

Project Explore Serbian edition

Student's Book 3

Teaching notes for Unit 7: Even more English! (Pages 86–109)

Page 86

Reading

1

- Write *fundraising day* on the board and ask sts if they know what it means. Accept any reasonable suggestions at this point, and then tell sts that they will read the story to check if they were right.
- Read the questions together. Then ask sts to read the story to find the answers.
- Sts compare their answers in pairs. Ask selected sts to answer the questions. Check that sts understand the meaning of *raise money*.

1 Today is special because Rupert and his friends are having a fundraising day at school / they are raising money for their twin school in Kenya.

2 They are doing lots of different things: Carla and Mick are washing cars, and Olivia is drawing portraits for people.

3 Rupert and Bella are making a film about the day for the school website. He's interviewing people, and Bella is filming everything on her phone.

2

- Sts do the matching individually, then compare their answers in pairs before class feedback.

1 c 2 d 3 a 4 e 5 b

EXTRA IDEA

Write the following statements on the board (or prepare some worksheets before the lesson and hand these out to the class) and ask sts to decide if the statements are true or false.

- 1 The fundraising day is on Sunday.
- 2 The students are helping a school in Kenya.
- 3 Rupert thinks washing cars is easy.
- 4 Olivia wants to be a painter in the future.
- 5 Bella and Rupert are making a film for the school website.

1 False 2 True 3 False 4 False 5 True

Grammar

Stative verbs

3

- Sts work in pairs to complete the gaps with the correct verb forms. Ask them why present simple is used in the first gap (a routine activity) and why present continuous is used in the other gap (an activity happening right now).

doesn't go; is going

4

- Go through the verbs in the box and make sure sts understand them.
- Sts find the verbs in the story. Elicit the tense they are in (present simple) and ask sts if the verbs describe activities or states (states).
- Ask sts to read the grammar explanation and write additional example sentences on the board using the other stative verbs mentioned in the grammar explanation.

have: ... *we don't **have** any lessons today.*

hope: *She **hopes** to be a designer in the future.*

like: *She really **likes** drawing!*

need: *They **need** some new science equipment ...*

think: *We **think** our video is going to be great!*

want: ... *we **want** to help them.*

EXTRA CHALLENGE

Ask sts to work in pairs. With their partners, they write example sentences with the verbs from the box in exercise 4.

5

- Tell sts that Petra is another student who takes part in the fundraising day.
- Draw sts' attention to the example and remind them that they can use present continuous to talk about actions, but not to talk about states (even if they refer to things happening at the time of speaking).
- Sts do the task individually and then compare their answers in pairs before class feedback.

2 go 3 aren't going 4 're cooking / are cooking 5 're selling / are selling 6 taste 7 like 8 think
9 want

EXTRA SUPPORT

Write the verbs in brackets from exercise 5 on the board. Ask sts which of them talk about states (*taste, like, think, want*), and which talk about actions (*help, go, cook, sell*). Remind sts that the stative verbs should not be used with present continuous. Then ask sts to complete the text individually, and compare their answers in pairs before class feedback.

6

- Sts work with their partners to prepare their presentations.
- Ask sts to work in groups of six (three pairs in each group) to present their ideas for the fundraising days. If possible, ask selected pairs to give their presentations in front of the class.

EXTRA IDEA

Set the task as homework: ask sts to work in pairs to prepare simple posters with drawings and slogans to advertise their fundraising day. Tell sts that their presentations should not take longer than three minutes to present. Ask selected pairs to give their presentations in class.

Page 87

Grammar

Future arrangements and scheduled events

OPTIONAL LEAD-IN

Ask sts about different festivals they have heard of, e.g. food, arts, literary, dance, music, fitness. If possible, tell them about a festival you've been to. Get feedback and ask sts about the things they liked and didn't like about the festivals they have taken part in.

1

- Tell sts to look at the photo and describe it.
- Ask sts to read the text and summarise the main points of the festival. Ask selected sts to say if they would like to take part in it and why/why not.

2

- Ask sts to read the chat and answer the questions. Sts compare their answers in pairs before class feedback.

Evie is taking part in the parade on Friday.

Sam decides to ask his parents if he can go to the parade, too.

3a

- Ask sts to complete the sentences individually and compare their answers in pairs before class feedback.
- Draw sts' attention to the fact that the sentences use present tenses to talk about the future. Elicit the difference in usage between present continuous and present simple to talk about the future (present continuous is used to talk about arrangements and present simple is used to talk about scheduled events).

1 'm taking part 2 'm meeting 3 leaves 4 'm staying

The sentences refer to the future. Sentences 1, 2 and 4 are in present continuous; sentence 3 is in present simple.

EXTRA SUPPORT

Make sure sts understand the difference between *an arrangement* (a plan for a future event) and *a scheduled event* (an event on a timetable which happens regularly at a given time).

3b

- Ask sts to complete the rules in pairs or do this as a class activity.

We can use the **present simple** to talk about scheduled events and timetables.

We can use the **present continuous** to talk about future arrangements.

4

- Ask sts to complete the sentences individually and compare their answers in pairs before class feedback.
- After checking the answers, go through the items and ask sts which of them talk about arrangements, and which about scheduled events.
- Give sts some time to practise the dialogues in pairs. Ask different pairs of sts to perform each dialogue for the class.

1 'm looking 2 leaves 3 're having 4 'm going; Are you flying?; leaves

EXTRA CHALLENGE

Give sts three minutes to learn the dialogues by heart. See how many they can recall correctly. Make it a competition. The winners are the pair with the most correctly recalled dialogues.

Speaking

5a

- Sts work with their partners and decide if they will be Student A or Student B.
- Tell sts to read their information to find out what they are doing at the weekend.
- Sts take turns asking and answering the questions and completing the notes in the notepad.

EXTRA SUPPORT

Give sts time to make notes on the questions they are going to ask their partner.

5b

- Sts talk about their partner's plans and arrangements with a student from another pair.

EXTRA IDEA

For homework, ask sts to write about their own arrangements for next weekend.

Reading

1

- Ask sts to look at the pictures and, without reading the story, describe what they think is happening.
- Ask sts to read the two questions and then read the story to find the answers.
- Elicit the meaning of *convention* by asking sts to give synonyms (for example, *meeting*, *conference*). Is the word used in the sts' language with a similar meaning, or is it a false friend?

1 They go to Las Vegas. 2 A detectives' convention.

EXTRA IDEA

With books closed, write six gapped sentences from the story on the board. Ask sts to complete them with the missing word, and also say which character said each one. You could also elicit a translation for each sentence.

1 We ... a complete break.

2 What a ... idea!

3 I've ... it.

4 We were very

5 One ... is certain.

1 We *need* a complete break. (Alec)

2 What a *great* idea! (Alec)

3 I've *booked* it. (Sue)

4 We were very *lucky*. (Sue)

5 One *thing* is certain. (Sue)

EXTRA CHALLENGE

To review holiday vocabulary, write the following jumbled words and expressions on the board. Ask sts to put the letters in the correct order and then translate the words and expressions into their language.

1 polctem krabe

2 levtar gyenac

3 kobo kittces

4 khecc ni

5 letho

6 lufi

1 complete break

2 travel agency

3 book tickets

4 check in

5 hotel

6 full

Page 89

2

- Sts read the story again. They correct the statements individually, then compare in pairs before you check with the class.

1 Sue and Alec need a holiday because they're really tired.

2 Sue books the holiday at the travel agency.

3 They leave on Friday.

4 They finish all their work before they leave.

5 They'll be away for two weeks.

6 The hotel is full.

7 Alec wants to play golf after they check in.

8 They'll have dinner when he gets back.

Grammar

Future time clauses

3a

- Sts complete the sentences without looking back at the story and then scan it again to check their answers.

1 **As soon as** I finish these emails, I'll go to the travel agency.

2 We'll finish all our work **before** we leave.

3 **After** we check in, I'll have a game of golf.

4 I'll go and sit by the pool **while** you do that.

5 We'll have dinner **when** I get back.

3b

- Ask sts to underline the time clauses (the expressions that suggest when things happen) in the sentences.

1 As soon as I finish these emails, I'll go to the travel agency.

2 We'll finish all our work before we leave.

3 After we check in, I'll have a game of golf.

4 I'll go and sit by the pool while you do that.

5 We'll have dinner when I get back.

3c

- Ask sts to look at the examples and complete the rules. Then elicit that in English, time clauses are similar to first conditionals – we use present tenses in them even though they refer to the future. Discuss whether the two structures are similar or different in the sts' language.

We use a *present* tense in the time clauses.

We use a *future* tense in the main clauses.

4

- Look at the example together, and check that sts understand the task.
- Sts work on their own to make sentences and compare in pairs. In weaker classes, they can do the task in pairs. Check answers with the class.

2 Before I go out, I'll do my homework.

3 We'll go to the cinema after school finishes.

4 I'll get up when the alarm goes off.

5 As soon as we get home, we'll have a meal.

6 I'll listen to music while I tidy my room.

7 When I leave school, I'll go to university.

8 As soon as it stops raining, we'll play tennis.

9 We won't think about school while we're on holiday.

10 Before it gets dark, I'll go jogging.

5a

- In class or for homework, sts complete the sentences with information about themselves. Remind them to use correct time clauses.

5b

- Sts work in pairs to read their sentences to each other. Get some sts to report back on the most interesting things they found out about their partners.

What (a/an) + adjective + noun

6

- Draw the sts' attention to the sentences in the story. Elicit the meaning of the phrases.
- Sts work individually to choose the correct answers and complete the rule. They compare their answers in pairs before class feedback.
- Point out the use of the articles and ask sts why there is no article in the second example (because *people* is an uncountable noun).

surprised; care

7a

- Sts do the matching individually and then compare their answers in pairs.

1 zoo 2 art gallery 3 holiday 4 football stadium 5 footwear shop

7b

- Sts work individually to make more sentences about the places in exercise 7a. Then they work in pairs and read their sentences for the other student to guess the places.

EXTRA IDEA

Ask sts to write the sentences in pairs. Then they work with another pair. They read their sentences to the other pair who have to match the sentences to the places. Ask selected pairs to read their sentences in class for the other sts to match them to the places.

Page 90

Reading

OPTIONAL LEAD-IN

Write on the board: *Have you ever lost something important? How did/would you feel?* Ask sts to discuss the questions in pairs. Ask them about the strategies they can use to find something when they lose it. As an example, tell sts what you do when you lose something, e.g. *I try to picture where I was and what I was doing when I had it last. If possible, I try to retrace my footsteps.* Ask some sts to tell the class their strategies.

EXTRA SUPPORT

Elicit from sts where they should go when they lose something on a bus or a train (to the *lost property office*). Then ask sts to look at the photos and ask them to say what they think happens in the story.

Photo 1: Two girls (Robyn and Lottie) are standing at the bus stop talking.

Photo 2: Lottie is lending Robyn her phone.

Photo 3: Robyn is talking on the phone.

Photo 4: Robyn and Lottie are at an office, where a woman is listening to what they are saying.

1a

- Sts read the story individually. Elicit the answer to the question.

The lost property office at the bus company.

1b

- Give sts time to read the story again and complete the task, then elicit answers.

1 She last had her bag on the bus.

2 Her purse, her phone ('everything').

3 Lottie suggests that Robyn phones the lost property office at the bus company.

4 Robyn's mum is a doctor.

5 She goes on the bus, with Lottie.

6 Robyn's bag is blue.

EXTRA IDEA

Tell sts you are going to read out five sentences and that each one has a mistake. Sts should listen for the mistakes and correct them. Make it a competition: sts should write down the correct answers and wait until you finish reading the last sentence before offering answers. Then do a class feedback session to see who remembered the information correctly.

1 Robyn was able to catch the bus and get her bag. (She couldn't catch the bus because it drove away too fast.)

2 Robyn calls her mother first. (She calls the bus company first.)

3 Robyn wants her mother to phone the bus company. (Robyn wants her mother to give her a lift to the bus company.)

4 The bus company closes at four o'clock. (It closes at five o'clock.)

5 Robyn left her bag on the number 32 bus. (She left it on the number 4A bus.)

EXTRA CHALLENGE

Ask sts what they do if they:

- 1 leave their jacket or sweater in the classroom overnight
- 2 lose their mobile phone while they are out
- 3 leave their sports kit at home when they have PE in school
- 4 lose something that belongs to a friend or member of their family.

Tell sts to work in pairs and decide who they should see or contact to get their things back. Then do a class feedback session to compare sts' ideas.

Page 91

2a

- Ask sts to read the story again and then explain what these expressions mean and when they would say them.

- 1 *What's wrong?* = *What's the problem?* You say it if your friend looks worried or upset.
- 2 *Don't panic.* = *Stay calm.* You say it if your friend seems very upset and doesn't seem to know what to do.
- 3 *... think carefully.* = *Try to remember.* You say it if your friend thinks they can't remember what happened.
- 4 *That's a surprise!* = In this case the meaning is opposite of the literal meaning: *That's not a surprise.* You use it with appropriate intonation to say (sarcastically) that what you expected to happen actually happened.
- 5 *Here you are.* = *Take this.* You say it when you hand something to another person.
- 6 *You'll be fine.* = *Don't worry, it'll be OK.* You say it when you don't think there is a problem.

2b

- Put the sts into groups to practise. Then ask selected pairs to read out the dialogues with proper intonation.

3a

- Sts discuss their ideas with a partner. Ask a few sts about their predictions.

3b

- Sts read to check what actually happened. Check the answers in a class feedback session.

The woman brings a blue bag and tells Robyn that's the second blue bag in the lost property office that day. Robyn looks in the bag and realizes it's not her bag. She calls the number that the woman gave her and Robyn makes an appointment to meet the owner of the bag in the city centre in half an hour.

Everyday English

Making requests and asking for permission

4a

- Give sts enough time to complete the task. With stronger groups, elicit other examples.

Making requests and asking for permission:

Can I help you? (dialogue 4 in exercise 1a)

Could I call the other person and ask about my bag? (exercise 3b)

Is it all right if I go now? (exercise 3b)

Mum, can you give me a lift to the lost property office, please? (dialogue 3 in exercise 1a)

I need some help, please. (dialogue 2 in exercise 1a)

Could I use your phone, please? (dialogue 2 in exercise 1a)

Can you describe the bag? (dialogue 4 in exercise 1a)

Can we meet? (exercise 3b)

Responding to requests:

Sure. Here you are. (dialogue 2 in exercise 1a)

Sure./OK. (dialogue 3 in exercise 1a)

Yes, of course. (dialogue 4 in exercise 1a)

I'm afraid I/you can't ... (dialogue 3 in exercise 1a)

4b

- Sts do the task in pairs. Then do a class feedback session and put the phrases on the board in two columns.

Making requests:

I need some help, please. (dialogue 2 in exercise 1a)

Could I use your phone, please? (dialogue 2 in exercise 1a)

Can you describe the bag? (dialogue 4 in exercise 1a)

Mum, can you give me a lift to the lost property office, please? (dialogue 3 in exercise 1a)

Can we meet? (exercise 3b)

Asking for permission:

Could I use your phone, please? (dialogue 2 in exercise 1a)

Can I help you? (dialogue 4 in exercise 1a)

Is it all right if I go now? (exercise 3b)

Could I call the other person and ask about my bag? (exercise 3b)

4c

- Sts do the task individually and compare their answers in pairs before a class feedback session.

1 more 2 less

5a

- Ask sts to work in pairs. Then ask a selected pair to read the dialogue in the correct order for the class to check.

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

5b

- Sts continue working in the same pairs to replace the underlined expressions with their own ideas. Then ask selected pairs to read their dialogues for the other sts.

Speaking

6

- Sts read the situations. They write their sentences individually.

7

- Sts work in pairs and take turns making and responding to requests, as well as asking for and giving permission. Monitor and help with grammar and pronunciation.
- Then they change roles and try again, speaking as fluently as they can without stopping.

Page 92

Reading

OPTIONAL LEAD-IN

Ask sts to come up with a list of capital cities they know. Sts compare their lists and ideas. Tell them to choose one city and add one thing they like about it and one thing they don't like. Monitor and help with vocabulary. Elicit ideas and write useful vocabulary on the board.

EXTRA IDEA

You might want to turn it into a competition. Set a time limit and ask sts to write down the names of as many capital cities as possible, working in pairs. Help them with the correct English names for the cities if necessary. See which pair can come up with the most names.

EXTRA CHALLENGE

Do a short 'places' quiz with the class:

- 1 Which city is the Eiffel Tower in? (Paris)
- 2 Which city is the River Thames in? (London)
- 3 What's the highest mountain in Slovakia? (Gerlach)
- 4 What's the longest river in Europe? (The Volga in Russia)
- 5 Where are the Pyrenees? (between Spain and France)

Ask sts in pairs to write three more similar questions to ask the rest of the class. If possible, let them check their facts online or in an encyclopaedia.

EXTRA SUPPORT

Ask sts to look at the photos and say what is happening in each of them.

Photo 1: Robyn and Joey are looking at a message on his phone.

Photo 2: Oscar is meeting Robyn, Joe and Lottie.

Photo 3: Robyn and Lottie are at home, talking on their phones.

1a

- Sts read the story individually. Elicit the answer to the question.
- Ask sts if they remember which instrument Oscar plays. (violin)

His orchestra is going to Bratislava.

1b

- Give sts time to read the story again and complete the task, then elicit answers.

1 True

2 True

3 False; she's never been there.

4 False; he wants to do the trip with his friends.

5 False; Oscar says they could go somewhere together this year.

6 True

EXTRA SUPPORT

Check sts understand the dialogues by asking additional questions, for example:

Why has Joey been on time for school this week? (His dad bought him an alarm clock.)

What does Oscar want all of them to do? (Go on holiday together.)

Why can't Lottie call Joey this evening? (It's his football evening.)

Page 93

2a

- Tell sts to find the expressions in the dialogues. In pairs, they work out what they mean.
- Check answers as a class. Demonstrate the stress and intonation of the expressions.

That's it? = Is that the only reason?

What's up? = What's the matter? / What has happened?

What are you up to? = What are you doing?

Nothing much. = I'm not doing anything interesting.

What about it? = What do you think of the idea?

2b

- Give sts time to practise the dialogues in groups.
- Have different groups role-play the dialogues in front of the class.

EXTRA CHALLENGE

Ask sts to work in pairs and write two mini-dialogues, using all of the expressions from exercise 2a.

Tell sts to practise the dialogues, using the correct intonation. Monitor and help by modelling the intonation for them if necessary. Then each pair can read one of their dialogues to the class.

3a

- Sts discuss their ideas with a partner. Ask a few sts about their predictions.

3b

- Sts read to check what actually happened. Check the answers in a class feedback session.

Robyn, Lottie and Joey tell Oscar that they have agreed to go to Bratislava with him during the summer holiday. He explains that they will be camping, and that they need to raise money to help with the cost of the trip.

4

- In pairs, sts write a list of questions they might ask and say if they would like to go on the trip and why (not).

Possible questions

Where are we going?

When are we going?

How are we travelling?

What should we bring with us?

Who's coming on the trip?

Where are we staying?

Will we have time for rehearsals on the trip?

EXTRA IDEA

Sts take turns to role-play asking and answering the questions. They can be as imaginative as possible, e.g.

A *Where are we going?*

B *To the moon!*

Everyday English

Suggestions

5

- Give sts enough time to complete the task, then elicit answers.

Making a suggestion:

Let's... (dialogue 2)

Why don't we...? (dialogue 2)

How / What about...? (dialogue 2)

Shall we...? (dialogue 3)

You / We could... (dialogue 2)

Rejecting a suggestion:

We can't do that. (dialogue 3)

I'm not sure about that. (dialogue 2)

I don't like that idea. (not in a dialogue)

I'd prefer... (not in a dialogue)

Agreeing with a suggestion:

Good idea! (dialogue 3)

OK. (dialogue 2)

That sounds great! (dialogue 2)

All right. (not in a dialogue)

Speaking

6a

- Give sts enough time to form their mini-dialogues, and then practise them in pairs.

EXTRA SUPPORT

If necessary, elicit one example on the board, and get two sts to say it in front of the class, e.g.:

A *Why don't we go running?*

B *I'm not sure about that. I think it's going to rain.*

6b

- Sts use the flowchart to make a suggestion and continue the conversation.
- Sts practise the dialogue with the flowchart. Then tell them to cover the flowchart and say their dialogues.
- Make sure sts are using the correct intonation. Model and drill if necessary.
- Have sts change roles and try again, speaking as fluently as they can without stopping.

EXTRA CHALLENGE

In groups of four, sts plan what to do next Saturday. Each person makes a suggestion, and someone in the group rejects it. Someone else can then make another suggestion. Sts try to find something that everyone wants to do. Each group reports back to the class about what they are going to do on Saturday.

Page 94

Reading

OPTIONAL LEAD-IN

Write the following anagrams on the board and tell sts they are school subjects: 'greophgya' (Geography), 'mhceiytr' (Chemistry), 'lsieghn' (English). Ask sts to list other school subjects. Write them on the board. Check the pronunciation. Alternatively, you could ask sts to come to the board one by one and write up the names of other school subjects. Ask sts to say what their favourite school subjects are, explaining why.

1a

- Ask sts to look at the photos and the title and decide what the *difference* might be.

The student is not wearing a uniform; the people seem to be very relaxed; it looks as if they are at home, and not at school.

EXTRA SUPPORT

Ask sts to brainstorm school-related words (other than names of subjects) in two minutes, e.g. *timetable, test, uniform, exam*, etc. Sts give their suggestions and you write them on the board, possibly in a mind map format.

1b

- Sts read the text individually to find the answers.

The student in the photos and in the article doesn't /didn't go to school, they learn/learnt at home.

2a

- Give sts enough time to read the questions and decide on the answers in pairs. Then check the answers in class.

1 a 2 b 3 b 4 a 5 a

2b

- Hold a brief class discussion. Ask sts if they think homeschooling is a good idea.

2c

- Ask sts to think about their normal day in school. They could write out their whole day, starting in the morning (*get up, have a shower, etc.*) and ending in the evening (*brush teeth and go to bed*). Ask them what the differences would be if they were being homeschooled like Amy.
- Sts discuss with a partner and report back to the class.

EXTRA IDEA

Ask sts to make a list of the benefits and drawbacks of homeschooling. Ask them to think of three or four points for each, e.g. *What can you do if you are learning at home that you can't do in school? What can't you do at home that you can do in school? Who teaches you? Can they teach all the subjects?*

3

- Sts work with a partner. They have a conversation about why they would / wouldn't like to be homeschooled. Ask selected pairs to share their opinions with the class.

EXTRA CHALLENGE

Divide the class into two groups, those for homeschooling and those against it. In small groups, sts prepare a short presentation for why they think it is/isn't a good idea. Write a set of expressions on the board that sts can use in their discussion, e.g. *I partly agree, but ...; In my opinion, ...; I totally disagree; I see your point, but ...; I don't think that ...; etc.*

When sts are ready, each group has five minutes to present all their arguments for and against. Give sts the opportunity to respond to what the other group says. At the end of the discussion, sts vote to say whether they think homeschooling is a good idea.

Page 95

Grammar

Ability in the past

4a

- Sts complete the sentences individually, then compare their answers in pairs before class feedback.

1 weren't able to 2 couldn't 3 was able 4 could 5 couldn't 6 be able to

4b

- Sts complete the rule in pairs. Check their answers in class.

To talk about ability in the past, we use *could*, *couldn't* and *be able to* in the correct past tense.

4c

- Tell sts to look at the examples in the text, and write how to form the past form of *be able to*.
- Ask sts to come to the board and write the forms – positive, negative and questions.

Positive: I/He/She/It *was able to* + infinitive; We/You/They *were able to* + infinitive

Negative: I/He/She/It *wasn't able to* + infinitive; We/You/They *weren't able to* + infinitive

Questions: *Was* + I/he/she/it + *able to* + infinitive?; *Were* + we/you/they + *able to* + infinitive?

4d

- Sts do the task individually, then compare their answers in pairs before class feedback.

I was able to take my GCSE Maths exam when I was 15.

I could start later if I wanted.

Were there any things that you couldn't do at home?

At school, I could practise speaking French with other students. I couldn't do that at home.

I could also chat online to other students like me.

4e

- Draw sts' attention to the Look! box. Then ask them to do the task individually, and to compare their answers in pairs before class feedback.

1 wasn't able 2 wasn't able 3 couldn't 4 Could 5 could teachers 6 Were you able
7 weren't able to 8 could

LANGUAGE NOTE

In the past we use *could* or *was/were able to* to express ability. We use *could* for general ability, e.g. *I could swim when I was four*, but not when we are talking about one specific occasion, e.g. *I wasn't able to finish the race yesterday*.

EXTRA IDEA

Ask sts to work in pairs and tell them to read the Look! box. Ask them to think of three things that they can do now, that their grandparents couldn't do when they were the sts' age, e.g. *They couldn't look things up on the internet.*

5a

- Sts read the texts and do the matching individually. Hold a short feedback session to check the answers.

1 Matt 2 Rachel 3 Amber

5b

- Sts complete the gaps individually. Then they compare their answers in pairs before a class feedback session.

1 wasn't able to / couldn't 2 couldn't 3 was able to 4 could 5 couldn't 6 couldn't / weren't able to 7 could / were able to

Speaking

6a

- Tell sts to follow the instructions. Give examples using the phrases from the exercise and put them on the board for sts to refer to while they speak.

6b

- Sts complete the task using their notes. For feedback, ask some pairs to perform their conversations in front of the class.
- As homework, sts write a paragraph about something difficult that they or a person they know was able to do when they were eight.

EXTRA CHALLENGE

Sts can write down four other activities and ask their partner if they can do them now or could do them when they were eight. They can either give feedback to the class or write four sentences about their partner's abilities in their notebooks.

Page 96

Vocabulary

Useful things

OPTIONAL LEAD-IN

Ask sts to make a quick list of useful objects that they have at home. They can divide the home into different rooms, and should come up with at least three objects per room, e.g. *kitchen: tin opener, kettle, toaster*. Then tell sts to compare their list with another pair.

1

- Ask sts to look at the photos and to match the objects to the words in the box.
- Model and drill the pronunciation of the words for sts to repeat.

- 1 belt /belt/
- 2 zip /zɪp/
- 3 light bulb /'laɪtbʌlb/
- 4 torch /tɔ:tʃ/
- 5 mirror /'mɪrə(r)/
- 6 phone charger /fəʊn'tʃɑ:dʒə(r)/
- 7 hairbrush /'heəbrʌʃ/
- 8 button /'bʌtn/
- 9 wallet /'wɒlɪt/
- 10 penknife /'pennaɪf/
- 11 tin opener /'tɪnəʊpənə(r)/
- 12 toothbrush /'tu:θbrʌʃ/
- 13 backpack /'bækpæk/
- 14 scissors /'sɪzəz/
- 15 battery /'bætri/

EXTRA SUPPORT

Ask sts to look at the pictures without looking at the words in the box. Elicit as many names of objects as sts can come up with.

LANGUAGE NOTE

Tell sts that all the words are countable, so we say *a belt*, *a button*, etc., apart from *scissors* (we say *a pair of scissors*).

2a

- Go through the functions and make sure sts understand all the expressions.
- Give sts enough time to do the task individually. They compare their answers in pairs before class feedback.

a toothbrush **b** torch, light bulb **c** tin opener **d** zip, button **e** wallet, backpack
f phone charger **g** belt **h** scissors, penknife **i** hairbrush

2b

- Before sts do the exercise, revise using preposition + *-ing*. Tell sts to cover the page and then say *close your backpack*. Sts respond: *It's for closing your backpack. It's a zip*. Do several examples.
- Sts work in pairs, practising talking about the objects. For feedback, pick a few objects and ask selected sts what they are used for.

3a

- Make sure sts understand what a riddle is.
- Tell sts to read the first riddle and work out what the object is.

1 tin opener

3b

- Sts read the dialogue to check their answers to the first riddle in exercise 3a.

3c

- Sts practise the dialogue in pairs. Ask selected pairs to perform the dialogue for the class.

4

- Ask sts to read the other riddles (2–5) and work out what the answers are.

2 zip 3 wallet 4 toothbrush 5 torch

EXTRA IDEA

Ask sts to write their own riddles for homework. Then they can try them out on classmates during the next class.

Page 97

Grammar

Modal verbs for deductions about the present

5a

- Give sts enough time to complete the task individually, then elicit answers.

1 could 2 might 3 can't 4 must

5b

- Give sts plenty of time to do the task and compare their answers with a partner. Then check answers in class.

We use *can't* to say something is impossible.

We use *could* or *might* to say something is possible.

We use *must* to say when we think something is certain.

5c

- Sts complete the sentences individually, then compare them with a partner. Then check answers as a class.
- Sts practise the dialogues with a partner, taking turns being A or B.

1 could / might 2 must 3 could / might, can't

Speaking

6a

- Ask sts to re-read riddles 2 and 3 in exercise 3a.
- They complete the dialogues individually, and then compare their answers with a partner before class feedback.

1 could / might 2 can't 3 must 4 could / might 5 can't 6 must

6b

- Sts practise the dialogues in pairs.
- Ask selected pairs to perform their dialogues for the class.

7

- Tell sts to practise their dialogue, as in the example.
- Ask two or three pairs of sts to perform their dialogues for the class.

EXTRA CHALLENGE

Teach or elicit some adjectives to describe things: *hard, soft, round, square, sharp, straight*, etc. Bring in a bag with several objects from the lesson, and some other objects they already know in it. Ask a student to put their hand in the bag, and hold onto an object. The student doesn't take it out of the bag yet. Other sts ask questions:

A *What's it made of?*

B *It's hard. I think it's made of metal and plastic.*

A *What is it used for?*

B *It's used for cutting things.*

A *It could be a knife. It might be a pair of scissors. Is it a knife?*

B *No, it has two parts.*

A *Then it must be a pair of scissors.*

B *Correct – here they are!* (showing the scissors)

Writing

EXTRA SUPPORT

Ask sts to describe what's in the photos before they do the task. Elicit/Check they know the vocabulary necessary for the speculating task:

- 1 dogs on leads, walking on a promenade by the sea, palm trees
- 2 cobbled streets, eating al fresco (outside)
- 3 Gothic architecture, wintery weather
- 4 autumn leaves.

8

- Sts work in pairs to answer the questions and speculate about the photos.

9

- Sts write their own short descriptions using the ideas from exercise 8.
- Monitor and help with the writing, encouraging self-correction where possible.
- When sts have finished writing, they compare their descriptions with a partner. Alternatively, put sts into small groups where they read out their descriptions. The group decides on the best descriptions.

EXTRA IDEA

When sts have written the descriptions, you can collect them in. For the next class, make copies of the photos and put a selection of the descriptions around each photo, making four posters. Sts can then read what other people in the class wrote about the photos.

EXTRA CHALLENGE

Ask sts to do a similar description of a picture they chose for themselves as homework (they should bring the photo to the next class along with their description).

Page 98

Reading

OPTIONAL LEAD-IN

Ask sts to look at the pictures without reading the story and describe what they see. Prompt them by asking *Who's in the pictures? What are they doing? Who is she talking to? What are they talking about?* Then ask sts to read the story to check their ideas.

1

- Read the two questions together and check comprehension. Then ask sts to read the story and find the answers to the questions.

1 The men want to go to the bank, then to the post office. They want to rob them.

2 They find out that the bank is next to the police station, and the post office is next to the courthouse and opposite the prison. It's too dangerous, so they give up their plans.

EXTRA IDEA

Write the following items on the board, or write and photocopy them on a worksheet, and ask sts to match them to make compound nouns.

- | | |
|------------------|------------------|
| 1 post | a station |
| 2 police | b about |
| 3 super | c lights |
| 4 court | d house |
| 5 town | e office |
| 6 traffic | f hall |
| 7 round | g market |

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

EXTRA CHALLENGE

Ask sts to read the directions Sue gives to the bank and to the post office carefully, and decide if the following statements are true or false.

- 1** The supermarket is further away than the bank.
- 2** The supermarket is on the left side of the street.
- 3** The bank is on a corner.
- 4** If you turn right at the traffic lights, you get to a roundabout.
- 5** The roundabout is before the canal.
- 6** The post office is opposite the town hall.

Ask sts to correct the false statements with information from the text.

1 False (You have to go past the supermarket to get to the bank.) **2** False (It's on the right.) **3** True
4 True **5** False (You go over the roundabout and then over a bridge.) **6** False (It's between the courthouse and the town hall / opposite the prison.)

Page 99

2

- Sts read the story again, then follow Sue's directions on their maps to find the bank and the post office.

Grammar

Definite and indefinite articles: *the, a/an*

3a

- Read the rule together.
- Sts scan the story for examples of both types of articles.

a bank, a supermarket, a minute, a lot of money, a roundabout, a bridge

the supermarket, the first turning, the left, the right, the corner, the police station, the bank, the post office, the other side, the canal, the traffic lights, the roundabout, the bridge, the courthouse, the town hall, the prison, the wrong direction

3b

- Sts complete the sentences.
- Elicit the rule. Explain that we use *a* when the word begins with a consonant sound, and *an* when it begins with a vowel sound.

1 a 2 the

We use *a/an* when we mention something for the first time.

We use *the* when we mention it again.

3c

- Sts look at the example and complete the rule about using *the*.

We always use *the* with positions and when there is only one possibility.

3d

- Sts scan the text for examples of *There's...* and *Is there...?*
- Elicit the rule.

There's a supermarket on the right.

There's a bank on the right.

Is there a bank near here?

With any form of *There's...* we use the indefinite article *a/an*.

3e

- Ask sts to read the example sentences and ask them where are the articles before the nouns. Elicit that this rule refers to phrases that are used without articles and ask sts to complete it.

We don't use articles: with names of streets, cities, towns and countries and in set phrases like *go on foot, go by car, go to school*.

4

- Sts look at the dialogues and complete them individually. Ask them to compare answers in pairs before class feedback.

1 a 2 a 3 the 4 – 5 the 6 a 7 the 8 a 9 a 10 the 11 – 12 the 13 the 14 the
15 a 16 the 17 the 18 a 19 the 20 the 21 the 22 a

EXTRA IDEA

In pairs, sts practise the two dialogues, taking turns to play the roles of the person asking for, and the person giving, the directions.

Vocabulary

Describing geographical location

5

- Sts work in pairs to find the phrases to describe geographical location in the dialogues.
- Make sure sts understand all the phrases by giving examples.

EXTRA SUPPORT

Describe the route to a few places in your town for sts to guess using the phrases from exercise 5.

6

- Read the instructions together. Ask sts to find the places mentioned in the box on the map.
- Pairs take turns to ask for and to give directions, using the map as their reference. Walk around and monitor the correct use of articles as well as the expressions for directions.
- Ask a few pairs to repeat their dialogues in front of the class.

EXTRA IDEA

Bring a map of the sts' town into class. Photocopy the map so each pair of sts can have one. In pairs, sts make dialogues asking for and giving directions after you give them a starting point and a destination (for example: *You're outside the school, and you want to go to the train station.*). Do a couple of rounds, so every student gets a chance to practise both asking for and giving directions.

Page 100

Reading

OPTIONAL LEAD-IN

Before sts open their books, ask them to work in pairs and brainstorm a list of vocabulary related to the topic of climate change. Give them five minutes, then elicit vocabulary items and put them on the board in the form of a mind map with *climate change* written in the middle. Go through the words and expressions and make sure sts understand them.

1a

- Ask sts to look at the photos and read the title of the article. Ask them to work in pairs to describe the photos and guess how each photo might be connected to the topic of climate change.
- Ask sts to read the text individually and match the photos to the problems mentioned in the text. Sts compare their answers in pairs before class feedback.

1 deforestation 2 drought 3 melting ice-caps 4 tropical rainforest 5 hurricane

1b

- Make sure sts understand the meaning of *deforestation*.
- Elicit translations of the problems mentioned in the text in the sts' first language. Ask them if there are any expressions in the text that they don't know and elicit their meaning, or ask sts to check their meaning in a dictionary.

The biggest cause of climate change is deforestation.

Page 101

2

- Sts read the text again individually to find the answers. They compare answers in pairs before class feedback.

1 sea levels will rise, and many islands and coasts will disappear under the water

2 hurricanes, heavy rain, high temperatures and droughts

3 South America, Africa and South-East Asia

4 trees are used for buildings and furniture; the land is wanted for farms

Grammar

Passive voice: present

3a

- Sts complete the sentence with the correct passive form.
- Ask sts to read the rule below and draw their attention to the green arrows in the example sentences. You might want to write the sentences on the board and demonstrate how the object of the active sentence becomes the subject of the passive sentence, and vice versa.

are burnt

3b

- Sts find the sentence in the text and complete the gaps.
- Ask sts to read the rule below. Elicit what the actions are mentioned in the sentence (cutting and taking away). Then ask sts if we know who does the actions (we don't know for sure and it is not important). Explain to sts that the focus on the action is a common feature of passive, and that if we need to add the agent (the person who does the action), we usually introduce it with the word *by*.

are cut; is taken

3c

- Ask sts to read the rule and to find the verb *to be* and the past participles in the example sentence in exercise 3b (*are cut down; is taken away*).
- Sts find more examples of passive in the text. Go through each example and ask sts what form of *to be* and what past participle are used in each item.

are written, are made, are produced, are burnt, are released, is then trapped, are destroyed, it's used, is wanted

4

- Sts rewrite the sentences individually. Ask them to compare their answers in pairs before you check them as a class.
- Go through the sentences and in each case ask sts what form of *to be* and what past participle are used as well as what the agent is.

2 The rainforests are burnt down by farmers.

3 Forest fires are photographed by satellites.

4 Millions of animals are killed by deforestation.

5 Greenhouse gases are produced by planes.

6 Extreme weather is caused by climate change.

7 Electricity is produced by power stations.

OPTIONAL LEAD-IN

Write the word *biofuel* on the board. Elicit its meaning (fuel made from plants). Draw a line between *bio* and *fuel*. Ask sts what other words they know beginning with *bio-* (e.g. biology, biography). Elicit what the prefix *bio-* means (living/life). Ask what, if anything, they know about biofuels. Are they a good or a bad thing? Why?

5

- Ask sts to complete the gaps individually. They compare answers in pairs before class feedback.

1 is made 2 are produced 3 are used 4 is needed 5 are destroyed 6 are cut down
7 are killed

Speaking

6

- Sts work in pairs to discuss the questions.
- Ask selected sts to report to the class about their partner's answers.
- After the feedback session, the class can vote for the greenest student.

EXTRA IDEA

Divide the class into groups of four and ask them to discuss three questions:

What do you think of the environmental problems mentioned in this lesson?

What can we do to stop them?

What else can we do to slow down climate change?

Each group presents their ideas to the rest of the class.

Page 102

Reading

1

- Ask sts to look at the pictures and, without reading the story, say what they think it is about.
- Ask them to describe who is in each picture, where they are, what they are doing and how they are feeling. Accept any reasonable suggestions. There's no need to confirm answers at this point, as sts will read the story to find out.
- If necessary, pre-teach the words *award, kidnap, replace, a fake, trapped, disguise* and *publicity*. You can write these on the board, especially if you would like to do the extra idea activity below.
- Sts read the two questions. Make sure they know what they need to find out. Then they read the story and answer the questions.

1 The Golden Dolphin award.

2 They couldn't open the door of their van to kidnap the professor because Alec and Sue parked right behind it.

EXTRA IDEA

Write the words *award, environment, protect, ceremony, kidnap, replace, a fake, park, trapped, disguise* and *publicity* on the board. With books closed, ask sts to use the words to take turns in retelling the story. Ask the rest of the class to check and amend the story with any details the storytellers might miss.

Page 103

2

- Sts read the story again and decide about the statements, then compare in pairs before you check with the class.

1 Not given 2 False 3 True 4 False 5 True 6 False 7 False 8 True 9 False

Grammar

Passive voice: different tenses

3a

- Sts complete the sentences without looking back at the story and then scan the story again to check their answers.

1 is 2 was 3 will be 4 has been

3b

- Sts match the tenses and examples in exercise 3a.
- Check answers with the class.

1 present simple 2 past simple 3 future simple 4 present perfect

3c

- Elicit what changes in the different tenses (the form of the verb *to be*) and what doesn't (the past participle or the subject).

To change the tense in a passive verb, we change the verb *to be*.

3d

- Sts find other examples of the passive voice in the story, then compare in pairs before you check with the class.

will be taken, will be replaced, will be watched, 's been parked, has been replaced, hasn't been stolen, were arrested

EXTRA IDEA

Ask sts to identify the tenses in each example they have found in exercise 3d.

4

- Sts work on their own to rewrite the sentences, then compare in pairs before you check with the class.

2 The award will be stolen by some criminals.

3 This year the award has been won by Doctor Sage.

4 The professor's beard was pulled by Alec.

5 The criminals haven't been arrested by the police.

6 The show was seen by millions of people.

7 The award has been taken to the bank by Doctor Sage.

8 It will be kept in a safe by the bank.

9 The award will be protected by the police next year.

10 Sue and Alec have been released by the police.

5

- Tell sts that you will now talk about another problem connected with the environment. Ask them if they have ever heard of food miles and, if not, what sts think they might be.
- Read the explanation in class and ask sts to work in pairs to discuss the questions.
- Ask selected sts to answer the questions for the class. Ask sts what food from other parts of the world they buy on a regular basis and what local food they often have.

6

- Ask sts if they like strawberries, and when is the best time to buy them. Ask if they buy strawberries when they're not in season in their country; if they do, ask them where the strawberries they buy are transported from.
- Ask sts to work on their own to complete the text. Then they compare their answers in pairs before a class feedback session.

2 were picked 3 were taken 4 were checked 5 were thrown away 6 were washed
7 (were) packed 8 are transported 9 (are) flown 10 are taken 11 were unpacked
12 were put 13 were put 14 isn't sold 15 is thrown away 16 is wasted

Speaking

7

- Ask sts to work in groups of three. They work together to prepare the story.
- Each of the sts will talk about the different stage of the journey: one person about the early life, then another person about the experiences and the last student about the future.
- They practise telling their stories in groups. Then ask the groups to tell their stories for the other sts to hear. Sts may then vote for the best story.

Page 104

Reading

1a

- Focus sts' attention on the title and ask them if they know of or have heard of any unusual hotels. Ask *Why are they unusual?* If they're not sure, ask what might make a hotel unusual.
- Ask sts to look at the pictures and work in pairs to describe them. Ask a few sts for their descriptions. Write any useful topic-related vocabulary on the board.

1b

- Sts read the text on their own to match the pictures to hotel descriptions. They compare answers in pairs before class feedback. Ask them what phrases in the text helped them do the matching in each case.

1 d 2 a 3 b 4 c

EXTRA IDEA

Ask sts to write five questions they would like to ask the different hotels before staying there, e.g. *How much does a double room cost per night? What kinds of rooms are available at your hotel?*

Page 105

2

- Tell sts to copy the chart into their notebooks with one column for each hotel.
- Sts read the text again and complete the chart. They compare answers in pairs before class feedback.

Hotel 1:**Name:** Icehotel**Where?** Jukkasjärvi, Sweden**Unusual feature:** almost everything is made of ice**Things to do:** go to the cinema, have a drink at the bar, have a sauna, jump in the hot bath outside**Cost:** €600 per double room per night**Hotel 2:****Name:** The Poseidon Mystery Island**Where?** Fiji**Unusual feature:** it's twelve metres under the Pacific Ocean**Things to do:** watch and feed fish, read in the library, watch a show in the theatre, get married**Cost:** €22,000 per week**Hotel 3:****Name:** Tropical Islands Resort**Where?** Krausnick, Germany**Unusual feature:** it has the world's largest indoor tropical rainforest**Things to do:** see copies of traditional buildings from Thailand, Borneo, Samoa and Bali, relax on the beach, swim in the lagoon, try the water slide**Cost:** lodge for €210 a night, a tent for €138 a night**Hotel 4:****Name:** The Tree Houses**Where?** Kerala, India**Unusual feature:** they are in the middle of the rainforest, 30 metres above the ground**Things to do:** look out over the rainforest, watch birds**Cost:** €150 per night**EXTRA IDEA**

Sts work in pairs. One student works in one of the hotels. The other student phones to ask for information, using the chart as a prompt to ask questions and complete the missing information in the chart. Sts then swap roles and ask and answer about another hotel.

3

- Ask sts to read the statements and refer them back to the text.
- Sts work in pairs to find the answers, then check answers as a class.

2 1 3 4 4 2 5 3 6 2 7 4 8 1**4a**

- Sts work in groups to discuss the questions.
- Ask a few sts to share their group's ideas with the class.

4b

- Sts work individually to put the hotels in order of preference. Then they compare their lists with their partners, giving reasons for their choices.
- Ask a few sts to tell the class how/whether their lists were similar to or different from their partner's.

Grammar

Passive voice with modal verbs

5

- Ask sts to complete the sentences without looking at the texts. Then they look at the texts to check. Ask *How do we make the passive with modal verbs?* Elicit some answers and refer them to the rule in the box.
- Check answers as a class.

The missing word is *be*.

6

- Sts do the matching on their own and compare their answers in pairs before class feedback.
- They complete the gaps with the modal verbs in pairs. Check answers as a class.

1 b; must 2 d; can / may 3 a; should / must 4 c; may / can

7

- Sts rewrite the sentences on their own and compare their answers in pairs before class feedback.

1 All your valuables must be kept in the safe.

2 Restaurant meals can be ordered to your room.

3 The hotel towels may be used at the swimming pool.

4 The bill for your room will be paid when you leave.

5 Your luggage should be taken out of your room before noon on the last day of your stay.

6 The phone in your room can be used to make international calls.

7 The lights must be switched off before you leave your room.

8 The hotel wi-fi can be used without limitations.

Speaking

8

- Sts work in pairs to make dialogues, using the beginning given. Give them plenty of time for this activity.
- Ask selected pairs to perform their dialogues in front of the class. While they listen, the other sts should take notes of the passive phrases used in the dialogues.

Writing

9a

- The task can be set as homework. Encourage sts to use their imagination when describing their hotels.

9b

- During the next class, sts tell the class about their unusual hotels.

OPTIONAL IDEA

You might ask sts to work in pairs for this activity. At home, they prepare the descriptions of their unusual hotels in the form of adverts. Encourage them to come up with catchy slogans, add pictures, and make the descriptions as lively and attractive as they can.

Page 106

Reading

1

- Sts discuss the questions in pairs.
- Do a class feedback session and get sts to vote for the most frightening thing they have ever done.

EXTRA IDEA

Play a quick game with the class. Tell them briefly about one frightening thing you have done in real life as well as two made-up stories of frightening things that you haven't actually done. Then get them to try to guess which is the one you *have* done.

2

- Sts read the dialogue on their own to find the answer. Ask sts if they would like to go to an amusement park like Alton Towers and why/why not.

They decide to go to Alton Towers (an amusement park).

EXTRA SUPPORT

Ask questions to check if sts understand the dialogue, e.g.:

How are Sam and Ella feeling? (bored, they have nothing to do)

Where does Ella suggest going? (Alton Towers)

When did Sam go to Alton Towers? (last year)

Does Lucy want to go on the rollercoaster? (No, she thinks it looks terrifying.)

When are they going to go? (Saturday)

CULTURE NOTE

Alton Towers is an extremely popular amusement park in Staffordshire, central England. It contains some of the biggest and scariest rides and attractions in the UK, including *Oblivion*, a ride with a 55-metre drop, and *Nemesis*, an inverted rollercoaster which has a top speed of 80.5 kph. Alton Towers has approximately 2.5 million visitors a year.

3

- Sts read the next part of the dialogue to find the answer. Ask sts if they enjoy going on a rollercoaster and why/why not.

She's very scared. She wants to get off, but the rollercoaster has already started to move, so she can't.

4

- Before sts read the last part of the dialogue, ask them what they think will happen. How will Lucy feel at the end of the ride?
- Sts read the dialogue to check their ideas.

Lucy loved the rollercoaster but Ella hated it.

EXTRA IDEA

Ask sts to work in groups of three and role play the last part of the dialogue with proper emotions and intonation. Ask selected groups to perform the dialogue for the class.

Grammar

Question tags

5a

- Give sts time to complete the task and read the Look! box.
- Elicit answers and write the questions on the board.

1 haven't you? 2 did you? 3 can't we?

5b

- Elicit the answers from the examples.

a We use negative tags with positive sentences.

b We use positive tags with negative sentences.

5c

- Give sts time to complete the task and find all the question tags in the story.
- Ask sts to name the tenses used in the question tags.

We don't often do anything exciting, do we? (part 1)

You've been there, haven't you? (part 1)

You didn't go on the rollercoaster, did you? (part 1)

I know it's silly, because rollercoasters aren't dangerous, are they? (part 1)

We can buy tickets online, can't we? (part 1)

Lucy, you're going to come, aren't you? (part 1)

That was absolutely awesome, wasn't it? (part 3)

You enjoyed it, didn't you? (part 3)

6

- Give sts time to complete the task and compare their answers in pairs, then check answers as a class.

2 isn't it? 3 was it? 4 have you? 5 didn't she? 6 can't I? 7 don't they?

EXTRA IDEA

Ask sts to write a statement similar to the ones in exercise 6 on slips of paper. Collect them in and then redistribute the slips. Sts turn the statement on their slip of paper into a question by adding the right question tag. Sts then mingle in class and ask their question to as many people as they can.

Speaking

7a

- Ask sts to write the questions with question tags. Monitor and help if necessary.

Possible answers

- 2 Your birthday's in April, isn't it?
- 3 You've got three brothers and sisters, haven't you?
- 4 You like basketball, don't you?
- 5 You don't like Physics, do you?
- 6 You're going to the cinema this evening, aren't you?
- 7 You've passed your piano exam recently, haven't you?
- 8 You didn't tidy your room yesterday, did you?
- 9 You went swimming at the weekend, didn't you?

7b

- In pairs, sts ask and answer to confirm the information. Monitor and check pronunciation and intonation.
- Do a class feedback session: ask a student to say a question with a question tag and to pick another student to answer it. Then you pick another student to say the next question, and so on until they ask and answer all the questions from the exercise.

Page 107

OPTIONAL LEAD-IN

Ask sts to look at the pictures and describe them briefly in pairs. Tell them that the pictures show Zlatibor and the Lake District in England. Ask sts *Have you ever been to any of these places? What do you know about them?*

Reading

1

- Read the questions and ask sts to guess the answers.
- Sts read the texts on their own to find answers to the questions. They compare their answers in pairs before class feedback.
- Check if any of the sts' predictions turned out to be correct.

1 the King of Serbia, Aleksandar Obrenović

2 The author Beatrix Potter; The Lake Poets – a group of famous writers including William Wordsworth

3 Zlatibor: Tornik, the highest peak in Serbia; people go skiing in the winter; there are beautiful hiking routes

The Lake District: famous for its lakes, forests and mountains; Scafell Pike – the highest mountain in the Lake District and in England; the biggest natural lakes in England

4 Zlatibor: horses, cows, deer and goats; fish (trout); 154 species of bird; 38 species of mammals
The Lake District: ponies and red squirrels; big birds like eagles and ravens; fish (trout)

2

- Sts discuss their ideas in pairs. Then do a class feedback session with all sts offering their ideas.

1 No swimming. You can find it in places where swimming is forbidden or where it is dangerous to swim.

2 Hiking path. You can find it in the mountains or in national parks.

3 Beware of wild animals. You can find it in national parks or in places where wild animals might be.

4 Camping place. It tells you that you are allowed to put up a tent there.

Page 108

Grammar

Possessive 's

1

- Give sts time to read the grammar note and complete the activity. Then check answers.

2 My parents' car is red.

3 This is Miroslav's phone.

4 Those books over there are Lily and Mark's.

5 My mum's sister is my aunt.

6 These are my children's books.

7 My grandma and grandpa's house is in the countryside.

8 My dog's/dogs' toys are here.

Possessive pronouns

2

- Do a quick revision of possessive pronouns on the board.
- Sts do the activity on their own. Then they compare their answers in pairs before class feedback.

2 theirs **3** hers **4** ours **5** his **6** yours

should for giving advice

3

- Point out to sts that *should* is a modal verb so it is followed by the infinitive without *to*.

take

4a

- Sts write their ideas on their own.

4b

- Sts work in groups comparing their ideas.
- After group discussions, do a class vote for the ten most common things that parents say.

would like

5

- Give sts time to read the grammar note and complete the activity. Then check answers.

1 would like to help 2 would not like to go 3 Would she like to come 4 would not like to play
5 Would you like to go 6 would not like to stay out

Imperatives, orders and requests

6

- Give sts time to read the grammar note and complete the activity. Then check answers.

2 told / asked us not to take notes 3 told / asked me to stop eating sweets 4 told / asked us to be quiet
5 asked me to help him 6 told her not to stay out late

Page 109

Vocabulary

Negative prefixes

7

- Give sts time to read the vocabulary note and complete the activity. Then check answers.

2 impatient 3 unhealthy 4 illogical 5 impossible 6 irresponsible 7 uncomfortable 8 inefficient
9 unusual 10 unkind

8

- Sts do the activity on their own, then compare their answers in pairs before class feedback.

1 healthy; It's unhealthy to eat fast food.

2 logical; My answers in the test were illogical.

3 possible; It was impossible for us to get to the airport on time because there was a traffic jam.

4 tidy; My bedroom is usually (very / a bit) untidy.

5 patient; My brother is an impatient person.

too / enough

9

- Give sts time to read the vocabulary note and complete the activity. Then check answers.

3 are / were too tight

4 is too expensive

5 isn't fast enough

6 is too short

7 was not interesting enough

Adjectives with prepositions

10

- Give sts time to read the vocabulary note and complete the activity. Then check answers.

1 of 2 at 3 with 4 about 5 about 6 at 7 about 8 in 9 on 10 about 11 of
12 about

11

- Point out to sts that the prepositions in bold will help them choose the correct adjectives.

1 excited 2 worried 3 good 4 interested

Noun formation

12

- Give sts time to read the vocabulary note and complete the activity. Then check answers.

1 depth 2 length 3 width 4 strength 5 brightness 6 height

Answer key for Workbook

Unit 7: Even more English! (Pages 68–83)

Page 68

Stative verbs

1

2 do you want 3 need 4 Do you like 5 think 6 've got / have got 7 'm not wearing / am not wearing 8 's getting off / is getting off 9 's wearing / is wearing 10 want 11 Do you like 12 love 13 looks 14 think 15 's coming / is coming 16 are talking / were talking 17 love 18 are you doing 19 'm looking / am looking 20 want 21 do you think 22 like 23 need 24 looks 25 hope

2

Text 1

2 'm writing / am writing 3 's watching / is watching 4 watch 5 'm not watching / am not watching 6 have to 7 prefer 8 want

Text 2

1 'm working / am working 2 work 3 works 4 'm putting / am putting 5 prefer 6 have to 7 like 8 don't want 9 's raining / is raining 10 's taking / is taking 11 don't think 12 's enjoying / is enjoying

Page 69

Future arrangements and scheduled events

1

2 After school on Tuesday, he's playing football for the school team.

3 On Wednesday at 4.30, he's going to the dentist.

4 On Thursday, he's having a Geography test at school.

5 On Friday evening, Carl and Bill are watching a film.

6 On Saturday, Carl's taking part in a fun run in the park.

7 In the evening, he's meeting up with Jess in town.

8 On Sunday, his grandparents are coming for dinner.

2

1 leaves 2 departs 3 begins / starts 4 ends / finishes 5 arrive 6 opens 7 begins / starts 8 ends / finishes

3

1 flying 2 leaves 3 'm taking 4 leaves 5 do you land 6 'm going 7 going to have

4

Dialogue 1

1 Are (you) doing 2 'm meeting / am meeting 3 Are (you) playing 4 aren't going to have 5 'll go / will go

Dialogue 2

1 'm going / am going 2 are (you) going to buy 3 'm looking for / am looking for 4 'm looking after / am looking after 5 'll enjoy / will enjoy 6 'll text / will text

5

Students' own answers.

Page 70

Future time clauses

1

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

2

2 We'll text you when we go to the sports centre.

3 I'll go to bed after I check my emails.

4 I'll go out when I finish my homework.

5 We'll have something to eat as soon as we get home.

6 We'll check the weather forecast before we go camping.

7 We'll watch TV after we have dinner.

8 I'll play a video game while I wait for Tim.

What (a/an) + adjective + noun

3

1 great news

2 a fast car

3 an excellent book

4 a beautiful hotel

5 an easy exercise

6 clever students

4

Possible answers

1 What a great photo!

2 What a great show! / What a big audience!

3 What a beautiful hotel! / What a great holiday!

4 What a comfortable room! / What lovely furniture!

Page 71

Making requests and asking for permission

1a

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

2 Could you give me a lift, please?

3 Could you take my photo, please?

4 Could you turn the volume down, please?

5 Could you post this letter, please?

6 Could you hold the door open, please?

1b

2 Would you mind giving me a lift, please?

3 Would you mind taking my photo, please?

4 Would you mind turning the volume down, please?

5 Would you mind posting this letter, please?

6 Would you mind holding the door open, please?

2

1 would you mind

2 could you help

3 Could you give

4 can I sit

5 can I have

6 would you mind

3

Possible answers

2 Could I use your phone, please?

3 Excuse me, can I ask a question?

4 Would you mind helping me with the bags?

5 Could you bring some sugar for my tea, please?

6 Can someone open the window, please?

7 Could you lend me some flour, please?

8 Excuse me, could you tell me where the Grand Hotel is?

Page 72

4a

2 you pick up the litter that you've just dropped

3 getting some batteries from the shop

4 lend me some money

5 leave the children with you for half an hour

6 switch on the dishwasher

4b

1 But I won't be able to hear it.

2 Oh, yes. Sorry. I wasn't thinking.

3 OK. What size do you want?

4 Sorry, I haven't got any myself.

5 That's no problem. They're usually very good.

6 Sure. Which setting do you want?

Page 73

Suggestions

1

1

Sorry, I can't.

Why not?

I haven't got any money.

Oh, I see.

2

Do you want to go to the disco?

Sorry, I can't.

But you wanted to go last week.

Yes, but I'm afraid I can't now.

Oh, that's a pity!

2

2 this 3 I'll 4 in 5 Why 6 to 7 don't 8 bother 9 not 10 just 11 like 12 wanted
13 I've 14 mind 15 see

3

Possible answers

2 How about going to the cinema together?

3 Sure, that sounds great!

4 I'm not sure about that.

5 Why don't we study for the next test together?

Ability in the past

1

2 I could swim. OR I couldn't swim.

3 I could ride a bicycle. OR I couldn't ride a bicycle.

4 I could run. OR I couldn't run.

5 I could write. OR I couldn't write.

6 I could ski. OR I couldn't ski.

2

1 can 2 couldn't 3 can't 4 can 5 could 6 can't

3

Students' own answers.

Page 74

Useful things

1

1 toothbrush 2 belt 3 zip 4 torch 5 charger 6 backpack 7 penknife 8 mirror

Modal verbs for deductions about the present

1

1 must 2 can't 3 can't 4 must 5 must 6 may 7 can't 8 may 9 must 10 can't

2

1 must 2 can't 3 can't 4 can't 5 may 6 may 7 may

Page 75

Definite and indefinite articles: *the, a/an*

1

2 e 3 l 4 b 5 f 6 a 7 k 8 d 9 h 10 g 11 c 12 j

2

Dialogue 1

2 a 3 the 4 the 5 the 6 – 7 a 8 the 9 the 10 the

Dialogue 2

1 a 2 The 3 the 4 – 5 a 6 The 7 the 8 a 9 –

Page 76

Describing geographical location

1

Dialogue 1

the first turning

Dialogue 2

Excuse (me). (How) do I get to the library, (please?)

(Go) west (from here).

(Go over the bridge, and it's) on the right.

Thank you.

Dialogue 3

(Go) east (and take) the first turning on the left. (Then go along that road till) you come to the traffic lights. (At) the traffic lights, (turn) right. (The) sports shop is on the left at the end of the street.

2

Students' own answers.

Page 77

Passive voice: present

1

2 Cars are washed here.

3 Paper is recycled here.

4 Fuel is sold here.

5 Computers are repaired here.

6 Christmas trees are grown here.

7 Electricity is produced here.

8 Rubbish is dumped here.

2

2 is created 3 is thrown away 4 are recycled 5 is taken 6 buried 7 is left 8 are blown
9 are blocked 10 are eaten 11 are poisoned 12 are given away 13 are banned

3

2 (The blogs) are written by Maya and Theo.

3 The pictures are produced by Nigel.

4 The website pages are designed by Donna.

5 The people are interviewed by Hugo and Zara.

6 The video clips are made by Oscar and Amy.

7 Everything is checked by Olivia.

8 The website is visited by lots of people.

9 Comments are sent by many readers.

Page 78

Passive voice: different tenses

1

1 have been 2 was won 3 was presented 4 was won 5 will be presented 6 has been won

2

2 were destroyed

3 will be cut down, will be destroyed

4 have been cut down, have been destroyed

3

2 is directed **3** are played **4** was built **5** was shown **6** were sold **7** have been chosen

8 have been printed **9** has been interviewed **10** will be performed **11** will be recorded

12 will be uploaded

Page 79

4

2 were stolen **3** was seen **4** was stopped **5** were found **6** were taken **7** was arrested

8 was watched **9** were seen **10** was sent **12** will be created **13** will be used

14 will be flooded **15** will be covered **16** will be built **17** will be organized **18** will be stopped

19 will be saved **21** has been removed **22** have been rescued **23** have been taken

24 have been cleaned **25** haven't been released **26** has been removed **27** have been killed

Page 80

Passive voice with modal verbs

1

2 Rooms must be paid for in advance.

3 Information can be found on our website.

4 Breakfast can be eaten in your room.

5 Valuables must be kept in the safe.

6 Books can be borrowed from the library.

7 The sea can be seen from all rooms.

8 Keys must be given to Reception.

2

2 Bags can be stored in overhead lockers.

3 Heavier bags must be placed under the seat.

4 Mobile phones must be switched off.

5 Laptops can be used during the flight.

6 Drinks can be bought from the flight attendant.

7 Films can be watched on the screen in front of you.

8 Emergency exits must be kept clear.

Question tags

1

2 doesn't she **3** are you **4** haven't you **5** did they **6** weren't we **7** can he **8** won't we
9 do you **10** didn't he

2a

2 do you **3** haven't we **4** has he **5** won't you **6** are you **7** doesn't it **8** didn't they

2b

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

Page 81

1

1 River cruise

2 Arndale Centre

3 Old Trafford

4 Manchester Museum

5 Manchester Town Hall

6 Arndale Centre

7 Students' own answers.

8 Students' own answers.

Page 82

Possessive 's

1

The correct sentences:

1 Those are your parents' passports, aren't they?

2 Women's clothes on sale.

3 This is my friend's fingerprint.

4 Their friends' mothers go to the gym.

5 Jan and Ann's cousin lives in Italy.

6 This is the way to the men's room.

Possessive pronouns

1

1 mine 2 theirs 3 hers 4 ours 5 his 6 yours

should for giving advice

1

1 You should wear a coat.

2 She shouldn't make a noise.

3 We should take a torch.

4 They shouldn't swim in the lake.

5 He shouldn't sleep on the beach.

2

2 You shouldn't eat so many sweets.

3 You shouldn't drink it.

4 You should study more.

5 You should do some outdoor sports.

would like

1

- 1 Mike would not like to work with us.
- 2 Would she like to go on a trip with us?
- 3 Would they like to meet us next week?
- 4 We would not like to go out today.
- 5 The children would like to stay at home.

Imperatives, orders and requests

1

- 1 The doctor told me to exercise more.
- 2 His mum asked him not to come back late.
- 3 Mr Johns advised his students to revise before the test.
- 4 My friend warned me not to trust anyone.
- 5 The teacher reminded us to hand in our essays on time.
- 6 The policeman order them not to drive so fast.

Page 83

Negative prefixes

1

- 1 dishonest 2 impatient 3 unusual 4 irresponsible 5 impolite 6 unhealthy

too / enough

1

- 3 are too tight
- 4 is too expensive
- 5 is not wide enough
- 6 is too slow
- 7 are too short
- 8 is not tall enough
- 9 is not big enough

Adjectives with prepositions

1

2 at 3 about 4 of 5 for 6 with 7 at

Noun formation

1

1 brightness 2 darkness 3 depth 4 height 5 length 6 strength 7 weakness 8 width

+ Students' own answers.