventure Summer Camp. How can I help you?

B: Oh, hello. My name is Sam Roberts and I would like some information about the camp.

A: Sure. First of all, you must be between 12 and 17 years old to join.

B: I'm turning 12 next month, is that ok?

A: Yes, that should be fine.

B: What can you do at the camp?

A: Loads of exciting things! You can have lots of fun in the water surfing, wave riding and scuba diving. There's a scheduled visit to a famous theme park every week and you can also learn survival skills while hiking in the mountains.

B: That sounds terrific! When do your sessions start?

A: Our sessions run from June 15 to September 25.

B: And how much do they cost?

A: It's \$500 for a two week session and \$950 for a four week session.

B: Right. Thank you very much.

A: Goodbye.

Unit 7c

Ex. 3 (p. 27)

Erica: Patty, fancy seeing you here!

Alison: Hello Erica! I'm looking for a birthday present for Paul.

Erica: Why don't you get him Shakira's latest album. He loves pop music.

Alison: Great idea! Have you seen Susan lately?

Erica: No, I haven't seen her since we went to that jazz concert in the park.

Alison: Oh yes, Susan is a big jazz fan, isn't she?

Erica: Unlike Pat. All she ever listens to is awful head banging heavy metal music. I'm surprised she can still hear!

Workbook Tapescripts

Alison: Oh guess what? Stephanie called me the other day.

Erica: Is she still really into rap music? Remember those funny baggy trousers she used to wear?

Alison: No way! She invited me to a classical music concert at the town hall.

Erica: Goodness me! What next?

Alison: Don't worry though! Alan still loves rap!

Erica: Well, nothing changes there then! Haha

Unit 8c

Ex. 2 (p. 31)

Jacques Yves Cousteau

Jacques-Yves Cousteau was born in France on 11th June, 1910. He was an explorer, ecologist, filmmaker, photographer and researcher who studied the sea and all forms of life that live in water. He also helped to develop the aqua-lung, the first piece of scuba diving equipment. Cousteau explored the world's oceans on his boat, *Calypso* and made a lot of documentaries, which brought unforgettable images into millions of homes. Thanks to him coral reefs, fearsome sharks and amazing fish all came to life on people's TV screens! His documentaries have also helped people understand the unique problems the world's marine environments face from water pollution and dangerous human actions. In 1956, he received an Academy Award for his breathtaking undersea documentary, *The Silent World*. Cousteau died in 1997 at the age of 87 but his grandchildren continue his work to this day.

Unit 9c

Ex. 2 (p. 35)

Shop assistant (a woman): Good morning. Can I help you?

Emily: Yes, please. I need a new outfit for a job interview.

Shop assistant: Would you like a jacket with a pair of trousers or a skirt?

Emily: I'd prefer a jacket with a matching skirt.

Shop assistant: Certainly. What size are you?

Emily: I'm a Small.

Shop assistant: All right then. We have it in blue, brown and orange.

Emily: I think I'll try the orange one, please.

Shop assistant: Here you are. The changing rooms are over there.

Emily: Do you have any shoes to match?

Shop assistant: I'm afraid we haven't got any here.

You'll have to take the escalator to Footwear.

Emily: Great. Thank you for your help.

Shop assistant: You're welcome.

Unit 10c

Ex. 2 (p. 39)

Lucy: Hi, Jenny! Are you feeling better today?

Jenny: Yes, I am, Lucy. I don't have to stay in bed any longer. My fever is almost gone! Hopefully, I will be able to go to school tomorrow.

Lucy: That's great news. We missed you.

Jenny: How's everybody else?

Lucy: Well, Mike was sick too yesterday. He had a terrible earache. He went home to rest at lunchtime.

Jenny: Poor Mike.

Lucy: And Mary had a sore throat today. She couldn't eat anything. As soon as she went home, her mum made her a hot cup of tea and from what I know she is feeling better already.

Jenny: Oh my, Lucy! Everybody seems to be sick.

Lucy: Even I had a problem with my teeth at the weekend. I had to go to the dentist.

Jenny: Are you feeling better now?

Lucy: Yes, I'm fine but my dad isn't. He has sore eyes. The doctor said that he should rest and not work on his computer for at least a week. It's strange seeing him at home relaxing.

Jenny: Well, I hope he feels better soon.

Lucy: Me too. So, I'll see you tomorrow then?

Jenny: Definitely. I hope we'll all be well by then!