

OXFORD

Project Explore

Teacher's Pack

3

Lynne White

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

Project Explore

Teacher's Guide

3

Lynne White

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Based on an original concept
by Tom Hutchinson

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Project Explore

Teacher's Guide

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Introduction and methodology

Overview

Project Explore is a five-level course aimed at international English language students aged 10–14/15 years old. The course combines the tried and trusted, successful methodology and structure from previous editions of *Project* with 100% brand-new content from a new author team. It offers clearly structured, bright, dynamic lessons, and exciting new characters and stories.

Project Explore engages students with its diverse, motivating topics and realistic, relatable contexts. It systematically develops students' linguistic and 21st century skills, to help prepare them for the world beyond school.

Methodology

Project Explore is an easy-to-use course, with a syllabus based on a traditional structural progression. It guides and supports both students and teachers, by providing a highly structured learning environment. In each unit, grammar and vocabulary is broken down into manageable chunks and presented through engaging, meaningful tasks. The language acquired is then assembled and applied to a real-world, communicative outcome; the project. The focus on progressive language development is coupled with a systematic focus on skills development. The lesson contexts are contemporary, diverse and entertaining, which ensure that student interest and involvement are maximized.

A flexible approach

Project Explore is designed to include a high level of flexibility to help meet the individual needs of all students. Each component of the Student's Book has a tangible outcome, meaning that you can choose what to include, in which order, and also which elements may be better suited to homework tasks.

To supplement the Student's Book, there is a wide range of additional material to select from, such as the closely integrated Workbook exercises, varied photocopiable worksheets, online practice material and extensive video content.

Improved grammar and vocabulary support

The vocabulary and grammar input in the course is structured in a way that allows students to gradually progress from understanding, to acquiring and finally to using the language with confidence. Each Vocabulary section starts with visual and audio input, often accompanied by a short task, followed by a communicative activation task. In the Grammar sections, the target language is firstly seen in a real context. The subsequent exercises then encourage students to take an active role and discover the grammar for themselves. Students then complete tasks, which allow for controlled and freer practice of the new language.

Skills development

From the outset, a high profile is given to the development of skills. To recreate authentic usage of language, skills are often integrated. For example, students read and complete a quiz and then listen to check their answers. Not only is this blending of skills more natural, but it also helps keep students curious and engaged.

A systematic approach has been taken to developing written and oral skills. Students first spend time on the 'Get ready to... ' stage, working with a model or preparing notes. This support and preparation means students are then able to accomplish the main productive task effectively and confidently. With the writing tasks, students also have the option to complete Workbook exercises, which provide further guidance and practice, prior to writing their own text. In addition to the main speaking tasks, there are numerous opportunities to practise oral skills and, to further enhance spoken language, each unit has a dedicated pronunciation focus in the form of an entertaining, memorable chant.

Revision, Project, Culture and Learn through English

Revision

These pages serve to review and consolidate each unit's Vocabulary, Grammar and Everyday English expressions. The exercises can either be integrated into class time or assigned as homework. They can be used as an indicator of how well students have assimilated the new language and highlight any areas which may require further reinforcement.

Project

These pages give students the opportunity to use the unit's language to complete a personalized, creative task. The projects focus on a variety of means of presenting information and call upon students to exercise research, IT, written and oral communication skills.

Culture

Each Culture page centres on an aspect of the English-speaking world connected to the topic of the unit. These sections aim to broaden students' knowledge and understanding of diverse cultures and invite them to draw comparisons with their own. There are also related short films for extension purposes.

Learn through English

These pages provide a cross-curricular focus and give students the chance to learn about a range of other school subjects through English.

Student's Book and Workbook integration

The Workbook provides extensive additional write-in activities to reinforce and consolidate the content of the Student's Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror not only the unit and section structure of the Student's Book, but also each discrete stage of the lesson.

To ensure a seamless transition between the two resources, at the appropriate points, there is clear signposting in the Student's Book to direct learners to the relevant Workbook exercises. Once they have completed these exercises, there is signposting back to the Student's Book.

To support differentiation, the Workbook tasks are graded by difficulty and clearly marked with between one and three stars, with one being the easiest. This ensures that in a mixed-ability class, all students can tackle a task and gain a sense of accomplishment.

Characters and context

In *Project Explore* Level 3, there are two sets of characters who appear regularly throughout the course.

Students will quickly get to know brother and sister, Simon and Natasha, and their friends Ethan and Zoe. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as visiting the park, or completing school assignments.

Students will also grow familiar with the characters in the three-part mysterious adventure story *Stories from the Campfire*. The episodes appear at the end of every two units and consolidate the language students have learned. The fact that the story is told in parts adds to students' feelings of anticipation and excitement.

Tour of the Teacher's Guide

For ease of use, the Teacher's Guide notes are interleaved with the corresponding Student's Book pages. In addition to task instructions, answer keys and audio scripts at the back of the book, the Teacher's notes also include the following features for each unit.

Unit objectives

The main aims of each unit are clearly stated at the start. This allows you to see at a glance what your students will be working towards in the coming lessons and will be able to do on completion of the unit.

Language summary

This is a clear list of the grammatical structures, vocabulary and Everyday English expressions which are presented in the unit. Also outlined here are the themes for the Project, Culture and Learn through English pages.

► Reference to supplementary materials

A list of the related Workbook pages and photocopiable worksheets and online practice material are supplied at the beginning of each lesson to help you prepare all the material you need for class. There are also further references within the notes, to indicate at what stages in the lesson these exercises and activities may best be used.

EXTRA IDEAS These notes include practical suggestions for how a task may be extended, to allow for further practice of the focal language point or vocabulary. There are also ideas for how some tasks could be approached in an alternative way and some suggestions for ways to encourage students to respond personally to the input.

In addition, after each Writing and Project task there is a suggestion for what could be done with the work the students have produced. Ensuring that students' writing has a readership is important, as it gives them a real purpose and can motivate them to try harder. Seeing their work on display in the classroom or elsewhere can give students a sense of achievement and pride.

EXTRA SUPPORT These notes offer tips on how to stage, adapt or follow up a task to cater to the needs of weaker students or classes. In a mixed-ability class, these graded tasks will help lower level students to participate more actively and confidently.

EXTRA CHALLENGE These notes suggest ways in which a task may be exploited to ensure that more able students or classes remain engaged and challenged. In a mixed-ability class, these tasks will help to ensure that stronger students maximize their potential and, by keeping them actively involved, will also limit the possibility of boredom and disruption to the lesson.

LANGUAGE NOTE These notes provide clear explanations and support for dealing with grammatical, lexical or pronunciation points which students may find difficult or confusing.

CULTURE NOTES These comprehensive notes provide additional background information related to the content of each Culture page. They can be used to further broaden students' knowledge and understanding of aspects of culture in the English-speaking world, with which they may be unfamiliar.

There are also shorter notes at times which highlight potential cultural differences between the way things are said or done in English-speaking countries and in your students' home country.

Additional grammar notes

These are extended grammar explanations which fine tune or supplement those given in the grammar summary pages of the Workbook. They will be useful when addressing the problem areas of particular grammar points and also provide something additional for higher level, more aspirational classes.

Additional pronunciation notes

These are extended explanations which focus on the discrete pronunciation point being taught. They offer practical advice on how to assist students in understanding and correctly producing the relevant sounds.

Additional subject notes

These in-depth notes are included in the page corresponding to the cross-curricular Learn through English lessons. They expand on the school subject the page relates to and equip the teacher with extra knowledge of and useful lexis related to the focal subject area.

Suggested activities for using the video in class

1. When playing the video through for the first time, pause it at appropriate moments and ask students to predict what's going to happen next. You could divide the class into teams to discuss the options, watch the next scene, and then award a point to the team with the closest prediction to what actually happened. This is a good way to focus students' attention and generate interest in the story.
2. Get students to sit in pairs, one facing the screen and the other with their back to the screen. Turn the sound off and play a section of the video. The person facing the screen describes to their partner what's happening. Students then swap places, so they both get a turn at describing and listening. They can then watch the whole section and see how good their partner's description was. This is a fun activity and a great way to practise present continuous verb forms.
3. Play the video and get the students to say 'Stop!' every time a new character appears. Pause the video and get students in pairs to describe what the character looks like and what he/she is wearing. This is a good way to review appearance language and clothes.
4. Pause the video after each section and give a false sentence, e.g. *Stories from the campfire 1*: 'Vicky and Conor are near their campsite.' 'They know the woman they meet at the campfire.' Students have to correct the false information. With stronger classes, this could be done as a pair activity.
5. Pause the video at intervals and get students in pairs to ask and answer questions.
6. Students work in a group and choose a scene from the video to act out. Give them time to practise and then get each group to present to the class. Alternatively, allocate a different scene to each group and then the class acts out the whole story. This is a dynamic, creative activity and a good way for Students to practise some of the key language and grammar from the previous two units.

Mixed-ability support

In every class, students learn at varying paces and present a range of learning styles, needs, interests and motivations. In classes where the scope of abilities is broad, this can pose a challenge for the teacher. For this reason, *Project Explore* offers strategies and materials to help teachers tailor lessons to meet the needs of individual students.

In the Student's Book, at the end of every lesson in each unit, there is an *Extra* task. These can be given to fast finishers in class and can mostly be done either individually or in pairs as a communicative addition. Alternatively, these tasks can be set as homework.

In addition to the core material, the course also includes supplementary worksheets and online practice with reinforcement and extension activities, to be used as and when required.

The Project pages in every unit are also very well-suited to classes with mixed-ability learners. Students can work at their own pace, in their own way towards an achievable goal and produce something purposeful and personalized.

The Tour of the Teacher's Guide section on page Tvii outlines further how mixed-ability classes are supported.

21st Century skills

In addition to academic knowledge and understanding, students these days require a broad spectrum of skills which they can apply to a wide range of real-life situations. The tasks in *Project Explore* are designed to help students develop some of these vital skills, such as collaboration, creativity, communication and critical thinking. The Level Planners indicate the tasks and activities in each unit which require these skills to be utilized.

Special Educational Needs in the ELT classroom

Adapted from Into the Classroom: Special Educational Needs by Marie Delaney (Oxford University Press, 2016)

What is SEN?

Special Educational Needs (SEN) is the term used to refer to the requirements of a student who has a difficulty or disability which makes learning harder for them than for other students their age. Note that gifted and talented students are also considered to have special needs as they require specialized, more challenging materials.

Strengths, not just weaknesses

Of course, students make progress at different rates and vary widely in how they learn most effectively. Although students with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the students' academic development as well as their self-esteem. Your daily contact with these students will help you understand what works best for each individual student and determine your choice of the most appropriate techniques.

You can do it!

You might be worried about trying to include students with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher, you are used to dealing with different personalities and abilities in your class. You are probably continually adapting to widely differing needs from your students each day. Students with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with SEN are good, practical techniques which will benefit all the learners in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert in SEN to teach students with SEN. You do need to want to work with these students and to be prepared to learn from them.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some students do not want to work with a particular member of the class, ensure you talk to those students privately about their behaviour. Draw attention to appropriate behaviour by giving positive reinforcement to students who are working well together.

Tip 2: See the person not the label

It is very important to get to know each student individually and to not label them according to their SEN. If you have students who wear glasses in your class, you do not assume that they have all got the same personality. In the same way, you should not assume every student with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

Tip 3: Avoid judgements of behaviour

Do not label a student as lazy or not trying. Students with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with SEN and behavioural difficulties only get noticed negatively by the teacher.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other.

Tip 5: Cater to different learning styles

As students with SEN tend to find it difficult to learn in traditional ways, it is important to integrate different approaches into lessons to help each student maximize their potential. Visual learners relate well to illustrated tasks, picture stories, video input and clear board work. Those who favour an auditory style benefit from listening to the teacher, as well as varied audio input, such as dialogues, stories and songs. Kinaesthetic learners are innately active students, who tend to find it difficult to sit still for extended periods. They respond well to hands-on involvement in activities like role-plays and mime games.

Tip 6: Plan ways to adapt your lesson plan

You will need to sometimes adapt your lesson plans. This is called 'differentiation'. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but may do this in different ways.

Tip 7: Work on classroom management

Clear, consistent classroom management is a key consideration for students with SEN. They often have problems understanding and following rules and instructions, so it is important to think about the best way to present these. For example, considering your seating plan carefully can help with general class discipline.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with SEN. It is particularly important to work with parents/ carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, and SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what each student's strengths and interests are and include these where possible in your teaching. Students who have problems reading may have strong creative skills and excel at project work. Students who find it difficult to sit still might be good at role playing or problem-solving activities. Learners who are struggling academically might be very kind and helpful to other students. Identifying and exploiting individuals' strengths can help boost motivation and self-esteem and also create a cooperative, productive classroom environment.

Course overview

For students

Welcome to **Project Explore**. Here's how you can link learning in the classroom with meaningful preparation and practice outside.

Student's Book

All the language and skills your students need to improve their English, with grammar, vocabulary and skills work in every unit. Also available as an e-book.



AUDIO ACTIVITIES VIDEO WORDLISTS



Workbook

Exclusive practice to match the Student's Book, following the grammar, vocabulary and Everyday English sections for each unit. Students can use their Workbook for homework or for self-study to give them new input and practice.

Workbook audio

Full Workbook audio is available on the Online Practice.



Online Practice

Extend students' independent learning. They can do extra **Grammar, Vocabulary** and **Skills** activities, and **Test yourself** with instant feedback. Students can also access all the Workbook audio on the Online Practice.

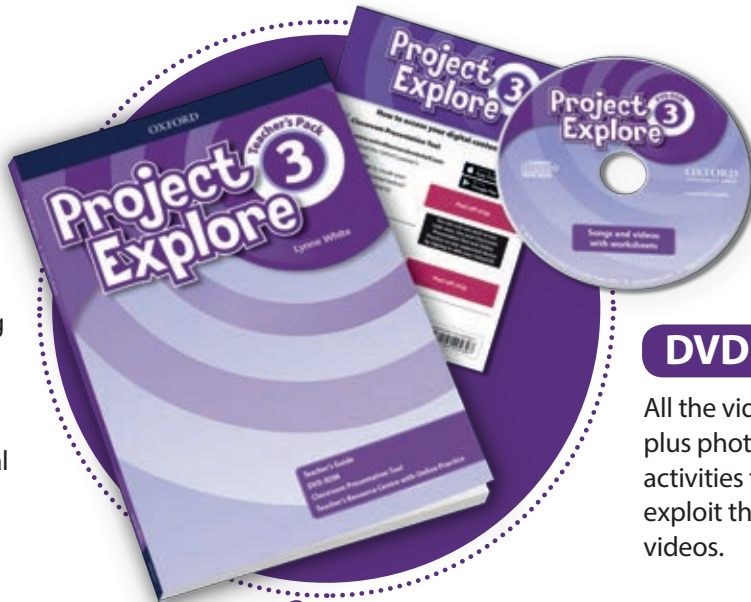


projectexploreonline.com

For teachers

Teacher's Guide

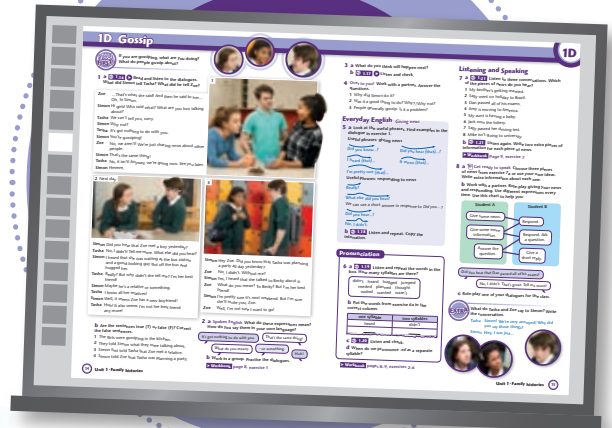
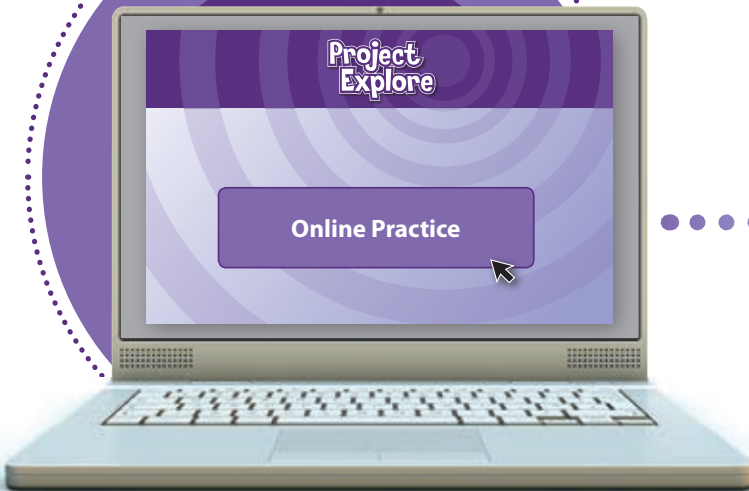
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



DVD-ROM

All the videos and songs, plus photocopiable activities to help you exploit the songs and videos.

ACTIVITIES TESTS TRACKING RESOURCES



Teacher's Resource Centre

All your *Project Explore* resources, stored in one place to save you time. Resources include Student's Book and Workbook audio, videos, scripts, photocopiable activities, tests, wordlists and more.

Use the Learning Management System to track your students' progress.

Classroom Presentation Tool

Use in class to deliver heads-up lessons and to engage students. Class audio, video and answer keys are available online or offline, and updated across your devices.



To log in for the first time, teachers use the Access Card in the front of the Teacher's Guide for the Teacher's Resource Centre, and students use the Access Card in the front of the Workbook for Online Practice.

Class Audio



Full course audio is available on the Teacher's Resource Centre, and on audio CDs.



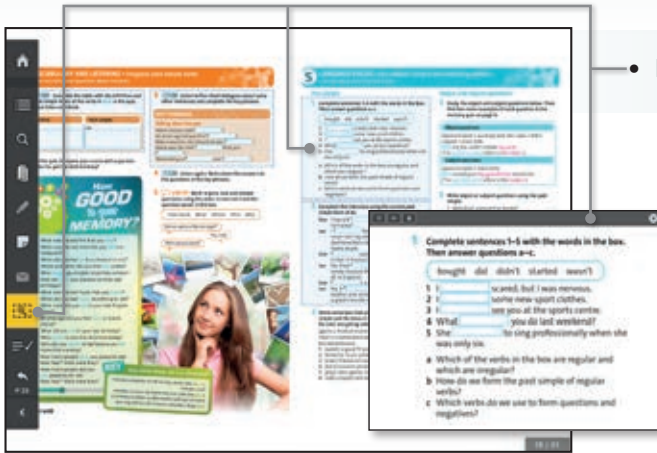
Project Explore Classroom Presentation Tool

Deliver heads-up lessons

Engage students in your blended learning classroom with easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector or screen, and teach lessons that run smoothly – every time.

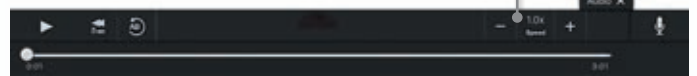
Play audio and video at the touch of a button, launching activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large classes.

Take your classroom presentation tool with you and plan lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.

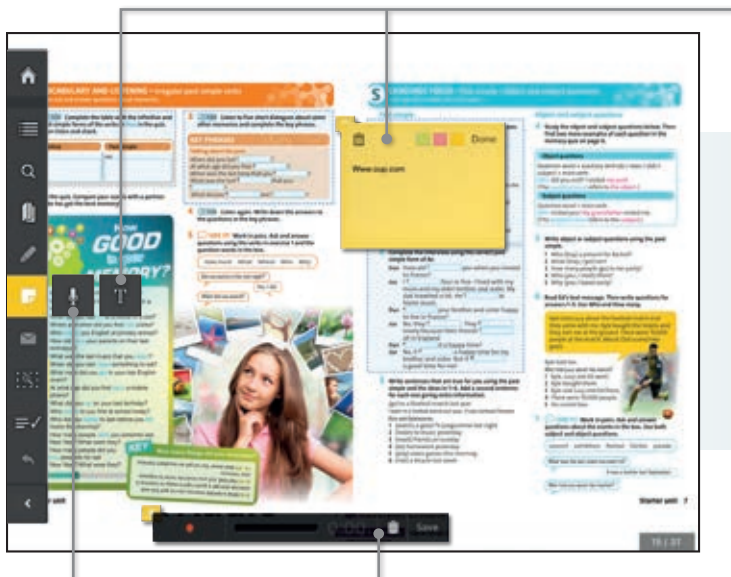
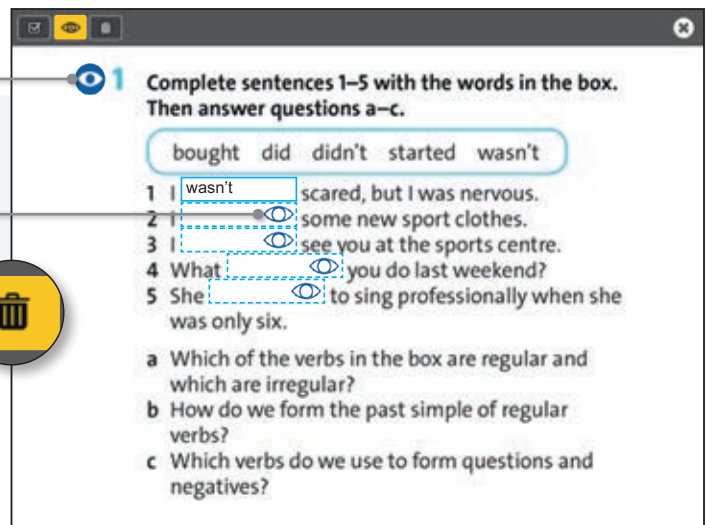


- Focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and access across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Project Explore audio.

Introduction

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • plural nouns <p>Grammar</p> <ul style="list-style-type: none"> • present simple and present continuous • <i>will</i> and <i>be going to</i> • revising question forms <p>Text types</p> <ul style="list-style-type: none"> • photo story • dialogues <p>Communication</p> <ul style="list-style-type: none"> • conversational gambits – reactions • asking and answering questions about people • exchanging information about routine actions and actions happening now • talking about plans • writing and presenting a short dialogue 	<p>Receptive skills</p> <ul style="list-style-type: none"> • follow a series of dialogues • find information in reading and listening texts and use it to answer questions • read and complete sentences about personal information • understand the main points and ideas from reading or listening to a dialogue • listen to and understand short dialogues <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words and dialogues using the correct pronunciation and spelling • present information about yourself and others • complete sentences with missing words • write questions about personal information <p>Interactive skills</p> <ul style="list-style-type: none"> • ask and answer questions about personal information • take part in simple conversations • ask and answer questions about plans • ask and answer questions about likes and activities 	<p>Collaboration</p> <ul style="list-style-type: none"> • write a dialogue from a diary with a partner and present to the class <p>Collaboration</p> <ul style="list-style-type: none"> • testing each other on new vocabulary <p>Creativity</p> <ul style="list-style-type: none"> • talking about plans

Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • life stages • verbs of movement • linkers of cause / result and purpose <p>Grammar</p> <ul style="list-style-type: none"> • past simple regular • past simple irregular • <i>used to</i> • past continuous • contrast past simple and past continuous <p>Pronunciation</p> <ul style="list-style-type: none"> • syllables and word stress • <i>-ed</i> past simple endings <p>Text types</p> <ul style="list-style-type: none"> • short texts • websites • interview • dialogues • picture story • articles • biography <p>Communication</p> <ul style="list-style-type: none"> • exchanging information about yourself and your plans • exchanging information about family • describing what people were doing • role-play giving and responding to news • writing and performing a short dialogue 	<p>Receptive skills</p> <ul style="list-style-type: none"> • understand the difference between past simple and past continuous • understand simple personal information • read simple information from a short passage • follow illustrations and photo stories • use timelines to describe tense contrasts • find information in reading texts and use it to answer questions • understand the main points and ideas from reading or listening to a story • seek detailed information from simple reading or listening texts • read and decide whether statements about what you have read are true or false <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words, phrases and dialogues using the correct pronunciation • describing what is / was happening in pictures • make questions from prompts • check predictions by reading and listening to text • present information about yourself and others to a partner in speaking and in writing • present information about the stages in a life • describe people's actions <p>Interactive skills</p> <ul style="list-style-type: none"> • discuss events in a story • exchange information about yourself and others in writing and speaking • take part in simple conversations • give and react to news • deliver a presentation and respond to questions • listen to presentations and ask questions of the presenters 	<p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> • imagine future life from questions <p>Creativity</p> <ul style="list-style-type: none"> • take part in interview role-play <p>Creativity</p> <ul style="list-style-type: none"> • imagine the most exciting weekend ever <p>Creativity</p> <ul style="list-style-type: none"> • write a story from a picture <p>Creativity</p> <ul style="list-style-type: none"> • project – write a biography using linkers of cause / result and purpose <p>Critical thinking</p> <ul style="list-style-type: none"> • project – analyse and evaluate others' work to understand what makes a good project <p>Collaboration</p> <ul style="list-style-type: none"> • tell and react to a joke <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> • family celebrations – comparison between US, British and own culture <p>History</p> <ul style="list-style-type: none"> • famous people in history <p>Learning to learn</p> <ul style="list-style-type: none"> • organizing your English notebook

Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> phrasal verbs for relationships adjectives to describe feelings <p>Grammar</p> <ul style="list-style-type: none"> present perfect present perfect and past simple present perfect with <i>already</i> and <i>yet</i> present perfect with <i>for</i> and <i>since</i> <p>Pronunciation</p> <ul style="list-style-type: none"> /æ/ /eɪ/ <p>Text types</p> <ul style="list-style-type: none"> dialogues articles webpages short texts questionnaire diary <p>Communication</p> <ul style="list-style-type: none"> asking and answering questions about relationships discussing the right advice making and responding to invitations write and perform a short dialogue 	<p>Receptive skills</p> <ul style="list-style-type: none"> read and understand a quiz read and decide whether statements about what you have read are true or false listen to information and use it to answer questions follow photo stories find information in reading texts and use it to answer questions read a text and complete missing headings seek detailed information from reading or listening to texts <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and a dialogue using the correct pronunciation describe relationships complete sentences with missing words write about what you have done recently write sentences that are true for you give a personal response to a reading text describe people's feelings in different situations write a short text about a problem choose the correct word or phrase to complete sentences write short paragraphs about a hobby <p>Interactive skills</p> <ul style="list-style-type: none"> asking and answering questions about what you have done recently ask and answer questions about relationships, feelings and problems giving advice ask and answer questions about what you have already done or not done yet take part in simple conversations deliver a presentation and respond to questions listen to presentations and ask questions of the presenters discuss celebrations in your country give your own and listen to others' opinions 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> write about what you have done recently <p>Creativity</p> <ul style="list-style-type: none"> imagine and write about a problem to post to a forum and give advice on what to do <p>Creativity</p> <ul style="list-style-type: none"> role-play making an invitation <p>Creativity</p> <ul style="list-style-type: none"> imagine and write about a hobby or something you like doing <p>Creativity</p> <ul style="list-style-type: none"> project – create a bullet diary using the present perfect with <i>for</i>, <i>since</i>, <i>already</i>, <i>yet</i> and the past simple <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> teenage tech habits – comparison between US and own culture <p>Collaboration</p> <ul style="list-style-type: none"> do a class survey on technology and teenagers in their country <p>Music</p> <ul style="list-style-type: none"> musical genres <p>Learning to learn</p> <ul style="list-style-type: none"> keeping a diary in English

Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> parts of the body illnesses, injuries, and treatments <p>Grammar</p> <p><i>can / could / will be able to</i></p> <ul style="list-style-type: none"> <i>have to and had to</i> reflexive pronouns time expressions <i>might</i> <p>Pronunciation</p> <ul style="list-style-type: none"> /b/ /əʊ/ <p>Text types</p> <ul style="list-style-type: none"> articles cartoon short text fact file photo story dialogues <p>Communication</p> <ul style="list-style-type: none"> discussing how human beings will change in the future asking and answering questions about challenges practising phone calls with a partner discussing illnesses and injuries agreeing and disagreeing with others' opinions 	<p>Receptive skills</p> <ul style="list-style-type: none"> guess the meaning of words from the context find information in reading texts and use it to answer questions follow photo stories understand the main points and ideas from reading or listening to a text read and decide whether statements about what you have read are true or false seek detailed information from simple reading or listening texts listen to and check predicted answers <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and numbers using the correct pronunciation complete sentences with missing words and phrases discuss treatments for illnesses and injuries call a helpline for medical advice <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about people and how they will change listen to presentations and ask questions of the presenters exchange opinions and personal responses to reading text content 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Collaboration</p> <ul style="list-style-type: none"> work with a partner to describe illnesses or injuries from pictures <p>Creativity</p> <ul style="list-style-type: none"> imagine what people in the future will look like <p>Creativity</p> <ul style="list-style-type: none"> write about a personal challenge <p>Creativity</p> <ul style="list-style-type: none"> roleplay a phone call about an illness or injury <p>Collaboration</p> <ul style="list-style-type: none"> work with a partner to exchange information about sports <p>History</p> <ul style="list-style-type: none"> four sports that were invented in Britain <p>Creativity</p> <ul style="list-style-type: none"> project – create a fact file about a sport using time expressions <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> somatotypes – how different body types are suited to different sports <p>Physical Education</p> <ul style="list-style-type: none"> vocabulary related to sports and body types <p>Learning to learn</p> <ul style="list-style-type: none"> improving your reading skills

Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> idioms of strong emotion descriptive adjectives and adverbs <p>Grammar</p> <ul style="list-style-type: none"> relative clauses relative pronouns indefinite pronouns countable and uncountable nouns <i>a few</i> and <i>a little</i> linkers of time, contrast, attitude <p>Pronunciation</p> <ul style="list-style-type: none"> intonation for surprise reactions /ɪ/ /aɪ/ <p>Text types</p> <ul style="list-style-type: none"> dialogues short texts article photo story cartoon story quiz fact file radio play <p>Communication</p> <ul style="list-style-type: none"> expressing surprise taking part in a discussion about unexplained events asking about and answering questions about forensic science 	<p>Receptive skills</p> <ul style="list-style-type: none"> find information in reading and listening texts and use it to answer questions listen to and understand a short passage understand the main points and ideas from reading or listening to a story follow simple cartoon and photo stories read and decide whether statements about what you have read are true or false seek detailed information from reading or listening to texts listen to and check predicted answers <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words using the correct pronunciation complete sentences with missing words make definitions for new words write simple sentences about past events predict what is coming next in a story writing sentences about real-life mysteries write a radio play about a mystery <p>Interactive skills</p> <ul style="list-style-type: none"> ask for and give opinions about unexplained events talk about surprising information write and perform a radio play ask and answer questions about detectives and riddles take part in a jigsaw reading about forensic science now and the history of forensic science take part in a discussion on forensic science 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> take part in mime and role-play activities <p>Collaboration</p> <ul style="list-style-type: none"> work in a group to write a story and dialogue from a picture <p>Creativity</p> <ul style="list-style-type: none"> project – write a radio play about a strange event using linkers of time, contrast and attitude <p>IT</p> <ul style="list-style-type: none"> record the radio play <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good play <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> detective stories – Sherlock Holmes <p>History / collaboration</p> <ul style="list-style-type: none"> analyse the changes in forensic science since the 19th century <p>Learning to learn</p> <ul style="list-style-type: none"> improving your listening skills

Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> space large numbers, distances and speed <p>Grammar</p> <ul style="list-style-type: none"> comparatives and superlatives short adjectives & long adjectives comparative adverbs <i>both, either, neither, all, none</i> <p>uses of the</p> <ul style="list-style-type: none"> linkers of addition and contrast <p>Pronunciation</p> <ul style="list-style-type: none"> /ð/ /θ/ intonation in agreeing and disagreeing <p>Text types</p> <ul style="list-style-type: none"> quiz dialogues article photo story short texts <p>Communication</p> <ul style="list-style-type: none"> discussing ideas about space comparing objects telling a story and responding to questions agreeing and disagreeing 	<p>Receptive skills</p> <ul style="list-style-type: none"> read information in a text and give an opinion read and decide whether statements about what you have read are true or false understand the main points and ideas from reading or listening to a story find information in reading texts and use it to answer questions listen and complete missing information listen to and check predicted answers follow photo stories seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and questions using the correct pronunciation and intonation complete sentences about comparatives and superlatives make notes about life in space write an article about life in space write a comparative study <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about life in the International Space Station role play interviews between a journalist and an astronaut ask and answer questions about pictures share information about interesting places to visit in your country 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Collaboration</p> <ul style="list-style-type: none"> take part in role-play activities <p>Creativity</p> <ul style="list-style-type: none"> write a magazine article <p>Creativity</p> <ul style="list-style-type: none"> project – write a comparative study using linkers of addition and contrast <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> how GPS works <p>Collaboration</p> <ul style="list-style-type: none"> listen for and exchanging specific information in a jigsaw listening <p>History</p> <ul style="list-style-type: none"> the International Space Station <p>Learning to learn</p> <ul style="list-style-type: none"> testing yourself

Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> films and book genres adjectives with <i>-ed</i> or <i>-ing</i> adjectives to describe food <p>Grammar</p> <ul style="list-style-type: none"> zero conditional first conditional verb + <i>-ing</i> or infinitive <p>Pronunciation</p> <ul style="list-style-type: none"> intonation for certainty / uncertainty /ə/ <p>Text types</p> <ul style="list-style-type: none"> dialogues short story cartoon photo story review feature pages article quiz <p>Communication</p> <ul style="list-style-type: none"> talking about things that are always true a personality quiz talking about future possibilities express ideas of certainty and uncertainty about what happens in films saying what you want to do in the future 	<p>Receptive skills</p> <ul style="list-style-type: none"> find information in reading texts and use it to answer questions seek detailed information from simple reading or listening texts follow cartoons and photo stories understand the main points and ideas from reading or listening to a story checking predictions about a story listen and decide whether statements about what you have heard are true or false understand quiz questions and give the correct answers follow instructions on a map <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words, phrases and dialogues using the correct pronunciation write and talk about your favourite book or film complete sentences and dialogues with missing words making predictions about a story predicting the future using <i>if</i> express certainty and uncertainty <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about favourite films ask and answer questions about what happens if a hero chooses a particular path deliver a presentation and respond to questions listen to presentations and ask questions of the presenters read and exchange information about famous film directors describe popular actors and directors from your country 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity / collaboration</p> <ul style="list-style-type: none"> imagine your future from prompts <p>Creativity / collaboration</p> <ul style="list-style-type: none"> imagine what happens in a film from stills <p>Creativity / collaboration</p> <ul style="list-style-type: none"> project – write a review of a film, organizing paragraphs under headings <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> comparison of famous film directors <p>Literary genres</p> <ul style="list-style-type: none"> matching book covers and excerpts continue story and role-play a dialogue <p>Learning to learn</p> <ul style="list-style-type: none"> English in the real world

Introduction

A Hello!



What technology do you use every day?
Write a list and compare with a partner.

1



Tasha Hi, I'm Natasha. I'm 15 years old and I live in Oxford with my mum, my brother Simon and our rabbit, Boris. I go to Headingly Secondary School. My favourite subjects are English...and Photography! Let me introduce you to the people in my world.

Tasha This is me and my best friend Zoe. We're taking selfies in my bedroom. We do it a lot! Zoe goes to the same school as me and she's super clever.

Zoe I'm not SUPER clever.

Tasha Yes, you are. And she's bossy.

Zoe I'm not bossy!

Tasha Stop interrupting me! Maths is her favourite subject.

2



3



Tasha This is my brother Simon and his best friend Ethan. As you can see, they're playing a video game. They do that a lot! Well, when Mum lets them.

Zoe Where's your mum at the moment?

Tasha My mum's running in the park. She does it a lot. Simon likes food and video games. Unfortunately, these aren't school subjects.

Simon Hey, close the door! I'm winning here!

Ethan That's what you think!

Tasha And this is my mum. She's a primary school teacher. And she's very fit.

Mum Hello Zoe... Hey, why are you filming me, Tash? I look terrible!

Tasha No you don't! Don't worry, I'm just making a little family film.

Mum Well, don't show it to anybody, please.

Tasha No, of course not, Mum! So, everybody, welcome to my world!

4



1 a 1.02 Read and listen to the dialogues. What technology are they using?

b What else did you learn about each person? Complete the information.

- Tasha likes ___ and ___.
- Tasha's ___ is called Zoe.
- Zoe's good at ___ and she's ___ and ___.
- Mum enjoys ___.
- Simon loves ___ and playing ___.

2 a Spoken English How do you say these expressions in your own language?

Hey!

That's what you think.

Don't worry.

Well,...

b Work in a group. Practise the dialogues.

3 Over to you! Work with a partner and answer the questions.

- Do you take selfies / make films with your friends?
- Do you like video games? Why? / Why not?
- Do you like keeping fit? What do you do?

Introduction

Unit objectives

- use the present simple and present continuous
- talk about what you do and what you're doing at the moment
- use plural nouns correctly
- use *will* and *be going to* to talk about predictions, quick decisions and plans
- talk about plans for today, this week and the future

Language

Grammar: present simple and present continuous; *will* and *be going to*

Vocabulary: plural nouns

A Hello!

Supplementary materials

Photocopiable worksheets: Grammar and Vocabulary, Communication
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

In pairs, Sts write down what technology they use at home, at school, when they are playing games / sports, when they want to communicate with friends. Tell Sts to discuss each gadget and what they can do with it. Get feedback and write any useful vocabulary on the board.

1a 1•02

- Tell Sts to look at the photos and say what the people are doing. Tell them the characters' names (*Tasha*, *Zoe*, *Simon* and *Ethan*) and that these people will be in all the units.
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Tasha is using a smartphone (to take a video of Zoe and her in Tasha's bedroom); the boys are playing video games with a console in the living room.

EXTRA SUPPORT To help Sts with comprehension, ask questions, e.g.

- 1 *Where does Tasha live? (Oxford)*
- 2 *Who does she live with? (Her mum, her brother Simon and her rabbit, Boris)*
- 3 *Where does she go to school? (Headingly Secondary School)*
- 4 *How does Tasha describe Zoe? (She's clever and bossy.)*
- 5 *What are Simon and Ethan doing? (They're playing video games.)*
- 6 *What is Tasha's mum doing? (She's running in the park.)*

- 7 *What does Tasha's mum do? (She's a primary school teacher.)*
- 8 *What is Tasha doing? (She's making a little family film.)*
- 9 *Is Tasha's mum happy she is filming her? (No)*
- 10 *Why isn't Tasha's mum happy to be filmed? (Because she thinks she looks terrible.)*

EXTRA IDEA Ask Sts to describe the people in the dialogues, e.g. *Tasha is tall and has brown hair. Zoe has black curly hair.*

b

- Give Sts time to complete the task in pairs.
- Check answers.

1 English, Photography 2 best friend 3 Maths, (super) clever, bossy 4 running 5 food, video games

2a

- Give Sts time to complete the task, then check answers.

Hey! = It's what you say to catch someone's attention. (very informal)

That's what you think. = I disagree. / You're wrong.

Don't worry. = Relax. / That's OK.

Well,... = In dialogue 3, it means Tasha wants to change what she has just said. In dialogue 4, it means Mum agrees to the filming, but she isn't very happy about it.

LANGUAGE NOTES *Hey!* is very informal and can only be used with friends. It can't be used in the classroom to catch a teacher's attention or in a situation which is either formal or semi-formal. It doesn't sound good if young people use it to catch an older person's attention. In that situation they should say *Excuse me*.

Well can have several meanings, e.g. to show that you accept that something cannot be changed, to agree to something unwillingly, or when you are pausing to consider your next words. Play the last two dialogues again and ask Sts to note how it is said in each.

EXTRA IDEA In groups, Sts take turns practising the expressions in dialogue 3. If necessary, play dialogue 3 again for them to hear how the expressions are used.

b

- Sts take parts and act out the dialogues in groups.

3

- Give Sts time to answer the questions in pairs, small groups, or as a class.
- Elicit some feedback.

EXTRA IDEA Sts choose one question each to do a survey of the class. They can ask follow-up questions to get more information, e.g. *What was the last selfie you took? What's your favourite video game?* When they have finished, they can present the findings to the class.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

Grammar Present simple and present continuous

4a

- Give Sts time to complete the task.
- Then they read the dialogue in exercise 1a and check their answers.
- Check answers.

We're **taking** selfies in my bedroom. We **do** it a lot!

b

- Give Sts time to complete the task, then check answers.

're *taking* = present continuous do = present simple

c

- Give Sts time to complete the rules, then check answers.

We use the **present simple** to talk about regular activities and permanent situations...

We use the **present continuous** to talk about what is happening now or around now...

EXTRA IDEA Write the adverbs and time expressions on the board: 'always', 'usually', 'sometimes', 'rarely', 'never', 'today', 'at the moment', 'now'. Then ask Sts to write four true sentences about themselves using some of the adverbs. Tell them to leave a gap for the verb, e.g. *I always _____ tea for breakfast. (drink) I _____ an apple at the moment. (not eat)* Then they swap sentences with a partner and complete their partner's sentences. Elicit some sentences.

5a

- Give Sts time to complete the task, then check answers.

1 live 2 go 3 goes

b

- Tell Sts to complete the rule, then check the answer.

In the present simple, for *he, she* and *it*, we add **-s** to the verb.

c

- Sts try to work out the rules in pairs.
- Check answers, getting Sts to spell the verbs.

We add **-ing** to the verb when it ends in two consonants, or a long vowel sound and final consonant: *film – filming*

When a verb ends in consonant + **-e**, we drop the final **-e** and add **-ing**: *make – making; take – taking*

When the verb ends in a consonant, we double the final consonant to show that the vowel sound remains short: *run – running; win – winning*

When the verb ends vowel + **-y**, we add **-ing**: *play – playing*

6

- Give Sts time to complete the task.
- Check answers.

1 Who's filming? Tasha
2 Who's interrupting? Zoe
3 Who's playing a video game? Simon and Ethan
4 Who's running in the park? Mum

Speaking

7a

- Give Sts time to complete the questions, then check answers.

- 1 Where does Tasha live?
- 2 Has she got any brothers or sisters?
- 3 What are her favourite subjects?
- 4 What does she like doing?
- 5 What is she doing at the moment?
- 6 What is she wearing today?

b

- Sts ask and answer the questions in pairs.
- Check answers.

- 1 She lives in Oxford.
- 2 Yes, she's got one brother, Simon.
- 3 Her favourite subjects are English and Photography.
- 4 She likes taking selfies.
- 5 She's making a little family film.
- 6 She's wearing black jeans and a pink sweatshirt.

c

- Sts complete the questions to ask about their partner.

EXTRA SUPPORT Elicit the questions before putting Sts in pairs.

- Sts take turns asking and answering the questions.
- Elicit some feedback.

8

- If necessary, quickly review family members. Then give Sts time to prepare their presentation.
- If possible, ask Sts to show photos of themselves and their families during the presentation.

Vocabulary Plural nouns

9a

- Give Sts time to complete the task, then check answers.

1 selfies, subjects, boys 2 babies, stories 3 boxes, churches, buses 4 potatoes, tomatoes, heroes BUT photos, videos, kilos 5 knives, leaves, lives
Irregular: 3 people 4 children 5 men 6 women

EXTRA IDEA Tell Sts to cover the exercise. Write some anagrams on the board, e.g. 'eubsjct' (*subjects*), etc. Give Sts a time limit, e.g. one minute, to write the correct words.

b

- Give Sts time to complete the task.

c 1•03

- Play the audio for Sts to listen and check.
- Check answers.

1 lips 2 watches 3 glasses 4 dictionaries 5 shelves
6 policemen 7 cities 8 lunches 9 houses
In the plural, the /ɛ/ in *shelf* becomes /v/. The /s/ in *house* becomes a /z/ and a syllable is added. A syllable is also added in *watch, glass* and *lunch*.

- Now play the audio again for Sts to listen and repeat.

d

- Sts do the activity in pairs.

Extra

Sts can either do this in class or as a homework task.

Grammar

Present simple and present continuous

4 a Complete the sentences with the verbs from the dialogue.

We ___ selfies in my bedroom. We ___ it a lot!

b Match the verbs from exercise 4a to the correct tense.

present continuous present simple

c Read the rules and complete them with the correct tense. Then find more examples in the dialogue.

We use the ___ to talk about regular activities and permanent situations. We often use *always, usually, sometimes, rarely* and *never* with this tense.

We use the ___ to talk about what is happening now or around now. We often use *today, at the moment* and *now* with this tense.

5 a Complete these present simple sentences from the dialogue.

1 I ___ in Oxford.

2 I ___ to Headingly Secondary School.

3 Zoe ___ to the same school as me.

b Complete the rule.

In the present simple, for *he, she* and *it*, we add ___ to the verb.

Irregular verbs are different, e.g. *goes, has*, etc.

c What are the spelling rules with the present continuous? Put these verbs in the *-ing* form.

film make take run win play

6 What's going on in the story? Write questions. Use the present continuous. Then ask and answer with your partner.

1 Who / film?

2 Who / interrupt?

3 Who / play a video game?

4 Who / run in the park?

Who's filming?

Tasha.



Boris

Speaking

7 a Write the questions about Tasha using the correct tense.

1 Where / live?

2 got any brothers or sisters?

3 What / favourite subjects?

4 What / like / do?

5 What / do / at the moment?

6 What / wear / today?

b Get ready to speak Work with a partner. Ask and answer the questions about Tasha in exercise 7a.

c Change the questions to ask and answer about you and your partner.

8 Make a presentation about your world. Introduce your family and friends.

Vocabulary Plural nouns

9 a Read the rules and write the plurals.

1 To make a noun plural, we add an *-s*.

selfie ___ subject ___ boy ___

2 After a consonant, *-y* changes to *-ies*.

baby ___ story ___

3 Words ending in *-ch, -sh, -x, -s, -z* and *-ss* add *-es*.

box ___ church ___ bus ___

4 Most words ending in *-o* add *-es*.

potato ___ tomato ___ hero ___

BUT photo ___ video ___ kilo ___

5 Nouns ending in *-f* change to *-ves*.

knife ___ leaf ___ life ___

Some plurals are irregular. Do you know them?

1 foot **feet**

4 child ___

2 tooth **teeth**

5 man ___

3 person ___

6 woman ___

b Make these nouns plural.

1 lip

4 dictionary

7 city

2 watch

5 shelf

8 lunch

3 glass

6 policeman

9 house

c **1.03** Listen and check, then repeat. Do you notice any changes in pronunciation?

d Test your partner. Say a noun. Your partner says the plural form.



Complete these sentences about you. Use the correct form.

I really enjoy... I always... I never...

B Plans



Write a list of all the jobs you know in English. Compare with the class. What do you want to be?

- 1 1.04 Read and listen to the dialogues. What special day are they talking about?



Ethan What are you going to talk about at school tomorrow, Simon? It's Careers Advice Day, remember?

Simon I'm not going to talk about anything! I've got no idea what I'm going to do in the future.

Ethan Well, I'm going to be a scientist. I'm just not sure yet what kind of scientist I want to be.

Simon Yes, well, you're lucky. You know what you want to do. I'll have a think this evening.



Simon Tasha? What are you going to discuss at Careers Advice?

Tasha I think I'll ask about a career in photography.

Simon Hey, good idea! What do you think I'm good at?

Tasha You're very good at eating. Be a chef.

Simon Oh, ha ha. Be serious. You know I can't even make toast. I mean, I like school, but I'm not really good at anything.



Zoe Hi guys! Are you ready for some careers advice? Me, I don't need any. Everybody knows I'm going to be a doctor.

Tasha Well, that's true. You've told the whole world once or twice before. But what will you do if that doesn't happen?

Zoe It's going to happen! I'll make it happen.

Simon A doctor? I think you should be Prime Minister!

Zoe Thank you. I'll consider it. Now, what about you, Simon?

Simon Oh, shh, Zoe. You sound like my mum.

Zoe Well, you won't succeed without a plan.

- 2 Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Simon knows what career he wants to have.
- 2 Ethan knows exactly what he wants to do.
- 3 Tasha thinks Simon should be a chef.
- 4 Zoe wants to be Prime Minister.

- 3 **Spoken English** What do these expressions mean? How do you say them in your own language?

I'll have a think.

Oh, ha ha. Be serious.

I mean...

Hi guys!

once or twice...

- 4 **a** How do you think Simon feels about his future? What do you think his careers advice will be?

- b** 1.05 Listen and check your ideas.

- 5 **Over to you!** Work with a partner. Ask and answer the questions.

- 1 Do you think Simon got good advice? Why/Why not?
- 2 What do you think of Ethan, Zoe and Tasha's choices of career?

B Plans

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Tell Sts to write their list. This could be done as a competition. Sts could have a time limit, or you could have the first pair to have ten jobs shout 'stop'. Check answers, writing the words on the board. Make sure the following jobs come up: 'scientist', 'photographer', 'chef', 'doctor', 'Prime Minister', for the dialogues.

Tell Sts to discuss what they want to be, and why they want to do that job. Ask them to decide what they need to be good at to do the job. Elicit some ideas.

EXTRA IDEA In pairs, Sts take turns saying what each job does, e.g.

A He / She flies a plane.

B He's / She's a pilot.

or

A He / She cooks in a restaurant.

B He's / She's a chef.

1 1-04

- To check Sts can remember the characters, ask them to look at the photos and name the people (*Ethan, Simon, Tasha, Zoe*).
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Careers Advice Day

2

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers.

1 F (He has no idea what he's going to do in the future.)

2 T (He's going to be a scientist, but he's not sure what kind of scientist.)

3 T (Simon is good at eating.)

4 F (She's going to be a doctor.)

3

- Give Sts time to complete the task, then check answers.

I'll have a think. = I'll think about it.

Oh, ha ha. Be serious. = Don't make fun of me. You're joking.

I mean... = What I want to say is...

Hi guys! = Hello everyone!

once or twice... = occasionally

EXTRA SUPPORT Play the audio again and ask Sts to listen to the expressions. Then they practise one of the dialogues (in pairs for dialogues 1 and 2; for dialogue 3, there are three speakers).

4a

- Sts discuss how Simon might feel and predict what advice he will get.
- Elicit some ideas.

Suggested answers

Simon isn't sure what he wants to be, so he feels confused / uncertain. The advisor might talk about what Simon likes doing.

b 1-05 Audio script pT86

- Play the audio for Sts to listen and compare their ideas. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

Simon feels positive about his future. His careers advice is to be a video game designer.

5

- Sts discuss their ideas about Simon's advice.
- Elicit some ideas.

EXTRA IDEA In small groups, Sts pick four very different jobs, e.g. chef, police officer, dentist and actor. Then they decide what you need to be good at to do each of these jobs, e.g. *To be a chef, you need to be good at cooking and to know about food.* Ask them *What advice would you give to someone who wanted to do one of these jobs?* Each group then presents their jobs to the class.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

Grammar *will* and *be going to*

6a

- Check Sts know the meaning of *prediction*, *quick decision* and *plan*.
- Give Sts time to complete the task.
- Check answers.

We use **will** for:

- predictions about the future
1 I'll make it happen.
- quick decisions
2 Yes, I'll **have** a think this evening.

We use **be going to** for:

- what we plan to do
3 Well, I'm **going to** be a scientist.

b

- Give Sts time to complete the task, then check answers.

will

To make negatives we add *not* after *will*:

I / he / she / it / we / you / they *will not (won't)*:

Well, you won't succeed without a plan.

To make questions we change the word order:

Will I / he / she / it / we / you / they?:

But what will you do if that doesn't happen?

be going to

To make negatives or questions we use the negative or question form of the verb *be* + *going to*.

I *am not (m not) going to*

he / she / it *is not (isn't) going to*

we / you / they *are not (aren't) going to*:

I'm not going to talk about anything!

Am I going to?

Is he / she / it going to?

Are we / you / they going to?

What are you going to talk about at school tomorrow, Simon?

What are you going to discuss at Careers Advice?

EXTRA IDEA Tell Sts to write about their plans for the weekend and for next summer. Tell them to use *will* / *be going to*, e.g. *On Saturday afternoon I think I'll go shopping with Suzy to buy my mum a present. We're going to visit my cousins on Sunday. Next summer we're all going to go to Italy. I hope we'll visit Rome and Florence.* Then Sts tell each other their plans.

► **Photocopiable** Grammar and Vocabulary

Listening and Speaking

7a

- Tell Sts to look at the two diary pages and complete the task.
- Check the answer to the question.

No, they aren't.

b

- Give Sts time to complete the task.

c 1•06

- Play the audio for Sts to listen and check.
- Check answers.

1 'm going to 2 'm going to 3 'm going to
4 'm going to 5 'm going to 6 'm going to 7 'll
8 'll 9 'll 10 'll

8a

- Give Sts time to complete the task.
- Monitor and help if necessary.

b

- In pairs, Sts take turns asking and answering the questions.
- Sts compare their ideas and then tell the class.

EXTRA IDEA Tell Sts to plan their own diary for next week. Tell them to put four activities they are planning to do in the week. Then in pairs, they ask and answer questions to find out what their partner is going to do, e.g. *Are you going to go to the cinema on Saturday? No, I'm not. I'm going to go on Friday with my sister. We're going to see X-men: Dark Phoenix.*

Extra

Sts can either do this in class or as a homework task.

Grammar *will and be going to*

6 a Complete the sentences (a–c) from the dialogue. Then complete the rules with *will* or *be going to*.

We use _____ for:

- predictions about the future

1 I _____ it happen.

- quick decisions

2 Yes, I _____ a think this evening.

We use _____ for:

- what we plan to do

3 Well, I _____ be a scientist.

b How do we make negatives and questions in each form? Find an example of each in the dialogue in exercise 1.

Listening and Speaking

7 a Look at Ethan and Simon's plans for Saturday. Are they doing the same things?

b Use the information. Complete the dialogue with *will* or *be going to*.

Simon Hi Ethan! Are you around on Saturday? Do you want to come over to mine in the afternoon? I've got the new Battle Stations game.

Ethan Oh, cool, but I ¹ _____ see my granny after lunch. What about before lunch?

Simon I can't. I ² _____ play football in the park. What about after that?

Ethan Well, I ³ _____ finish my science project before dinner. It's really important.

Simon That's why I ⁴ _____ finish it after dinner.

Ethan Oh. I ⁵ _____ go round to Rob's house after dinner. His bike is broken and I ⁶ _____ see if I can fix it.

Simon I know! We ⁷ _____ finish our science projects together before dinner, and I ⁸ _____ come with you to Rob's later.

Ethan Cool. I ⁹ _____ tell him. But don't touch his bike. You ¹⁰ _____ break it more!

Simon Oh, ha ha...

8 a Get ready to speak Answer the questions with notes that are true for you.

Today

- 1 Are you going to study this evening?
- 2 What else are you going to do?
- 3 Do you think you'll watch TV? If yes, what will you watch?

This week

- 4 Are you going to play any sports?
- 5 Are you going to do any other hobbies?

Your future

- 6 What job do you think you'll have?
- 7 Where do you think you'll live?
- 8 Do you think you'll be famous?

b Work with a partner. Ask and answer the questions. Do you have the same ideas? Share with the class.

Are you going to study this evening?

Yes, I am. Are you going to study this evening?

No, I'm not. I'm going to...

Simon Hi Ethan! Are you around on Saturday? Do you want to come over to mine in the afternoon? I've got the new Battle Stations game.

Ethan Oh, cool, but I ¹ _____ see my granny after lunch. What about before lunch?

Simon I can't. I ² _____ play football in the park. What about after that?

Ethan Well, I ³ _____ finish my science project before dinner. It's really important.

Simon That's why I ⁴ _____ finish it after dinner.

Ethan Oh. I ⁵ _____ go round to Rob's house after dinner. His bike is broken and I ⁶ _____ see if I can fix it.

Simon I know! We ⁷ _____ finish our science projects together before dinner, and I ⁸ _____ come with you to Rob's later.

Ethan Cool. I ⁹ _____ tell him. But don't touch his bike. You ¹⁰ _____ break it more!

Simon Oh, ha ha...

Saturday

7
June

Ethan

see my Granny after lunch

finish my Science project
before dinner

go round to Rob's house
after dinner - fix bike

Simon

Saturday 7th June

play football in the
park until nighttime

finish Science project
after dinner

Sunday 8th June

Grandad and Grandma
visiting

EXTRA

Write two things you are going to do next year and two things you think you will do.

I'm...
I think I...

c 1.06 Listen and check.

1

Family histories

1A A life story

YOU FIRST!

When and where were you born? Find the person in the class with the nearest birthday to you.

This is our granddad, Peter.



Vocabulary Life stages

- Look at the pictures. Whose life story is this?
- Match the pictures (a–l) with the words in the box. Which word is not in the pictures?

be born die get a job get married go to college
grow up have children leave school live-in
meet your future partner move to retire start school

b 1.07 Listen and check. Practise saying the words.

- Read the questionnaire. Write answers that are true for you.

Imagine! Your future life

- Do you want to go to university?
- At what age would you like to get a job?
- Where would you like to live?
- Would you like to move to another city or country?
- Do you want to get married? At what age would you like to meet your future partner?
- Do you want to have children? Why? /Why not?

b Over to you! Work with a partner. Ask and answer the questions.

Do you want to go to university?

Well...

▶ **Workbook** page 2, exercises 1–2

1 Family histories

Unit objectives

use expressions to talk about the stages of a person's life
use verbs to describe movement
talk about things you *used to do*
use the past simple and past continuous to talk about actions in the past
give and respond to news
write about a past event

Language

Grammar: past simple: regular and irregular; *used to*;
past continuous; past simple and past continuous

Vocabulary: life stages; verbs of movement

Everyday English: giving and responding to news

Project: A biography

Culture: Family celebrations

Learn through English: Famous people in history

1A A life story

Supplementary materials

Workbook: pages 2–3, exercises 1–6

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

OPTIONAL LEAD-IN To revise close family vocabulary, draw your family tree on the board. Put 'grandparents', 'parents', 'aunts', 'uncles', 'cousins' on it. Ask Sts questions, e.g. *What are my grandfathers' names? What are my aunts' names? Have I got any cousins?* Tell Sts to draw their family tree up to 'grandparents'. They then tell their partner about their family.

You First

Set a time limit, e.g. one minute, and tell Sts to do the task. Find out where Sts were born and if any Sts weren't born in the city you are teaching in. Check the ending of the number in dates (1st, 2nd, 3rd, 4th, etc.) and remind Sts how the date is said, e.g. *the fourth of May*. Check the pronunciation / spelling of the months. Then find out which months have the most / fewest birthdays by a show of hands.

LANGUAGE NOTE Teach *I / he / she was born, you / they / we were born* as an expression. When talking about the place or date of birth, the past simple is used, e.g. *Where / When were you born? I was born in Oxford in 2005.*

EXTRA IDEA Ask Sts to stand in order of their birthdays and tell you the date of the birthday nearest to theirs.

Vocabulary Life stages

1

- Ask Sts what they think the most important events in someone's life are. Elicit *be born, grow up, start school*, etc. In pairs, tell them to write down three or four events, then get feedback.

- Give Sts time to complete the task in pairs.
- Check answers and ask Sts to give reasons for their answers.

It's Peter's life story. Peter is Tasha and Simon's grandad. The photos show a baby with the date 1950, one with 04/54 and another in 1966, where the people are leaving school.

2a

- Give Sts time to complete the task.
- Check the answer to the question only.

There is no picture for *die*.

EXTRA SUPPORT Pre-teach or elicit *get a job, get married, go to college / university, have children, leave school, meet your future partner, move to and retire*. Model and drill the pronunciation.

Ask Sts to say the phrases to decide where the stress is before they practise: *be born, get a job, get married, go to college, grow up, have children, leave school, live in, meet your future partner, move to, retire, start school*.

b 1•07

- Play the audio for Sts to listen and check.
- Check answers.

a be born b grow up c live in d start school e leave school f go to college g meet your future partner h get a job i get married j move to k have children l retire

EXTRA IDEA Ask Sts for an example of what could follow each phrase: *be born (in 2003, in Peru), grow up (in the 1990s, in Paris), live in (the country, Poland), start / leave school (in 2009), go to college (in Berlin, in 2015), get a job (in an office), meet your future partner (at a party), get married (to Jim, in 2016), move to (York), have (one child), retire (in 2017).*

- Play the audio again, pausing for Sts to listen and repeat. Practise any expressions Sts find difficult to pronounce, modelling and drilling as necessary.

LANGUAGE NOTE Nowadays *partner* often means your husband or wife, or the person you are living with, e.g. *Tom is Betty's partner*. It can also mean one of the people who own a business, e.g. *John and I are partners in a small engineering company*. We also use it when talking about dancing, a *dance partner*, or sports, a *tennis partner*.

3a

- Give Sts time to complete the task. Ask them to think about reasons for their answers.

b

- This activity could also be done in small groups. Tell Sts to ask follow-up questions to find out the reasons for their partner's answers.

EXTRA CHALLENGE Ask Sts to change partners and report what they found out about their first partner.

EXTRA CHALLENGE Ask Sts to write a paragraph about their partner, using the vocabulary from the lesson.

► **Workbook** page 2, exercises 1–2

Grammar Past simple regular

4a 1-08

- Explain that the text is about Peter, the man in exercise 1. Before playing the audio, check Sts know the meaning of *ambition* and *passion*. Play the audio for Sts to read and listen, then answer the question. Tell them not to worry about the gaps in the text and not to write anything.
- Check the answer to the question.

Peter's passion is (racing) cars.

b

- Give Sts time to complete the task.
- You could play the audio again to check answers.

1 lived 2 started 3 liked 4 studied 5 loved 6 moved
7 travelled 8 retired

5

- Sts can do this individually or in pairs.
- Check answers.

1 We usually add **-ed** / **-d** to the base form of the verb.
2 She didn't speak; it didn't matter
3 **1 Did he start** school at five? **No, he started school when he was six.**
2 What subject **did** he **study** at university? **He studied Engineering.**

Past simple irregular

6

- Give Sts time to complete the task, then check answers.

be / was grow up / grew up go / went meet / met
get / got have / had

7a

- You may want to quickly revise past simple question forms and short answers before doing the exercise.
- Give Sts time to complete the task, then check answers.

2 Did you go to school? What time did you get up?
3 Did you ride a bike? Where did you go?
4 Did you go to the cinema? What film did you see?

b

- Give Sts time to complete the task.

EXTRA IDEA To help Sts learn irregular verbs, play *Irregular verbs bingo*.

➔ Irregular verbs list, go to the back of the **Workbook**.

used to

8a

- Sts complete the sentences, then check their answers in the text.

1 used to spend 2 used to play

b

- Elicit the answer from the class.

We **didn't use to have**...

c

- Give Sts time to complete the task, then check answers.

2 **Did he use to** study in Vienna? **Yes, he did.**

3 **Did he use to** study History? **No, he didn't.**

d

- Complete the rule as a class.

We use *used to* to talk about things that were true in the **past**, but aren't true now.

Additional grammar notes

We don't use **used to** just to say what simply happened in the past, or how long something took or how many times it happened. We can say *I **used to** live in Lima*, but NOT *I **used to** live in Lima for three years*.

Common errors Sts make are with spelling, e.g. *Did you ~~used to~~ study English?* *He ~~didn't used to~~ play tennis.*

e

- Give Sts time to complete the task in pairs or small groups.
- Get some feedback.

EXTRA SUPPORT Write suggestions on the board, e.g. 'play with teddies', 'bite my nails', 'be afraid of the dark', 'not like vegetables', and example sentences, e.g. 'When I was younger I used to play with my teddies, but now I play video games.' Sts write their three sentences and then work in pairs.

EXTRA CHALLENGE Ask Sts to find out when and why their partner stopped doing what they used to do.

➔ **Workbook** pages 2–3, exercises 3–5

➔ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

9 1-09 Audio script pT86

- Ask Sts what an adventurer is. Give Sts time to read the notes to see what they are listening for. Elicit what *PE* stands for (Physical Education).
- Play the audio for Sts to listen and complete the notes.
- Then play the audio again for Sts to listen and check.
- Check answers.

1 1960 2 6 3 16 4 Geography 5 ski instructor
6 1984 7 1992 8 2010 9 1995 10 1
11 the United States 12 No / Never

EXTRA SUPPORT Model and drill how to say years, e.g. 1960 (*nineteen sixty*), 2010 (*twenty ten / two thousand and ten*), etc.

10a

- Sts prepare their interview questions.

b

- Before Sts start the role-play, model one or two questions and answers with a strong pair.

Extra

Sts can either do this in class or as a homework task.

Grammar Past simple regular

- 4 a  1.08 Read and listen.
What is Peter's passion?



My name is Peter Goldman. I was born in 1950 and grew up in Austria. I ¹ ___ in Vienna with my family. I ² ___ school when I was six. I ³ ___ school and ⁴ ___ hard, but I ⁵ ___ cars even more! I used to spend all my spare time at the local garage. My big ambition was to work on racing cars, so I went to the University of Vienna to study Engineering.

When I was a student, I met my future wife, Elaine. She was a student at a music school in Vienna, and she used to play the piano in a café. She was from London and didn't speak much German, but it didn't matter! We got married two years later and had two children quite soon after that.

We didn't use to have much money, but then I got my dream job with a Formula 1 racing team! So, we ⁶ ___ to Oxford. I ⁷ ___ all over the world with my job and I finally ⁸ ___ in 2015. But I can still watch the racing whenever I want!

- b Complete the text with the verbs in the box.

liked lived loved moved
retired started studied travelled

- 5 Look at the verbs in exercise 4b and answer the questions.
- How do we form the past simple of regular verbs?
We usually add - ___ to the base form of the verb.
 - Find two examples of the past simple negative in the text.
 - Complete and answer these past simple questions.
 - ___ he ___ school at five?
 - What subject ___ he ___ at university?

Past simple irregular

- 6 Find the past simple irregular form of these verbs in Peter's life story in exercise 4a.

be grow up go meet get have

- 7 a Write questions about last week.
- you/read a book? → What book/you/read?
 - you/go to school? → What time/you/get up?
 - you/ride a bike? → Where/you/go?
 - you/go to the cinema? → What film/you/see?

- b **Over to you!** Work with a partner. Ask and answer the questions in exercise 7a.

Did you read a book last week?

Yes, I did.

What book did you read?

I read Harry Potter.

used to

- 8 a Complete these sentences from the text in exercise 4a.

- I ___ all my spare time at the local garage.
- She ___ the piano in a café.

- b Find a negative form in the text.

- c Look at the question with *used to*. Then complete and answer the other questions.


- Did Peter use to go to university? Yes, he did.
- ___ he ___ study in Vienna? ___
- ___ he ___ study History? ___

- d Choose the correct words to complete the rule.
We use *used to* to talk about things that were true in the *past/future*, but aren't true now.

- e Say three things that you used to do as a child.

► **Workbook** pages 2–3, exercises 3–5

Listening and Speaking

- 9  1.09 Listen to the interview with an adventurer. Complete the information.

Janna Piedmont

Adventurer

Place and year of birth: France in ¹ ___

Age started school: ² ___

Age finished school: ³ ___

Favourite subjects: PE and ⁴ ___

First job: ⁵ ___

Top three adventures:

- climbed Everest without oxygen in ⁶ ___
- rowed across Pacific Ocean in ⁷ ___
- swam down Amazon River in ⁸ ___

Married in: ⁹ ___

Number of children: ¹⁰ ___

Moved to: ¹¹ ___

Retired?: ¹² ___



► **Workbook** page 3, exercise 6

- 10 a  Get ready to speak Work with a partner. Write questions to interview Janna.

- b Role-play the interview.

Janna, you're an experienced adventurer. Can you tell me about a time you were scared?

Yes. It was in the...

EXTRA

Write some questions that you would like to ask your older family members or friends. Then find out the answers and report back to the class.

1B One sunny day...



What activities did you do last weekend?
Did anything funny happen?

Vocabulary Verbs of movement

1 Look at the verbs in the box. Can you find people or animals doing these things in picture 2? Which three verbs are not shown?

catch chase climb crash cycle drive fall fly
jump pull push run skateboard throw walk

Reading and Listening

3 a 1.10 Cover the text. Look at picture 1. What were Tasha, Simon and their mum doing? Listen and check.

b 1.11 Look at picture 2. Was Simon good at skateboarding? Were Tasha and Simon enjoying themselves? Listen and check.



It was a lovely day. The sun was shining and birds were flying in the sky. But Tasha and I weren't paying any attention. We were playing a video game and it was really exciting. But what was Mum doing? She was getting our bike and skateboard out. 'Get off the computer, both of you!' she said. 'You need some fresh air! And take Freddy with you. He needs a walk.'



Half an hour later, we were in the park. Families were walking around in the nice weather. I was cycling, Simon was skateboarding, and Freddy was chasing us. Surprisingly, we began to enjoy ourselves. Simon was getting more confident on the skateboard. 'Hey, how can I go faster?' he asked. And I had a good idea...



Half an hour later, Mum was driving us both to the doctor's. Mum kept saying, 'I just don't believe it. All I wanted was for you both to get out of the house for a bit.' And two hours after that, Simon and I were sitting in the house again. Now we could finish our exciting game!

2 Over to you! Work with a partner. Describe the pictures. Make sentences with the verbs in the box in exercise 1.

Some birds are flying in the sky.

A cat is...

Some people are...

▶ Workbook page 4, exercises 1-2

c 1.12 Work with a partner. Discuss what you think happens next. Listen and check.

d 1.13 Look at picture 3. How does the story end? Listen and check.

1B One sunny day...

Supplementary materials

Workbook: pages 4–5, exercises 1–5

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Set a time limit, e.g. one minute, and get Sts to tell each other what they did last weekend. Then ask them if anything funny or unusual happened.

EXTRA IDEA In pairs, Sts find out if they did the same things as their partner. Tell them to ask two follow-up questions to find out as much as they can.

Vocabulary Verbs of movement

1

- Give Sts time to complete the task.
- Elicit the three verbs that aren't shown. Check the meaning of the other verbs and model and drill pronunciation.

The verbs not shown are **crash, drive** and **fall**.

EXTRA IDEA Ask Sts to think of as many things as they can that they can do in the park or playground, e.g. ride a bike, play football, take the dog for a walk, etc.

2

- Give Sts time to complete the task in pairs.
- Elicit answers.

Suggested answers

Picture 2

A cat is climbing a tree. Some people are pushing a pram. A girl is cycling. A boy is skateboarding. A dog is chasing the boy. A girl is throwing a ball for a dog. A dog is jumping.

LANGUAGE NOTES Point out the use of the present continuous for descriptions. Ask Sts how to form the present continuous (subject + *be* + verb *-ing*). If necessary, model and drill one or two sentences, e.g. *Simon and Tasha are playing a video game*.

When we tell a story, however, we generally use past forms, e.g. *It was a lovely day. Mum was standing in front of the house., etc.*

EXTRA CHALLENGE Tell Sts to cover the box and take turns telling their partner what is happening in the pictures.

➔ **Workbook** page 4, exercises 1–2

Reading and Listening

3a 1-10

- Tell Sts who the characters are in picture 1 (*Mum, Simon, Tasha and Freddy the dog*). Tell them this was last weekend and elicit what they were doing.
- Play the audio for Sts to listen and check.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Tasha and Simon were playing a video game in the living room. Their mum was getting their bike and skateboard out. She was standing in front of the house and speaking to Tasha and Simon.

EXTRA IDEA Ask Sts to talk about what they like to do when it's a lovely sunny day, e.g. play tennis; when it's cold, e.g. go for a walk; or when it's raining, e.g. play games indoors. In pairs, they talk about where they do the activity, how good they are at it, and why they like it.

b 1-11

- Elicit ideas for picture 2.
- Play the audio for Sts to listen and check.
- Check answers.

Yes, he was. Yes, they were.

c 1-12 Audio script pT86

- Tell Sts to look at pictures 2 and 3. Ask them what differences they notice. To help, you could ask *Where are Simon and Tasha in picture 3? What are they doing? What do you think happened to Simon's leg and Tasha's arm?* In pairs, Sts imagine what happened between picture 2 and 3.
- Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen and check.
- Check the answer.

Tasha, Simon and Freddy the dog had an accident. Tasha was pulling Simon along while she was cycling when Freddy jumped up at the bike. Tasha crashed into Freddy and fell over. The skateboard crashed into the bike and Simon fell onto Tasha and Freddy.

EXTRA SUPPORT You could ask some questions to check comprehension, e.g. *Who was cycling? Who was skateboarding? What did Freddy do? Did anyone fall? Why?*

d 1-13

- Do this as a whole-class activity.
- Play the audio for Sts to listen and check.
- Check the answer to the question.

Tasha and Simon finish their video game.

EXTRA IDEA Write the events on the board in random order and ask Sts to put them in the correct order:
 'Simon was getting more confident on his skateboard.' (2)
 'Simon was holding Freddy's lead.' (3)
 'Simon, Tasha and Freddy went to the park.' (1)
 'Simon fell on top of everybody.' (6)
 'Freddy jumped at Tasha's bike.' (5)
 'Tasha was cycling fast.' (4)

EXTRA CHALLENGE You could ask Sts to write an email to a friend as Mum, Tasha or Simon retelling what happened in the park from that person's point of view. Tell them to write about:

- 1 what day it was, and what the weather was like
- 2 why they went to the park
- 3 what everyone was doing in the park
- 4 how the accident happened
- 5 what they did when they got home

Grammar Past continuous

4a

- Ask Sts how the story started, e.g. *What was the weather like? What were Simon and Tasha doing?* Then give them time to complete the sentences.
- Check answers.

1 was shining, were flying 2 were playing

b

- Give Sts time to complete the rule.
- Check the answer to the question.

We make the past continuous with **was** or **were** and the *-ing* form of the verb.

c

- Tell Sts to find the examples. They can check their answers in pairs.
- Check answers.

Suggested answers
 – Tasha and I weren't paying any attention.
 ? But what was Mum doing?

d

- Give Sts time to complete the task.
- Check answers. Ask them if they can remember any verb forms from the part of the story they only listened to (*was flying; was running*).

Suggested answers
 were playing; was getting; were walking; was cycling; was skateboarding; was chasing; was driving; were sitting

e

- Give Sts time to complete the task.
- Check answers, eliciting how the *-ing* form is spelled.

chase – chasing; cycle – cycling; fly – flying; get – getting;
 shine – shining; sit – sitting; walk – walking

f

- Ask Sts to look back at all their sentences and choose the correct words to complete the rule.
- Check the answer to the question.

We use the past continuous to talk about **an action in progress** in the past.

EXTRA IDEA Ask Sts to think about yesterday. Tell them to make a note of something they were doing in the morning, in the afternoon and in the evening. They take turns asking each other what they were doing, e.g.

A What were you doing yesterday morning?

B I was playing football in the park.

or

A Were you playing football in the park yesterday morning?

B No, I wasn't. I was practising the piano.

5a

- Give Sts time to imagine a wonderful weekend they just had.
- Sts complete the diary.

b

- Ask Sts to find out what their partner was doing at the weekend. Monitor Sts' answers.
- Find out who had the most exciting weekend.

EXTRA CHALLENGE Tell Sts to ask two more questions to find out as much as they can about their partner's weekend activities.

► **Workbook** pages 4–5, exercises 3–4

► **Photocopiable** Grammar and Vocabulary

Speaking and Writing

6a

- Give Sts time to look at the picture to see who everyone is and what they are doing. Sts then make questions using prompts 1–6.
- Check answers.

1 Was Sam taking photos of his friends?
 2 Was Mark skateboarding?
 3 Were Izzy and Katie lying in the sun?
 4 Was Jenny talking to Katie?
 5 Was Fido chasing a ball?
 6 Were Sam and Mark looking at Fido?

b

- Sts ask and answer the questions. If they answer *No*, they should give the correct information.
- Monitor and then check Sts' answers.

1 No, he wasn't. He was taking photos of ducks.
 2 Yes, he was.
 3 Yes, they were.
 4 No, she wasn't. She was talking on her phone.
 5 Yes, he was.
 6 No, they weren't. Sam was taking photos of ducks and Mark was skateboarding.

► **Workbook** page 5, exercise 5

7

- You could tell Sts to cover their questions and answers in exercise 6 when they write about what happened in the park last Sunday. Tell them to start the story describing the weather and who was in the park, and what they were doing. Remind them to use the past simple or continuous to tell the story. They can look back at Simon and Tasha's story to see how to use the two past forms.

EXTRA IDEA Tell Sts to tell their partner about what they did last summer. They can talk about where they went on holiday and when they went, what they did every day and one special thing that happened to them on holiday, e.g. *Last July we went to England on holiday. We stayed in a place called Lyme Regis. Our hotel was near the beach and we went swimming every day. One day, my parents were sunbathing and my brother and I were swimming in the sea. It was really warm and sunny. We were really enjoying ourselves. Suddenly, it began to rain. Our parents told us to come back to the hotel. It rained for the next three days, so we played games. I liked England, but the weather wasn't great.*

Extra

Sts do the activity in pairs in class.

Grammar Past continuous

4 a Complete the sentences from the story.

- 1 The sun _____ and birds _____ in the sky.
- 2 We _____ a video game.

b How do we form the past continuous? Look at the examples in exercise 4a and complete the rule with the correct form of *be*.

We make the past continuous with _____ or _____ and the *-ing* form of the verb.

c How do we make the negative and question forms? Find one example of each in the story.

d Find eight more examples of the past continuous in the story.

e Write the *-ing* form of these verbs.

chase cycle fly get shine sit walk

f When do we use the past continuous? Choose the correct words to complete the rule.

We use the past continuous to talk about a completed action / an action in progress in the past.

5 a Imagine you had the most exciting weekend ever. Write what you were doing for each part of the day in your diary.

Saturday	Sunday
Morning <i>I was windsurfing in the Mediterranean Sea.</i>	Morning
Afternoon	Afternoon
Evening	Evening

b **Over to you!** Work with a partner. Ask and answer the questions.

- What were you doing on Saturday morning?
I was windsurfing in the Mediterranean Sea. What were you doing?
- I was visiting New York!

▶ **Workbook** pages 4–5, exercises 3–4

Speaking and Writing

6 a Get ready to write What was happening in the park last Sunday? Look at the picture and make questions about the people.



- 1 Sam / take / photos of his friends ?
- 2 Mark / skateboarding ?
- 3 Izzy and Katie / lie / in the sun ?
- 4 Jenny / talk / to Katie ?
- 5 Fido / chase / a ball ?
- 6 Sam and Mark / look at / Fido ?

b Work with a partner. Ask and answer. Give the correct information when necessary.

- Was Sam taking photos of his friends? No, he wasn't. He was...

▶ **Workbook** page 5, exercise 5

7 Write about the park last Sunday. Remember to use the past continuous and the past simple when necessary.

It was a lovely Sunday. The sun was...and the birds...
In the park, people were...
Unfortunately, Sam didn't see...
What a disaster!

EXTRA Write five true / false sentences about the picture in exercise 6. Close your books. Test your partner's memory!

- Mark was cycling in the picture. False!
- Katie was wearing...

1C How they met



When and how did you meet your oldest friend?

Reading and Listening

1 a Look at the photos. Who can you see?

b Read and match the photos (1–4) to the website posts (A–D).



13:18 30%

Rate our readers' stories

Add new story

A

Josh, Birmingham, UK
11.5.20 10.48 a.m.

I moved school last year. I was nervous because I didn't know anybody. I was sitting in class on my own when another student walked in. He came up and said, 'Hi, I'm Dom White.' 'And I'm Josh Green,' I said. 'Well,' he said, 'that means that we are going to be good friends.' 'Why? Just because both of our surnames are colours?' I asked, laughing. 'Yes,' he said. And, actually, now we are.

How many stars? ☆☆☆☆☆

B

Kate, Texas, USA
14.6.20 06.20 a.m.

I was ten years old. I was training in my karate class when Ben came in. Ben was 12 and very tall! While he was showing us some moves, I watched carefully. I really wanted to be as good as him. For years we went to the same competitions, but of course he never spoke to me because I was just a little girl. Four years later, he finally said 'hi' and I was so surprised! Now we are teammates – and the best of friends.

How many stars? ☆☆☆☆☆

C

Simon, Oxford, UK
21.6.20 15.18 p.m.

My grandad was an engineering student in Vienna. He was sitting in a café when this girl walked in. She was English and a music student. She sat down at the piano and started to play. When she finished, he got up to speak to her. But while he was walking across the room, he slipped and landed under the piano! He was so embarrassed, but fortunately my grandmother still agreed to go out with him! They got married more than 35 years ago.

How many stars? ☆☆☆☆☆

D

Loella, Michigan, USA
28.6.20 08.12 a.m.

My aunt and uncle met at the airport while they were waiting for different planes. While they were chatting, they discovered that they lived in the same town. Later, my aunt was standing in the queue for her plane. My uncle suddenly appeared again and asked if he could phone her. Much later, my aunt found out that while he was asking for her number, he missed his plane! But my uncle says it was worth it!

How many stars? ☆☆☆☆☆

1C How they met

Supplementary materials

Workbook: pages 6–7, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Before Sts start, you might want to explain what *oldest* means here (= known the longest). Set a time limit, e.g. one minute, and tell Sts, in pairs, to answer the question. You could ask some questions, e.g. *How old were you when you met? What were you doing? Did you like each other immediately? Why? / Why not?* You could help by modelling the activity yourself.

EXTRA IDEA Ask Sts, in pairs, to say what made them friends with their best friend. Help by asking some questions, e.g. *Do you do the same things? Do you go to the same school? Do you live close to each other?*

EXTRA IDEA Ask Sts to think of three things they like about their best friend, e.g. *They're kind / funny. They're good at sports.* Then Sts work in pairs, taking turns to talk about their best friends. Tell them to give an example of their friend being kind, funny, etc.

Reading and Listening

1a

- Tell Sts to look at the photos and the profile photos on the website posts and work out who they can see.
- Elicit the answer to the question.

Simon (post C) and his grandfather Peter (photo 3) from Unit 1A

EXTRA IDEA Bring in a photo of someone, it could be one of your friends. Tell Sts to work in pairs and think of three questions about the person, e.g. *How old is he / she? Where was he / she born? What sport does he / she play? Is he / she married? Does he / she have a job? If so, what is it? When did you meet him / her? Why are you friends?*

Get Sts to ask you their questions. Give as much detail as possible.

EXTRA IDEA Ask Sts to look at the four photos and in pairs decide where and when each pair met. Tell them to give a reason for their answers.

b

- If you didn't do the **Extra idea** above, point out the title of the lesson and tell Sts they are going to read four stories about how people met.
- Give Sts time to complete the task and compare answers in pairs.
- Check answers. Ask Sts what helped them decide, e.g. age, clothes, etc.

- 1 B (They are wearing karate suits.)
- 2 D (They are a couple and are young, so more like an aunt and uncle.)
- 3 C (They are a couple and are older, so more like grandparents. In fact, they are Simon's grandparents.)
- 4 A (Two teenage boys are chatting in the photo.)

EXTRA SUPPORT Pre-teach the vocabulary you think may be unfamiliar to your Sts, e.g. *on your own, slip (slipped), land, embarrassed, a queue, miss (a plane)*. Model and drill pronunciation.

EXTRA IDEA Sts cover the posts. Write four columns on the board with the headings 'A New school', 'B Karate', 'C Grandad', 'D Aunt and uncle'.

Say the expressions below and tell Sts to write which posts they are from (the answers are in brackets):

- 1 *standing in a queue* (D)
- 2 *sitting on my own* (A)
- 3 *training in my class* (B)
- 4 *started to play* (C)
- 5 *surnames are colours* (A)
- 6 *missed his plane* (D)
- 7 *slipped* (C)
- 8 *teammates* (B)

EXTRA CHALLENGE Sts cover the posts. On the board write the start of the phrases and ask Sts, in pairs, to complete them (the answers are in brackets):

- 1 'I was sitting' (*on my own*)
- 2 'I was training' (*in my karate class*)
- 3 'I really wanted to be as' (*good as him*)
- 4 'she sat down at the piano and' (*started to play*)
- 5 'he slipped and landed' (*under the table*)
- 6 'he was so' (*embarrassed*)
- 7 'my aunt was standing' (*in a queue*)
- 8 'he missed' (*his plane*)

EXTRA IDEA Tell Sts to choose one of the stories and write a short dialogue about the meeting. Tell them to think about what they might say when they meet someone they don't know, e.g. *Hi, I'm Ben. Is this your first class?* They can then answer and continue the conversation.

Ask Sts to act out the meetings for the class. For post A, they will have to go beyond what is in the paragraph.

2 1-14

- Give Sts time to read the questions, then play the audio for them to listen and follow.
- In pairs, Sts complete the chart.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

- A** 1 Josh and Dom 2 In Josh's new school 3 Josh was sitting on his own in class. Dom came into the room.
4 Good friends
- B** 1 Kate and Ben 2 In a karate class 3 Training in a karate class 4 Teammates and best friends
- C** 1 Simon's grandparents 2 In a café in Vienna 3 Simon's grandfather was sitting in the café. His grandmother was playing the piano. 4 Married for more than 35 years
- D** 1 Loella's aunt and uncle 2 At an airport 3 Waiting in queues for different planes 4 Husband and wife

3

- Give Sts time to complete the task, explaining their ratings.
- Elicit some opinions.

Grammar Past simple and past continuous

4

- Give Sts time to complete the task, then check answers.

1 was sitting, walked 2 sat, started

In sentence 1 the past continuous is used to show an action in progress (*was sitting*) when the second action happened (*walked in*).

In sentence 2 the single actions followed each other (*sat down, started to play*). They did not happen at the same time.

5a

- Give Sts time to complete the task in pairs, then check answers.

The past **continuous** shows an action in progress when another action happened in the past.

The past **simple** shows one or more completed actions in the past.

EXTRA SUPPORT Explain that timelines are used to show the similarities and differences between how tenses are used.

b

- Give Sts time to complete the task, then check answers.

- 1 I was sitting in class on my own **when** another student walked in.
- 2 I was training in my karate class **when** Ben came in.
- 3 **While** he was showing us some moves, I watched carefully.
- 4 He was sitting in a café **when** this girl walked in.
- 5 **When** she finished, he got up to speak to her.
- 6 But **while** he was walking across the room, he slipped and landed under the piano!
- 7 My aunt and uncle met at the airport **while** they were waiting for different planes.
- 8 **While** they were chatting, they discovered that they lived in the same town.
- 9 Much later, my aunt found out that **while** he was asking for her number, he missed his plane!

The linkers, *when / while* can go at the beginning of a sentence, or at the beginning of a clause inside a sentence.

6

- When Sts have finished the task, ask them how they chose the verbs.

1 looked, was snowing 2 was doing, arrived 3 started, were living 4 saw, was waiting

7a

- Sts choose a friend, not the one from **You First**, and make notes using the questions.

b

- Tell Sts to ask one or two follow-up questions.
- Elicit some feedback from various pairs.

➡ **Workbook** pages 6–7, exercises 1–7

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a 🎧 1•15 Audio script pT86

- Tell Sts they will only hear sounds and they have to work out what John was doing and what then happened.
- Play each sound and get Sts to complete the table in pairs.

EXTRA SUPPORT Decide if you need to pre-teach any new lexis before Sts do the exercise.

b

- Give Sts time to complete the task. Remind them to use *when* and *while*.
- When Sts have finished, elicit the sentences.

- 1 John was having a shower **when** he fell. / John fell **while** he was having a shower.
- 2 He was running **when** he got tired and stopped. / He got tired **while** he was running and then he stopped.
- 3 He was watching TV **when** the phone rang. / **While** he was watching TV, the phone rang.
- 4 He was frying his lunch **when** he burned his hand. / He burned his hand **while** he was frying his lunch.
- 5 He was sleeping **when** the alarm clock went off and he woke up. / The alarm clock went off **while** he was sleeping and he woke up.

EXTRA CHALLENGE In pairs, Sts cover their sentences and take turns saying the sentences from the notes in the table.

9a

- Put Sts in pairs, **A** and **B**, and tell Sts **A** to go to p.86 and Sts **B** p.87.
- Give Sts time to complete the task.

EXTRA SUPPORT Pre-teach or elicit (**A**) *bear, forest, bushes and trainers*; (**B**) *notice, sign, beware and huge*.

b

- Tell Sts to go back to the main lesson **1C**.
- Monitor as Sts practise in their groups. Make sure they stress the correct words, pause in the right places and build up to the last line.

10

- After they have told their jokes, get the class to vote to find out which joke was funnier.

Extra

Sts do this activity in pairs in class.

- 2 **1.14** Work with a partner. Read and listen to the posts (A–D). Answer the questions.

	A	B	C	D
1 Who are the people?				
2 Where did they meet?				
3 What were they doing when they met?				
4 What is their relationship now?				

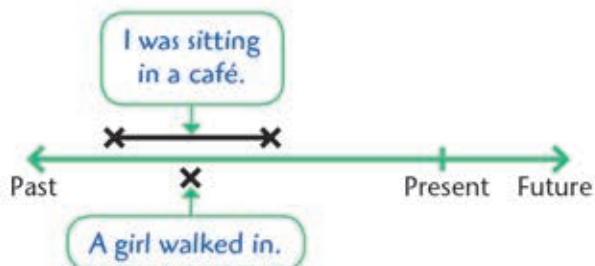
- 3 **Over to you!** Work with a partner. How did you rate the stories (1–5 stars)? Compare your answers.

Grammar Past simple and past continuous

- 4 Complete the sentences from the posts in exercise 1. Then answer the questions.

- 1 He ___ in a café when this girl ___ in.
2 She ___ down at the piano and ___ to play.
Why are the tenses different in sentence 1? Why are they the same in sentence 2?

- 5 **a** Look at the timelines. Read and complete the rules with the correct past tense: simple or continuous.



The past ___ shows an action in progress when another action happened in the past.



The past ___ shows one or more completed actions in the past.

- b** Find nine sentences with *when* and *while* in the website posts in exercise 1. Where can they go in the sentence?

- 6 Choose the correct verbs.

- When I *looked* / *was looking* out of the window, it *snowed* / *was snowing*.
- I *did* / *was doing* my homework when she *arrived* / *was arriving*.
- When I *started* / *was starting* school, we *lived* / *were living* in the old house.
- I *saw* / *was seeing* Jo while she *waited* / *was waiting* for the bus.

- 7 **a** Think of the first time you met a good friend. Answer these questions. Make notes.

- Who was it?
- Where were you?
- What were you doing when you first met him / her?
- What happened after that?

- b** **Over to you!** Tell your partner your story.

► **Workbook** pages 6–7, exercises 1–7

Listening and Speaking

- 8 **a** **1.15** Work with a partner. Listen to the sounds. What was John doing? What happened after that? Complete the table.

What / doing?	What happened?
1	
2	
3	
4	
5	

- b** Work with a partner. Write sentences about John.

- 9 **a** **Get ready to speak** You are going to tell a joke.

Student A Look at page 86. Read the joke about the dangerous bear.

Student B Look at page 87. Read the joke about the dangerous dog.

- b** **Student As** work in a group. **Student Bs** work in a group. Practise reading your joke together.

- 10 Work with a partner from the other group. Tell your joke to your partner. Which joke is funnier? Have a class vote.



Think of a joke you know in your own language. Can you tell it in English? Tell it to a partner.



1D Gossip



If you are gossiping, what are you doing?
What do people gossip about?



1 a **1.16** Read and listen to the dialogues.
What did Simon tell Tasha? What did he tell Zoe?

Zoe ...That's what she said! And then he said to her...
Oh, hi Simon.

Simon Hi girls! Who said what? What are you two talking about?

Tasha We can't tell you, sorry.

Simon Why not?

Tasha It's got nothing to do with you.

Simon You're gossiping!

Zoe No, we aren't! We're just sharing news about other people.

Simon That's the same thing!

Tasha No, it isn't! Anyway, we're going now. See you later.

Simon Hmmm.



2 Next day



Simon Did you hear that Zoe met a boy yesterday?

Tasha No, I didn't! Tell me more. What else did you hear?

Simon I heard that she was waiting at the bus station and a good-looking guy got off the bus and hugged her.

Tasha Really? But why didn't she tell me? I'm her best friend!

Simon Maybe he's a relative or something.

Tasha I know all her relatives!

Simon Well, it seems Zoe has a new boyfriend!

Tasha Huh! It also seems I'm not her best friend any more!



Simon Hey Zoe. Did you know that Tasha was planning a party all day yesterday?

Zoe No, I didn't. Without me?

Simon Yes, I heard that she talked to Becky about it.

Zoe What do you mean? To Becky? But I'm her best friend!

Simon I'm pretty sure it's next weekend. But I'm sure she'll invite you, Zoe.

Zoe Well, I'm not sure I want to go!

b Are the sentences true (T) or false (F)? Correct the false sentences.

- The girls were gossiping in the kitchen.
- They told Simon what they were talking about.
- Simon first told Tasha that Zoe met a relative.
- Simon told Zoe that Tasha was planning a party.

2 a Spoken English What do these expressions mean?
How do you say them in your own language?

It's got nothing to do with you. That's the same thing!

What do you mean? ...or something.

Huh!

b Work in a group. Practise the dialogues.

▶ Workbook page 8, exercise 1

1D Gossip

Supplementary materials

Workbook: pages 8–9, exercises 1–7

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

OPTIONAL LEAD-IN Play *Chinese Whispers*. Write a short sentence on a piece of paper. Set a time limit to keep the game fast, so Sts can only say the sentence once. Whisper the sentence in the ear of one student. Make sure only that student can hear. Start with a strong student, and then this student whispers it to the next person and so on all the way round the class. The final student says the sentence out loud. Show the class the original sentence. See how close they are, and what, if anything, has changed as it went round the class. Ask Sts if they are surprised by the differences. Elicit what changed.

You First

Do the first question as a whole-class activity and then give Sts time to discuss their ideas to the second question. Ask them if they can think of any problems that gossip could cause. Ask *What might happen when something is reported by a lot of different people? Do people like to gossip? Why?/ Why not?*

1a 1-16

- Ask Sts who they can see in the photos (*Tasha, Simon and Zoe, their friend*).
- Play the audio for Sts to listen, follow and answer the questions. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

Simon told Tasha that Zoe met a boy the day before. He told Zoe that Tasha was planning a party for next weekend.

EXTRA SUPPORT To check comprehension, play each part of the dialogue and pause.

For **Dialogue 1** ask, e.g. *Do you think Simon likes gossiping? (Probably not)*

For **Dialogue 2**, e.g. *Did Tasha know what Zoe did yesterday? (No), Was she happy? (No)*

For **Dialogue 3**, e.g. *Who is planning a party? (Tasha), Did Zoe know about the party? (No)*

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers.

- 1 T
- 2 F (They said it had nothing to do with him.)
- 3 F (He said Zoe met a boy, and then suggested he might be a relative.)
- 4 T

EXTRA IDEA Tell Sts to think about what Simon told Tasha and Zoe. Ask *Why did he do that? (Was he just gossiping? Was he trying to break up friendship? Was he annoyed he was left out of the first conversation?), How do you think Tasha and Zoe felt after Simon spoke to them? (unhappy, angry, upset), Was Simon was right to tell them what he knew in the way he said it?* Tell Sts to remember their answers for later in the lesson.

2a

- Give Sts time to complete the task, then check answers.

It's got nothing to do with you. = It's none of your business. It is the same as 'Don't be so nosy,' and is quite rude.

That's the same thing! = There's no difference, calling it another name doesn't change it. Can sound a bit impatient or argumentative.

What do you mean? = Here it means: What exactly are you saying? Be clearer. Can sound rude or angry depending on intonation.

...or something. = Very vague. You don't want to say exactly what you think. Often leaves the person listening unsure and worrying about what they don't know.

Huh! = expresses annoyance, anger, impatience or disgust.

LANGUAGE NOTE All of these phrases are very informal and can sound rude or impatient. Warn Sts to be careful when they use them and who they use them with. Generally, we use them with friends, people we know well or people our own age. We don't use them to teachers, bosses or people we don't know.

EXTRA SUPPORT Play the audio again for Sts to listen and follow. Pause after each section and ask Sts to listen carefully to how Simon, Zoe and Tasha say the phrases. Ask *Do the phrases sound rude, angry, annoyed?* Tell them to notice how the listeners react to the phrases. Model and drill the pronunciation / intonation.

b

- Sts practise in groups of three. Tell them to think about how the people feel as they hear what is said and try to sound like the people in the audio – angry, upset, annoyed, etc.

EXTRA SUPPORT Split the dialogues by photo so there are three groups: one group does Dialogue 1 with Zoe, Tasha and Simon; the next does Dialogue 2 with Simon and Tasha; and the last group does Dialogue 3 with Zoe and Simon. You could play the audio again for them to hear how the people sound. Monitor, model and drill with each group. Get three groups then to act out their dialogues together.

EXTRA CHALLENGE In pairs, Sts do parts of the dialogue with the **Student's Book** closed. You could write a flow chart with key words on the board to help Sts.

You could ask different groups to act out the different dialogues for the class.

► **Workbook** page 8, exercise 1

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

3a

- Give Sts time to think about what will happen next. Then in pairs they discuss their ideas. Remind them what they thought about Simon when they heard the dialogues in exercise 1.

EXTRA SUPPORT Help Sts by asking *What do you think Tasha says to Zoe? What does Zoe answer? How do Tasha and Zoe feel? What do you think Tasha and Zoe say to Simon the next time they see him?*

- Elicit some ideas, but don't tell Sts if they are right at this stage.

b 1•17 Audio script pT86

- Play the audio for Sts to listen and check. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Tasha and Zoe find out that Simon lied to both of them. There is no secret boyfriend or party.

4

- Give Sts time to complete the task.
- Get some feedback and start a class discussion.

Suggested answers

- 1 To show them that gossiping can cause arguments and difficulties between people. It can even destroy friendships.
- 2 Students' own answers. Simon was playing a trick on Tasha and Zoe. In the end it was fine, but it could have backfired. Zoe and Tasha might have stopped speaking to each other, and the friendship could have been broken.
- 3 Students' own answers.

Everyday English Giving news

5a

- Ask Sts if they can remember how the speakers sounded when they were saying the phrases.

b 1•18 Audio script pT86

- Play the audio for Sts to listen and repeat.

LANGUAGE NOTES Remind Sts that using the right intonation is essential to sound interested. We often use very flat intonation to sound bored or make fun of someone or something.

I In informal spoken English after verbs like *know, hear, seem, tell* and *think*, we often don't use *that*. There are examples of this style in the dialogues. There aren't any rules and both examples are correct. It's a matter of personal choice, but Sts are sometimes confused when *that* is dropped.

EXTRA IDEA Tell Sts to practise saying the sentences first with *that* and then without, e.g. *I heard that she was waiting for me. / I heard she was waiting for me.*

Photocopiable Everyday English

Pronunciation

6a 1•19

- Play the audio for Sts to listen and repeat the words, and decide how many syllables there are.
- Play the audio again if necessary.

EXTRA SUPPORT Check Sts know what a syllable is by saying words and asking them how many syllables there are. You could beat out the syllables as you say them to help. Then write words from the dialogues on the board, e.g. 'invite' (2), 'sorry' (2), 'friend' (1), 'yesterday' (3), 'good-looking' (3). Tell Sts to work in pairs, saying the words and deciding on the number of syllables.

b

- Tell Sts to say the words aloud to count the syllables. They could do this in pairs.
- Give Sts time to complete the table.

c 1•20

- Play the audio again for Sts to listen and check.
- Check answers.

one syllable: hugged, jumped, planned, thought
two syllables: needed, waited, wanted, wasn't

d

- In pairs, Sts repeat the verbs and try to work out the rule.
- Check the answer to the question.

We pronounce *-ed* as a separate syllable /ɪd/ after /d/ or /t/.

Workbook pages 8–9, exercises 2–6

Photocopiable Pronunciation

Listening and Speaking

7a 1•21 Audio script pT86

- Tell Sts to read the eight pieces of news.
- Play the audio for Sts to listen and complete the task.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

1, 4 and 8

b 1•21 Audio script pT86

- Play the audio again for Sts to listen and complete the task, then elicit some more information.

- 1 The woman's brother and Emily want to get married next year. Her mum is not happy because she thinks they're too young. Her brother is 25.
- 4 Amy's dad has got a new job in Los Angeles. Amy's not happy about it.
- 8 Mike wants to get a job. He wants to be a model.

Workbook page 9, exercise 7

8a

- Give Sts time to choose their pieces of news or invent their own and add the extra information for each one.

b

- Sts take turns, in pairs, giving and responding to news.

EXTRA SUPPORT Remind Sts of the **useful phrases** from exercise 5a.

c

- When Sts feel confident enough, tell each pair to role-play a dialogue for the class.

Extra

Sts can either do this in class or as a homework task.

- 3 a What do you think will happen next?
 b 1.17 Listen and check.
- 4 **Over to you!** Work with a partner. Answer the questions.
 1 Why did Simon do it?
 2 Was it a good thing to do? Why?/Why not?
 3 People generally gossip. Is it a problem?

Everyday English Giving news

- 5 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: giving news

Did you know...? Did you hear (that)...?
 I heard (that)... It seems (that)...
 I'm pretty sure (that)...

Useful phrases: responding to news

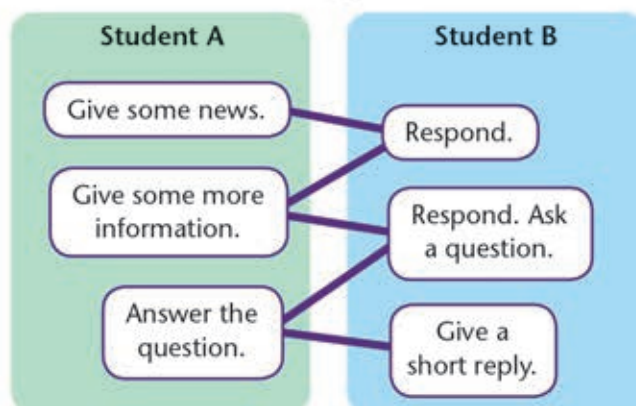
Really?
 What else did you hear?
 We can use a short answer in response to *Did you...?*
 Did you hear...?
 No, I didn't.

- b 1.18 Listen and repeat. Copy the intonation.

Listening and Speaking

- 7 a 1.21 Listen to three conversations. Which of the pieces of news do you hear?
 1 My brother's getting married.
 2 Sally went on holiday to Brazil.
 3 Dan passed all of his exams.
 4 Amy is moving to America.
 5 My aunt is having a baby.
 6 Jack won the lottery.
 7 Sally passed her driving test.
 8 Mike isn't going to university.
- b 1.21 Listen again. Write two extra pieces of information for each piece of news.
 > **Workbook** page 9, exercise 7

- 8 a **Get ready to speak** Choose three pieces of news from exercise 7a or use your own ideas. Write extra information about each one.
 b Work with a partner. Role-play giving your news and responding. Use different expressions every time. Use this chart to help you:



Did you hear that Dan passed all of his exams?

No, I didn't. That's great. Tell me more!

- c Role-play one of your dialogues for the class.

EXTRA What do Tasha and Zoe say to Simon? Write the conversation.

Tasha Simon! We're very annoyed! Why did you say those things?

Simon Hey, I was just...



Pronunciation

- 6 a 1.19 Listen and repeat the words in the box. How many syllables are there?

didn't heard hugged jumped
 needed planned thought
 waited wanted wasn't

- b Put the words from exercise 6a in the correct column.

one syllable	two syllables
heard	didn't
_____	_____

- c 1.20 Listen and check.
 d When do we pronounce -ed as a separate syllable?

> **Workbook** pages 8–9, exercises 2–6

1 Revision

Vocabulary Life stages

1 Complete the life story with the correct form of the words in the box.

be born get a job get married
go to university have leave school
live meet move to start school

I ¹ **was born** in Scotland in 1975. Our family ² ___ in the centre of Edinburgh. I ³ ___ at five. When I was nine, we ⁴ ___ a village on the coast. I studied hard and loved languages. I ⁵ ___ at 18, and I ⁶ ___ to study French and German. When I was 22, I ⁷ ___ as a teacher. Alastair and I ⁸ ___ in the school where we both worked. He taught Art. We ⁹ ___ in 2003 and we ¹⁰ ___ twins in 2005. We are still working at the same school and our children go there, too!

Verbs of movement

2 Write eight sentences about the picture with the verbs in the box.

chase climb crash into
cycle fly jump run walk

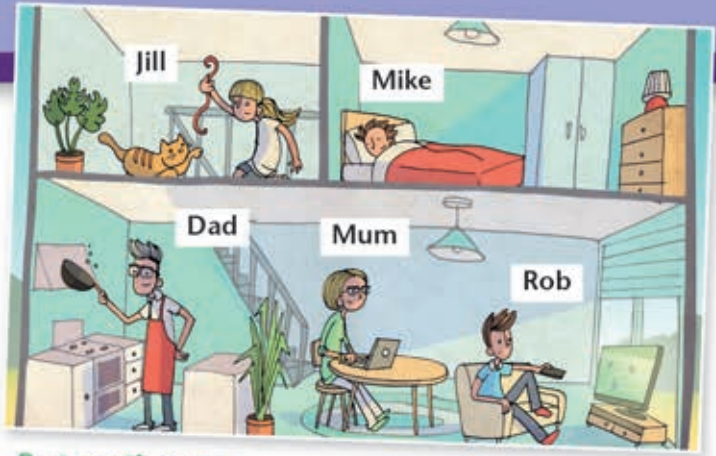


1 He's cycling.

Grammar Past simple

3 Complete the dialogue with the correct form of the verbs in brackets or a short answer.

- A ¹ ___ you ² ___ Ellen at school this afternoon? (see)
B No, I ³ ___ . ⁴ ___ she ⁵ ___ home? (go)
A I'm not sure. I ⁶ ___ her in the morning, but she ⁷ ___ well. (see/look)
B ⁸ ___ you ⁹ ___ to her? (speak)
A Yes, I ¹⁰ ___ . But she ¹¹ ___ anything about going home. (say)
B Let's call her after class.



Past continuous

4 What was happening at home yesterday evening? Write the questions and answers.

- 1 Mike / listen to music? **Was Mike listening to music?**
No, he wasn't. He was sleeping.
- 2 Rob and Mum / play video games?
- 3 Dad / cook dinner?
- 4 Jill / play / with her dog?

Past simple and past continuous

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 When Emma ___ (hear) the news, it ___ (start) to snow.
- 2 While we ___ (shop), we ___ (meet) John.
- 3 While he ___ (work) on his computer, it ___ (crash).
- 4 The teacher ___ (come in) while we ___ (play) cards.

Everyday English Giving news

6 Complete the dialogue with the words in the box.

didn't hear told Really else

- A Did you ¹ ___ that Tom is moving school?
B No, I ² ___ ! What ³ ___ did you hear?
A Someone ⁴ ___ me that he wants to go to sports college.
B ⁵ ___ ? When?
A I'm not sure.

Learning to learn Organizing your English notebook

You will need a notebook for your English lessons. Organize it carefully and it will help you to revise.

- 1 Always write the day and date of the lesson and the unit and page of the Student's Book.
- 2 Write new grammar and examples clearly so you can understand it when you revise.
- 3 Make your own mini dictionary at the back of your book with the new words on one side and the meanings on the other.

► **Workbook** pages 10–11, exercises 1–7

Revision

Supplementary materials

Workbook: pages 10–11, exercises 1–7

Online Practice

Unit test 1

- You could write up one page on the board as in Points 1 and 2 to help Sts organize their work.
 - It is a good idea to check regularly that they are keeping their grammar and vocabulary up to date.
- ➡ **Workbook** pages 10–11, exercises 1–7

Vocabulary Life stages

1

2 lived 3 started school 4 moved to 5 left school
6 went to university 7 got a job 8 met 9 got married
10 had

Verbs of movement

2

Suggested answers

2 The dogs are chasing the cat.
3 The cat is climbing up a lamp post.
4 She's running (on the grass).
5 She's crashing into a car.
6 He's walking (across the road).
7 The birds are flying.
8 She's jumping.

Grammar Past simple

3

1 Did 2 see 3 didn't 4 Did 5 go 6 saw 7 didn't look
8 Did 9 speak 10 did 11 didn't say

Past continuous

4

2 Were Rob and Mum playing video games? No, they weren't.
Rob was watching TV and Mum was using her laptop.
3 Was Dad cooking dinner? Yes, he was.
4 Was Jill playing with her dog? No, she wasn't. She was playing with her cat.

Past simple and past continuous

5

1 When Emma **heard** the news, it **started** to snow.
2 While we **were shopping**, we **met** John.
3 While he **was working** on his computer, it **crashed**.
4 The teacher **came in** while we **were playing** cards.

Everyday English Giving news

6

1 hear 2 didn't 3 else 4 told 5 Really

Learning to learn Organizing your English notebook

- Draw Sts' attention to the **Learning to learn** box.
- Check they all have English notebooks.

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet and Microsoft Office PowerPoint, or a similar program to make a presentation with slides.
- If you cannot arrange for computer access, Sts can do internet research about the subject of their biography as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access and a program to make a slide presentation.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one piece per 'slide' for each presentation), coloured pens and pencils, and thumb tacks or tape (to display the finished projects).

You First

Set a time limit, e.g. one or two minutes. In pairs, ask Sts to say what they expect to read in a biography, e.g. where and when the person was born, the person's childhood and family, about his / her education, career and achievements, why the person is famous and perhaps when the person died. Find out if any Sts have read the same biographies.

EXTRA IDEA Ask Sts if they wear trainers. Ask them if they know any of the brands, e.g. Adidas, Puma, Nike, Reebok, Converse. Ask *Why do people buy these trainers? What do you think of them?*

1a

- Sts choose who to write about, someone famous or someone they know. If it is someone they know, tell them to choose someone who is older as there will be more to write about. If it is someone famous, check who they are writing about, so there are not too many biographies of the same person.

b

- Sts find information about the person they have chosen using the internet, books, magazines, or interviewing the person if it is a family member or friend.

c

- Check Sts understand and can pronounce *career* and *achievement*.
- Give Sts time to complete their notes.

EXTRA SUPPORT If Sts are interviewing someone they know, then check they know what questions to ask for each heading, e.g.

What's your full name? Where do you come from?

When and where were you born?

Where did you live when you were a child?

When did you start school? Were you a good student? When did you leave school?

What did you do when you left school?

Did you get married? When did you get married?

Did you have children? How many?

What was your first job?

What are the greatest achievements in your career? In your life?

2

- Sts read the Dassler brothers' biography and the information in the **Look!** box.

EXTRA SUPPORT You could just get Sts to read the biography and then draw a timeline on the board. Put the dates along the line: '1898', '1900', '1920s', '1936', '1939–1945', '1970s', '2009'. Tell Sts to copy the line and dates and fill in what happened for each date.

Sts compare notes in pairs and discuss what happened at each date. Then get them to focus on the **Look!** box.

- Sts look back at their notes and see if they can make sentences using *as*, *because*, *as a result* and *so that*.
- Monitor what Sts have written. Check they have used the information in the **Look!** box correctly, or make suggestions as to where they could improve sentences by using the linkers.

3a

- Point out that biographies generally start with an introduction as to why the person is famous or why the student wants to write about him / her and then moves on to the stages in his / her life.

b

- Ask Sts to check what Timo put in the Dasslers' life – every event or only the main stages and achievements?
- They then organize and write their biography.

c

- Remind Sts to try to use linkers of cause, result or purpose in their writing.

4a

- While Sts are writing up their project, monitor and correct mistakes where necessary. When they are satisfied with their work, tell them to write the project on a piece of paper, and if possible find some pictures or photos of the person they have written about.

b

- Sts take turns presenting their biography to the class. Sts who are listening should think of a question they would like to ask about the subject of the biography.
- When all the biographies have been presented, Sts decide which life is / was the most interesting. They should give a reason for their choice.

EXTRA IDEA When they have presented the biographies, ask Sts to put the biographies with the pictures on the class walls so that the other Sts can read them. Then Sts can vote which biography is the most interesting and give a reason for their choice.

EXTRA IDEA Sts may prefer to do the biographies as interviews in pairs. Sts **A** are the interviewers and Sts **B** are the person they chose for their biography, or a relative of the person if the person is dead. Elicit the question forms Sts need to use if the person they have chosen is dead or alive – they will be similar, but use past tenses. Sts then interview each other.



What's a biography? Do you ever read biographies of famous people?

A biography

A biography of the Dassler brothers



The Dassler brothers are famous for two brands of trainers. They are also famous for a family argument which lasted for 60 years.

Date and place of birth

Rudolf (Rudi) Dassler was born in 1898 and Adolf (Adi) Dassler was born in 1900, in Germany.

Early life and education

The brothers grew up in the town of Herzogenaurach. They learned to make shoes because their father worked in a shoe factory.

Marriage and early career

By the 1920s, Adi was designing trainers and Rudi was selling them for their Dassler Brothers Sports Shoe Company. They each got married, but their wives didn't like each other!

Career history and achievements

In 1936, at the Berlin Olympic Games, American Jesse Owens won four gold medals while he was wearing Dassler trainers. Now everybody wanted them. But the brothers had an argument during the Second World War, and as a result they never spoke again.

The brothers divided the business and each developed a successful company – Adidas (from Adi Dassler) and Puma. Each company had a factory in Herzogenaurach. As the brothers were employing most of the townspeople, the whole town was divided. Adidas employees couldn't marry Puma employees!

Date of death

The brothers died in the 1970s. Finally, in 2009, Adidas and Puma had a friendly football match so that they could end the argument.



Look! Linkers of cause / result and purpose

We use linking words to connect ideas in a sentence.

Result → Cause: *as, because*

Result

They learned to make shoes.

Cause

Their father worked in a shoe factory.

They learned to make shoes *as / because* their father worked in a shoe factory.

Find an example with *as* in the text.

Cause → Result: *as a result*

The brothers never spoke again *because* they had an argument during the Second World War.

OR But the brothers had an argument during the Second World War, and *as a result* they never spoke again.

Purpose: *so that*

Adidas and Puma had a friendly football match *so that* they could end the argument.

1 a Get ready to write Choose a person that you would like to write about. It can be a famous person or an older member of your family.

b Find information and pictures about your chosen person – from home, on the internet, or from books and magazines.

c Make notes under these headings.

Name and nationality
Date and place of birth
Early life
Education
Marriage and career
Achievements
Date of death (if dead)

2 Read Timo's project, then read the Look! box. Look at your notes in exercise 1. Where can you use the linkers?

3 a Start writing Write a sentence to introduce your person.

b Organize your notes into sentences underneath each heading.

c Try to use one or two linkers from the Look! box.

4 a Complete your project Put your project on a piece of paper with your pictures.

b Present your project to the class. Whose life is / was most interesting?



1 Culture



Why do Americans celebrate Thanksgiving?
What do the Scottish call New Year?

Family Celebrations

Thanksgiving



Thanksgiving is a family celebration in the USA. Every November, millions of Americans travel home to celebrate with their families and to give thanks for the harvest. They have a traditional dinner of turkey, root vegetables and pumpkin pie.

The story behind Thanksgiving is about an early group of settlers called Pilgrims. They came from England in 1620, and for the first year they were really hungry. A Native American tribe showed them how to grow food. So, the next year they gave thanks for their first harvest by sharing their feast with the Native Americans. They were celebrating for three days!

But it was not a tradition yet. However, Sarah Hale, a magazine editor, thought it was important for the USA to have a Thanksgiving holiday every year. She wrote regular letters to every president for 40 years! Finally, in 1863, President Lincoln made the last Thursday in November the national day of Thanksgiving. It is now America's biggest holiday.

Hogmanay



Everyone celebrates New Year, but Scottish families celebrate it the most. They call it Hogmanay.

First, families clean their houses to start the new year fresh. Then most families have parties where houses are open and everyone is welcome. At midnight, everyone stands in a circle to welcome the New Year. They sing 'Auld Lang Syne', written by Scots poet, Robert Burns. Another tradition is that the first person who comes in the door after midnight should bring a piece of coal, cake and whisky. This is called 'first footing' and brings good luck for the next year.

New Year is a special time for the Scots because for 400 years the Scottish Church didn't allow a holiday at Christmas. This didn't change until 1958! So the Scots worked at Christmas, and New Year was the family holiday to give presents to the children. Scotland still has two days of national holiday at New Year. And in Edinburgh, the capital city, there are street parties and an amazing fireworks display from the castle.



1 Look at the photos. What can you see?

2 a Work with a partner.

Student A Read about Thanksgiving.

Student B Read about Hogmanay.

b Ask and answer the questions.

- 1 What is the celebration and where does it happen?
- 2 What do people traditionally do?
- 3 When did the celebration start and why?
- 4 Why did it become a national holiday?
- 5 Why is it important?

c What do you think was the most interesting fact in each text?

Glossary

harvest pumpkin settlers fresh coal

3 Over to you! What are your country's biggest celebrations? What does your family do to celebrate? What traditions do you have?

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTES Below are some additional details about the celebrations in the texts.

Thanksgiving or **Thanksgiving Day** is a public holiday celebrated in the United States on the fourth Thursday of November.

Thanksgiving originated as a harvest festival. When British settlers arrived in Plymouth (now in Massachusetts) in the early 17th century they found the first year very hard. The Native Wampanoag Indians taught the settlers to grow corn and catch fish. In 1621, the first British colonists and Wampanoag Indians shared an autumn harvest feast that is acknowledged today as one of the first Thanksgiving celebrations in what later became the United States.

Traditionally everyone wants to be at home with their families for Thanksgiving.

Hogmanay /,hɒgmə'neɪ/ is the Scots word for *New Year's Eve*. Its origins are not clear, but the customs seem to have Norse and Gaelic roots. It's traditional to clean the house before New Year's Eve, so you start the year properly. Customs in Scotland include the tradition of 'first-footing', the first guest of the New Year who enters your house after midnight. The first-footer should be a tall, dark haired man. He shouldn't have red hair as that isn't lucky. He is supposed to bring gifts including a piece of coal, salt, shortbread, whisky and fruit cake. These all bring different kinds of good luck for the following year. Different parts of Scotland have different traditions around the first-footer's gifts.

Most families have a party to welcome the New Year and at midnight everyone crosses their arms and holds hands to sing *Auld Lang Syne*, a traditional song based on a poem by Robert Burns (1759–1796).

Many people go out to firework displays on Hogmanay. Many Scottish cities have all-night celebrations. The Edinburgh display is one of the biggest New Year celebrations in the world.

You First

In pairs or as a class, Sts discuss what they know about Thanksgiving in the USA and New Year in Scotland.

EXTRA SUPPORT Show images of a traditional Thanksgiving dinner and a first-footer if possible, and do **You First** as a whole-class activity. Photos can be found on the internet.

1

- Do this as a whole-class activity.

A family having dinner together; children, parents and grandparents all together
People outside at a firework display at night

2a

- Check Sts understand the words in the **Glossary**, and pre-teach or elicit *celebration*, *traditional* and *poet*. Model and check pronunciation.
- Put Sts in pairs, **A** and **B**, and tell them to read their texts.

b

- Working individually, Sts answer the questions for the text they read.

EXTRA CHALLENGE Sts could cover their text and see if they can answer the questions. If they can't, they should quickly check in the text.

- Then, in their pairs, they ask and answer the questions about both texts.

Thanksgiving

- It's a harvest celebration and a family celebration. It happens in the USA.
- People travel home to be with their families. They have a traditional dinner of turkey, root vegetables and pumpkin pie.
- It started in 1621, when the first settlers and Native Americans celebrated the settlers' first harvest.
- Sarah Hale, a magazine editor, decided it should be an annual national holiday, so she wrote to every president for 40 years. In 1863 President Lincoln made it a holiday.
- It's America's biggest holiday, and an important time for families to be together.

Hogmanay

- It's New Year's Eve and it happens in Scotland.
- People clean their houses, have parties, and sing *Auld Lang Syne*. Visitors bring a piece of coal, cake and whisky to bring good luck. In Edinburgh people have street parties and watch the fireworks.
- New Year became important around 400 years ago when the Scottish Church didn't allow the Scots to celebrate Christmas, so they celebrated New Year instead.
- It became a national holiday because the Scots didn't have a holiday at Christmas.
- Because there are two days of national holiday and children get presents.

c

- In pairs, Sts decide what the most interesting fact was.
- Elicit some feedback. You could ask the class to vote on the most interesting fact. You could ask if any of the traditions of Thanksgiving or Hogmanay are similar to those in their country.

3

- Sts work in small groups, discussing the questions.
- Tell them to describe to the group any special things their family does on the day.
- Each group reports back any interesting or unusual facts they discussed.

EXTRA SUPPORT Remind Sts of the questions in exercise 2b and tell them to answer them about their country's national holiday.

EXTRA CHALLENGE In small groups, tell Sts to find out about a national holiday in another country. Tell them to use the questions in exercise 2b to make notes about it. When they have the information, the group can present their country's celebration to the class.

Video *Chinese New Year*

- As an extension to the Culture topic, watch a short film about Chinese New Year and do the exercises on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Elizabeth I (1533–1603) was the youngest daughter of Henry VIII and Anne Boleyn. She became queen in 1558. Her father broke with the Catholic Church to divorce his first wife, marry Anne Boleyn, and start the Church of England. He beheaded Anne when Elizabeth was two, and she was afraid of being arrested and executed while she grew up. While she was queen, England became very successful in commerce, the arts and in war. William Shakespeare lived during her reign. She never married and as she had no children the Tudor dynasty died with her.

Henry VIII (1491–1547) was the son of King Henry VII. He became king in 1509. He is famous because he married six times. Because he wanted a son, and he and his first wife, Catherine of Aragon had one daughter, he divorced Catherine and married Anne Boleyn. This meant he disagreed with the Pope, so Henry broke with the Catholic Church and made himself head of a new English Protestant Church. His third wife, and some think the wife he loved most, Jane Seymour, died after giving birth to his only son who later became King Edward VI. His sixth wife, Catherine Parr, outlived him.

Marie Curie (1867–1934) was born in Poland and moved to Paris at the age of 24 to study at university. Her outstanding achievements included the development of radioactive isotopes, and the discovery of polonium and radium. She became the first woman to win a Nobel Prize and has actually won two Nobel Prizes. In 1903 she shared the Nobel Prize in Physics with her husband, Pierre Curie, and with physicist Henri Becquerel. In 1911 she won the Nobel Prize in Chemistry. She founded the Curie Institutes in Paris and Warsaw, which remain major centres of medical research today. During WWI, she developed mobile radiography units to provide X-ray services to field hospitals. She died aged 66 of aplastic anaemia, which she acquired due to her work on radioactivity.

Irene Joliot-Curie (1897–1956) was the daughter of the scientists, Marie and Pierre Curie. She became a scientist and during World War I she worked in field hospitals with her mother, working with early X-ray equipment. Irene worked with her husband, Frédéric Joliot-Curie, in the field of radioactive elements in the 1920s and 1930s. They were awarded the Nobel Prize for Chemistry in 1935 for the discovery of artificial radioactivity. As both her parents had also been awarded Nobel Prizes, they are the family with the most Nobel prizes. Irene died of leukaemia, which she acquired due to her work.

Paloma Picasso (1949–) is the youngest daughter of Pablo Picasso and French writer Françoise Gilot. Paloma is a French and Spanish fashion designer and businesswoman, best known for her jewellery designs and her signature perfumes. She began designing jewellery in Paris in 1968 and joined fashion designer Yves Saint Laurent in 1969. She began working for the world famous jeweller, Tiffany and Co., in 1980. At the same time, she started producing perfumes and cosmetics. She is famous for her use of the colour red.

Pablo Picasso (1881–1973) is possibly the most famous and influential artist of the 20th century. Picasso was born in Spain, but because of the political situation there he spent most of his adult life in France. He had many different styles of painting in his life, among them his 'Rose period' and his 'Blue period'. He is famous for founding Cubism and was also very influential in Surrealism. His most famous painting, *Guernica*, was painted in 1937 and showed his anger and horror at the destruction by aerial bombing of the town during the Spanish Civil War. Along with his painting, Picasso was also a sculptor, a stage designer, a ceramicist, and a poet.

You First

Ask Sts to think of as many famous people in their country's history. You can suggest kings, queens, presidents, artists, sportspeople, composers, musicians, writers, etc. Ask them to tell you one thing they know about each person if they can.

1a

- Give Sts time to complete the task in pairs.
- Elicit ideas from the class.

b

- Give Sts time to complete the task.
- Elicit some ideas, but don't tell Sts if they are right as they listen to the audio to check the answers.

2a 1-22 Audio script pT87

- Play the audio for Sts to listen and check.
- Check answers.

1 Queen of England 2 1491, wives 3 1867, radium
4 Scientist, Chemistry 5 1949, Designer 6 1881, Cubism

b

- In pairs, Sts compare any other information they learned.
- Elicit feedback.

3a

- Give Sts time to complete the task.
- Check answers. You could ask some questions about the timeline, e.g. *Who was born first? (Henry VIII), Who was the oldest when they died? (Pablo Picasso), Who is still alive? (Paloma Picasso), etc.*

Henry VIII, Elizabeth I, Marie Curie, Pablo Picasso, Irene Joliot-Curie, Paloma Picasso

b

- Sts add three famous people from their country to the timeline.
- Ask them why they chose these people.

EXTRA IDEA In small groups, Sts choose another parent-child relationship from history. They can look for pictures or photos of the people. The group then presents their findings to the class. Sts can then decide who they think was the most interesting person, who did the most good, who they would / wouldn't like to meet and why.

1-23 Song *Whatever*

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



Who are some important people in your country's history?

Famous people in history

1 Elizabeth I

Born: 1533	Died: 1603
Job: _____	


Famous because... England was a very successful country when she was queen. She never got married.



4 Irene Joliot-Curie

Born: 1897	Died: 1956
Job: _____	

Famous because... She won a Nobel Prize for _____. She became ill and died of cancer because of her scientific work.



2 Henry VIII

Born: _____	Died: 1547
Job: King of England	


Famous because... He had six _____. He disagreed with the Pope, so he started a new religion.



5 Paloma Picasso

Born: _____	
Job: _____	


Famous because... She became a very successful fashion and jewellery designer and businesswoman. She is a style icon.



3 Marie Curie

Born: _____	Died: 1934
Job: Scientist	


Famous because... She discovered _____. She won the Nobel Prize twice – for Chemistry and later for Physics. She was the first person and the only woman to win two Nobel Prizes.



6 Pablo Picasso


Born: _____	Died: 1973
Job: Artist	

Famous because... He changed people's ideas about art. He invented a new style of art called _____.



- 1 a** Look at the photos. Do you know anything about these people? What do you think are the relationships between them?
- b** Work with a partner. Complete the biographies with the information in the box.

1867	1949	1881	1491
Scientist	Designer	Queen of England	Chemistry
Cubism	wives	radium	

- 2 a** 1.22 Listen and check.
- b** What did you get right? What other information did you learn?
- 3 a** Put the people on a timeline in order of birth.
- 
- b** Add three famous people from your country.

2

Teen life



2A Being friends



Do you like making new friends? Why? / Why not?
Are you sociable or more reserved with new people?

Vocabulary Phrasal verbs for relationships

1 a Look at the pictures (1–8). Do you know any of the phrasal verbs? Match them to the definitions (a–h).

- | | |
|-----------------------------------|---|
| a ___ become friendly immediately | e ___ exchange news |
| b ___ have a good relationship | f ___ stop being friends after an argument |
| c ___ stay in contact | g ___ spend time with someone |
| d ___ become friends again | h ___ accept something/someone that you don't really like |



- b 1.24 Listen and check.
- c 1.25 Practise saying the phrasal verbs. Listen and repeat.
- ▶ **Workbook** page 12, exercise 1

2 a 1.26 Listen to two conversations. What is the problem?

b 1.26 Listen again. Which phrasal verbs from exercise 1 do you hear?

3 a Read the questionnaire. Choose the best answers for you.

b **Over to you!** Work with a partner. Ask and answer the questions. Then compare your answers.

Do you get on well with your family?

Me too.

Yes, I usually do.

Tell us about you

Do you...		usually	sometimes	rarely
1	get on well with your family?			
2	fall out with your friends?			
3	make up with your friends quickly after an argument?			
4	hang out with your friends?			
5	put up with your friends' bad habits?			
6	hit it off with new people easily?			
7	catch up with your friends' news?			
8	keep in touch with friends and family who don't live near you?			

2 Teen life

Unit objectives

- use phrasal verbs to talk about relationships
- use adjectives to describe feelings
- use the present perfect and past simple to talk about experiences in the past
- use *already* and *yet* to talk about experiences and events
- use *for* and *since* to talk about how long something has happened
- make and respond to an invitation
- write a forum post

Language

Grammar: present perfect; present perfect and past simple; present perfect with *already* and *yet*; present perfect with *for* and *since*

Vocabulary: phrasal verbs for relationships; adjectives to describe feelings

Everyday English: making and responding to invitations

Project: My bullet diary

Culture: Teenage tech habits

Learn through English: Musical genres

2A Being friends

Supplementary materials

Workbook: pages 12–13, exercises 1–6

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Tell Sts to complete the sentence *I like making new friends because...* or *I don't like making new friends because...* and then say it to a partner. Sts work in pairs or small groups.

EXTRA IDEA Ask Sts to think of three adjectives a friend would use to describe them, e.g. funny, friendly, sporty. Tell Sts to write the words on a piece of paper and hand it to you with their name on it. Then read out each piece of paper and the class guesses who is being described.

Vocabulary Phrasal verbs for relationships

1a

- Tell Sts to cover definitions a–h and look at the pictures. Ask if they know any of the phrasal verbs and can explain what they mean or give an example.
 - Then give Sts time to complete the task.
- b** 1-24 Audio script pT87
- Play the audio for Sts to listen and check.
 - Check answers.

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

c 1-25

- Play the audio, pausing for Sts to listen and repeat.

- Model and drill the expressions, demonstrating the stress, e.g. *get on well with someone*, *fall out with someone*, *make up with someone*, *hit it off with someone*, *keep in touch with someone*, *catch up with someone*, *hang out with someone*, *put up with someone*.

EXTRA IDEA Play audio 1.24 from exercise 1b again and get Sts to say the whole sentence for each expression, with the correct word stress. To help Sts, you could write on the board 'If you..., then you...'

! The activity below needs to be prepared before class as you will need a set of prepared cards for each group.

EXTRA IDEA Write a gapped expression on a card, e.g. 'fall ___ with', and then another card with 'out' on it. Do this for all the expressions and Sts play *Matching Pairs* in pairs.

Workbook page 12, exercise 1

2a 1-26 Audio script pT87

- Play the audio for Sts to listen and answer the question.
- Check answers.

- Dana and Mick fell out because of Mick's annoying habits.
- Jenny changed schools and didn't have any friends there.

EXTRA IDEA In pairs, Sts think of two things that can cause problems in friendships, e.g. someone gossiping about a friend. Ask each pair to tell their problem to the class. Play the audio for Sts to see if their problems are mentioned in the first conversation.

b 1-26 Audio script pT87

- Play the audio again for Sts to listen and hold up the number of fingers corresponding to the phrasal verb.
- Check answers.

Conversation 1: 2 fall out 1 get on 8 put up with
3 make up

Conversation 2: 5 keep in touch 7 hang out 1 get on
4 hit it off 6 catch up 7 hang out

3a

- Give Sts time to complete the task.

EXTRA SUPPORT Pre-teach or elicit *argument* and *bad habits*.

LANGUAGE NOTE Adverbs of frequency go before the verb, e.g. *I usually get on well with my family*. With *be* they go after the verb, e.g. *I'm always on time and she's always late*. Monitor and if necessary, drill before Sts do the activity.

b

- Give Sts time to complete the task in pairs.
- Make sure Sts realize that if they tick *usually* and *sometimes*, they need to answer *Yes*, but if they tick *rarely*, the answer is *No*.

EXTRA IDEA Sts choose one question each and do a survey of the class. They can ask follow-up questions to get more information, e.g. *Where do you usually hang out with your friends?* When they have the information they can present the findings to the class.

Grammar Present perfect

4 1-27

- Play the audio for Sts to listen, follow and answer the question.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

She's fallen out with Zoe and hasn't spoken to her today.

EXTRA IDEA Give Sts some true / false statements to check comprehension, e.g.

- 'Zoe's become more bossy.' (True)
- 'Tasha has always been very organized.' (False. Zoe is organized. Tasha has always been very disorganized.)
- 'Simon agrees with Tasha.' (False. He agrees with Zoe – Tasha is very disorganized.)
- 'Simon wants Tasha to make up with Zoe.' (True)

5a

- Give Sts time to complete the task, then check answers.

- have
- 1 I've fallen out with Zoe.
2 She's become extra bossy.

b

- Give Sts time to complete the task, then check answers.

arrange – arranged; be – been; become – become;
decide – decided; fall – fallen; get on – got on;
speak – spoken
arrange and decide are regular.

c

- Give Sts time to complete the task, then check answers.

I haven't spoken... Why have you been...?

6

- Tell Sts to complete the rule, then check the answer.

We use the present perfect to talk about events in the past when we **do not know** when they happened.

7

- Give Sts time to complete the task, then check answers.

- I've been at home all day.
- She's fallen out with her friend.
- We've arranged to go out.
- They've made up again.

➔ **Workbook** page 12, exercises 2–3

➔ Irregular verb list, go to the back of the **Workbook**

Present perfect and past simple

8a

- Give Sts time to complete the task, then check answers.

- has, been
- said

b

- Get Sts to complete the rules, then check answers.

We use the **past simple** for an event in the past.

We use the **present perfect** for an event in the past where there is a link to the present.

9

- Give Sts time to complete the task, then check answers.

- 've seen
- was
- 's changed
- invited

EXTRA SUPPORT Write the chart below on the board. Sts complete the columns in pairs.

Verb	Past simple	Past participle
_____	was	been
live	_____	_____
_____	did	_____
_____	_____	become

➔ **Workbook** page 12, exercise 4

➔ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

10a 1-28 Audio script pT87

- Play the audio for Sts to listen and complete the table. Do the first one as a class, then play the rest of the audio.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

b

- Point out the example and then give Sts time to make sentences from their notes in the table.
- Check answers as full sentences.

- They've been swimming. They went at seven o'clock.
- They've been to Spain. They went last week.
- She's bought some shoes. She bought them yesterday.
- They've written a new song. They wrote it last night.
- Their team has won the match. They won ten minutes ago.

11a

- Give Sts time to write sentences that are true for them.
- Elicit some feedback.

Suggested answers

- I've done the homework for today. / I haven't done the homework for today.
- I've watched a good TV programme this week. / I haven't watched a good TV programme this week.
- I've hung out with my friends recently. / I haven't hung out with my friends recently.
- I've bought some new clothes recently. / I haven't bought any new clothes recently.

b

- Give Sts time to complete the task in pairs.
- Make sure they ask follow-up questions in the past as in the example.

➔ **Workbook** page 13, exercises 5–6

Extra

Sts can either do this in class or as a homework task.

Grammar Present perfect

4 1.27 Read and listen to the dialogue. Why is Tasha upset?

Simon Hey Tash. Why have you been in your room all day?

Tasha I've fallen out with Zoe, so I'm fed up. I haven't spoken to her today. She's become extra bossy and I don't like it!

Simon She is a bit bossy sometimes, but she can't help it. Zoe has always been so organized.

Tasha Yesterday, she said I was disorganized!

Simon But you are, Tash.

Tasha I know! But she shouldn't say it.

Simon Look, that's why you have always got on so well. She organizes you and you need it.

Tasha I've decided to do everything myself now.

Simon OK. But can you please make up with Zoe? I've arranged for us to hang out at Ethan's later.

Tasha Oh, OK then.

Simon Great. Why don't you phone her now?

Tasha Oh, can you do it?

5 a Look at the dialogue in exercise 4 and answer the questions.

1 How do we make the present perfect?

___ / has ('ve / 's) + past participle

2 Complete these sentences from the dialogue.

1 I ___ out with Zoe.

2 She ___ extra bossy.

b Find the past participle of these verbs in the dialogue. Which are regular?

arrange be become
decide fall get on speak

c Find a negative and a question in the dialogue.

6 When do we use the present perfect? Choose the correct words to complete the rule.

We use the present perfect to talk about events in the past when we *know* / *do not know* when they happened.

7 Write sentences using the present perfect.

1 I / be / at home all day.

3 We / arrange / to go out.

2 She / fall out / with her friend.

4 They / make up / again.

► **Workbook** page 12, exercises 2–3

Present perfect and past simple

8 a Complete the sentences from the dialogue in exercise 4.

1 Zoe ___ always ___ so organized.

2 Yesterday she ___ I was disorganized!

b Read and complete the rules with *present perfect* or *past simple*.

We use the ___ for an event in the past.

We use the ___ for an event in the past where there is a link to the present.

9 Choose the correct words.

1 I *saw* / *'ve seen* three famous people in my life.

2 He *was* / *'s been* at home yesterday.

3 Ben *changed* / *'s changed*. He used to be fun.

4 Tom *invited* / *'s invited* me to his party last week.

► **Workbook** page 12, exercise 4

Listening and Speaking

10 a 1.28 Listen to six conversations. Complete the table.

	What have they done?	When did they do it?
1	_____	_____

b Look at your notes. Report to the class.

He's finished his exams. He finished at ten o'clock this morning.

11 a Get ready to speak What have you done with your friends recently? Write sentences.

1 seen a film

I've seen a film with a friend. / I haven't seen a film.

2 do homework

3 watch a good TV programme

4 hang out

5 buy some new clothes

b Ask a partner questions about the activities in exercise 11a. If the answer is yes, ask when.

Have you seen a film recently?

Yes, I have.

When did you see it?

I saw it last week.

► **Workbook** page 13, exercises 5–6



What have you and your friends done in the last few months? Write five sentences.

We've been to...

2B A helping hand



Who can young people ask for advice about their problems?

13:18 30%

TEEN TO TEEN ADVICE

A **Rob 09887**
22.10.20 19.09

I've moved to a new house. I've already visited the town, but I haven't started my new school yet. I've been so nervous about it because I'm quite shy. What if I don't get on with my new classmates? What if there is absolutely no one that I hit it off with? I need some advice.

Reply

B **Amy 03744**
23.10.20 18.43

I've been sad because I have fallen out with my friend, Adam. We've always got on really well, but last week we had a stupid argument. I was furious with him. I've already tried to say sorry, but he hasn't forgiven me yet. I want him to come to my birthday party next week. What do I do?

Reply

C **Sonia 56477**
23.10.20 20.16

I'm unhappy. My parents are very anxious about my brother because he's depressed. I've been worried about him, too. But yesterday, nobody spoke to me and I feel my parents have forgotten me! I've already written them a letter about it, but I haven't sent it yet. Should I?

Reply

Reading and Listening

1 a Look at the teen advice forum. Have you ever seen one?

b **1.29** Read and listen to the posts. Match the headings (1–3) to the problems (A–C).

- 1 Making home life better
- 2 Making new friends
- 3 Making up again

c Work in a group. Discuss what advice you would give to Rob, Amy and Sonia.

I think that Amy should... Then she should...

I agree / don't agree. I think...

2 a **1.30** Read, listen and match the replies (1–6) to the problems (A–C).

b Over to you! What advice do you agree with? Did anyone have the same advice as you?

▶ **Workbook** page 14, exercises 1–2

1 **Nick**
20.15

You have to be brave. Try to be relaxed about it. Smile a lot and try and talk to people.

2 **Ella**
20.45

Talking is better. Your parents need to understand your feelings. Try not to be angry with them or jealous of your brother.

3 **Fran**
21.42

4 **Tom**
21.47

5 **Ben**
22.02

6 **Florence**
22.45

2B A helping hand

Supplementary materials

Workbook: pages 14–15, exercises 1–8

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Tell Sts, in pairs, to write a list of who they can ask for advice, and what sort of advice they can ask these people for. Ask Sts to tell each other about the best piece of advice they have received. Ask them what happened when they followed the advice.

EXTRA IDEA In pairs, Sts take turns saying what they use social media for. Ask them if they follow any bloggers or vloggers and if so, ask them extra questions, e.g. *Do you have a favourite?* You could also ask them what sort of things they look for advice about, e.g. school, make-up, friendships. Do they follow the advice given?

Reading and Listening

1a

- Check Sts know what an online forum is.
- Elicit answers to the question.

b 1-29

- Play the audio for Sts to read, follow and complete the task.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

1 C 2 A 3 B

EXTRA SUPPORT Pre-teach or elicit *furious*, *anxious* and *depressed*. In pairs, tell Sts to make a sentence for each word, e.g. *I am always anxious before exams.*

EXTRA CHALLENGE Sts look at the three headings (1–3) and decide what the problems are before they read and listen. Ask them to think about possible reasons for each problem.

c

- Point out the example and the use of *should* for giving advice.
- Give Sts time to do the task in small groups.
- Elicit advice as a class.

2a 1-30

- Play the audio for Sts to read, follow and complete the task.
- Check answers.

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

EXTRA SUPPORT Put Sts in groups of three and tell them to close their books. Play the replies again and ask Sts to do the following: Sts **A** listen for the replies to problem A, Sts **B** listen for the replies to problem B and Sts **C** listen for the replies to problem C, making notes on what was said. Tell Sts to notice the expressions for giving advice, e.g. *you have to be brave*, *try to be relaxed*, *try not to be angry*, *ask people questions*. Then in **A / B / C** groups, they tell each other the advice.

Monitor while Sts are giving the advice. Model and drill the expressions, noting intonation. Sts should sound sympathetic, not as if they're giving an order.

b

- Give Sts time to discuss the two questions.
- Elicit answers.

EXTRA IDEA Give Sts two or three situations and ask them to give each other advice using similar forms in the replies, e.g. 'You have to be...'; 'Talking is better', 'Try to...'. The problems could be, e.g. a friend is worried about an exam; your friend is sad because his / her best friend has moved to another country; your friend has lost his / her mobile phone.

When they've practised these situations in pairs, ask some pairs to perform the conversations for the class.

EXTRA IDEA Sts write and perform role-plays for situations B and C. In B they write and act out the conversation between Amy and Adam, and perhaps them making up; in C they write and act out the situation with their parents.

► **Workbook** page 14, exercises 1–2

Vocabulary Adjectives to describe feelings

3a

- Give Sts time to complete the task, then check answers.

I've been so **nervous** about it because I'm quite **shy**.

b

- Give Sts time to complete the task, then check answers and elicit meanings.

3 sad **4** furious **5** unhappy **6** anxious
7 depressed **8** worried **9** brave **10** relaxed
11 angry **12** jealous **13** confident **14** calm **15** unkind

LANGUAGE NOTE *Furious* is the only extreme adjective in the exercise. Tell Sts it cannot be used with *very*. We say *I'm very angry about this* or *I'm absolutely furious about this*. With all the other adjectives in the exercise *very* can be used.

c

- Give Sts time to complete the task, then check answers.

Similar meanings: nervous / anxious / worried; sad / unhappy / depressed; furious / angry; brave / confident; relaxed / calm
Opposites: nervous / anxious ≠ relaxed / confident; shy ≠ confident

4a

- Give Sts time to complete the task.

b

- In pairs, Sts take turns describing the situation for their partner to guess the adjectives.

➔ **Workbook** page 14, exercises 1–2

Grammar Present perfect with *already* and *yet*

5a

- Give Sts time to complete the task, then check answers.

1 already **2** yet

b

- Give Sts time to complete the task, then check answers.

a *Already* **b** *Yet*

6

- Give Sts time to complete the task, then check answers.

2 She hasn't written her email yet.
3 We've already been to the leisure centre.
4 He hasn't made up with Sara yet.
5 You haven't forgiven me yet.
6 I've already done my homework.

7

- Give Sts time to make the questions, then check answers.

2 Has she written her email yet?
3 Have you been to the leisure centre yet?
4 Has he made up with Sara yet?
5 Have you forgiven me yet?
6 Have you done your homework yet?

EXTRA IDEA Ask Sts to think of three things they have already done this week and three they haven't done yet this week. Then, in pairs, tell them to give their partner a prompt

to make a question for them to answer, e.g. **A** gives the prompt *been swimming* and **B** makes the question *Have you been swimming yet?* **A** then answers, e.g. *Yes, I've already been swimming.* or *No, I haven't been swimming yet.*

➔ **Workbook** page 14, exercises 3–4

➔ **Photocopiable** Grammar and Vocabulary

Speaking

8a

- Give Sts time to think of their answers.

EXTRA CHALLENGE Ask Sts to think of two more things to put on the list.

b

- In pairs, Sts ask and answer the questions.
- You could ask Sts to ask a follow-up question, e.g. *When are you going to do the shopping?* or *When did you do the shopping?*

EXTRA CHALLENGE When Sts have completed exercise 8b, they can change partners and report what their original partner has already done and hasn't done yet.

c

- Sts complete the task. Monitor and correct Sts' writing or point out errors for Sts to correct themselves.

➔ **Workbook** page 15, exercises 5–6

Writing

9a

- In pairs, get Sts to think of a problem to post. Tell them to look back at the texts in exercises 1 and 2 and the vocabulary from exercise 3 for ideas.

EXTRA SUPPORT Give Sts some suggestions, e.g. *your friend has stopped talking to you and you don't know why; there are only two places in the sports team and four of you want them.*

b

- Give Sts time to note down grammar and vocabulary to use in their post.

➔ **Workbook** page 15, exercises 7–8

10a

- In pairs, Sts write about the problem, using the language. Monitor and help where necessary.
- Correct Sts' writing or point out errors and encourage Sts to correct their own mistakes.

b

- Pairs swap problems and discuss what advice to give.
- Then the two pairs tell each other their advice, and decide how useful the advice is.

c

- Each pair tells the class their problem and the advice they were given.
- They then elicit more advice from the class and decide whose advice they will follow.

Extra

Sts can either do this in class or as a homework task.

Vocabulary Adjectives to describe feelings

3 a Complete the sentence from the posts in exercise 1.

I've been so ___ about it because I'm quite ___.

b Find 13 more adjectives to describe people's feelings in the posts in exercise 1 and the replies in exercise 2a. Then work with a partner and check the meanings.

- | | | |
|-----------|----------|----------|
| 1 nervous | 6 a ___ | 11 a ___ |
| 2 shy | 7 d ___ | 12 j ___ |
| 3 s ___ | 8 w ___ | 13 c ___ |
| 4 f ___ | 9 b ___ | 14 c ___ |
| 5 u ___ | 10 r ___ | 15 u ___ |

c Which of the adjectives have similar meanings? Which are opposites?

4 a Choose four adjectives. When do people feel like this? Think of a situation for each adjective.

b Work with a partner. Describe the situations. Can your partner guess the adjectives?

► **Workbook** page 14, exercises 1–2

Grammar Present perfect with *already* and *yet*

5 a Complete the sentences from Rob's post.

- I've ___ visited the town.
- I haven't started my new school ___.

b Complete the rules with *already* and *yet*.

- ___ means 'before now'. We use it with positives. It goes before the past participle.
- ___ means 'not happened up to now, but you expect it will happen'. We use it with negatives and questions. It goes at the end of a sentence.

6 Write the sentences. Use the present perfect with *already* or *yet*.

- They / visit / the hospital.
They've already visited the hospital.
- She / not write / her email.
- We / be / to the leisure centre.
- He / not make up / with Sara.
- You / not forgive / me.
- I / do / my homework.



7 Make the sentences in exercise 6 into questions with *yet*.

Have they visited the hospital yet?

► **Workbook** page 14, exercise 3–4

Speaking

8 a Get ready to speak You want to be helpful this week. Look at a list of things to do. Decide which ones you have already done and which you have not done yet.



b Ask and answer the questions with a partner. Make notes.

Have you done the shopping yet?

No, I haven't. Have you done the shopping yet?

c Use your notes to write sentences. Write what you and your partner have already done and what you have not done yet.

► **Workbook** page 15, exercises 5–6

Writing

9 a Get ready to write Work with a partner. Think of a problem to post on the forum.

b Make notes on the grammar and vocabulary you will need.

► **Workbook** page 15, exercises 7–8

10 a Write about the problem. What has happened? How has it made you feel?

b Swap your problem with another pair and ask for advice. Do you think they have given good advice?

c Read the problem and discuss the advice as a class. What advice do you agree with?



Choose one of the problems (A–C) on page 22 and write a follow-up post. Did he / she follow the advice? Did anything improve?

Dear everybody, thank you very much for your advice. I've followed it and...

2C Teen ambitions



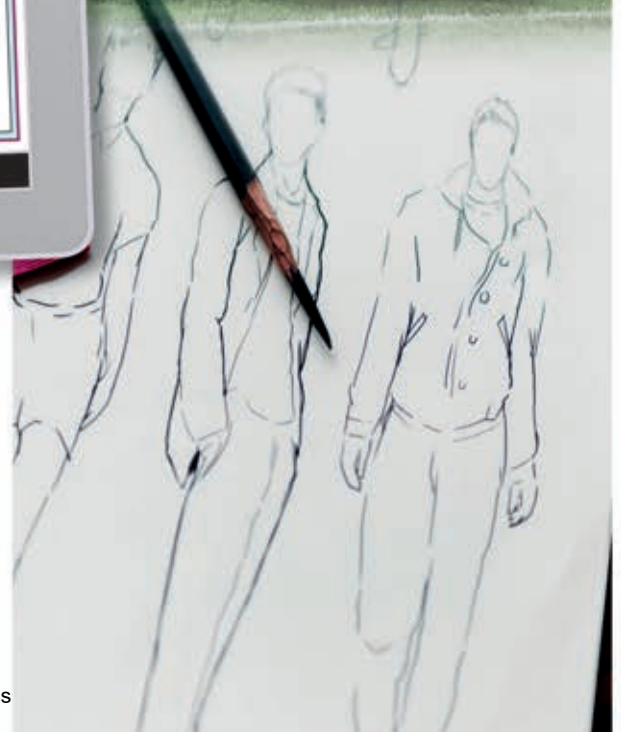
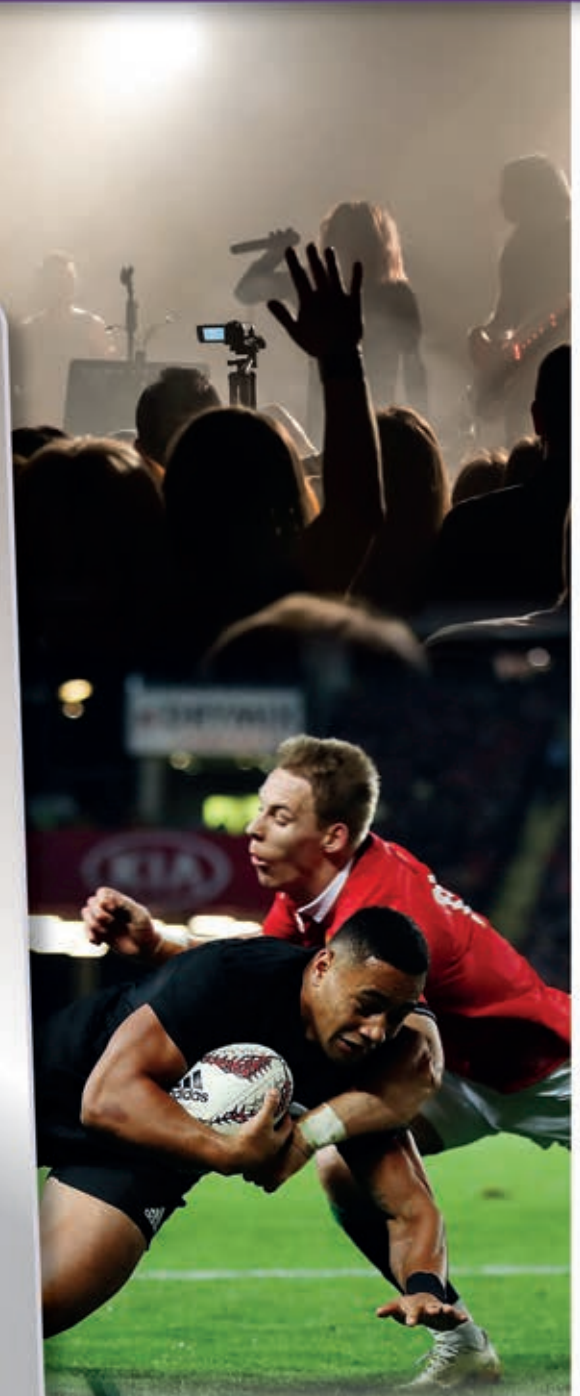
What do you think are the top five interests of teenagers in your country?

Reading and Listening

1 a Look at the social media profiles. Describe what you can see. What do you think their interests are?

The tablet screen shows a social media app interface. At the top, it says 'projectbook' with a purple header and a 'p' icon. The status bar at the top shows '12:16' and '30%' battery. There are three profiles listed:

- Emma, 15** (21.08.20 14.09): My passion is music. I've had guitar lessons since I was seven. I've been in a band for two years now. It's great to play in a group with friends. We've played at friends' parties. We also won the school talent show last year. And we've already written a few songs of our own. But we haven't played our own concert yet!
- Joe, 14** (19.08.20 17.34): I really love team games. I've played basketball and hockey for the school since I was nine. But I've also played rugby for the last two years and I absolutely love it. We've already won a competition in our area and it was really exciting. Now I want to train with the under-16s regional team. My aim is to play for my country one day.
- Mark, 14** (18.08.20 20.42): My main hobby is art and design. I've always spent all my free time drawing. I've painted pictures since I was a child and I've been in the school art club since I was six. I've entered competitions and already won prizes for my designs and paintings. I want to be a designer when I grow up. I want to design furniture, clothes, shoes, everything!



b 1.31 Read and listen to Emma, Joe and Mark. Do you have a similar hobby or interest?

c Answer the questions. Write the correct name or names.

Who has...

- | | |
|-------------------------|-----------------------------------|
| 1 played in a team? | 4 had lessons for eight years? |
| 2 played in a band? | 5 been in a club for eight years? |
| 3 entered competitions? | 6 won a prize? |

2C Teen ambitions

Supplementary materials

Workbook: pages 16–17, exercises 1–6

Workbook: Grammar summary Unit 2

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts discuss the question in pairs. Tell them to put them in what they think is the order of popularity. Ask Sts *Are your interests the same as when you were nine or ten?* Then ask *Are the interests of someone who is 13 or 14 the same as someone who is 16 or 17?*

Reading and Listening

1a

- Tell Sts to look at the photos and answer the question.
- Elicit some ideas.

Suggested answers

Emma: playing the guitar / music

Joe: rugby / sport

Mark: painting / art

EXTRA IDEA Ask Sts to work in small groups and say what they would put on a social media profile, e.g. name, age, photo. Ask *What else do you expect in a profile? What wouldn't you put? Why?* This could be a good time to discuss the dangers of putting too much personal information on the internet. Get feedback from the groups.

b 1-31

- Play the audio for Sts to listen, follow and answer the question.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check what hobbies / interests Emma, Joe and Mark have, and ask Sts if they have similar interests.

Emma: music

Joe: (team) sports

Mark: drawing

Students' own answers.

c

- Give Sts time to complete the task, then check answers.

1 Joe

2 Emma

3 Emma, Joe, Mark

4 Emma

5 Mark

6 Emma, Joe, Mark

EXTRA CHALLENGE Tell Sts to cover the text, listen to the audio again and answer the questions. Write the three names on the board to help Sts.

LANGUAGE NOTE Sports and activities collocations: We generally use three verbs to talk about sports or activities: We use *play* + name of the sport (often played with a ball), the game or the musical instrument, e.g. *play football, play cards, play the violin*.

We use *go* + activity ending in *-ing*, e.g. *go skateboarding, go climbing, go riding*.

We use *do* + other activities and hobbies, e.g. *do aerobics, do gymnastics, do crosswords*.

EXTRA IDEA Write the verbs 'play', 'go', 'do' on the board in three columns. Then dictate the sports and hobbies in random order for Sts to put in the correct column:

play: hockey, basketball, tennis, computer games, the piano

go: running, cycling, dancing, swimming, surfing

do: sport, athletics, karate, judo, photography

Finally, Sts ask and answer questions in pairs using the expressions, e.g. *Do you go surfing? Yes, I do. I love it. / No, I don't. I don't like getting wet.*

Do you go surfing? Yes, I do. I love it. / No, I don't. I don't like getting wet.

LANGUAGE NOTE We use *It's* + adjective + infinitive to describe doing something, e.g. *It's great to play in a group with friends*. Elicit or give Sts four or five adjectives to describe what they think of playing a sport or doing a hobby, e.g. *interesting, boring, fun, exciting, brilliant, relaxing*. Ask them to make four or five sentences about an interest, e.g. *It's great to go swimming in the sea. It's boring to go running*. Monitor and get feedback.

EXTRA IDEA Tell Sts to think of one of their hobbies and interests. Tell them to think of four or five questions someone could ask them about it, e.g. *What's your hobby or passion? When did you start doing it? Is it difficult to learn? Where do you do it? Why do you like it?*

Get Sts to ask you their questions and answer, giving as much information as you can. They then describe their hobby.

Grammar Present perfect with *for* and *since*

2a

- Give Sts time to complete the task, then check answers.

1 for two years 2 since I was seven

b

- Give Sts time to complete the rule, then check answers.

We use the present perfect with **for** to talk about length of time, and we use it with **since** to talk about when the time started.

c

- Give Sts time to complete the task.
- Elicit the sentences.

1 I've played basketball and hockey for the school since I was nine.
 2 But I've also played rugby for the last two years...
 3 I've painted pictures since I was a child...
 4 ...I've been in the school art club since I was six.

3

- Give Sts time to complete the task, then check answers.

1 since 2 for 3 since 4 since 5 for 6 for

► **Workbook** page 16, exercises 1–2

► **Photocopiable** Grammar and Vocabulary

Listening

4a 1•32 Audio script pT88

- Play the audio for Sts to listen and make a note of each speaker's interest.
- Then they decide on their answer.
- Ask Sts to give you a reason for their answer. You could have a class vote to find the most interesting hobby.

EXTRA IDEA In pairs, Sts discuss if they have the same hobbies and interests as they did five years ago. If so, how long have they done it? If not, what hobby / interest do they have now that's different?

b 1•32 Audio script pT88

- Play the audio again for Sts to listen and complete the task.

c

- In pairs, Sts compare their answers.
- Elicit as much information as possible for each person.

2 skateboarding Since she was five Most days after school, she's pretty good
 3 running Since he was seven Trained hard for last four years, won some races. Wants to be in Olympics
 4 computer games Since he was small Studies design and programming. Wants to invent own game
 5 dancing For five years Goes every week with friends, fun and keeps her fit
 6 football Since he was five Plays at local club, watches with his dad, Manchester City supporter
 7 vlogging Two years Has a lot of followers, vlogs about ordinary life, chats online to a lot of people

LANGUAGE NOTE When we talk about something we like doing, we often use expressions such as *be into* / *be mad*

about + -ing form. Play the audio again and ask Sts to note the different ways the seven people describe how they feel about their interests:

I love cycling... / I've been into running since I was about seven... / I'm mad about (playing / watching) football.

EXTRA IDEA In pairs, ask Sts to talk about their interests, using the expressions.

5a

- Give Sts time to write true sentences about themselves.

b

- Give Sts time to complete the task in groups.
- Get class feedback by asking Sts to tell the class an interesting thing their partner told them.

EXTRA IDEA Ask Sts to use the prompts in exercise 5a to make questions with *How long...?* to ask their partner – make sure it isn't someone they have just worked with as a group. Monitor and check word order. Model and drill questions and answers, pointing out the stress in the questions and answers, e.g. 'How long have you been at this school?', 'I've been at this school since I was eleven'.

► **Workbook** pages 16–17, exercises 3–5

Writing

6a

- Encourage Sts to use the questions to make notes to prepare their profile. Monitor and help Sts with language as necessary.

EXTRA IDEA Sts write three true sentences about themselves on strips of paper, e.g. *I've had long hair for six years. / I've played tennis since I was six.* Read them out for the class to guess who it is.

b

- Give Sts time to complete the task in pairs.
- Monitor and check Sts are using the correct stress in questions and answers.

► **Workbook** page 17, exercise 6

7a

- Give Sts time to complete the writing task.
- Correct Sts' writing or point out errors and encourage them to correct their own mistakes.

b

- Sts read each other's profile and ask more questions to get as much information as possible.

EXTRA IDEA Sts copy out a corrected version of their writing with a photo / illustration. Display the work for Sts to read each other's work.

Ask Sts some questions about their classmates' interests, e.g. *Which interest is the most popular / unusual? Is there an interest they would now like to try?*

Extra

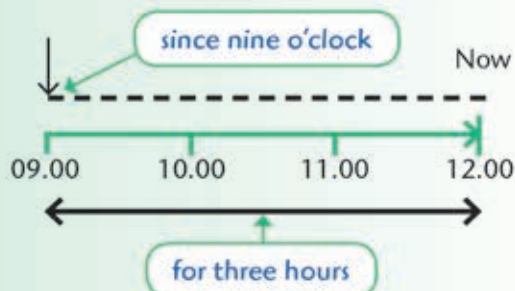
Sts can either do this in class or as a homework task.

Grammar Present perfect with *for* and *since*

2 a Complete the sentences from the text about Emma in exercise 1.

- I've been in a band ___ now.
- I've had guitar lessons ___.

b Look at the timelines. Complete the rule with *for* and *since*.



We use the present perfect with ___ to talk about length of time, and we use it with ___ to talk about when the time started.

c Find four more examples of the present perfect with *for* and *since* in exercise 1.

3 Complete the sentences with *for* or *since*.

- We've been here ___ two o'clock.
- They've had lessons ___ four years.
- We haven't seen him ___ Thursday.
- I haven't eaten chocolate ___ 11th October.
- He's had a puppy ___ two months.
- This week, you've watched TV ___ an hour a day.

► **Workbook** page 16, exercises 1–2

Listening

4 a **1.32** Listen to seven people talking about their interests. Who has the most interesting hobby?

b **1.32** Listen again. Complete the table.

	Person	Interest	How long for?	More info
1	Bryan, 15			
2	Alice, 14			
3	Ollie, 16			
4	Petros, 15			
5	Sarah, 15			
6	Alfie, 14			
7	Mark, 14			

c Work with a partner. Compare your answers.

Bryan's been in a cycling group for two years.
They go cycling every Saturday morning.

5 a Write sentences that are true for you.

- I've been at this school since...
- I've studied English since...
- Today we've been in class for...
- I've lived in my house/flat since...
- I haven't looked at my phone for...
- I haven't listened to music for...

b **Over to you!** Work in a group. Compare your answers to exercise 5a. Tell the class something new you have learned about your partner.

I've been at this school since...

Me too.

I haven't. I've been here since...

► **Workbook** pages 16–17, exercises 3–5

Writing

6 a **Get ready to write** Think of a hobby or something you like doing a lot. Make notes for your social media profile. Use the questions to help you.

- What do you like doing?
- How long have you done it for?
- What have you achieved?
- Do you have any ambitions for it?

b **Work with a partner.** Ask and answer the questions from exercise 6a.

What do you like doing?

I like...

How long have you done it for?

Since / For...

► **Workbook** page 17, exercise 6

7 a Write your paragraph. Use your notes from exercise 6a.

b Now read your partner's profile. Ask questions to get more information.

Why do you enjoy it?

I love it because...

Who do you do it with?

I usually go with...

EXTRA

Write sentences that are true for you.

- I've been mad about...for/since...
- I've always had a passion for....
- I've been into...for/since...
- I've never liked...

2D Going out



Where do you like going with your friends?

1 a 1.33 Read and listen to the dialogues. Who can go to the concert?



Tasha Hi Ethan. How are you doing?
Ethan I'm good. Listen, are you doing anything on the 23rd?
Tasha I don't think so. Why?
Ethan Would you like to go to a concert in the town hall?
Tasha Sure. Why not! Who's playing?
Ethan A new band called PopMasters. I've heard they're good.
Tasha Have you asked Simon and Zoe?

b Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Ethan hasn't seen the band before.
- 2 Tasha isn't sure about going to the concert.
- 3 Ethan tells Simon when the concert is.
- 4 Simon has been too busy to see Ethan.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

How are you doing? I'm good. Why not!

What's up? What was that all about?

That's odd.

b Work in a group. Practise the dialogues.

Workbook page 18, exercise 1



Simon Hi guys. What's up?
Tasha We've decided to get tickets for the concert at the Town Hall. Do you fancy joining us?
Zoe Great idea!
Simon Oh! I can't, sorry!
Ethan But I haven't said when it is yet!
Simon I'm sure I'm busy then. Got to go! See you later!
Ethan Never mind. Another time maybe... Well, what was that all about?
Zoe Absolutely no idea!
Tasha That's odd. I know my brother's strange, but that was really strange!



Tasha Hey Ethan, who's the girl that Simon's talking to?
Ethan I don't know. I haven't seen much of him lately. He's been busy.
Tasha Busy doing what?
Ethan Studying, he said.
Tasha No, he hasn't! He's definitely up to something. Come on, let's follow them.

2D Going out

Supplementary materials

Workbook: pages 18–19, exercises 1–7

Photocopiable worksheets: Everyday English, Pronunciation
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

EXTRA IDEA Write interests in anagram form on the board. In pairs, Sts work out what they are and then decide if they take *do*, *play* or *go*.

You First

Give Sts time to discuss their ideas. Monitor and help with unknown vocabulary. Elicit ideas and write useful vocabulary on the board.

EXTRA IDEA Tell Sts in pairs to find out what music their partner likes. Ask them to find out if they have a favourite band or singer, and if they have ever seen them live. They report back to the class, e.g. *Paul's into rock and roll. He loves listening to Bon Jovi. He's never seen him live, but he wants to.*

1a 1-33

- Ask Sts who they can see in the photos (*Tasha, Ethan, Simon, Zoe*).
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story on the DVD-ROM.
- Check the answer to the question.

Ethan, Tasha and Zoe

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers and asking how they know the others are true.

- 1 T (Ethan says 'I've heard they're good.')
- 2 F (Tasha says she's looking forward to it.)
- 3 F (Ethan says 'But I haven't said when it is yet!')
- 4 T (Ethan says 'I haven't seen him much lately. He's been busy.')

EXTRA CHALLENGE Ask Sts why they think Simon is too busy for his friends. (*They see him talking to a girl, so perhaps he has a new girlfriend.*)

LANGUAGE NOTE We can use *Do you fancy + -ing* and *Would you like to + infinitive* in the same way. Sts can get confused with how to use the expressions.

EXTRA IDEA Ask Sts to think of three or four things they want to ask a friend to do and write two-line dialogues in pairs, e.g.

A Jane, do you fancy going swimming after school?

B Sure. Why not?

A Would you like to come to the cinema with me tomorrow evening?

B I can't, sorry. My aunt and uncle are coming to dinner.

2a

- Give Sts time to complete the task, then check answers.

How are you doing? = How are you? (friendly / informal)

I'm good. = I'm well / fine / OK. (friendly / informal)

Why not! = Yes / Good idea (friendly / informal)

What's up? = What's happening? (very informal)

What was that all about? = What just happened? (surprised)

That's odd. = I don't understand what happened. (informal)

EXTRA SUPPORT Play the audio for Sts to listen and follow. Pause after each expression for Sts to listen to how the friends sound. Ask them to repeat the expressions.

EXTRA IDEA Pronunciation: Tell Sts to listen to the expressions and note the unstressed words and /ə/ in the first two and the linking the second two:

How are you doing? /,haʊ ə jə 'du:ɪŋ/

What was all that about? /,wɒt wəz ə:l 'ðæt əbaʊt/

What's up? /,wɒts 'ʌp/

That's odd! /'ðæts ɒd/

Tell Sts to listen and repeat. Then with a partner to write four short dialogues which includes the phrases.

b

- Sts take parts and act out the story in groups.

EXTRA CHALLENGE Write the order of the speakers on the board and one or two-word prompts for each line. Sts recreate the dialogue in pairs or groups. Each group or pair can recreate a different stage of the dialogue, e.g.

Tasha Hi / doing?

Ethan anything / the 23rd?

Tasha don't think / Why?

Ethan concert / Town Hall?

Tasha Why / Who?

Ethan band / heard

Tasha Simon and Zoe?

► **Workbook** page 18, exercise 1

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

3a

- Elicit some ideas, but don't tell Sts if they are right at this stage.

b 1-34 Audio script pT88

- Play the audio for Sts to listen and check their ideas. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Elicit what Tasha saw and what the group of friends found out.

They followed Simon and found out that he is the newest member of the band, PopMasters. He plays the bass guitar.

4

- Give Sts time to complete the task in pairs or small groups.
- Elicit their ideas.

Suggested answers

- He wanted to keep it a secret until the concert. Perhaps he was a bit nervous about playing in public.
- Students' own answers. It depends on whether they tell him they know.
- Students' own answers. Perhaps they'll tell him, but he might be annoyed if they do. Perhaps not, so they can surprise him at the concert.

Everyday English Making invitations

5a

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

Dialogue 1

Are you doing anything on...? Would you like to go to...? Who's playing? I don't think so. Sure.

Dialogue 2

Do you fancy joining us? Great idea! I can't, sorry. Never mind. Another time maybe.

LANGUAGE NOTE *To look forward to something* means thinking happily about something that is going to happen because you expect to enjoy it. Tell Sts if it's an action, then the *-ing* form is needed, e.g. *I'm looking forward to going on holiday.*

b 1-35 Audio script pT88

- Play the audio, pausing for Sts to listen and repeat each phrase.

Workbook page 18, exercises 2–3

Photocopiable Everyday English

Pronunciation /æ/ /eɪ/

6a 1-36

- Play the audio, pausing for Sts to listen and repeat each sound and word.

b 1-37

- Play the audio for Sts to listen and complete the task.

EXTRA CHALLENGE Tell Sts to say the words aloud and put them with the correct sound /æ/ or /eɪ/. Then play the audio for Sts to listen and check.

c 1-38

- Play the audio for Sts to listen and check.
- Check answers.

/æ/ fancy, haven't, hasn't, that, can
/eɪ/ strange, great, lately, played, base

EXTRA SUPPORT Tell Sts to cover the table. They take turns, in pairs, saying one of the words. Their partner has to decide if the sound is /æ/ or /eɪ/.

EXTRA IDEA Dictate four or five sentences with words containing both sounds. Get Sts to write them down and then, in pairs, to practise saying them, e.g.

- The fat cat sat on my hat.*
- The train is slower than the plane.*
- I don't fancy this apple.*
- That man is very strange.*
- I haven't played a tennis match lately.*

Workbook page 19, exercise 4

Photocopiable Pronunciation

Listening and Speaking

7a 1-39 Audio script pT88

- Sts read the eight situations before they listen. You may want to tell Sts the conversations aren't in the same order in the audio as on the page.
- Play the audio for Sts to listen and complete the task.
- Check answers.

6, 4 and 7

b

- Play the audio again for Sts to listen and complete the task.
- Check answers.

6 Yes 4 Yes 7 No

EXTRA SUPPORT Play one of the conversations, pausing after each sentence for Sts to listen and repeat. Model and drill for intonation.

EXTRA IDEA Tell Sts to work in pairs and tell each other about the last time they made or received an invitation.

8a

- In pairs, Sts take turns making an invitation for an activity in exercise 7a and responding.
- Monitor and check Sts are using the correct intonation in the invitations and responses.

b

- Sts choose one of their dialogues and write it.

c

- Get pairs to role-play their dialogue for the class.

Workbook page 19, exercises 5–7

Extra

Sts can either do this in class or as a homework task.

- 3 a** What do you think will happen next?
b 1.34 Listen and check.
- 4 Over to you!** Work with a partner. Answer the questions.
- Why didn't Simon mention to anybody what he was doing?
 - Was it a good idea to follow Simon? Why? / Why not?
 - What do you think the others will do now? Will they tell him they know? Why? / Why not?

Everyday English Making invitations

- 5 a** Look at the useful phrases. Find examples in the dialogue.
- Useful phrases: making invitations**
 Are you doing anything on...?
 Would you like to go to...?
 Do you fancy joining me / us?
- Useful phrases: asking for more information**
 Who's playing?
- Useful phrases: responding**
- | | |
|-------------------|---------------------------------|
| I don't think so. | I can't, sorry. |
| Sure. | I'm looking forward to it. |
| Sounds fun. | Never mind. Another time maybe. |
| Great idea! | |
- b** 1.35 Listen and repeat.

Workbook page 18, exercises 2–3

Pronunciation

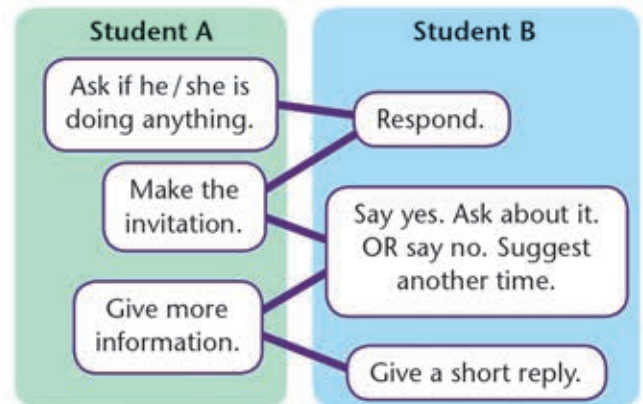


- 6 a** 1.36 Listen to the two different sounds for the letter 'a'. Repeat the words.
 /æ/ band /eɪ/ playing
- b** 1.37 Match the words in the box to the correct sound. There are five for each sound.
- bass can fancy great hasn't
 haven't lately played strange that
- | /æ/ | /eɪ/ |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
- c** 1.38 Listen and check.

Workbook page 19, exercise 4

Listening and Speaking

- 7 a** 1.39 Listen to three conversations. Which of the invitations (1–8) do you hear?
- go to the cinema on Saturday
 - go on a picnic on Sunday
 - play tennis at the weekend
 - come to my house tonight
 - have a drink in the café just now
 - go to a party this weekend
 - go shopping tomorrow
 - do some revision together this evening
- b** Does each person say *yes* or *no* to the invitation?
- 8 a** **Get ready to speak** Work with a partner. Choose an invitation from exercise 7a. Invite your partner to do something. Use a different expression every time.



Are you doing anything this evening?

I don't think so. Why?

- b** Work with a partner. Write one of your dialogues.
- c** Role-play your dialogue for the class.
- Workbook** page 19, exercises 5–7

EXTRA Invite someone to go with you to a sporting event, concert or festival. Write the dialogue.

There's a fantastic...on next month.
 Would you like to go with...?
 Great...! When...?



2 Revision

Vocabulary Phrasal verbs for relationships

- 1 Complete the sentences with the correct form of the verbs in the box.

get on well hang out hit it off
keep in touch make up put up with

- Sally's my best friend. We have always ____.
- I had a terrible argument with my sister, but we have ____ again now.
- Jack and Tim really ____ when they first met and now they're good friends.
- I don't like Mark. But I ____ him because he's my sister's boyfriend.
- My grandma lives quite far away. But I ____ with her by text and email.
- Hannah and Sophie ____ in the park every day after school.

Adjectives to describe feelings

- 2 a Match the words in box A to words with similar meanings in box B.

A sad angry relaxed worried

B anxious unhappy calm furious

- b Choose the correct adjectives to complete the sentences.
- Tom wanted to be good at football like his brother. He felt a bit *jealous* / *relaxed* of him.
 - Jill failed all of her exams and was so *depressed* / *brave*.
 - My sister broke my bike and I was absolutely *confident* / *furious* with her.
 - We met our new teacher for the first time. He was very *relaxed* / *kind* to us.

Grammar Present perfect and past simple

- 3 Choose the correct forms to complete the sentences.

- I *have made* / *made* dinner for everybody last night.
- Have you ever been* / *Did you ever go* to the USA?
- Have you seen* / *Did you see* Sarah at the cinema last weekend?
- We really *enjoyed* / *have enjoyed* the party on Saturday.
- She's *written* / *wrote* her first novel and she's really proud of it.
- I've *never watched* / *didn't watch* a football match in my life.

Present perfect with *already* and *yet*

- 4 Write the dialogue. Use the present perfect. Add *already* and *yet* where necessary.

- A You / finish / your Maths homework ? (yet)
Have you finished your Maths homework yet?
B No, I haven't. you / do / it ? (yet)
A Yes, I have. I / finish / it . (already)
B Oh, I / not / start / it . (yet) But I / do / my English homework . (already)

Present perfect with *for* and *since*

- 5 Write sentences with the present perfect and *for* or *since*.

- Mick / live / in Paris / four years.
- We / play / video games / two o'clock.
- They / be / in the park / ten minutes.
- She / write / songs / she was nine.
- Dad / watch TV / two hours.
- I / have / piano lessons / I was a child.

Everyday English Making invitations

- 6 Complete the dialogue with the words in the box.

anything forward fun joining not so

- A Are you doing ¹ ____ on Friday?
B I don't think ² ____ . Why?
A Well, I'd like to go to the cinema. Do you fancy ³ ____ me?
B Sure. Why ⁴ ____ ! What film do you want to see?
A What about *Gladiators*? It starts at 5.30.
B Sounds ⁵ ____ . I'm looking ⁶ ____ to it.



Learning to learn Keeping a diary in English

Try to keep a diary in English. It's a very good way to practise. You can just write a couple of sentences a day in your English notebook. Try and use any new language you have learned. Write about learning English, your daily life, your plans – anything!

► Workbook pages 20–21, exercises 1–7

Revision

Supplementary materials

Workbook: pages 20–21, exercises 1–7

Online Practice

Unit test 2

Vocabulary Phrasal verbs for relationships

1

- 1 Sally's my best friend. We have always **got on well**.
- 2 I had a terrible argument with my sister, but we have **made up** again now.
- 3 Jack and Tim really **hit it off** when they first met and now they're good friends.
- 4 I don't like Mark. But I **put up with** him because he's my sister's boyfriend.
- 5 My grandma lives quite far away. But I **keep in touch** with her by text and email.
- 6 Hannah and Sophie **hang out** in the park every day after school.

Adjectives to describe feelings

2a

sad = unhappy
angry = furious
relaxed = calm
worried = anxious

b

- 1 Tom wanted to be good at football like his brother. He felt a bit **jealous** of him.
- 2 Jill failed all of her exams and was so **depressed**.
- 3 My sister broke my bike and I was absolutely **furious** with her.
- 4 We met our new teacher for the first time. He was very **kind** to us.

Grammar Present perfect and past simple

3

- 1 I **made** dinner for everybody last night.
- 2 **Have you ever been** to the USA?
- 3 **Did you see** Sarah at the cinema last weekend?
- 4 We really **enjoyed** the party on Saturday.
- 5 She's **written** her first novel and she's really proud of it.
- 6 I've **never watched** a football match in my life.

Present perfect with *already* and *yet*

4

- A Have you finished your Maths homework yet?
B No, I haven't. **Have you done it yet?**
A Yes, I have. **I've already finished it.**
B Oh, I **haven't started it yet. But I've already done my English homework.**

Present perfect with *for* and *since*

5

- 1 Mick has lived in Paris for four years.
- 2 We've played video games since two o'clock.
- 3 They've been in the park for ten minutes.
- 4 She's written songs since she was nine.
- 5 Dad has watched TV for two hours.
- 6 I've had piano lessons since I was a child.

Everyday English Making invitations

6

- 1 anything 2 so 3 joining 4 not 5 fun 6 forward

Learning to learn Keeping a diary in English

- You may find that it helps Sts if you start their diaries in English with them in class.
- In the first week ask them to write down their impressions of learning English, what they like and what they find difficult.
- Encourage them to write about themselves, their life and plans as extra writing practice.
- It's up to you whether you read their diaries. Sts may prefer you not to.

► **Workbook** pages 20–21, exercises 1–7

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet for research into bullet diaries and photos.
- If you cannot arrange for computer access, Sts could find photos as homework before the lesson.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access and a printer.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one sheet per student), coloured pens and pencils, and thumb tacks or tape (to display the finished projects).

You First

Tell Sts in pairs to answer the question and give a reason. Get feedback and find out how many Sts keep a diary and if they keep a book or write it online.

LANGUAGE NOTE We use the expression *to keep a diary* when we regularly write in a diary. We can also *keep a record of something* or *keep a note of something*. All the expressions have the meaning of making a record of something.

EXTRA IDEA Set Sts a time limit, e.g. one minute, to tell each other what information people put in diaries. Ask Sts *Would you ever read someone's diary?* and get them to give a reason.

1a

- Tell Sts to cover the page and only read the box at the top of the page about bullet diaries.
- Tell them to write down what they would put in their bullet diary for this week, and then compare their answers with a partner.
- Elicit some feedback.

b

- Do the questions for the first heading, *The hobbies or interests I have followed*, as a class to check tenses.
- Give Sts time to complete the task.

EXTRA SUPPORT You could make a few more suggestions under each heading if Sts can't think of any e.g. hobbies and interests: *been to the cinema, been to a club, trained for a (team) sport, written any posts, made something;* music: *been to a concert, bought or downloaded any music;* friends: *been to a park, café, played a sport;* tasks: *cooked a meal, done the washing-up, helped in the garden, helped with shopping;* things not done yet: *any homework, contacted a friend, studied for an exam.*

2

- Give Sts time to read Anya's diary and the **Look!** box and complete the task.
- Check answers.

Suggested answers

1 I've practised two jazz pieces. / I've joined the leisure centre. / I've listened to lots of music. / I've listened to Ed Sheeran's new album a lot. / I've also watched some YouTube music videos... / I've mostly hung out with my friends... / I've done most of my homework..

- 2 This week I've played the piano for three hours.
- 3 I've already been there twice.
- 4 I haven't done my English homework yet. / I haven't bought a birthday present for my brother yet. / I haven't done enough piano practice for my exam yet.
- 5 I went swimming on Tuesday. / I played badminton on Thursday. / Last weekend, I went to my friend Amelie's house and we watched films.

EXTRA SUPPORT Pre-teach *album* and *tasks*.

EXTRA SUPPORT Ask Sts comprehension questions to check they have understood Anya's bullet diary, e.g.

- 1 *What are Anya's hobbies? (Playing the piano, swimming, playing badminton)*
- 2 *What did she do on Tuesday? (She went swimming.)*
- 3 *What sort of music does Anya like? (Ed Sheeran and Zara Larsson)*
- 4 *What has she listened to this week? (Ed Sheeran's new album)*
- 5 *What has she watched? (Zara Larsson's music video)*
- 6 *Whose house did Anya go to? (Amelie's)*
- 7 *When did she go? (Last weekend)*
- 8 *What did they do? (They watched films)*
- 9 *Do Anya and Amelie get on well? Why? (Yes, because they like the same types of film.)*
- 10 *What tasks has she done this week? (She's done most of her homework and tidied her room.)*
- 11 *What tasks hasn't she done yet? (She hasn't done her English homework, bought her brother's birthday present, helped her mum this week, done enough piano practice for her exam.)*
- 12 *Has she enjoyed this week? (Yes)*

3a

- Give Sts time to make their choices.

b

- Tell Sts to find pictures on the internet or use photos from their phones to make their bullet diaries more personal and interesting.

c

- Give Sts time to do the writing task. Tell them to use the present perfect where necessary.
- Encourage them to use different colours for different headings as Anya did in her diary.
- Monitor and help with grammar and spelling. Correct Sts' writing or point out errors and encourage them to correct their own mistakes.

d

- Sts work out how to lay out their diary and place the photos and pictures on a large (A3) piece of paper.

4

- When Sts have corrected their first draft they can then rewrite the corrected text and lay out the project to show the class.

EXTRA IDEA Ask Sts to present their diary pages to the class or in groups of five or six. Then all the diaries can be put on the wall for the whole class to read.

EXTRA IDEA You could ask Sts if they knew about bullet diaries before the lesson. Ask Sts *Do you think they are better, more interesting and more useful than traditional diaries? Will you start to keep one?*

YOU FIRST!

Do you keep a diary?
Why? / Why not?

A bullet diary isn't an ordinary diary. You make your own notes every week. It helps you to focus on your life and how you spend your time. You can see what you have achieved and what you still need to do.



• My bullet diary

My bullet diary for the week 17th – 21st October

My hobbies

This week I've played the piano for three hours. I've practised two jazz pieces by Cole Porter for my exam. I'm also learning a piece that I found on the internet, just for fun. I've joined the leisure centre and I've already been there twice. I went swimming on Tuesday and played badminton on Thursday with friends.

My music

I've listened to lots of music. I've listened to Ed Sheeran's new album a lot. It's great. He's a really good musician. I've also watched some YouTube music videos of Zara Larsson. I really like her songs.

My friends

I've mostly hung out with my friends at school this week. Last weekend, I went to my friend Amelle's house and we watched films. We like the same types of film and we always get on well.

My tasks

- I've done most of my homework.
- I've tidied my room.

Things I haven't done yet

- I haven't done my English homework yet.
- I haven't bought a birthday present for my brother yet.
- I haven't helped Mum this week.
- I haven't done enough piano practice for my exam yet.

Successful week?

I've had quite a busy week and it's been quite successful. I haven't been lazy this week! But it hasn't been too stressful either. So, it's been a good week. I'll give it 3.5 out of 5!



1 a Get ready to write Read about bullet diaries. Think about the things you have done this week.

b Make notes under these headings. Answer the questions.

The hobbies or interests I have followed

Have you...

- ...done any sport? ...baked a cake?
- ...read a book? ...taken any photos?

The music I have listened to

Have you listened to music? What? When?

Time I have spent with friends

Have you hung out with friends this week? What did you do?

Tasks I have already achieved this week

Have you...

- ...done your homework? ...tidied your room?
- ...helped at home?

Things I haven't done yet

What haven't you done yet that you really should do?

Has it been a successful week?

Have you had a good / bad week? Why?

2 Read Anya's diary, then read the Look! box. Find the examples in exercise 1b in the diary.

Look! Uses of the present perfect

Find:

- the present perfect for an activity that happened in the past, but we don't know when
- the present perfect with *for*
- the present perfect with *already*
- the present perfect with *yet*
- the past simple with a specific time

3 a Start writing Choose three or four of the topics listed in exercise 1b to write about.

b Find some pictures on the internet or take some on your phone to illustrate your week.

c Organize your notes into sentences under each heading. Remember to use the present perfect when necessary.

d Decide how you are going to lay out your information and pictures.

4 Complete your project Put your diary on a large piece of paper with your pictures.

2 Culture



How do you spend most of your time? What do you think US teens spend most of their time doing?

Teenage tech habits

Daily tech habits

By bedtime every day, US teenagers have already used media for entertainment for an average of nine hours. They have watched TV, played video games, listened to music and regularly checked social media. James Steyer, the manager of a media company, has interviewed over 2,600 young people. He says 'They spend far more time with media technology than any other thing in their life.'



Using a smartphone

63% of US teenagers have a smartphone, and use them when they are doing other things. During homework or exam revision, 60% said that they text and 75% said they listen to music. However, scientists have found that this can affect their memory.



Gaming versus networking

What are the differences between boys and girls? Well, 62% of boys said they enjoy playing video games compared to 20% of girls. And 44% of teenage girls preferred social networking to playing video games compared to 29% for boys.



TV and music

However, despite all the new media, teenagers still prefer TV and music above all else. They have favourite TV programmes which they watch regularly. And music apps have become very important to find and share new music, and to see what friends are listening to. Apps that let you make music videos have also become popular.

Technology is here to stay. The question is – how can we use it best?

- ___ Time spent using media in one day
- ___ Number of teenagers interviewed about their habits
- ___ Percentage of teenagers who text during study
- ___ Percentage of teenagers who listen to music while they study
- ___ Percentage of boys who enjoy video games
- ___ Percentage of girls who prefer social networking to playing video games

Source: <http://edition.cnn.com/2015/11/03/health/teens-tweens-media-screen-use-report/>

Questionnaire

- | | |
|--|---|
| 1 Have you checked any social media sites today? How often do you do it? | 6 How much TV do you watch a day? Do you have any favourite programmes? |
| 2 Have you listened to music today? For how long do you listen to music every day? | 7 Do you use technology for anything else? |
| 3 Do you listen to music when you are studying? | 8 How long do you think you spend with technology every day? |
| 4 Have you played a game on your phone or computer today? | 9 Do you have a smartphone? |
| 5 How many messages have you sent to friends today? | 10 Do you prefer video games or social networking sites? |
| | 11 Do you use any music apps? |
| | 12 Have you ever made a music video? |

1 a Work with a partner. Look at the figures in the box and match them to the information 1–6 in the infographic.

62% 60% 75% 2,600 nine hours 44%

b Read the online article and check your answers. What is the favourite media technology of US teens?

2 What did you think was the most interesting fact in the text?

3 Look at the questionnaire. Answer the questions.

4 Work with a partner. Compare answers. Who uses technology more and for longer?

5 Over to you! How much is technology used by teenagers in your country? What are the advantages and disadvantages of technology? Do a class survey with the questionnaire. Compare the information in the article with your class's habits.

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTES Below are some additional details about the initiatives mentioned in the lesson if you want to give your Sts some more information. These statistics are for the USA in 2015 / 6:

90% of young adults (18+) use social media, while for adults aged 65 and over the figure is 35%.

68% of women and 62% of men use social media.

51% of teens aged 13–17 use social media daily. They view for up to nine hours a day. This includes watching videos and streaming music, as well as using social media. 71% of teens use Facebook, and 52% use Instagram.

The average person has five social media accounts and spends one hour 40 minutes each day browsing social media, which accounts for 28% of the total time on the internet.

The average number of TVs per household is 2.24.

67% of people watch TV while eating dinner. Adults watch about five hours of TV daily, but generally people underestimate the time they spend watching TV by 25%.

The top five countries who watch the most TV are: the USA, Australia, Italy, Poland and Spain.

You First

Sts discuss the question in pairs. Elicit ideas and write the activities on the board.

EXTRA SUPPORT Tell Sts to think of an average school day and write down what they usually do. Then ask them to decide how much time they spend on each activity, e.g. going to school – six hours; football training – one hour; eating – one hour; social media – one hour; hanging out with friends – one hour; etc. Sts then compare their days in pairs.

Finally, ask Sts if they have watched any US TV programmes about teenagers. What activities did they do? Were they similar to or different from the activities on their list?

1a

- Check Sts know how to say the % symbol (= per cent). Set a time limit, e.g. two minutes, for Sts to complete the task.

b

- Sts check their answers by reading the article.
- Check answers.

1 nine hours 2 2,600 3 60% 4 75% 5 62% 6 44%
US teens prefer TV and music above all other forms of media.

- You could also compare the **You First** ideas you wrote on the board when Sts have read the article.

EXTRA SUPPORT Tell Sts this is a scanning task and that they should look for the numbers and then read what the information is about. You could do the first one as a class.

2

- Sts choose the fact they think is the most interesting.
- Get class feedback.

3

- Give Sts time to complete the task.

4

- Give Sts time to do the comparison task and answer the question.
- Elicit some feedback. Find out who uses technology the most and the least.

EXTRA IDEA Ask Sts to make brief notes of their partner's answers. Put Sts in different pairs and get them to report what they found out about their first partner.

5

- Sts use the questionnaire to do the survey and make brief notes on the answers they get.
- In pairs, they compare the information.
- Tell Sts how to use the information they gathered. If possible, they could use percentages as in the article, e.g. *50% of the class have smartphones*. If you don't want to spend time working out percentages, tell Sts to use expressions such as **everyone in the class** has a smartphone, **most people in the class** use media for five hours a day, **about half of the class** play video games every day, etc.

EXTRA IDEA To do the survey put Sts in pairs or small groups, so they can each ask half the class the questions, and then pool the information they found out.

Each pair then writes the answers to the questions on a piece of paper under headings. They can choose the headings, e.g.

Social media sites

Everyone has checked their social media today. In our class, ten students have done it more than twice today. Everyone checks their social media every day.

Music

Fifteen people have listened to music today. Most people listen for about half an hour a day.

EXTRA CHALLENGE Sts use the headings from the article to draw the information together into four main paragraphs, e.g.

By bedtime every day, everyone in our class has already used media for entertainment for an average of XX hours. They have checked their social media at least three times, listened to music for three hours and watched TV for two hours.

Some of the advantages of technology are that we can stay in touch with people easily and we can find information from the internet easily. Some disadvantages are that we can be easily distracted and waste a lot of time reading things that catch our interest, but aren't really useful.

Video Video game technology

As an extension to the Culture topic, watch a short film about video game technology and do the exercises on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

! For the next **Learn through English** lesson, tell Sts to find out the names of different genres of music.

Learn through English

Additional subject notes

Classical music is from the 17th century to the 20th century. It can be orchestral or a single instrument. It is divided into several musical periods: Baroque (17th – mid-18th century), e.g. JS Bach, Handel; Classical (18th century, from 1750 to around 1820), e.g. Haydn, Mozart; Romantic (19th – early 20th century), e.g. Beethoven, Chopin; Modernist (20th century), e.g. Shostakovich, Sibelius; Post-Modernist (late 20th century +), e.g. Pärt, Glass.

Hip-hop originated in inner-city African-American communities during the 1970s. It started in the South Bronx in New York, where young people played on the streets to try to break down racial barriers between African-Americans, Puerto Ricans, whites and other ethnic groups. There is also a strong Jamaican influence in early rap / hip-hop. Among the most famous hip-hop artists are Jay Z, Eminem, Snoop Dogg and 50 Cent.

Jazz originated in the African-American communities of New Orleans in the late 19th and early 20th centuries. Its roots were in blues and ragtime. The typical instruments are horns, keyboards, bass, drums and vocals. It became popular all over the world during the 1930s, with artists like band leaders Louis Armstrong, singers like Ella Fitzgerald, and saxophonist Charlie Parker.

Pop music (short for 'popular music') originated in the USA. It was based on rock and roll and folk music, and then developed in the UK during the 1950s–1960s. Pop music is based on the record charts, the UK singles chart starting in 1950s. Among the most famous pop artists are The Beatles, Michael Jackson, Lady Gaga and Rihanna.

Rock music developed from rock and roll in the late 1960s in the USA and UK. The instruments used are generally electric guitars, bass guitars and drums. Some of its most famous artists are Bon Jovi, Deep Purple and Guns N' Roses.

Urban R&B started in the 1980s. It combines elements of pop R&B, soul, hip-hop, gospel and dance. It uses synthesizers, keyboards and the piano. Popular artists are Stevie Wonder, Whitney Houston and Beyoncé.

You First

Give Sts time to discuss the questions. Elicit the different genres and write any useful vocabulary on the board. Then find out what kind of music Sts listen to.

EXTRA IDEA Write the names of four or five types of music on the board and some adjectives to describe them, e.g.

- 1 'pop'
- 2 'rock'
- 3 'jazz'
- 4 'hip-hop'
- 5 'R&B'
- 6 'classical'

'serious', 'lively', 'loud', 'cool', 'romantic', etc.

Then play some examples in class and ask Sts to match the music genres and the adjectives.

1a

- Do this as a whole-class activity.

Electric guitar; saxophone; drums; violin

b

- Tell Sts to read the texts and match the dates. They can compare their answers in pairs.

EXTRA SUPPORT Before Sts do the reading, pre-teach or elicit unfamiliar vocabulary, e.g. *rhythm, blues, melody, lyrics, combine, folk music, urban, graffiti, rhyme, strings and symphony*.

c 1•40

- Play the audio for Sts to listen and check.
- Check answers.

- 1 1960s 2 1950s 3 1920s 4 1970s 5 1980s
6 1750–1820

EXTRA IDEA Sts use the information to write a sentence about one of the musical genres with some incorrect information. In pairs, Sts take turns to say something and their partner corrects it, e.g. *Hip-hop began in New Orleans in the 1970s. No, jazz began in New Orleans in the 1920s. Hip-hop began in the Bronx in New York in the 1970s.*

2a 1•41

- Get Sts to draw a table like the one on the page. Play the audio for Sts to listen and complete the task.
- Play each piece of music again and then elicit the genre.

- 1 hip-hop 2 jazz 3 rock and roll 4 country 5 classical
6 pop 7 EDM (electronic dance music) 8 rock

b 1•41

- Tell Sts to listen again and ask them to write one or two adjectives to describe how the music makes them feel.
- Get Sts to compare with a partner, and then elicit some adjectives for each genre.

3 1•41

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

- 1 drums, keyboard, bass guitar
2 saxophone, drums
3 lead guitar, bass guitar, drums
4 keyboards, bass guitar, drums
5 violin, cello, piano
6 keyboards, drums, bass guitar
7 keyboards, drums
8 lead guitar, bass guitar, drums

EXTRA SUPPORT You may want to help Sts remember the names of musical instruments by bringing in pictures of them. You could put the pictures on the board and ask Sts to identify each one before they do the exercise.

- Ask the class what information from the lesson they found most interesting and whether they would like to find out about different genres of music. Get feedback on their reasons.

EXTRA IDEA In small groups, Sts choose a playlist for their smartphone. They should try to include at least four different genres. If possible, they can check different music on the internet. They can then present their playlist and give reasons for their choice of music.



How many genres of music do you know?
Which do you listen to?

Musical genres

Pop

Pop music started in the UK in the ¹ _____ and came from American rhythm and blues.

Features:

- Verse and chorus songs with good melodies
- Four-part band – drums, bass guitar, lead guitar and voice

Rock

Rock music today developed from 'rock and roll' which began in the ² _____.

Features:

- Solo guitar riffs
- Powerful lyrics

Jazz

Jazz began in the ³ _____ in New Orleans, USA when African music combined with European folk music.

Features:

- Changing rhythms
- Trumpet and saxophone

Hip-hop

Hip-hop comes from American urban black culture. It includes DJing, graffiti art, breakdancing and rap. It began in the Bronx in New York in the ⁴ _____.

Features:

- Rapping – talking in rhyme over music
- Programmed beats

R&B

Urban R&B is a style of African-American music which has come from jazz and combines with hip-hop. It began in the ⁵ _____.

Features:

- Powerful singing
- Drums and strings

Classical

Classical music happened mainly in the period ⁶ _____. It was usually written for orchestras with many instruments. In concertos, one instrument has a solo part. In symphonies, the whole orchestra plays.

Features:

- Written for an orchestra
- Three parts or 'movements', usually fast-slow-fast

1 a Look at the pictures. What musical instruments can you see?

b Match the correct dates to the types of music.

1750–1820 1920s 1950s 1960s 1970s 1980s

c Listen and check.

2 a Complete the quiz. Listen and match eight pieces of music to the genres in the box.

classical country
EDM (electronic dance music)
hip-hop jazz pop rock rock and roll

b Listen again. How does each piece make you feel? Compare with a partner.

3 Listen again. Which musical instruments do you hear? Choose from the words in the box.

bass guitar cello drums keyboards
lead guitar piano saxophone violin

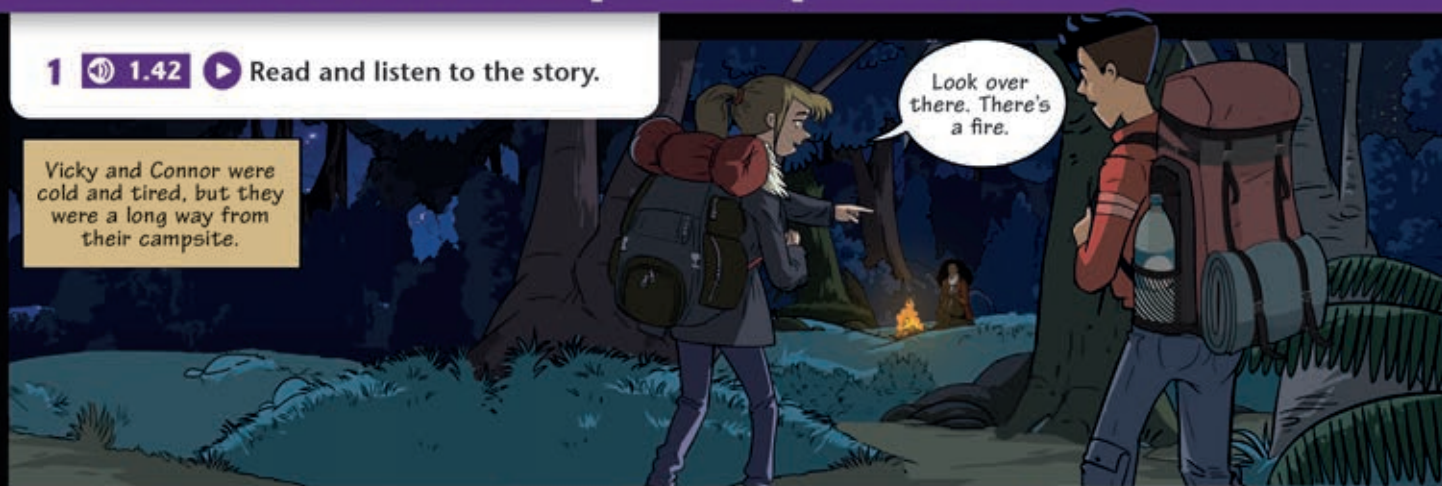
QUIZ – Test your musical knowledge!

	Genre	It makes me feel...
Piece 1		

Stories from the Campfire Episode 1

1 1.42 Read and listen to the story.

Vicky and Connor were cold and tired, but they were a long way from their campsite.



A tall woman was sitting next to the fire.

Come and join me. Would you like something to eat?

Yes, please!



I ask only one thing. While we sit here, please tell us a story.

OK, I can tell you one. This really happened to my cousin, Anna. She and her friends had a band.



They used to meet every week to practise and hang out.

Where's Matt? We can't play without our guitarist!



Matt, where have you been?

You won't believe this. I've just seen Denny Page!



Denny Page? He used to be a famous rock star a long time ago, didn't he?

Yes! I've liked his music for years.

I was walking through the park when I saw this gardener. I took this photo. Just look at him!

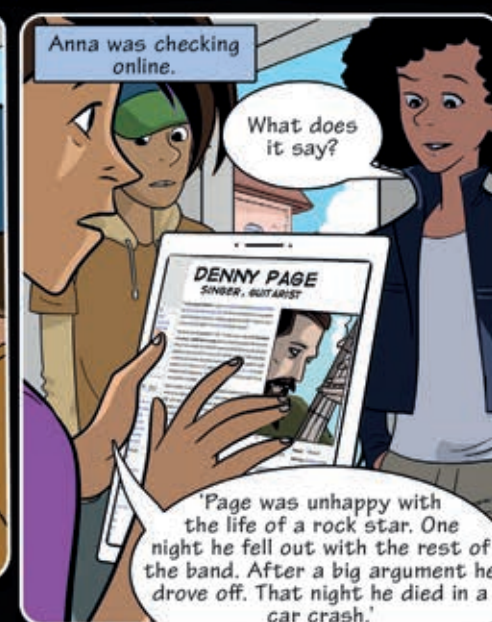
He doesn't look much like a rock star.



Anna was checking online.

What does it say?

'Page was unhappy with the life of a rock star. One night he fell out with the rest of the band. After a big argument he drove off. That night he died in a car crash.'



Stories from the Campfire Episode 1

Supplementary materials

Workbook: pages 22–23, exercises 1–8

Progress test 1

Note

The story can be used in class as a reading and listening task, a video task or both.

I You should tell Sts that although in this story the two young people accept food from a stranger, that it really is not a good idea to do so.

OPTIONAL LEAD-IN Ask Sts if they have ever been camping. They can tell their partner what happened if they have.

Tell Sts to make a list of the things you need to go camping, e.g. a tent, a sleeping bag, food, matches, a torch, etc. Elicit their answers and write them on the board.

Finally, tell Sts to write down three good things about camping. They can then decide if there are any bad things about camping. Elicit some opinions.

1 1-42

- Tell Sts to look at the first three pictures. Ask *Who can you see? (a girl, a boy, and a woman), Who do the girl and boy think the tall woman is? (Sts' own answers), What sort of stories do people usually tell sitting at a campfire? (People often tell mystery or ghost stories at a campfire.)*
- Ask Sts to say what happens in the first three pictures.

Suggested answer

The girl and boy (Vicky and Connor) are in the forest at night when they see a woman sitting by a campfire. They talk to her. They sit down at her campfire.

- Play the audio for Sts to listen and follow. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Pre-teach or elicit *guitarist, gardener, lorry, disappear, online and awesome*.

- Tell Sts to close their **Student's Book** and ask them questions about the story, e.g.

- 1 *Who is Connor's story about? (His cousin Anna and her friends in a band)*
- 2 *Who does Matt think he saw? (Denny Page, the famous rock star)*
- 3 *What did they find out online? (Denny was unhappy and had an argument with the band. He drove off and died in a car crash that night.)*
- 4 *What did the gardener do when Matt asked him a question? (He ran away.)*
- 5 *What happened then? (Denny and Matt stopped in the road, and a lorry came up behind them. They didn't see it, but Anna saved their lives.)*
- 6 *What did Denny send Matt and Anna? (A song)*

- Write these words from the story on the board or dictate them: 'dark', 'cold', 'tall', 'hang out', 'guitarist', 'famous', 'gardener', 'online', 'unhappy', 'crash', 'strange', 'lorry', 'go back to', 'song', 'awesome'.
- Give Sts time to retell the story in pairs, using the words to help them.

EXTRA SUPPORT Play the audio again for Sts to listen and follow again before doing the task. They could also retell the story with their books open, using the pictures to help.

- Elicit parts of the story from different pairs.

EXTRA IDEA In a group, Sts each take a part and act out the story.

► **Workbook** pages 22–23, exercises 1–8

Note

The story can be further exploited by doing the tasks from these pages in the **Workbook**. These can be done in class or set as homework.

The tasks in the **Workbook** review the following language points covered in Units 1–2 in the **Student's Book**:

- Past simple regular and irregular (p.9)
- *used to* (p.9)
- Verbs of movement (p.10)
- Past continuous (p.11)
- Giving news (p.15)
- Past simple and past continuous (p.16)
- Phrasal verbs for relationships (p.20)
- Present perfect (p.21)
- Present perfect and past simple (p.21)
- Adjectives to describe feelings (p.23)
- Present perfect with *already* and *yet* (p.23)
- Present perfect with *for* and *since* (p.25)
- Making invitations (p.27)
- Music vocabulary (p.31)

1

2 saw 3 gave 4 sat 5 told 6 was 7 happened
8 listened

2

- Get Sts to discuss, in pairs or as a whole class, each picture in Connor's story in the **Student's Book**, e.g. *Who were the people in the story? What were they doing? Why was Matt late? Was Anna happy or angry?*, etc.

- 2 Matt was the guitarist / guitar player in the band.
- 3 Matt was walking through the park when he saw a gardener.
- 4 Anna read about Denny Page online / on the internet.
- 5 The gardener was frightened when Anna and Matt came to talk to him.
- 6 Matt and Denny did not see the lorry on the road behind them.
- 7 Denny gave Anna and Matt a new song for their band.
- 8 After that day, Anna and Matt never saw Denny Page again.

EXTRA CHALLENGE Sts complete the task without looking back at the story.

3

Students' own answers.

4 12 **Workbook** Audio script pT106

2 d 3 a 4 b 5 e

EXTRA SUPPORT Do this as a whole-class activity. Play the audio and ask Sts to raise their hand when the first event is mentioned. Pause the audio, elicit the correct answer and then continue in the same way.

5  **12 Workbook** Audio script pT106

2 b 3 a 4 b 5 c 6 b

6

- Give Sts time to complete questions B–E and then check answers.

B Where **C** What **D** Who **E** When

EXTRA SUPPORT Ask Sts to come up with questions words *What, Where, Who, Why* and *When*. Ask them to think of a question about the story for each word, e.g. *What instrument does Anna play? (The guitar), Where did Matt see Denny Page? (In the park), Who was checking online? (Anna), Why did Denny send Matt and Anna the song? (Because she saved him from an accident)*

- Now give Sts time to match the questions and answers.
- Check answers.

A 5 **B** 1 **C** 2 **D** 3 **E** 4

EXTRA SUPPORT Ask Sts to practise by taking turns asking and answering the questions.

7

2 bought 3 study 4 spend 5 left 6 moved 7 used

8

- Before Sts complete the task, help by asking questions for them to think of extra information, which can come from the audio and exercises or they can make up, e.g.

1 *What sort of music did Denny like playing? (Rock)*

2 *What did Denny do to save up for the money for his guitar? (He worked in a music shop.)*

3 *What sort of guitar did he buy? (An electric guitar)*

4 *Why did this change his life? (He stopped playing piano and started playing rock music.)*

5 *Did Denny like school? Why? / Why not? (No, he didn't study hard.)*

6 *Was his mother happy he spent hours practising? (Not sure. He didn't play the piano any more, so perhaps not.)*

7 *Which city did he move to? (Suggested answer: Manchester)*

8 *How did he feel playing guitar in the street? (Possibly a bit unhappy, perhaps because he didn't have much money.)*

9 *What happened when he met Silver Star? (He started to play in clubs and make records.)*

10 *How long did they play together? (About a year)*

11 *Why did they fall out? (Musical differences)*

12 *What happened to Denny? (The band thought he died in a car crash, but in the story he didn't.)*

- Now give Sts time to complete the task.

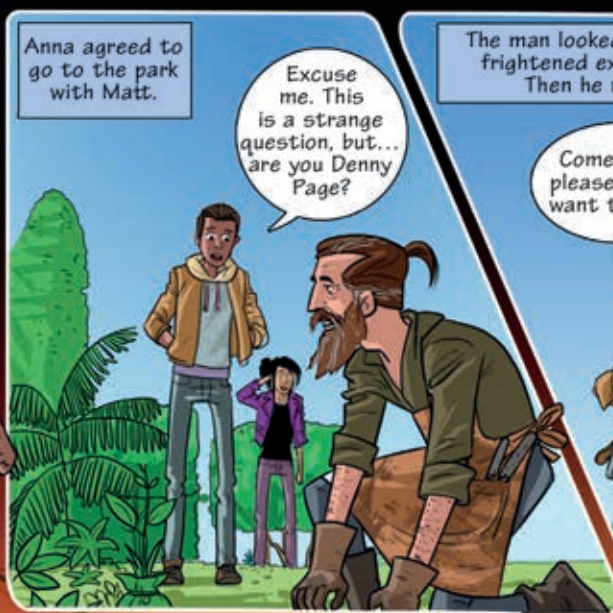
Students' own answers.

EXTRA CHALLENGE Sts write five questions about their partner's life, using past tenses, e.g. *Who was your best friend at primary school? Is he / she still your best friend? What did you use to spend time doing when you were ten? Where did you live when you were ten? What was your favourite sport when you were ten?*

They ask their partner the questions and answer their partner's questions. For extra practice they could ask another pair.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.



But they didn't see the lorry on the road behind them.



3

Me, myself and I

3A The human body



Which parts of the body do you already know?
Write a list with as many as you can.

Vocabulary Parts of the body

1 a Look at the football players in the photos. Match the parts of the body (1–14) to the words in the box.

ankle calf chest elbow
forehead hip knee lips shin
shoulder thigh throat tongue wrist



b 2.02 Listen and check, then repeat.

2 2.03 Work in a group. Listen to the quiz and write the body parts.

3 **Over to you!** Work with a partner. Close your books and test your partner. Point to parts of your body. Your partner says the correct words.

Workbook page 24, exercises 1–2

3 Me, myself and I

Unit objectives

- name different parts of the body
- talk about different illnesses and injuries and suggest treatments
- use *could*, *can* and *will be able to* to talk about your abilities in the past, present and future
- talk about things you *have to* do now and things you *had to do* in the past
- use reflexive pronouns
- use *might* to talk about what is possible now and in the future
- make a phone call
- write a paragraph about a challenge

Language

Grammar: *can / could / will be able to; have to and had to; reflexive pronouns; might*

Vocabulary: parts of the body; illnesses, injuries and treatments

Everyday English: making a call

Project: A sport fact file

Culture: Four sports that were invented in Britain

Learn through English: Somatotypes (Biology)

3A The human body

Supplementary materials

Workbook: pages 24–25, exercises 1–7

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Set a time limit, e.g. one minute, for Sts to complete the task. They then compare ideas in pairs or small groups. Get feedback and write the words on the board. Elicit the pronunciation of any words Sts have problems with, e.g. *calf*, *shoulder*, etc.

Vocabulary Parts of the body

1a

- Tell Sts to cover the box and fill in as many of the parts of the body as they know.
- Then tell them to uncover the box and match the words in the box to ones they didn't fill in.

b 2-02

- Play the audio for Sts to listen and check.
- Check answers.

1 forehead 2 lips 3 tongue 4 throat 5 wrist 6 elbow
7 shoulder 8 chest 9 hip 10 thigh 11 knee 12 calf
13 shin 14 ankle

- Now play it again, pausing for Sts to listen and repeat.

- Model and drill the words, demonstrating the stress, e.g. *ankle*, *elbow*, *forehead*, *shoulders*.

EXTRA SUPPORT Write some of the verbs from Lesson 1B on the board, e.g. 'catch', 'chase', 'climb', 'cycle', 'drive', 'jump', 'pull', 'push', 'run', 'throw', 'walk'. Tell Sts to put them into three categories: *use mainly arms*, *use mainly legs*, or *use both*.

EXTRA CHALLENGE In pairs, get Sts to say what they can do with the following: eyes (*see*), nose (*smell*), tongue (*taste*), ears (*hear*), mouth (*eat*), feet (*kick / walk*), legs (*run / jump*), hands (*touch / feel*).

EXTRA IDEA Model and drill the pronunciation of the short vowel sound /ɪ/ *hip*, *lips*, *shin*, *wrist*, and silent letters in *calf* /kɑ:f/, *thigh* /θaɪ/, *knee* /ni:/, *tongue* /tʌŋ/.

! The activity below needs to be prepared before class.

EXTRA SUPPORT Make a set of six to ten cards of the words in exercise 1a. Bring in pictures of sportsmen and sportswomen and tell Sts to close their books. Divide the class into small groups and give each group a photo of a sportsperson you brought in and a set of cards. Tell Sts to match each card to a part of the sportsperson's body. Set a time limit. You could make it a race and the first group to label the photo correctly is the winner.

2 2-03 Audio script pT88

- Tell Sts to listen to each question, discuss their answers in their group and write their final answer on a piece of paper.
- You could get groups to correct each other's answers. Model and drill pronunciation as necessary.

1 thigh 2 lips, tongue, throat 3 calf, shin, ankle, foot
4 forehead 5 neck 6 wrist 7 ankle 8 knee 9 elbow

EXTRA SUPPORT Pre-teach or elicit *top half*, *between*, *below*, *connect*, *upper* and *lower*.

EXTRA CHALLENGE Ask Sts to look at the photograph of the head in exercise 1 and name the other parts of the face, e.g. eyes, nose, eyebrows, eyelashes, cheeks, ears, chin, mouth.

3

- Give Sts time to complete the task.

EXTRA IDEA Play a version of *Simon says*. Tell Sts to stand up. Say *Touch your (nose)* or *Simon says point to your (nose)*. If Sts either touch the wrong part of their body or you don't say *Simon says* and they follow the instruction, they have to sit down.

EXTRA CHALLENGE Tell Sts, in pairs, to take turns saying a part of the body. Their partner has to reply with what it is / action it does, e.g.

A It connects your arm and hand.

B Your wrist.

or

A Ears

B They hear / listen

► **Workbook** page 24, exercises 1–2

Grammar *can / could / will be able to*

4 2-04

- Play the audio for Sts to listen, follow and complete the task.
- Elicit opinions.

EXTRA SUPPORT Pre-teach or elicit *pose for a photo, a while, blind, click, echo, brain* and *realize*.

EXTRA SUPPORT Ask questions to check Sts understand the main points, e.g.

Fact 1: *Where was the model? (In Antarctica), What was the temperature? (-20 degrees), What unusual thing happened? (After a while, she couldn't see anything.), Why did it happen? (Our bodies do this to save energy in the extreme cold.), When does the body recover? (When the body warms up)*

Fact 2: *What's unusual about Ben? (He's a blind skateboarder.), What sound does he use? (A click), What does he use sound for? (To get a picture of the world around him), How does he use the sound? (He clicks his tongue to find out where objects are.)*

Fact 3: *What did Jill realize when she was 12? (She could remember everything that happened in her life.), What are scientists doing? (They are studying her memory.), What will people be able to do in the future? (With training, they will be able to remember much more than they can now.)*

EXTRA CHALLENGE Tell Sts to cover the webpage and, in pairs, tell each other the main points of each fact in their own words.

5a

- Give Sts time to complete the task, then check answers.

1 can 2 could 3 will be able to

b

- Give Sts time to complete the task, then check answers.

1 can't (Fact 3) 2 couldn't (Fact 1) 3 won't be able to (Fact 1)

c

- Sts look at the sentences in 5a and b and then complete the rules.
- Check answers.

We use **can / can't** to talk about someone's ability now.
 We use **could / couldn't** to talk about someone's past ability.
 We use **will / won't be able to** to talk about someone's ability in the future.

EXTRA IDEA Ask Sts to write sentences about themselves and questions to ask a partner, e.g.

Last year I couldn't...

This year I can...

Next year (I hope) I'll be able to...

Could you... last year?

What can you do this year that you couldn't do last year?

6

- If Sts say they can do any of the abilities in 1–3, they should show their partner.
- Also get a show of hands for 4 and 5.

7a

- Give Sts time to complete the task in their own words.

b

- After Sts have compared sentences, find out if any of them wrote similar ones.

► **Workbook** pages 24–25, exercises 3–5

► **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a

- Tell Sts they are going to listen to a podcast on what our bodies will be able to do in the future. Tell Sts, in pairs, to decide how our bodies might improve physically.
- Elicit some feedback.
- In pairs, Sts read the four sentences and complete the task. Tell them to guess if they don't know the answer.

EXTRA SUPPORT Pre-teach or elicit *a mile, a top speed* and *improve*.

b 2-05 Audio script pT88

- Play the audio for Sts to listen and check their ideas.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers and find out if any Sts got all four answers correct.

1 4 2 45 3 60 4 won't

► **Workbook** page 25, exercises 6–7

9a

- Sts can find information and pictures online about early man / cavemen and modern men and women. Tell them to compare how people have changed from the earliest people to today's human beings.
- If you want to display the work at the end of the activity, give Sts pieces of A4 paper or larger.
- In groups, Sts discuss their ideas, and come to an agreement on their future man / woman.
- They could then discuss what and how things such as people's bodies, appearance, health or intelligence will change.

EXTRA SUPPORT You could help by asking some questions, e.g. *How will people look different? Will their bodies be different? Which parts of their bodies will change? What sort of clothes will people wear in the future? Will people be more intelligent, healthier, fitter, faster, more or less active? What sort of things will people be able to do that they can't do now? What won't they be able to do?*

- When Sts have decided on their ideas, they draw the future person.

b

- After each presentation, the class decides which ideas they think are possible, and which won't happen.

EXTRA IDEA Sts write some sentences next to their illustration. Display the work and get Sts to read each other's writing.

Extra

Sts can either do this in class or as a homework task.

Grammar *can/could/will be able to*

- 4  2.04 Read and listen to the webpage. Which fact do you find the most amazing?

AMAZING THINGS THE BODY CAN DO ▲

1 Your eyes can tell you when your body's too cold. A Californian model was posing for photos in Antarctica in -20 degrees. After a while, she couldn't see anything at all! Our bodies do this to save energy. When this happens, you won't be able to see again until your body warms up.

2 Your ears can 'see'. As a child, blind skateboarder Ben Underwood learned that he could use sound to get a picture of the world around him. He can find out where objects are by clicking his tongue and listening to the echo. Now, in any new place, he will be able to work out where to go.

3 Your brain can remember everything! When she was 12, Jill Price realized that she could remember everything in her life, including every TV programme she watched! In fact, she can't forget anything at all. Scientists are studying her memory. They say, with training, people will be able to remember much more.

- 5 **a** Complete the sentences with the verbs from the text in exercise 4.

- Your ears ___ 'see'.
- Ben learned that he ___ use sound to get a picture of the world around him.
- Now, he ___ work out where to go.

- b** Find the negatives of the verbs in the text in exercise 4.

- c** Read the rules and complete them with the words in the box.

can/can't will/won't be able to could/couldn't

We use ___ to talk about someone's ability now.

We use ___ to talk about someone's past ability.

We use ___ to talk about someone's ability in the future.

- 6 Work with a partner. Ask and answer the questions.

Can you...

- roll your tongue?
- lift one side of your top lip?
- bend your hand back at your wrist?

Could you...

- ride a bike when you were three?
- swim when you were four?

Can you roll your tongue?

Yes, I can.

- 7 **a** Write sentences that are true for you.

- In a year's time, I'll be able to...
- In five years' time, I'll be able to...
- In 50 years' time, I will/won't be able to...

- b** Over to you! Compare your completed sentences in exercise 7a with a partner.

In five years' time, I'll be able to drive. What about you?


Oh, me too. In five years' time, I'll be able to get a job.

► **Workbook** pages 24–25, exercises 3–5

Listening and Speaking

- 8 **a** Work with a partner. Discuss and choose the correct answers to complete the sentences.

- In the past, scientists thought that humans couldn't run a mile in under 3/4/5 minutes.
- A human can run at a top speed of 45/24/30 km an hour.
- In the future, scientists think that humans will be able to run at 50/60/70 km an hour.
- Scientists think that we *will/won't* always be able to improve our performance in the future.

- b**  2.05 Listen to the podcast and check your answers in exercise 8a. Did you guess correctly?

► **Workbook** page 25, exercises 6–7

- 9 **a** Get ready to write Work in a group. What will the human beings of the future look like? Discuss and draw your ideas.



- b** Present your ideas to the class.

Future humans will look like this. They will have a big head because... They won't...



Write three things that you could not do as a child that you can do now. Will you still be able to do them when you are 90?

I couldn't skateboard as a child, but I can now. I'm sure I won't be able to skateboard when I'm 90!

3B Shark Boy



What facts do you know about sharks?

Reading and Listening

1 Look at the photos. What can you see?

2 a Read the text and put the paragraphs (A–E) in the correct order.

b 2.06 Read and listen to the text. Check your answers.

3 2.06 Read and listen again. Answer the questions.

- 1 What did Achmat think he saw while he and his brother were swimming? What was it really?
- 2 How did he save his brother?
- 3 How did he get his leg out of the shark's mouth?
- 4 How did he feel after the accident and why?
- 5 What did he do after he became a swimmer?
- 6 What is Achmat's job now?

4 **Over to you!** What do you think of Achmat's story? Are you surprised by any of it?

Paralympic swimmer
Achmat Hassiem



Shark Boy

A

In hospital, Achmat was depressed. He loved sports, but now he had to learn to walk with a false leg. Then he realized that he didn't have to give up sports. He could try swimming. So, he represented South Africa in three Paralympic Games and won a medal! He says, 'My nickname is "Shark Boy"!'

B

Achmat had to try and save his brother. Sharks go towards noise, so he started hitting the water with his hand. But now the shark was swimming towards him! Achmat tried to get on its back. 'That's when I saw that half my leg was in the shark's mouth already,' he said.

C

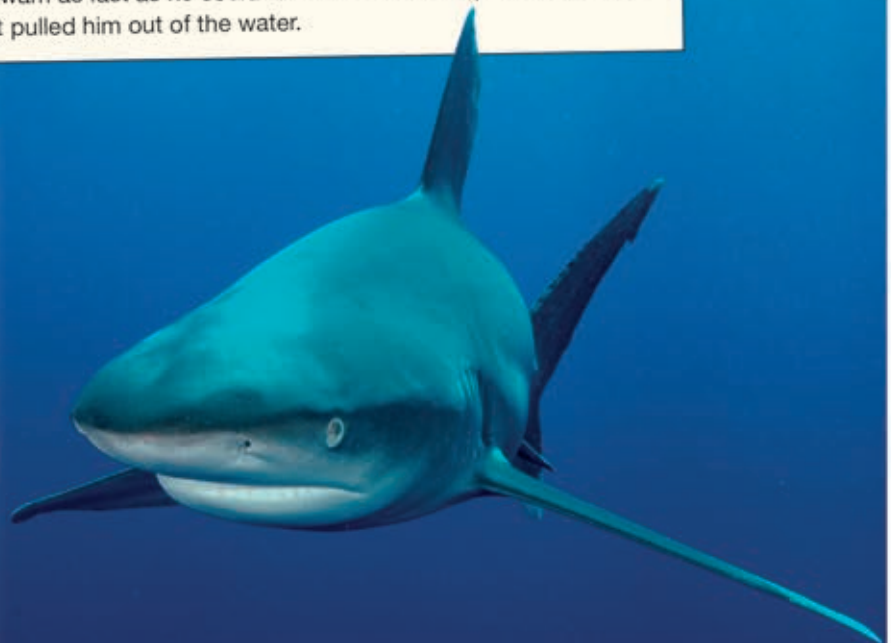
One summer in South Africa, Achmat and his little brother Tariq were swimming in the sea when Achmat saw a dolphin in the water. But then he realized that it was something bigger and much more dangerous. It was a shark! And it was swimming quickly towards Tariq!

D

And what does Achmat think about sharks? 'Now comes the crazy bit,' he laughs. He thinks that we don't have to be afraid of sharks – we have to save them. Now his job is to protect sea life, especially sharks. 'One hundred million sharks are killed every year,' he says. 'Who better to speak up for sharks than a shark attack survivor?'

E

Achmat felt the shark pulling him underwater. He had to get away. He started to kick and hit the shark's face, eyes, nose, anything. Suddenly, he heard his leg break. With his last breath, he swam as fast as he could to the surface. Tariq and the safety boat pulled him out of the water.



3B Shark Boy

Supplementary materials

Workbook: pages 26–27, exercises 1–5

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

EXTRA IDEA Sts work in groups. Ask Sts to find out about a dangerous wild animal, e.g. lions, tigers, bears, online or in books. You could ask them to look up information before class. Write questions on the board, e.g.

- 1 'Where do they live?'
- 2 'What do they eat?'
- 3 'What do they look like?'
- 4 'What words do you associate with them?'
- 5 'Do they live alone or in groups?'

When they have the information, tell Sts to find a picture of the animal. They can present the information about each animal to the group.

You First

Tell Sts, in pairs, to discuss what they know about sharks. You could ask questions to help, e.g. *Where can you find sharks? (Seas and oceans like the Caribbean, the Atlantic, The Pacific, near countries like Australia, South Africa, etc.), What words do you associate with sharks? (dangerous, scary, teeth, bite, jaws), What different kinds of shark are there? (great white sharks, tiger sharks, hammerhead shark, etc.).* Elicit all the facts Sts know and write them on the board.

You could bring in pictures of the different sharks and tell Sts some interesting facts, e.g.

There are 440 different species of sharks.

Not all sharks are man-eaters.

Hammerhead sharks have a 360° view, so they can see above and below themselves at the same time.

According to new research, sharks may be colour-blind.

Most sharks are less than one metre long. However, some can be over 15 metres long, e.g. the whale shark.

The fastest shark in the world, the Mako, can travel at 68 kph.

EXTRA IDEA In pairs, Sts tell each other what animals they are afraid of and why, e.g. *I'm afraid of mice because they move really fast. I'm afraid of spiders because they look horrible.*

1

- In pairs, tell Sts to look at the photos as well as the title of the lesson and discuss the answer to the question.

Possible answer

A swimmer with a false leg and a shark

- You could ask Sts what they think the text will be about. Elicit some ideas, but don't tell Sts if they are right at this stage.

2a

- Tell Sts to first read the text quickly to see what it is about. Tell them not to worry about words they don't know at this stage. Then they should read it again and complete the task.
- Sts compare their answers with a partner.

EXTRA SUPPORT Pre-teach or elicit *save, get away, kick, surface, represent, nickname* and *survivor*.

EXTRA SUPPORT Tell Sts to look at the first and last sentences in each paragraph to help them do the task. You could do the first match to demonstrate.

b 2-06 Audio script pT89

- Play the audio for Sts to listen and check.
- Check answers. Ask Sts what words helped them decide the order of the paragraphs.

- 1 Paragraph C – It begins *One summer in South Africa, Achmat...*, so it tells the reader when the story happened, sets the scene for the event and introduces us to the people in the story.
- 2 Paragraph B – *Achmat had to try and save his brother.* This follows on from *And it (the shark) was swimming quickly towards Tariq (his little brother).* This was after Achmat realized what was happening.
- 3 Paragraph E – *Achmat felt the shark pulling him underwater.* This follows on from *'That's when I saw that half of my leg was in the shark's mouth already,' he (Achmat) said.*
- 4 Paragraph A – *In hospital, Achmat was depressed.* This comes after the shark broke Achmat's leg, and the safety boat pulled him out of the water.
- 5 Paragraph D – *And what does Achmat think about sharks?* This introduces the conclusion of the story.

3 2-06 Audio script pT89

- Tell Sts to read the questions before they listen again to the text, so they know what they're looking for.
- Play the audio again for Sts to listen, follow and complete the task.
- Check answers.

- 1 He thought he saw a dolphin in the water. It was really a shark.
- 2 He started hitting the water with his hand.
- 3 He started to kick and hit the shark's face, eyes, nose and any other part he could reach.
- 4 He was depressed. He loved sport, but now he had to learn to walk with a false leg.
- 5 He represented South Africa in three Paralympic Games and won a medal.
- 6 He protects sea life, especially sharks.

4

- Sts do the task in pairs or small groups.
- Elicit opinions.

EXTRA IDEA Tell Sts to find out about the history of the Paralympic Games by looking on the internet. You could give them prompts, e.g. *When and where did the Paralympic Games start? When do they take place?* You could ask each group to find out about different sports in the summer and winter games, e.g. swimming, athletics, wheelchair sports, skiing, etc. and who are the current medal winners. When they have the information each group could present their information to the class.

Grammar *have to* and *had to*

5a

- Give Sts time to complete the task, then check answers.

1 had to 2 didn't have to 3 don't have to, have to
Other examples: Paragraph A: ...he had to learn to walk with a false leg. Paragraph E: He had to get away.

b

- Give Sts time to complete the rules, then check answers.

We use **have to** to talk about rules...in the present.
 We use **had to** to talk about rules...in the past.

EXTRA SUPPORT Tell Sts to say two things they have to do every day, e.g. *I have to get up at seven. I have to feed the cat.*

c

- Give Sts time to complete the rule, then check the answer.

a aren't necessary to do

EXTRA SUPPORT To check that Sts understand *necessary* and *allowed*, ask for examples of things that are necessary and things that are allowed, e.g. *You have to turn your mobile off in class. You don't have to turn it off during the lunch break.*

6

- Give Sts time to complete the task, then check answers.

1 had to 2 had to 3 has to 4 doesn't have to
 5 don't have to

EXTRA SUPPORT Write five prompts on the board, e.g. 'tidy your room', 'walk the dog', 'cook a meal', 'wash the dishes', 'help do the housework'. Sts take turns asking and answering questions about last week, e.g.

A Did you have to tidy your bedroom last week?

B No, my mum tidied it. / Yes, I have to tidy it every Saturday.

EXTRA CHALLENGE In pairs, Sts take turns telling each other about three things they had to / didn't have to do last week, and three things they have to / don't have to do this week.

EXTRA IDEA In small groups, Sts compare rules in two places in school, e.g. the canteen and the playground, or in two classes, e.g. *In Art class we have to... and in PE we have to...*

➔ **Workbook** pages 26–27, exercises 1–4

➔ **Photocopiable** Grammar and Vocabulary

Listening

7a 2-07 Audio script pT89

- Tell Sts to look at the photo and elicit some ideas about the challenge.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Play the audio for Sts to listen and complete the task.
- Check the answer to the question.

The challenge was to win a football tournament.

b 2-07 Audio script pT89

- Play the audio again for Sts to complete the task.
- Check answers.

- 1 Last year
- 2 He had to take deep breaths to try to relax.
- 3 They won. He scored a goal and his friend Tom scored a goal three minutes before the end.
- 4 He was happy, but exhausted.

EXTRA IDEA In pairs, Sts discuss situations they find challenging, such as doing an exam or learning a new language, and why they find these challenging, e.g. *Learning French is challenging because I think it's hard to pronounce.*

Writing

8a

- Ask Sts to look at the photo, describe the person and say what they think the challenge is.
- Tell Sts to read the text quickly to get the general idea. Tell them not to worry about unknown words at this stage.
- Check the answer to the question.

The challenge was to walk up Snowdon (a mountain) in Wales.

EXTRA SUPPORT Pre-teach or elicit *coach*, *bottom of the mountain*, *top of the mountain* and *a view*.

b 2-08

- Give Sts time to complete the task.
- Play the audio for Sts to listen and check.
- Check answers.

1 had to 2 had to 3 had to 4 had to 5 didn't have to

EXTRA SUPPORT Ask Sts questions about the text, e.g. *Why did the girl have to be brave? (She isn't sporty and she doesn't like being away from home.), Where did they stay? (In a Youth Hostel), Why was she happy when she got to the top? (The views were amazing.), Why was she happier going down the mountain? (Because there was a train.), etc.*

➔ **Workbook** page 27, exercise 5

9a

- Give Sts time to make notes on the questions.

EXTRA SUPPORT Help Sts with ideas for the challenge, e.g. a challenge in school (an exam, take part in the school play or a debate), or in sport (run a race, be in a team in a competition), or something they did on holiday (learn how to dive, scuba dive, climb), or something unexpected (look after someone who had an accident / was ill).

b

- Give Sts time to complete the writing task.
- Correct Sts' writing or point out the errors and encourage Sts to correct their own mistakes.

EXTRA IDEA Sts copy out a corrected version of their writing and add a photo or illustration. Display the work and get Sts to read each other's writing. Then tell Sts to ask their classmates about how they felt, e.g. *How did you feel before you did the challenge / when you completed the challenge? Was it easier or more difficult than you expected?*

Extra

Sts can either do this in class or as a homework task.

Grammar *have to and had to*

5 a Complete the sentences from the text in exercise 2. Then find more examples.

- 1 Achmat ___ try and save his brother.
- 2 Then he realized that he ___ give up sports.
- 3 He thinks that we ___ be afraid of sharks – we ___ save them.

b Complete the rules with *have to* and *had to*.

We use ___ to talk about rules, or things that are necessary to do in the present.

We use ___ to talk about rules, or things that were necessary to do in the past.

c What does the negative *don't have to* mean? Choose the correct answer to complete the rule.

We use *don't have to* to talk about things that...

- a aren't necessary to do
- b we can't do
- c we are not allowed to do

6 Complete the sentences. Use the correct form of *have to*.

- 1 Achmat and Tariq ___ escape from the shark.
- 2 The safety boat ___ get Achmat out of the water quickly.
- 3 Now, Achmat ___ walk with a false leg.
- 4 In the water, he ___ use his false leg.
- 5 Achmat thinks that millions of sharks ___ die every year.

► **Workbook** pages 26–27, exercises 1–4

Listening

7 a **2.07** Listen to Jamie talking about a recent challenge. What was the challenge?



b **2.07** Listen again. Answer the questions.

- 1 When was the challenge?
- 2 What did he have to do when he felt nervous?
- 3 What happened in the end?
- 4 How did he feel?

Writing

8 a Read the text. What was the challenge?

b **2.08** Complete the text with the correct form of *have to*. Then listen and check.

11:46 73%

My Challenge

When I was 12, I went on a school trip. We ¹ ___ climb a mountain in Wales called Snowdon. I'm not sporty and I don't like being away from home, so I ² ___ be brave! We travelled by coach for six hours to the Youth Hostel at the bottom of the mountain. The next morning, we ³ ___ get up very early. It was cold, wet and dark and I hated it. I ⁴ ___ climb for three hours. I was very happy when I finally got to the top and the views were amazing. I was even happier because we got the train back down the mountain and I ⁵ ___ walk!

► **Workbook** page 27, exercise 5

9 a **Get ready to write** Think of a challenge you have had to do. Make notes on these questions.

- 1 What was it?
- 2 When was it?
- 3 What happened?
- 4 How did you feel?
- 5 What happened in the end?
- 6 How do you feel about it now?

b Write a paragraph about your challenge. Use your notes and the text in exercise 8b to help you.



Write four things that you don't have to do this weekend.

I don't have to...

3C Going to the doctor



When was the last time you were ill?
What did you do or take to get better?



Illnesses

a cold a cough a temperature a sore throat
a headache a stomach ache a rash

Injuries

It hurts. It's bleeding. It's bruised.
It's broken. It's infected.

Vocabulary Illnesses, injuries and treatments

1 a Look at the picture of a doctor's surgery. Match the correct illness or injury in the boxes to the patients (a-l).

b 2.09 Listen and check, then repeat.

c 2.10 Look at the picture again. Listen and answer the questions.

2 a Match the treatments (1-8) to the pictures (a-h).

- | | |
|-------------------------|--------------------------------|
| 1 have an X-ray | 5 take painkillers/antibiotics |
| 2 get a prescription | 6 put on some antiseptic cream |
| 3 put on a bandage | 7 put on a plaster |
| 4 take some cough syrup | 8 wear a cast |

b 2.11 Listen and check, then repeat.

c Work with a partner. Look again at the people in exercise 1. Discuss what treatments they need.

I think Mike needs some cough syrup.

Yes, and Eva needs some painkillers.



▶ Workbook page 28, exercises 1-3

3C Going to the doctor

Supplementary materials

Workbook: pages 28–29, exercises 1–8

Workbook: Grammar summary Unit 3

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts discuss the questions in pairs. Elicit what Sts did to get better and write any useful vocabulary on the board. Can they remember the last time they went to the doctor's surgery?

EXTRA IDEA Ask Sts what they do to stay healthy, e.g. *I eat fresh fruit every day. I make sure I do some exercise regularly. I don't eat too many sweets / too much chocolate.*

Vocabulary Illnesses, injuries and treatments

1a

- Check Sts know the meaning of *a surgery* /'sɜ:dʒəri/ and that they understand the difference between *illness* /'ɪlnəs/ and *injury* /'ɪndʒəri/. Model and drill pronunciation.

LANGUAGE NOTE An illness is the state of being physically or mentally ill, e.g. *I've got a cold. He's got appendicitis.* An injury is when a part of the body has been harmed, for example, in an accident, e.g. *He's got a broken leg. He broke his arm when he fell off his bike.*

- Sts could complete the task in pairs.

b 2•09 Audio script pT89

- Play the audio, pausing for Sts to listen and check.
- Check answers.

- a Eva has got a headache.
- b Jonny has got a temperature.
- c Sandra's thumb is bleeding.
- d Mark's leg is infected.
- e Jane has got a stomach ache.
- f Mike has got a cough.
- g Tim's wrist hurts.
- h Katy's leg is broken.
- i Emma has got a rash on her arm.
- j Sid's chin is bruised.
- k Chloe has got a sore throat.
- l James has got a cold.

- Now play it again for Sts to listen and repeat.

EXTRA SUPPORT When Sts have practised the form on the audio, model sentence stress and the more usual contracted form for them to drill, e.g. *Eva has got a headache.* – *Eva's got a headache.*

LANGUAGE NOTE When we talk about illness and injuries, we use *have / has got* to describe things like coughs, colds, pains and aches, e.g. *Anne's got a terrible cold. Jonny's got an earache. I've got a pain in my leg.* If the problem is a pain rather than an illness, we can also use *hurt*, e.g. *My leg hurts. My stomach hurts.*

c 2•10 Audio script pT89

- You could play the audio and get Sts to write their answers or pause it after each question and elicit the answer.
- Check comprehension where necessary.

- 1 Mike 2 He's got a cold. 3 Eva 4 She's got a rash.
- 5 He's got a temperature. 6 She's got a stomach ache.
- 7 It's bleeding. 8 Mark's 9 Her leg 10 It's bruised.

EXTRA SUPPORT Model the question *What's wrong with...?* and then tell Sts to ask and answer questions about the people in the surgery, e.g. *What's wrong with Mike? He's got a bad cough.*

Help Sts with the pronunciation by modelling and practising the words they may find hard to pronounce:

cough /kɒf/
 temperature /'tempərətʃə(r)/
 sore /sɔ:(r)/
 throat /θrəʊt/
 thumb /θʌm/
 stomach /'stʌmək/
 ache /eɪk/
 rash /ræʃ/
 hurts /hɜ:ts/
 bruised /bru:zd/

2a

- Give Sts time to complete the task in pairs.

b 2•11 Audio script pT89

- Play the audio for Sts to listen and check.
- Check answers.

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

- Now play it again for Sts to listen and repeat.

c

- Give Sts time to complete the task in pairs.
- Elicit some ideas from various pairs.

EXTRA SUPPORT Sts work in pairs. Sts **A** look at the treatments and say, e.g. *a cast*' Sts **B** say *wear a cast*. Then they swap roles.

EXTRA IDEA Tell Sts to think of three illness or aches. In pairs, they should create three- or four-line dialogues, e.g.

- A** What's wrong with you? Are you OK?
- B** No, I'm not. I've got a horrible cough and sore throat.
- A** Why don't you take some cough syrup?
- B** Good idea!

EXTRA CHALLENGE Model 'mistaken treatments', e.g. *When you have a headache, you must put on a bandage.* Get Sts to tell you the correct treatment.

Tell Sts to write down three illnesses and the wrong treatments. In pairs, they discuss their treatments and work out the correct treatment, e.g. *When you have a headache, you must put on a bandage. No, that's wrong. You must take painkillers.*

EXTRA IDEA Ask Sts to work in pairs or small groups. One student mimes a pain or illness and the other(s) guess the illness or injury.

► **Workbook** page 28, exercises 1–3

Grammar Reflexive pronouns

EXTRA SUPPORT Quickly revise subject and object pronouns and possessive adjectives. Write the table on the board and get Sts to fill in the blanks (in brackets). You could put the first few into sentences, e.g. 'I've got a cold.' 'The dog bit **me**. I've hurt **my** hand.' Sts then carry on by themselves.

Subject pronoun	Object pronoun	Possessive adjective
(I)	me	(my)
(you)	(you)	your
he	(him)	(his)
(she)	her	(her)
(it)	(it)	its
(we)	(us)	our
(you)	you	(your)
they	(them)	(their)

3a 2-12

- Tell Sts to look at the photo and elicit what's wrong with Simon, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen, follow and answer the question.
- Check the answer to the question.

He's cut his finger. / He's cut himself (while he was making a sandwich).

b 2-13 Audio script pT89

- Play the audio for Sts to listen and answer the question.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Tasha has fallen down the stairs and hurt her knee.

EXTRA IDEA In groups of three, Sts can role-play the conversation between Simon, Tasha and their mum. Weaker Sts could read the first part of the role-play aloud.

4a

- Give Sts time to complete the task, then check answers.

I've **cut myself**... I was just **making myself** a sandwich.

b

- Give Sts time to complete the task, then check answers.

I > **myself** you > **yourself** he > **himself**

5

- Give Sts time to complete the task.
- Check answers.

1 myself 2 herself 3 themselves 4 yourselves 5 itself

LANGUAGE NOTES If you did the **Extra support** before exercise 3a, you could elicit the possessive adjectives again and then point out that the reflexive pronouns are made by adding *-self* or *-selves* to the possessive adjectives, with the exceptions of *himself* and *themselves*.

Animals are generally *it* unless they are a pet or we know its gender, e.g. *I can see a dog on the road. It could be hit by a car. / My cat is called Lulu. She's 12 years old.*

might

6

- Tell Sts to complete the sentence from the dialogue.
- Check the answer.

It **might become** infected.

7

- Give Sts time to complete the rule.
- Check the answer.

a possible

EXTRA IDEA Get Sts to tell each other three things they might do or might happen this week, e.g. *I might go swimming. It might snow.* Then get Sts to tell each other three things they might not do or might not happen, e.g. *I might not finish my Chemistry homework in time. It might not rain on Saturday.*

► **Workbook** page 29, exercises 4–8

► **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a 2-14 Audio script pT89

- Tell Sts to look at the picture in exercise 1a, listen to the conversations and match them to the people.
- Check answers.

1 Mike 2 Emma 3 Katy

b 2-14 Audio script pT89

- Play the audio again for Sts to listen and complete the three columns.
- Check answers.

	Problem	When started?	Treatment
1	cough	three weeks ago	take some antibiotics
2	a rash	a couple of days ago	put on antiseptic cream
3	a broken leg	last week	wear a cast on her leg

9a

- Put Sts in pairs, **A** and **B**, and sit them face-to-face if possible. Then tell Sts **A** to go to p.86 and Sts **B** p.87.

b

- On the board write 'What is the illness / injury?' Tell Sts to look at their pictures and write vocabulary and grammar they need to answer the question.
- Tell Sts to go back to the main lesson **3C**.

c

- In their pairs, Sts do the task as instructed. If they disagree with the suggested treatment, they should discuss it.

Extra

Sts can either do this in class or as a homework task.

Grammar Reflexive pronouns

3 a **2.12** Read and listen to part 1 of the conversation. What's happened to Simon?



Simon Owwww!
Mum Oh, Simon! Have you hurt yourself again?
Simon I've cut myself. Look, Mum, my finger's bleeding. I was just making myself a sandwich.
Mum Oh dear. Then you need to put on some antiseptic cream and a plaster or it might become infected.
Simon OK, Mum, thanks.
Mum Tash, your brother's injured himself. Could you please go upstairs and get the antiseptic cream?
Tasha Sure, Mum. Simon, you're hopeless.

b **2.13** Listen to part 2 of the conversation. What's happened to Tasha?

4 a Read the rule and complete the examples from the dialogue in exercise 3a.

We use a reflexive pronoun when the subject and object of the sentence are the same.

I've _____. Look, Mum, my finger's bleeding. I was just _____ a sandwich.

b Complete the chart with examples from the dialogue in exercise 3a.

Singular:	I → _____
	you → _____
	he → _____
	she → herself
	it → itself
Plural:	we → ourselves
	you → yourselves
	they → themselves

- 5** Complete the sentences with the correct reflexive pronoun.
- I didn't have guitar lessons. I just taught _____.
 - She wasn't very polite. She didn't introduce _____.
 - They had a great day. They really enjoyed _____.
 - Everyone, please enjoy the party and help _____ to all the food.
 - The dog was running around annoying people and not behaving _____.

might

6 Complete the sentence from the dialogue in exercise 3a. It _____ infected.

7 Choose the correct answer to complete the rule.

We use *might* + verb to talk about something that is or will be _____.

- a possible b definite

> Workbook page 29, exercises 4-8

Listening and Speaking

8 a **2.14** Listen to three conversations. Match the conversations to the people in exercise 1.

b **2.14** Listen again and complete the table. What is the problem, when did it start and what treatments do they suggest?

	Problem	When started?	Treatment
1	cough		
2			
3			

9 a **Get ready to speak** You are going to describe two pictures to your partner.

Student A Look at page 86.

Student B Look at page 87.

b Look at your pictures. Decide what the illness or injury is and write the vocabulary and grammar you will need.

c Work with a partner. Describe your picture. Suggest possible treatments for your partner's picture. Do you agree with your partner's suggestions?

She's cut herself. She might need...



Make dialogues about these situations.

fell in a hockey match
 fell off a ladder had a bike accident

What's happened? Have you injured yourself?
 Yes, I have. I hurt / broke... It might need...
 Sounds terrible! / That was unlucky!

3D An accident!



Have you ever had an accident or injured yourself? What happened?

1 a **2.15** Read and listen to the dialogues. What happened when Simon was trying to rollerblade?



Ethan Whoa, what are *they*, Simon?
Simon Hi Ethan. These are my new blades!
Ethan But do you know how to skate?
Simon Well, no, I have to learn first... But I'm sure I'll be able to do it very soon.
Ethan But you're not very good with things like this, Simon!
Simon Huh, thanks a lot.
Ethan Just be careful! And don't forget – we're all meeting at the shops later.



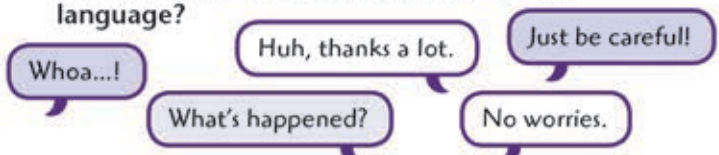
Tasha What's happened? Oh no, Simon! Have you hurt yourself?
Woman I heard your friend shouting 'Help! Help! I can't stop!' Then he hit the postbox.
Simon I'm fine. No worries. Ow! My arm hurts.
Ethan Let's phone a doctor. Zoe, what's the best number?
Zoe Not 999. That's for serious emergencies. I'll call 111. That's the medical non-emergency number.
Simon I'm OK... Really.

Nurse Hello, 111. The NHS non-emergency number. Your name and address, please?
Zoe Zoe Robinson, 11, Newton Road, Oxford.
Nurse One moment, please... How can I help?
Zoe Can I have some medical advice, please?
Nurse What seems to be the problem?
Zoe My friend's had an accident and has hurt his arm.
Nurse Can he move it? Is it bleeding?
Zoe He can move it a bit. It isn't bleeding. What should we do?
Nurse Can I have some details, please? What's his name and where are you?
Zoe Simon Holt and we're on Chadlington Road, Kingsley.
Nurse OK. Can you get him to A&E? He has to get it checked. It might be broken.
Zoe Thank you. We'll do that.

b Are the sentences true (T) or false (F)? Correct the false sentences.

- Simon was confident about using his rollerblades.
- Ethan was worried about Simon and his new blades.
- Simon injured himself.
- Zoe called an ambulance.

2 a Spoken English What do these expressions mean? How do you say them in your own language?



b Work in a group. Practise the dialogues.

Workbook page 30, exercise 1

3D An accident!

Supplementary materials

Workbook: pages 30–31, exercises 1–6

Photocopiable worksheets: Everyday English, Pronunciation
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Sts could do this in pairs or small groups. You could give them prompts, e.g. *When did this happen? Where were you? What were you doing? What treatment did you get?* Elicit some stories from the class.

EXTRA IDEA Ask Sts to write a list of sports they think are dangerous. In pairs, tell them to discuss the sort of accident or injuries they might have with each sport. Sts decide if they would like to try these sports, or if they have tried them. Then ask *Did they enjoy them? Why? / Why not?*

1a 2-15

- Ask Sts who they can see in the photos (*Ethan, Simon, Tasha, Zoe, a woman and a man*).

EXTRA CHALLENGE Ask Sts to look at the photos and predict what happens.

- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Simon was going too fast and couldn't stop. He crashed into the postbox.

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers and asking how they know the others are true.

- T (Simon says 'I'm sure I'll be able to do it very soon.')
- T (Ethan says 'Just be careful!')
- T (Simon says 'Ow! My arm hurts.')
- F (Zoe called a nurse at the non-emergency number.)

EXTRA CHALLENGE Tell Sts to write three sentences about what happens in the dialogues. One of the sentences should be false.

Put Sts in pairs and tell them to cover the dialogues. They then take turns reading their sentences. Their partner has to decide which one is false and correct the false sentence.

CULTURE NOTES There are three numbers you can call in an emergency in the UK:

For serious illnesses and injuries, dial 999.

If you need help fast for minor illness or injuries, dial 111.

If you are dialling from a mobile phone, then you can dial 112 for all emergencies.

The NHS (National Health Service) is the public health service in Britain that provides medical treatment and is paid for by taxes. Treatment is free at the point of use.

EXTRA IDEA Ask Sts what numbers they should dial in their countries for emergencies, and who they can call on these numbers, e.g. ambulance, police, fire brigade.

2a

- Give Sts time to complete the task, then check answers.

Whoa...! /wəʊ/ = You say it when you are surprised by something. (informal)

Huh /hʌ/, **thanks a lot.** = Not really thanks, you say it when you think someone has said something not very complimentary about you. (very informal)

Just be careful! = Watch out. You need to take care as it could be dangerous. (friendly / informal)

What's happened? = Has there been an accident? (friendly / informal)

No worries. = Everything is / will be fine. I'm in control. (informal)

EXTRA SUPPORT Play the audio for Sts to listen and follow.

Pause after each expression for Sts to listen to how the people sound. Ask them to repeat the expressions.

Tell Sts to practise the expressions. Check pronunciation and intonation to make sure they sound surprised, confident, worried, etc.

b

- Sts take parts and act out the dialogues in groups. Use the audio to model and drill the expressions for intonation and meaning.

EXTRA CHALLENGE Write the order of speakers on board and one or two word prompts for each line. Sts recreate the first part of the dialogue in pairs, e.g.

Ethan Whoa! What?

Simon Hi / new blades

Ethan you know how?

Simon have to learn / sure / do / very soon

Ethan not / good

Simon Thanks

Ethan careful / don't forget / all / meeting / shops later

► **Workbook** page 30, exercise 1

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

3a

- Elicit some ideas, but don't tell Sts if they are right at this stage.
- b** **2-16** Audio script pT90
- Play the audio for Sts to listen and check. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Simon's friends visit him the next day and bring him a present – some running shoes.

4

- Give Sts time to complete the task in pairs.
- Check answers and elicit ideas.

- He won't be able to go too fast and hurt himself.
- Students' own answers. Probably not.
- They took him to hospital. Then they visited him at home and brought him a present. Students' own answers.

Everyday English Making a call

5a

- Give Sts time to complete the task.
- Check answers and point out the two sections.

All the phrases come from part 3 of the dialogues.

EXTRA SUPPORT Pre-teach or elicit *swollen*.

- b** **2-17** Audio script pT90
- Play the audio, pausing for Sts to listen and repeat.
 - Model and drill the phrases for linking and intonation, using the audio.

EXTRA CHALLENGE For extra practice tell Sts to read part 3 of the dialogue.

- Workbook** page 30, exercises 2–3
- Photocopiable** Everyday English

Pronunciation /ɒ/ /əʊ/

6a **2-18**

- Model the two sounds.
- Play the audio for Sts to listen to the words.
- Now play it again and get Sts to listen and repeat each word.

b **2-18**

- Play the audio again, pausing after each word for Sts to put them in the correct column.

EXTRA CHALLENGE Tell Sts to say the words aloud and put them in the correct column. Then play the audio.

c **2-19**

- Play the audio for Sts to listen and check.
- Check answers.

/ɒ/ hospital, not, off, problem, properly, shop
/əʊ/ broke, no, OK, phone, roller, snow

EXTRA SUPPORT Tell Sts to cover the table. They take turns saying one of the words. Their partner has to decide if the sound is /ɒ/ or /əʊ/.

EXTRA CHALLENGE Write a few groups of three words on the board and Sts have to decide which one of the three sounds different, e.g. 'not no snow', 'go got grow', 'hop hope hot'.

EXTRA IDEA Dictate four or five sentences with words containing both sounds. Get Sts to write them down and then, in pairs, to practise saying them, e.g.

- OK, phone me tomorrow.
- No problem. I'll go to the shop.
- I don't think I broke it.
- I'm off to the hospital.
- I'm not going shopping again!

Workbook page 31, exercise 4

Photocopiable Pronunciation

Listening and Speaking

7 **2-20** Audio script pT90

- Tell Sts to read the chart carefully to see what kind of information they are listening for.
- Play the audio for Sts to listen and complete the task.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

Name of caller	Daniel Streeter
Address of caller	22, Bond Street, Cambridge
Problem	His friend's had an accident on his bike and his ankle hurts.
Name of injured person	Steve Cairns
Place	Kingsley Park
Advice given	Get him to a doctor or to A&E.

EXTRA SUPPORT Play the audio again, pausing after Daniel's answers for Sts to listen and repeat. Model and drill for intonation.

8a

- In pairs, Sts make notes for their dialogue.

b

- Sts role-play the dialogue using the flow chart.
- Monitor and check Sts are using the correct intonation in the questions and responses.
- Get pairs to role-play their dialogue for the class.

Workbook page 31, exercises 5–6

Extra

Sts do the activity in pairs in class.

! For the next **My project** lesson, tell Sts to find out about a sport they like. Tell them to find out about its history, the rules, how it is played and someone who is very famous for playing it. It would be useful if they could also find photos.

- 3 a** What do you think will happen next?
b 2.16 Listen and check.
- 4 Over to you!** Work with a partner. Answer the questions.
- 1 What was the joke about Simon's present?
 - 2 Do you think Simon will stop trying dangerous activities now? Why?/Why not?
 - 3 What did his friends do? Did they do the right things?

Everyday English Making a call

- 5 a** Look at the useful phrases. Find examples in the dialogue.

Useful phrases: what you might hear

- Your name and address, please?
- One moment, please.
- How can I help?
- What seems to be the problem?
- Can I have some more details, please?
- Is it bleeding /swollen /bruised?
- It might be...
- Can you get him to A&E/a doctor?
- He/She has to get it checked.

Useful phrases: responding

- Can I have some medical advice, please?
- What should we do?
- Thank you. We'll do that.



- b** 2.17 Listen and repeat.

Workbook page 30, exercises 2-3

Pronunciation



- 6 a** 2.18 Listen to the two different sounds for the letter 'o': /ɒ/ and /əʊ/. Listen and repeat the words in the box.

broke hospital no not off OK phone
 problem properly roller shop snow

- b** 2.18 Listen again and put the words in the correct columns.

/ɒ/	/əʊ/

- c** 2.19 Listen and check.

Workbook page 31, exercise 4

Listening and Speaking

- 7** 2.20 Listen to the phone call. Complete the information.

NAME OF CALLER:	___ Streeter
ADDRESS OF CALLER:	___, Bond ___, Cambridge
PROBLEM:	___
NAME OF INJURED PERSON:	___ Cairns
PLACE:	Kingsley ___
ADVICE GIVEN:	___

- 8 a** **Get ready to speak** Work with a partner. Make notes for a short dialogue about an injury or illness. Use an idea in the box or your own.

fell off a wall has a rash had a skateboard accident
 fell out of a tree has a sore throat and stomach

- b** **Role-play the dialogue.**

Student A Look at box A. You are the helpline.

Student B Look at box B. You are the caller.

Student A	Student B
Hello. NHS... Your name...	Give your name. Ask for some medical advice.
One moment, please. How can I help?	Say what has happened.
Can I have some details, please? What's...and...?	Give your friend's/ family member's name and your address.
Is it bleeding? Is it...?	Give the information. Ask what you should do.
It might be... Can you get him/her to A&E/a doctor? A doctor has to...	Say you'll do it. Say thank you.
Hello. NHS non-emergency helpline. Your name, please?	My name's Jim...

Workbook page 31, exercises 5-6



Change roles and try again. Speak as fluently as possible without stopping.

3 Revision

Vocabulary *Parts of the body*

- 1 Choose the correct words to complete the sentences.
- 1 Can you touch your nose with your *tongue* / *calf*?
 - 2 Have you got a temperature? Let me feel your *shin* / *forehead*.
 - 3 Your *wrist* / *hip* is between your arm and your hand.
 - 4 Ouch – my *throat* / *elbow*! Can I have some water?
 - 5 'What size T-shirt do you need?' 'Um, my *shoulder* / *chest* is 96 cm, so medium, I think.'

Illnesses, injuries and treatments

- 2 Complete the sentences with the correct illnesses or injuries in the box

bleeding broken headache
prescription rash temperature

- 1 Tablets are good for a ___ or a ___.
- 2 You need a plaster for your hand if it's ___.
- 3 You need cream if you have a ___.
- 4 You need an X-ray to see if your arm is ___.
- 5 If you have an infection, you might need a ___ for some antibiotics.

Grammar *can / could / will be able to*

- 3 Write sentences about Gabby's abilities. Use *can*, *could* or *will be able to*.

- 1 Gabby / talk / when she was two.
- 2 She / sing / when she was three.
- 3 Now, she / play / guitar and piano very well.
- 4 She / write / songs, too.
- 5 Next year, she / go / to music college.

have to and had to

- 4 Look at Toby's list of chores. Compare last week and this week. Write sentences about what he *has to* and *doesn't have to* do and what he *had to* and *didn't have to* do.

- 1 Last week, Toby ___ take the dog for a walk.
- 2 This week, he ___ take the dog for a walk.
- 3 Last week, Toby ___ homework.
- 4 This week, he ___ homework.
- 5 Last week, Toby ___.
- 6 This ___.

Chores	Last week	This week
Take the dog for a walk	✓	✗
Do my Maths homework	✗	✓
Tidy my room	✓	✓

Notes



Reflexive pronouns

- 5 Complete the sentences with the correct reflexive pronoun.

- 1 I was cold, so I made ___ a hot drink.
- 2 She doesn't really know how to play golf. She just taught ___.
- 3 I don't know their names. They didn't introduce ___.
- 4 We had a wonderful time. We really enjoyed ___!
- 5 I've brought lots of biscuits for you all, so please help ___!
- 6 My little brother was not behaving ___. He was really annoying.

might

- 6 Write what might happen in these situations.

- 1 He's climbing along a wall.
He might...
- 2 She's carrying something hot.
- 3 They're cycling too fast.
- 4 We're running for the school bus.

Everyday English *Making a call*

- 7 Complete the dialogue with the words in the box.

advice bleeding doctor fingers hurt help

- Nurse How can I ¹ ___? What seems to be the problem?
- Zoe Can I have some medical ² ___, please? I've ³ ___ my hand.
- Nurse Is it ⁴ ___?
- Zoe No, it isn't, but my ⁵ ___ are swollen. I can't use my hand. What should I do?
- Nurse Can you get to a ⁶ ___? You have to get it checked.
- Zoe OK. I'll do that.

Learning to learn Improving your reading skills

Try these things before you read a text in detail.

- 1 Look at the title and pictures. Read the first and last sentences to understand the topic.
- 2 Read the beginning of each paragraph to get an idea of the structure and main points.
- 3 Read the questions for the text, so that you know what you're looking for.
- 4 Read the text for the first time quickly to get the general idea, and don't worry about unknown words.

▶ **Workbook** pages 32–33, exercises 1–8

Revision

Supplementary materials

Workbook: pages 32–33, exercises 1–8

Online Practice

Unit test 3

Vocabulary Parts of the body

1

- 1 Can you touch your nose with your **tongue**?
- 2 Have you got a temperature? Let me feel your **forehead**.
- 3 Your **wrist** is between your arm and your hand.
- 4 Ouch – my **throat!** Can I have some water?
- 5 'What size T-shirt do you need?' 'Um, my **chest** is 96 cm, so medium, I think.'

Illnesses, injuries and treatments

2

- 1 Tablets are good for a **headache** or a **temperature**.
- 2 You need a plaster for your hand if it's **bleeding**.
- 3 You need cream if you have a **rash**.
- 4 You need an X-ray to see if your arm is **broken**.
- 5 If you have an infection, you might need a **prescription** for some antibiotics.

Grammar *can / could / will be able to*

3

- 1 Gabby could talk when she was two.
- 2 She could sing when she was three.
- 3 Now, she can play the guitar and piano very well.
- 4 She can write songs, too.
- 5 Next year, she will be able to go to music college.

have to and had to

4

- 1 Last week, Toby **had to** take the dog for a walk.
- 2 This week, he **doesn't have to** take the dog for a walk.
- 3 Last week, Toby **didn't have to do his Maths** homework.
- 4 This week, he **has to do his Maths** homework.
- 5 Last week, Toby **had to tidy his room**.
- 6 This **week, he has to tidy his room**.

Reflexive pronouns

5

- 1 I was cold, so I made **myself** a hot drink.
- 2 She doesn't really know how to play golf. She just taught **herself**.
- 3 I don't know their names. They didn't introduce **themselves**.
- 4 We had a wonderful time. We really enjoyed **ourselves!**
- 5 I've brought lots of biscuits for you all, so please help **yourselves!**
- 6 My little brother was not behaving **himself**. He was really annoying.

might

6

Suggested answers

- 1 He might fall off and hurt himself. / He might break his arm.
- 2 She might burn herself.
- 3 They might crash. / They might fall off and hurt themselves.
- 4 We might miss it. / We might catch it. / We might fall over and hurt ourselves.

Everyday English Making a call

7

- 1 help 2 advice 3 hurt 4 bleeding 5 fingers 6 doctor

Learning to learn Improving your reading skills

- Point out that they have been doing the tips while they were doing the exercises:
Points 1 and 2: Lesson **3B**, exercises 1–2
Point 3 and 4: Lesson **3B**, exercise 3
- **Workbook** pages 32–33, exercises 1–8

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet and Microsoft Office PowerPoint or a similar program to make a presentation with slides.
- If you cannot arrange for computer access, Sts could do internet research about a sport as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access and a program to make a slide presentation.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one sheet per 'slide' for each presentation) and coloured pens and pencils.

OPTIONAL LEAD-IN Tell Sts, in pairs, to make a list of sports they play and the competitive sports that are the most popular in their country. Set a time limit, e.g. one minute. Then put pairs in larger groups of six or eight and each pair can mime a sport for the other pairs to guess.

You First

Tell Sts, in pairs, to answer the questions and give reasons. Get feedback and find out the class's attitude to taking part in sport, watching sports and to competitive sport.

1a

- Sts find the information and photos they need for the writing task.
- While you should allow Sts to choose their own sport, it might be a good idea to ensure not too many select the same one or the presentations will be very repetitive.

b

- Give Sts time to make their choices.

2a

- Sts read the fact file and answer the question.
- Check answers.

1 My favourite sport 2 How it is played 3 Sporting hero – career and achievements 4 The history of the sport

b

- Give Sts time to read the **Look!** box and complete the task.
- Check answers.

Frequency (definite): every week
Frequency (indefinite): often
Relationship in time: before that
Linkers: when

LANGUAGE NOTE The position of adverbs of definite frequency beginning *every* can go at the beginning or end of the sentence, e.g. *Every week she goes to the cinema. He cooks dinner every night.* Adverbs of indefinite frequency generally go between the subject and the verb, except with *to be*, where they go after the verb, e.g. *I often come to school by bike. She's always late.*

EXTRA IDEA Write some prompts on the board and ask Sts to write sentences using a prompt from column **A** and one from column **B** with the adverbs in the correct place, e.g. *I sometimes play volleyball.*

A

'play volleyball'
 'go to the park'
 'eat ice cream'
 'drink coffee'
 'watch TV'
 'ride a horse'
 'is on time for class'

B

'every week'
 'usually'
 'every Tuesday'
 'sometimes'
 'never'
 'every month'
 'always'

3a

- Sts make notes on their chosen topics from exercise 1b.

b

- Give Sts time to organize the information into paragraphs.
- Remind Sts that the wording on the slides or large piece of paper should be minimal beside the image. You could show them an example you have written.
- Ensure the images Sts select are directly relevant to the information on the slide.

4

- Sts complete their fact file. Encourage them to use one or two of the time expressions.

5

- Help Sts create their poster or slide show for the presentation.
- Before Sts give their presentation, elicit ideas on how to engage the audience when giving a poster or slide presentation, e.g. make eye contact, point to the slides or images, look and sound enthusiastic, ask the audience a question, explain unfamiliar words and rules.
- Sts practise giving their presentations in pairs. They take turns giving feedback on whether the presenter did all the right things to make the presentation engaging. You could write the ideas above on the board to remind Sts while they practise.

6

- Sts give their presentations and decide on the answer to the question.



Do you like sports? Why? / Why not?
Are sports a good thing?

A sport fact file

Sport fact file

Hockey

1

I love hockey and can play it quite well. I play **every week** with the school team. We **often** play against other schools. We're training hard so that we'll be able to play well in the next tournament. We might win this year! I also like watching hockey. I loved watching **the last Olympics**.

2

The rules of hockey are similar to football. There are 11 players in each team and you can score points **when** you hit the ball into the goal. Players have to use hockey sticks to hit the ball. They can't touch the ball with their hands or feet.

3

Dhyan Chand is one of the greatest hockey players of all time. He was born in India in 1905. His nickname was the Wizard, because he could control the ball with his stick like magic! He scored more than 1,000 goals in his career and helped India to win three Olympic gold medals.

4

The first hockey club was created in England in 1849, but **before that** the word 'hockey' was used by the English King Edward III in 1363! **Nowadays**, hockey is popular all over the world, especially in Australia, India and Pakistan.



1 a Get ready to write Choose an interesting sport. Find facts and photos of your chosen sport – from home, on the internet, or from books and magazines.

b Choose three or four topics. Use the ideas below to help you.



2 a Read Luc's fact file. Which four topics from exercise 1b has he chosen?

b Read the Look! box. Complete the examples with the time expressions from Luc's project.

Look! Time expressions

These are many different expressions to tell us when things happen. Look at the words in bold in the text. Add them to the correct groups.

A point in time, e.g. *today, last year, the next week, **the last Olympics, nowadays***

Frequency (definite), e.g. *every day, every year, ___*

Frequency (indefinite), e.g. *always, sometimes, ___*

Relationship in time, e.g. *after, next, already, ___*

Linkers, e.g. *while, as, ___*

3 a Start writing Make notes under the headings you have chosen.

b Organize your notes into a paragraph under each heading.

4 Write your fact file. Try to use one or two time expressions.

5 Complete your project Present your information on a large piece of paper with pictures. Make it look like a poster.

6 Present your project to the class. Which is the most popular sport in the class?

3 Culture



What sports are played in your school?
Do you have a favourite?

Four sports that were invented in Britain



Football

Modern football was invented in English schools in the 18th and 19th centuries. It became incredibly popular, but people in different parts of the country all played a bit differently. So, in 1863, all the football clubs met in London to finally decide the rules. They also agreed that the players could never use their hands to touch the ball. Before that, football was a very rough street game that was banned for hundreds of years!

The modern game of tennis was created in the 1860s on a flat area of grass in Birmingham, England. One or two players stand on each side of a net and they have to use rackets to hit the ball. A player wins a point when the other player can't return the ball in the correct area of the court. In the 16th century, an earlier type of tennis was played indoors in a big room.

Tennis



Squash

Rugby used to be football! The story is that, in 1823, at Rugby School in England, pupils were playing football. Then, one boy called William Webb Ellis broke the rules. He picked up the ball and ran with it! The school started playing the game this way. The rules of rugby were decided by the Rugby Football Union in 1871. You have to use your hands to get the ball and throw the ball backwards.

Rugby



The modern game of squash was invented at Harrow School, England, in the 19th century. The school built the first squash courts. You have to hit a small ball against a wall. A player wins a point when the other player can't return the ball to the correct area of the wall. Squash was based on an earlier game called 'rackets'. Bored prisoners invented it in Fleet Street Prison in London.

1 Look at the photos. How are they different now?

2 a Work with a partner.

Student A Read about football and squash.

Student B Read about rugby and tennis.

b Answer the questions in the table for each of your sports.

	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Football				
Rugby				
Tennis				
Squash				

3 a Work with a partner. Ask and answer the questions about your partner's two sports. Complete the table.

b What did you think was the most interesting fact in each text?

c Which of these sports would you like to be good at and why?

4 Over to you! What are popular sports in your country? Is there a national sport in your country? What are the rules?

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTES Below are some further notes about the sports mentioned in the text.

Football: There are two teams of 11 players, who play on a clearly marked pitch, with goals at each end. The game lasts 90 minutes plus injury time and the winners are the team with the most goals. The only way the ball can be moved is using feet, by kicking, dribbling or passing to other players. The Football Association (FA) was set up in 1863 to establish a single set of rules for teams in England. The first international football match was between England and Scotland in 1872 and was a 0–0 draw. The first football World Cup was in 1930 in Uruguay and the winners were Uruguay.

Rugby: Rugby Union has 15 players on each side. The game lasts 80 minutes. The goal posts are H-shaped. Players can score a 'try' for five points by carrying the ball over the opposition goal line and touching the ground with it. The team can then kick a 'conversion' for two more points. For three points they can also score with a drop goal or penalty. When the FA was formed, football separated from rugby football. In 1886 the International Rugby Football Board was set up and is responsible for the rules. In 1883 the first 'Home Nations Championship' was played in which England, Scotland, Wales and Ireland played. The Rugby World Cup was set up in 1987 in Australia and New Zealand, and New Zealand became the first winners.

Tennis: Modern tennis quickly became very popular and the first tournament was played in 1877 at Wimbledon. Clubs opened in the USA and in France in the 1870s. The first US Singles Championship was held in 1881, and the first French Championship in 1891. The Australian Open dates from 1905. These make up the Majors, or The Grand Slam, the most prestigious titles for a player to win.

The games can be Singles or Doubles. The scoring goes *love* and then *15, 30, 40* and *game*. You need six games to win a set. In professional tennis, men must win three out of five sets to win the match whereas women must win two out of three.

Squash: This is played by two or four players in a four-walled court. Players sometimes wear goggles. It was first played in Harrow School in England. Players can hit the ball against any wall as long as it hits the front wall as well. Games are played to 11 points, but players must win by two clear points. The game is very popular around the world, but has not yet become an Olympic sport.

You First

You could do this as a whole-class activity. Make sure Sts give a reason for their favourite sport.

1

- Do this as a whole-class activity.

What people wear when they are playing has changed and some of the equipment used has developed.

EXTRA SUPPORT Pre-teach or elicit *invent, rough, be banned, pick up, backwards, a net* and *court*.

EXTRA SUPPORT Show Sts more up-to-date photos of equipment for each sport and ask what they know about each sport. Ask if they know any famous teams or players.

EXTRA CHALLENGE Ask Sts where you play each game, i.e. a football / rugby pitch, a tennis / squash court.

2a

- Put Sts in pairs, **A** and **B**. Sts follow the instructions and read their texts.

b

- Sts complete the table for their two sports.

EXTRA SUPPORT Put Sts in two groups, **A** and **B**, to fill in their information in the table. Then for exercise 3a put Sts in pairs, **A** and **B**, to complete the table.

3a

- Give Sts time to complete the task in pairs.
- Check answers.

	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Football	18th / 19th centuries	In English schools	You can only use your feet to kick the ball.	Rough street game
Rugby	1823	Rugby School, England	You pick up the ball and run or throw it backwards.	They played football.
Tennis	1860s	Birmingham, England	You hit a ball over a net with a racket.	Indoors in a large room
Squash	19th century	Harrow School, England	You hit a ball against a wall.	Based on 'rackets'

b

- Sts discuss their ideas.
- Elicit opinions.

Students' own answers.

c

- Sts discuss their ideas.
- Elicit ideas.
- You could see if there is a class favourite by having a class vote. Ask Sts for the reasons for their choices.

Students' own answers.

4

- Sts discuss the questions in pairs or small groups.
- Get some feedback.

Video *Football academy*

As an extension to the Culture topic, watch a short film about a football academy and do the exercises on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Somatotypes relate to a system of classification of human physical types and body shapes developed by the American psychologist W. H. Sheldon in the 1940s. Sheldon classified human beings in terms of three basic body types or 'somatotypes': endomorphs, who tend to be round or fat with short arms and legs; mesomorphs, a muscular type with a big head, broad shoulders and chest and highly muscled arms and legs; and ectomorphs, who tend to be slim with long thin arms and legs, and not very muscular. Sheldon also ascribed psychological traits to the three categories, with endomorphs described as relaxed, comfortable and extroverted. Mesomorphs were described as active, dynamic, assertive or even aggressive, and ectomorphs were described as introverted, thoughtful, inhibited and sensitive. This psychological categorization is now discredited.

The three body types do not change as a result of training or overeating. Some nutritionists, exercise coaches and doctors have used the idea of somatotypes to design fitness plans. People with different body shapes tend to be good at different sports. Endomorphs are said to be strong and so make good rugby players or weightlifters and other sports where strength is essential. Mesomorphs are strong and muscular and seem suited to be rowers or swimmers. In fact, most athletes are partially mesomorph. Ectomorphs, who are light and fast, are more suited to sports such as running, football or tennis. However, most people are somewhere in between these three types, tending more towards one, but with features from the other two types.

You First

Tell Sts to discuss the question. If Sts seem to have difficulty coming up with answers, you could try a quick quiz to see what they know, e.g.

- 1 *How many bones are there in a human body? (206 in an adult, but we are born with 270. These fuse as we become adults to become 206.)*
- 2 *What is the longest bone in the body? (The femur or thigh bone)*
- 3 *True or false? Your nose and ears never stop growing. (True)*
- 4 *What is the largest internal organ in the human body? (The largest internal organ is the liver.)*
- 5 *What is the normal temperature of the body? (37 degrees Celsius)*
- 6 *Whose hearts beat faster – women's or men's? (Women's)*
- 7 *How many teeth does the average adult have? (32)*
- 8 *Which is more sensitive – your sense of smell or your sense of taste? (Your sense of smell is about 10,000 more sensitive than your sense of taste.)*
- 9 *True or false? Human beings are the only species known to blush. (True)*
- 10 *Which side of your brain controls the right side of your body? (The left side of your brain; the right side of your body is controlled by the right side of your brain.)*

1a

- Tell Sts to look at the pictures and read the introduction and information.
- Give Sts time to complete the task in pairs.

EXTRA SUPPORT Pre-teach or elicit *shape, narrow and wide*.

b 2•21 Audio script pT90

- Play the audio for Sts to listen and check.
- Check answers.

1 Ectomorph 2 Endomorph 3 Mesomorph

2

- Give Sts time to complete the task in pairs.
- Check answers and ask Sts to give reasons for their answers.

A Ectomorph B Mesomorph C Endomorph

EXTRA IDEA Ask Sts to work in pairs. They choose a sport for each body type and say why it suits that somatotype. They can then work in small groups and each pair presents their ideas to the group. The group decides if the sport and the body type are suited to each other.

EXTRA CHALLENGE Ask Sts to choose a sportsperson they admire. Ask them to describe the person physically and say why the person excels in their particular sport. In groups they present their sportsperson to the rest of the group. When they have presented their sportsperson, they can copy a corrected version and add a photo. Display the work and get Sts to read each other's writing.

2.22 Song *Move Your Feet*

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



Do you know any interesting facts about the human body?

Somatotypes

'Somatotype' means the shape of the human body. People with different body shapes are good at different sports. There are three basic somatotypes:



Mesomorph



Ectomorph



Endomorph

1

(thin body shape)

- Narrow shoulders, hips and chest
- Not much fat or muscle
- Long, thin arms and legs
- Thin face, high forehead
- They are light and will be able to move fast.

2

(strong and wide body shape)

- Wide hips, narrower shoulders
- Can have fat on body, arms and legs
- Slim ankles and wrists
- They are strong and powerful.

3

(triangular body shape)

- Wide shoulders, narrower hips
- More muscle than fat
- Strong arms and thighs
- They are muscular and strong.

Most people are a mixture of these basic body types. Most top athletes will be more mesomorph because you have to have a lot of strength for many sports. They will then have either ectomorph or endomorph features, depending on what they have to do in their sport. For example, a weight lifter will be more endomorph, and a footballer will be more ectomorph.



1 a Match the body types to the descriptions (1–3).

b 2.21 Listen and check.

2 Match the sports (A–C) to the correct body types in exercise 1a.

4

It's a mystery

4A What's happening?



Do you like surprises? Why / Why not?
How do they make you feel?



1 jump out of your skin



2 make your hair stand on end



3 have nerves of steel



4 tear your hair out



5 have butterflies in your stomach



6 see red



7 jump for joy

Vocabulary Idioms for strong emotion

1 a Look at the pictures (1–7). Do you know any of the idioms? Match them to the definitions (a–g).

- | | |
|-----------------------|----------------------|
| a ___ very happy | e ___ very surprised |
| b ___ very angry | f ___ very brave |
| c ___ very frustrated | g ___ very scared |
| d ___ very nervous | |

b 2.23 Listen and check. Practise saying the idioms.

2 a 2.24 Listen to the conversations. What's happening in each conversation?

b 2.24 Listen again. Match them to the idioms.
In conversation 1 his hair's standing on end.

c 2.24 Listen again. Check with a partner.

3 **Over to you!** Work with a partner. Mime an idiom to your partner. Can your partner guess?

Are you tearing your hair out?

Yes, I am!

Workbook page 34, exercises 1–2

4 It's a mystery

Unit objectives

- use idioms for strong emotion
- use adjectives and adverbs to describe things, people and places
- use relative pronouns to make definitions
- use indefinite pronouns
- use countable and uncountable nouns with *a few* and *a little*
- express surprise
- write a story about a picture

Language

Grammar: relative clauses; relative pronouns; indefinite pronouns; countable and uncountable nouns; *a few* and *a little*

Vocabulary: idioms for strong emotion; descriptive adjectives and adverbs

Everyday English: expressing surprise

Project: A radio play

Culture: Quiz: Are you a good detective?

Learn through English: Forensic science

4A What's happening?

Supplementary materials

Workbook: pages 34–35, exercises 1–6

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Tell Sts to complete the task in pairs. Get them to describe a surprise they have had or know about. To help, you could ask some questions, e.g. *Where were you? Who was there? What did they do? What happened then? How did you feel?*

EXTRA SUPPORT You might want to pre-teach or elicit *unexpected, shocked, surprised, amazed, scared* for Sts to do the **You First** task.

Vocabulary Idioms for strong emotion

LANGUAGE NOTE Idioms can be difficult to understand because the meaning of the idiom is different from the meaning of the individual words. They are often different in each language, e.g. in English *to pull someone's leg* is to play a joke on someone, usually by making them believe something that is not true; in Spanish it is often translated as *tomar el pelo*, literally to take / pull the hair.

EXTRA IDEA Ask Sts if they can think of an idiom in their language and describe what it means.

1a

- Tell Sts, in pairs, to look at the pictures and discuss what they think is happening in each.

- Ask Sts to imagine how each person is feeling in each picture, e.g. happy, sad, surprised, scared, etc.
- Give Sts time to complete the task.
- b** **2-23** Audio script pT90
- Play the audio for Sts to listen and check.
- Check answers. Help with any vocabulary needed to describe what's happening in the pictures.

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

- Now play the audio again for Sts to listen and repeat. Model and drill the idioms.

EXTRA IDEA You could check Sts' understand the idioms by asking them to work in pairs, and decide if there is an idiom in their language they could use in each situation.

EXTRA SUPPORT Put Sts in pairs. One student says one of the idioms, e.g. *to see red*, and the other then says how the person feels (*very angry*). Or one student says the emotion, e.g. *angry*, and the other then says the idiom (*to see red*).

2a **2-24** Audio script pT90

- Play the audio, pausing after each conversation for Sts to discuss what is happening in pairs.
- Elicit ideas. You could check answers after each conversation or play all the conversations and then go back to the beginning and check answers.

In conversation 1 he's scared because he hears a strange noise.
In conversation 2 he's angry with her.
In conversation 3 she's frustrated because she can't do the crossword.
In conversation 4 he's surprised because she frightens him.
In conversation 5 she's brave even though she's on a high wall.
In conversation 6 she's nervous about her test.
In conversation 7 she's happy because she passed her test.

b **2-24** Audio script pT90

- Play the audio again, pausing after each conversation to give Sts time to work out the idiom.

c **2-24** Audio script pT90

- Sts compare their answers in pairs.
- Play the audio again, pausing after each conversation, and then check answers.

In conversation 2 he's seeing red.
In conversation 3 she's tearing her hair out.
In conversation 4 he jumped out of his skin.
In conversation 5 she has nerves of steel.
In conversation 6 she has butterflies in her stomach.
In conversation 7 she's jumping for joy.

3

- Give Sts time to complete the task. Monitor and help with vocabulary and pronunciation where necessary.

EXTRA CHALLENGE In pairs, Sts choose three of the idioms and write a two- or three-line dialogue for each one. Pairs then join with another pair. They read their dialogues and the other pair has to guess the idiom.

► **Workbook** page 34, exercises 1–2

Grammar Relative clauses

4 2-25

- Tell Sts to look at the photo and decide how Simon might be annoying Tasha. Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen, follow and answer the question.
- Check the answer to the question.

He's asking her lots of questions (about the new detective drama) while she is trying to watch TV.

EXTRA IDEA Ask, write on the board, or dictate some true / false statements to check comprehension, e.g.

- 1 'Simon is watching something on TV.' (False. Tasha's watching something on TV.)
- 2 'Tasha's watching a new detective drama.' (True)
- 3 'The new detective drama isn't very popular.' (False. Tasha says everyone's talking about it.)
- 4 'Simon understands what is happening in the drama.' (False. That's why he's asking the questions.)
- 5 'The woman is looking for her friend.' (False. The man is looking for his friend and the woman is the detective.)
- 6 'The detective is holding the note that the friend wrote.' (True)
- 7 'Tasha is happy to answer Simon's questions.' (False. She gets very annoyed with Simon.)

EXTRA SUPPORT Tell Sts to role-play the dialogue in exercise 4 in pairs. Remind them that Simon is beginning to annoy Tasha who is getting more and more angry / annoyed.

5a

- Give Sts time to complete the task.
- Check answers.

1 which 2 who 3 that 4 that

b

- Tell Sts to read the rule and complete the task.
- Check answers and ask Sts what the relative clause tells us more about.

- 1 everyone's talking about
It tells us more about the 'detective drama'.
- 2 looking for his friend
It tells us more about 'the man'.
- 3 's investigating the mystery
It tells us more about 'the detective'.
- 4 the friend wrote
It tells us more about 'the note'.

Relative pronouns

6

- Tell Sts to complete the rules, then check answers.

We use **who** and **that** for people.
We use **which** and **that** for things.

7a

- Give Sts time to complete the definitions.
- Check answers.

2 which / that 3 which / that 4 which / that 5 who / that

b

- In pairs, one student reads a definition and the other gives the answer.
- Check answers.

1 a teacher 2 a watch / clock / mobile 3 New York
4 a ball / a racket / a net 5 a detective / a police officer

► **Workbook** page 35, exercises 3–4

► **Photocopiable** Grammar and Vocabulary

Writing and Speaking

8a

- In pairs, Sts work out what each photo is.
- Check answers.

1 an ambulance 2 a scientist 3 a knife 4 a pen
5 a police officer 6 a nurse / a doctor

EXTRA SUPPORT When talking about possibilities, remind Sts to use *might* or *could*, e.g.

- A** Photo one might be a bus.
B No, I don't think so. I think it could be a van.
A What do you think photo four is?
B It could be something that you use to draw.

b

- Tell Sts in their pairs to cover the box and try to make definitions for photos 1–6 before they read the prompts in the box.
- Sts then check their definitions for the photos by using the words and phrases in the box.

c 2-26

- Play the audio for Sts to listen and check.
- Check answers.

Photo 1 is something which (that) takes people to hospital.
Photo 2 is someone who (that) tests things in a laboratory.
Photo 3 is something that (which) cuts food.
Photo 4 is something that (which) writes.
Photo 5 is someone who (that) catches criminals.
Photo 6 is someone that (who) looks after people in hospital.

9a

- Give Sts time to work in groups and complete the task.
- Monitor and correct Sts' writing or point out errors and encourage Sts to correct their own mistakes.

► **Workbook** page 35, exercises 5–6


b

- Reorganize the groups so each student is working with someone from another group. They take turns saying their definitions and guessing the answers.
- You could have some Sts read their definitions to the class.

Extra

Sts can either do this in class or as a homework task.

Grammar Relative clauses

- 4  2.25 Read and listen to the dialogue. How is Simon annoying Tasha?



- Simon** What are you watching?
Tasha Shhh. It's the new detective drama which everyone's talking about. It makes your hair stand on end.
Simon Oh, great. What's happening?
Tasha OK. You see the tall guy? That's the man who's looking for his friend.
Simon OK. Who's the woman who's following him?
Tasha She's the detective that's investigating the mystery.
Simon And what's she got in her hand?
Tasha That's the note that the friend wrote.
Simon Why did he write it?
Tasha I don't know yet. Just watch the programme.
Simon But why did the friend disappear?
Tasha I don't know. It's a mystery! Just watch!
Simon OK, OK. Calm down...

- 5 a Complete the sentences from the dialogue.

- It's the new **detective drama** everyone is talking about.
- That's the man 's looking for his friend.
- She's the detective 's investigating the mystery.
- That's the note the friend wrote.

- b Read the information, then highlight the relative clause in sentences 2–4 in the same way as sentence 1.

The second part of each sentence is a relative clause. It tells us more about the person/object in the first part of the sentence.

Relative pronouns

- 6 Look at sentences 1–4 from exercise 5a and complete the rules with the correct relative pronouns.

The words *who*, *which* and *that* are called relative pronouns. We use them before a relative clause.

We use and for people.

We use and for things.


- 7 a Complete these definitions. Choose the correct relative pronouns, *who*, *which* and/or *that*.

- It's a person ... gives lessons at school.
It's a person **who / that** gives lessons at school.
- It's something ... tells the time.
- It's a US city ... is also called the Big Apple.
- It's something ... you need to play tennis.
- It's someone ... investigates crimes.

- b In pairs, read a definition. Your partner gives the answer.

► **Workbook** page 35, exercises 3–4

Writing and Speaking

- 8 a  Get ready to write Work with a partner. Look at mystery photos 1–6 and guess what they are.



- b Make definitions for the photos 1–6 with the words and phrases in the box.

catches criminals looks after people in hospital
cuts food takes people to hospital
tests things in a laboratory writes

Photo 1 is something that...

- c  2.26 Listen and check.

- 9 a Get ready to write Work in a group. Write definitions with relative pronouns for another four objects and people.

► **Workbook** page 35, exercises 5–6

- b Work with someone from another group. Give your definitions. Can your partner guess?

It's something that...

Is it a...?



Make definitions for the people and things you can see in the pictures on page 46.

That's the girl **who's** got a present.

That's the boy **that**...

4B A story of suspense



Do you read stories of mystery and suspense? Do you enjoy being scared? Do you know any scary films?

Reading, Listening and Speaking

- 1 Describe what you can see in the photo.
- 2 2.27 Read and listen to the first part of the story. Answer the questions.
 - 1 Who is the story about?
 - 2 Where were they?
- 3 2.28 Read and listen to part 2 of the story. Answer the questions.
 - 1 What do they find?
 - 2 What did the building look like?
 - 3 Who wanted to go in?
 - 4 Who didn't want to go in?
- 4 a Discuss in pairs. Where are they? What do you think happens next?

I think it's a....
Or perhaps a....

I think they try
to...then they...

- b 2.29 Listen to the rest of the story. Did you guess correctly?

Vocabulary Descriptive adjectives and adverbs

- 5 a Complete the example sentence from the text.

An adverb describes a verb.

It was winter, and we were all ___ driving along in my dad's ___ van.

An adjective describes a noun.

- b Read the information and complete the examples from the text.

An adjective usually goes:

- 1 before the noun.
- 2 after the noun + *be*.

There weren't any lights in any of the ___ windows. It was a bit ___.

An adverb usually goes:

- 1 at the end of the sentence or clause.
Everyone was eating snacks, listening to music and singing ___.
- 2 before the verb, especially if the sentence is long.
We were ___ driving up the mountain on an empty road through some dark trees.

The mystery of the house on the mountain

Part 1

It was winter, and we were all **happily** driving along in my dad's **old** van. Every holiday, my family and I choose somewhere different to visit. We travel and sleep in the van. It's usually great fun. But this time was different. This year my dad chose a village in the mountains that no one knew. He wanted to find an **ancient** castle. We were **carefully** driving up the mountain on an **empty** road through some **dark** trees. Everyone was eating snacks, listening to music and singing **loudly**.

All of a sudden we stopped. 'Oh no, is something wrong with the van?' asked my brother Sam **nervously**. 'It's getting dark and we're in the middle of nowhere.' Dad **quickly** jumped out to look for the problem. 'I'm sure it's nothing. I'll fix it,' he said **confidently**. We found the torches and we all got out to help. After half an hour, Dad gave up. 'I can't find anything wrong with it,' he told us **worriedly**.

Part 2

'OK,' I said. 'We mustn't panic. Does anyone have a mobile phone signal?' But nobody did. 'Well, let's go and find help,' said Mum. 'Someone must live near here.' Everyone started **slowly** walking up the road. It was dark by now and the moon was behind black clouds. Suddenly Dad called, 'I think I can see something over there. It looks like a house or hotel. Let's go and see if we can find someone to help us.' Through the trees, we could see a pair of **huge, iron** gates. We pushed them open with difficulty, and they moved **noisily**. We walked up the path to the tall, dark building. There weren't any lights in any of the **big** windows. It was a bit **scary**. I had butterflies in my stomach. Dad went up to the **heavy, wooden** door and knocked on it. 'Hello, is there anybody in?' he called. There was no answer, but we saw that the door was **open**. 'That's **strange**,' said Sam. 'I really don't like it.' Sam doesn't have nerves of steel! 'It'll be fine,' said Dad. 'Come on.' So we went inside.

- c Look at the other adjectives and adverbs in the story. Where are they in the sentence?

► **Workbook** page 36, exercises 1-4

4B A story of suspense

Supplementary materials

Workbook: pages 36–37, exercises 1–7

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Tell Sts in pairs to answer the questions. Tell them to write a list of scary stories and films they know and say which ones they have seen on TV and which ones they have read in books. Ask them how popular scary stories are, and why people like watching scary films.

Reading, Listening and Speaking

1

- Do this as a whole-class activity.

Suggested answer

There is a dark country road. There are dark trees on both sides of the road. It looks cold, wet and lonely. It is hard to see far ahead.

A car or van's headlights can be seen through the mist, but there is no one else around.

2  2-27

- Tell Sts to read the questions for **Part 1** so they are clear on what they are reading and listening for.
- Play the audio for Sts to listen and follow.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Give Sts time, in pairs, to discuss the two questions.
- Check answers.


- The storyteller / narrator and his family (father and brother Sam).
- They were driving in the mountains.

3  2-28

- Tell Sts to read the questions for **Part 2** to see what they are reading and listening for.
- Play the audio for Sts to listen and follow.
- Give Sts time, in pairs, to discuss the four questions.
- Check answers.

- They find a pair of huge, iron gates, and a building up the path.
- It was a tall, dark building.
- Dad
- Sam

4a

- Give Sts time to discuss their ideas.
 - Elicit some ideas, but don't tell Sts if they are right at this stage.
- b**  2-29 Audio script pT91
- Play the audio for Sts to listen and check their ideas.
 - Elicit the story from the class and ask Sts if they expected the ending.

Vocabulary Descriptive adjectives and adverbs

5a

- Give Sts time to complete the task, then check answers.

It was winter, and we were all **happily** driving along in my dad's **old** van.

EXTRA CHALLENGE Tell Sts to insert different adjectives and adverbs into the sentence, e.g. *It was winter and we were all **nervously** driving along in my dad's **new** van.*

b

- Give Sts time to complete the task, then check answers.

Adjective: There weren't any lights in any of the **big** windows. It was a bit **scary**.

Adverb: Everyone was eating snacks, listening to music and singing **loudly**.

We were **carefully** driving up the mountain on an empty road through some dark trees.

c

- Tell Sts to read the story again and complete the task. You might want to point out to Sts that not all the adjectives and adverbs in the text have been highlighted.
- Check answers.

Adjectives:

Part 1 *ancient* before 'castle' *empty* before 'road' *dark* before 'trees'

Part 2 *huge, iron* before 'gates' *heavy, wooden* before 'door' *open* after 'was' *strange* after 'That's' (That is)

Adverbs:

Part 1 *nervously* after 'asked my brother Sam' *quickly* before 'jumped' *confidently* after 'he said' *worriedly* after 'he told us'

Part 2 *slowly* after 'started' and before 'walking' *noisily* after 'moved'

EXTRA SUPPORT Tell Sts to work in pairs and write sentences for three of the adjectives and three of the adverbs, e.g. *The Pyramids in Egypt are **ancient**.* Monitor and check the word order.

EXTRA SUPPORT To help Sts with pronunciation, tell them to work in pairs and put the highlighted adjectives and adverbs with more than one syllable in the correct word stress rows.

Oo	ancient, empty, loudly, quickly, slowly, iron, scary, heavy, wooden, open
Ooo	happily, carefully, nervously, worriedly, noisily
Oooo	confidently

Check answers. You could model the words, then get Sts to practise saying them.

! The activity below needs to be prepared before class.

EXTRA IDEA Write some actions and adverbs on separate strips of paper. One student comes up and takes one strip from each pile and mimes the action in the manner of the adverb. The class guesses what he / she is doing. Continue this with different sentences and adverbs.

➡ **Workbook** page 36, exercises 1–4

Grammar Indefinite pronouns

6a

- Give Sts time to complete the task, then check answers.

1 somewhere 2 no one

b

- Draw the table on the board for Sts to complete.
- Check answers.

Person	Place	Thing
everyone / body	everywhere	everything
someone / body	somewhere	something
anyone / body	anywhere	anything
no one / body	nowhere	nothing

c

- Give Sts time to complete the rule. Draw their attention to the **Look!** box.
- Check answers.

We use indefinite pronouns when we talk about **an unknown** thing, person or place.
We use *any-* in **negative** sentences and questions.

EXTRA SUPPORT Ask Sts to write a sentence for four indefinite pronouns, one from each group. Ask them to take turns reading their sentence to a partner, not saying the indefinite pronouns, and their partner has to say the correct one, e.g. *There was _____ in the house when they went in. It was empty. (no one / nobody)*

EXTRA SUPPORT Dictate or write five or six sentences on the board. Tell Sts that some are correct and some aren't. They need to correct the mistakes:

- 1 'I rang the doorbell, but nobody was in.' (✓)
- 2 'I didn't see nobody I know at the concert.'
(*I didn't see **anybody** I know at the concert.*)
- 3 'Last weekend I didn't go somewhere.'
(*Last weekend I didn't go **anywhere**.*)
- 4 'Everyone came to my party!' (✓)
- 5 'I went shopping, but I didn't buy nothing.'
(*I went shopping, but I didn't buy **anything**.*)

7

- Give Sts time to rewrite the sentences, then check answers.

2 **Dad** was trying to fix the van.
3 They took **torches** to help them see in the dark.
4 They walked up the path to **the tall, dark building**.
5 They didn't see **any lights** in the windows.
6 They realized that **the door** wasn't locked.

➡ **Workbook** page 37, exercises 5–6

➡ **Photocopiable** Grammar and Vocabulary

Speaking

8a

- Give Sts time to complete the task, then check answers.

1 **The family was** travelling in the old van.
2 They wanted to find **an ancient castle**.
3 They were **eating, listening to music and singing** in the van.
4 Then the van **stopped suddenly**.
5 **Dad** tried to **fix it**, but it was impossible.
6 They decided to **walk**.
7 They took **torches** because it was dark.
8 They saw a **building** in the distance.

b

- Do this as a class. You could put Sts in small groups first to take turns to retell the story.

c

- Tell Sts to repeat the story around the class using indefinite pronouns where possible.

Writing

9a

- Get Sts to work in a group. Tell Sts they are going to write a short story about a picture. Give Sts time to find or think of a picture, or tell them to use the photo in the **Student's Book** and describe it.
- Then tell Sts to work through the instructions, adding descriptive adjectives and adverbs when they are answering the questions and writing the dialogue.

EXTRA SUPPORT If Sts are using the photo in the **Student's Book**, pre-teach or elicit *pirate, pirate's hat, treasure chest, astonished*.

➡ **Workbook** page 37, exercise 7

b

- Sts write the story. Monitor and help with language where necessary. Correct Sts' writing or point out errors and encourage Sts to correct their own mistakes.
- Sts copy out a corrected version of their writing and add an illustration or picture if they chose another one. Display the work and get Sts to read each other's writing.

Extra

Sts can do the activity in pairs in class.

Grammar Indefinite pronouns

6 a Complete these sentences from the story.

- 1 Every holiday, my family and I choose ___ different to visit.
- 2 This year Dad chose a village in the mountains that ___ knew.

b Complete the table with the indefinite pronouns from the story.

Person	Place	Thing
___one/body	everywhere	everything
someone/body	some___	___
___one/body	anywhere	___
no one/body	___	___

c How do we use indefinite pronouns? Choose the correct answers.

We use indefinite pronouns when we talk about a *known / an unknown* thing, person or place.

We use *any-* in *positive / negative* sentences and questions.

Look!

We use verbs in the singular with indefinite pronouns, e.g. *Everyone was eating snacks.*

7 Look at the story and replace the indefinite pronouns with the exact information.

- 1 Everyone was driving up the mountain.
My mum, my dad, Sam and I were driving up the mountain.
- 2 Someone was trying to fix the van.
- 3 They took something to help them see in the dark.
- 4 They walked up the path to somewhere.
- 5 They didn't see anything in the big windows.
- 6 They realized that something wasn't locked.

► **Workbook** page 37, exercises 5–6

b Can you remember the story? As a class, summarize what happened. Each student adds a sentence.

The family were happily driving along in an old van.

c Now try again. Tell the story again around the class, using an indefinite pronoun when possible.

Everyone was driving somewhere. There was a problem with something. Someone tried to fix something...

Writing

9 a Get ready to write Work in a group. You are going to tell a story about a picture. Think about these things:

- 1 good descriptive adjectives and adverbs
- 2 information on:
 - Who was the person?
 - Who else was with him?
 - Where was he?
 - How did he get there?
 - What did he find?
 - What did he decide to do?

3 Think of some dialogue to go with the picture.



► **Workbook** page 37, exercise 7

b Work together and write a short story of the picture.

One evening some friends heard a strange noise upstairs.

Speaking

8 a Get ready to speak Complete the sentences with the correct words.

- 1 ___ travelling in the old van.
- 2 They wanted to find ___.
- 3 They were ___ in the van.
- 4 Then the van ___.
- 5 ___ tried to ___ but it was impossible.
- 6 They decided to ___.
- 7 They took ___ because it was dark.
- 8 They saw a ___ in the distance.



Choose an adverb and think of an action to mime in that way. Can your partner guess the adverb?

Are you reading a book noisily?

Yes, I am!

4C Real-life mysteries?



Do you believe in ghosts? Why? / Why not?
Do you know any ghost stories?



Reading and Speaking

1 Look at the photos. What can you see?

2 Read the text and answer the questions.

- 1 Who are the people mentioned in the story?
- 2 When and where did it happen?
- 3 Who took the photo?
- 4 What did the experts say about the photo?
- 5 What else happened there?

THE TULIP STAIRCASE GHOST

There aren't many photographs that can claim to have a real **ghost** in them. Here is the story of one of the most famous ghost photos.

On Sunday 19th June 1966, an elderly **couple** from Canada were visiting the Queen's House in Greenwich Palace, London. The husband, a retired church minister called Reverend Hardy, loved taking photographs. There was still a little **time** left before closing and there were only a few people in the building. So, Reverend Hardy quickly photographed some rooms and the beautiful Tulip Staircase. The **staircase** was closed, with a rope across it. There weren't any **people** there. His wife was standing next to him while he took the photograph.

However, when Reverend Hardy developed the photograph, he could see a strange person who was climbing the stairs! He immediately took his photograph to experts at the camera company, Kodak, for some **advice**. They examined the photo carefully. They had a few theories, but couldn't find any **evidence** for them. After much examination, they said they couldn't give him any **information** about what was in the photo. Many other experts agreed that the picture could not be a fake. So, the following year Reverend Hardy returned to the Queen's House to do a little **research**. It seems that staff and visitors have always seen ghosts around the staircase. In fact, a few years ago, some museum assistants watched a lady in an old-fashioned dress who walked along a **balcony** and through a wall!

Grammar Countable and uncountable nouns

4 a Find ten blue nouns in the text. Are they countable or uncountable? Write them in the correct row.

Countable: **ghost** _____
Uncountable: _____

b Complete the rules with the words in the box.

can can't don't have have

Countable nouns

These are things that we ___ count using numbers. They ___ a singular and a plural form.

Uncountable nouns

These are things we ___ count with numbers. They usually ___ a plural form.

3 Over to you! Work with a partner. Discuss the questions.

- 1 Do you believe that Reverend Hardy is an honest man? Why? / Why not?
- 2 Do you believe the photo is real? Why? / Why not?

4C Real-life mysteries?

Supplementary materials

Workbook: pages 38–39, exercises 1–7

Workbook: Grammar summary Unit 4

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts discuss the questions in pairs. You could find out with a quick show of hands who believes in ghosts.

Ask Sts *Where do people see ghosts?* Ask Sts to think of signs that there might be ghosts in a place, e.g. strange noises, or the temperature drops suddenly. Ask Sts if they have heard any stories from people they know about ghosts or other strange events.

EXTRA IDEA Sts take turns retelling a ghost story they have heard. You could help Sts by writing some questions on the board, e.g. 'Where did it happen?', 'What time was it?', 'Who was there?', 'What did they see, hear, feel?', 'Did they find out what really happened?'

Reading and Speaking

1

- Do this as a whole-class activity.

Suggested answer

An old-fashioned staircase, some hazy lights, a very unclear figure on the stairs, possibly a ghost

A large house (part of Greenwich Palace /,ɡrɛnɪtʃ 'pæləs/ in London)

2

- Tell Sts to read the questions and note what information they need.
- Give Sts time to complete the task.
- Check answers.

- An elderly Canadian couple, Reverend and Mrs Hardy; some camera experts at Kodak, staff and visitors, some museum assistants
- On Sunday 19th June 1966; in the Queen's House in Greenwich Palace in London
- Reverend Hardy
- Experts at Kodak couldn't give him any information about what was in the photo. Other experts agreed that the photo couldn't be a fake.
- Some museum assistants watched a lady in an old-fashioned dress walk along a balcony and through a wall.

EXTRA SUPPORT Pre-teach or elicit *elderly, church minister, an expert, a theory*. You may need to explain the expression *develop a photo* to Sts as nowadays most people print photos from their computers.

CULTURE NOTE The Eastman Kodak Company is an American technology company that produces imaging products. It was a very important photography, camera and film company in the 20th century. However, it stopped making digital cameras and sold its photographic film business in 2012 due to financial difficulties. It now specializes in digital imaging services.

3

- In pairs or small groups, Sts discuss the questions.
- Elicit some feedback.

EXTRA SUPPORT Tell Sts to think of why they might trust Reverend Hardy (*he's elderly, he's with his wife who saw the same things as he did, he's a clergyman*). Ask them what they think is actually in the photo. What do they think happened?

Grammar Countable and uncountable nouns

4a

- Give Sts time to complete the task and then compare their answers with a partner.
- Check answers.

Countable	couple, staircase, people, balcony
Uncountable	time, advice, evidence, information, research

b

- Give Sts time to complete the rules, then check answers.

Countable nouns

These are things that we **can** count using numbers. They **have** a singular and a plural form.

Uncountable nouns

These are things we **can't** count with numbers. They usually **don't have** a plural form.

EXTRA SUPPORT Ask Sts to note what words go before the uncountable word: (*be*) **a little** time, (*ask for*) **some** advice, (*find*) **any** evidence, (*not give someone*) **any** information, (*do*) **a little** research.

Tell Sts to make a note of collocations in their Vocabulary notebooks as they find them in texts and lessons.

EXTRA CHALLENGE Other words that can collocate with these uncountable nouns are: **spend** / **have** a little time, **give** / **need** some advice, **look for** evidence, **ask for** / **look for** some information, **complete** research.

You could ask Sts to find one more word that collocated with each to add to their notebook.

EXTRA IDEA Tell Sts to look around the classroom and make a note of countable and uncountable nouns in columns on a piece of paper. Give them a time limit of one minute. Then when the time is up, the pair with the most correct answers wins.

EXTRA IDEA Before Sts do the Grammar section, they could do a role-play in pairs.

In role-play 1, St **A** is Reverend Hardy, who has just developed the photo, and St **B** is his wife. He shows her the photo and they talk about what happened in Greenwich Palace and what they can see in the photo.

In role-play 2, St **B** is Reverend Hardy and St **A** is an expert from Kodak looking at the photo. They talk about what happened and what they can see in the photo.

c

- Do this as a whole-class activity.

uncountable

d

- Give Sts time to complete the task in pairs.
- Draw the table on the board and check answers.

	with countable nouns	with uncountable nouns
<i>a / an</i>	✓	✗
<i>some</i>	✓	✓
<i>any</i>	✓	✓
<i>much</i>	✗	✓
<i>many</i>	✓	✗

We use *a / an, some, any, or many* with countable nouns. We use *a / an* for single countable nouns in positive and negative sentences, and questions. We use *some* in positive sentences with uncountable nouns, and plural countable nouns. We use *any* in negative sentences and questions with uncountable nouns, and plural countable nouns. We use *much* in negative sentences with uncountable nouns to describe a small amount. We use *many* in positive sentences with countable nouns and in negative sentences to describe a small number.

a few and a little

5a

- Give Sts time to complete the task, then check answers.

There was still **a little** time left before closing and there were only **a few** people in the building.

b

- Give Sts time to complete the rule, then check answers.

We use *a few* with **countable** nouns.
We use *a little* with **uncountable** nouns.

6

- Give Sts time to complete the task, then check answers.

- There were **a few** sandwiches left at the picnic.
- There **was a little time** before the exam started.
- There **are a few birds** in the winter in my garden.
- I like **a little** milk in my tea.

- ➡ **Workbook** pages 38–39, exercises 1–6
- ➡ **Photocopiable** Grammar and Vocabulary

Listening

7a 🎧 2•30 Audio script pT90

- Tell Sts they are going to listen to a professor who studies people’s brains and behaviour talking about the photo in exercise 1. Ask *Do you think she believes in ghosts? Why? / Why not?*
- Sts read 1–7 and choose the correct words. Ask *Now do you think the professor believes in ghosts? Why? / Why not?*
- Play the audio for Sts to listen and complete the task.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

b 🎧 2•30 Audio script pT91

- Play the audio again and then check answers.

- an
- much
- many, a
- some
- any
- any
- any, a few

c 🎧 2•31 Audio script pT91

- Play the audio and give Sts time to complete the task.
- Play the audio again for Sts to listen and check.
- Check answers.

- can
- minds
- dreaming
- Fear

EXTRA SUPPORT Check Sts understand the interview by asking them questions, e.g. *Which part of the body is responsible for us seeing ghosts? (Our brain), What can happen to this part of the body? (It can stop for a few seconds.), What happens then? (We see people who aren’t there.), Can we move when we are dreaming? (No), etc.*

- ➡ **Workbook** page 39, exercise 7

Speaking

8a

- Put Sts in pairs, **A** and **B**, and then tell Sts **A** to go to p.86 and Sts **B** p.87.
- Give Sts time to read their text and make notes if necessary.

EXTRA SUPPORT Pre-teach or elicit *patterns, wire* and *suspicious*.

EXTRA SUPPORT Put Sts in two groups, **A** and **B**. Tell them to answer the questions. Then put Sts in pairs, **A** and **B**, and tell them to complete exercise 8b.

- Tell Sts to go back to the main lesson **4C**.

b

- In their pairs, Sts complete the task.

Crop circles

- It’s about crop circles, which are circular patterns in fields.
- In 1966
- Many people believe aliens made the crop circles.
- Two men in England
- They made the patterns using wood, rope, hats and wire.
- One of their wives became suspicious.
- There’s no evidence that aliens are involved.

Bigfoot

- It’s about a huge animal, half man and half ape, that lives in the forests of North America.
- Over 100 years ago
- Many people believe it’s an intelligent ape-like creature.
- Bob Heironimus made a fake film.
- He said he wore an ape costume.
- He was tired of keeping the secret.
- There’s no evidence of the creature.

c

- Sts discuss the mysteries and decide who they believe.
- Get some feedback from the class.

Extra

Sts can either do this in class or as a homework task.

c Are these nouns countable or uncountable?

food fruit intelligence love money news

d Find the words in the table in the text in exercise 2. When can you use them? Complete the table.

	with countable nouns	with uncountable nouns
<i>a / an</i>	✓	✗
<i>some</i>		
<i>any</i>		
<i>much</i>	✗	
<i>many</i>		

a few and a little

5 a Complete the sentence from the text.

There was still ___ time left before closing and there were only ___ people in the building.

b Choose the correct words to complete the rules.

We use *a few* with *countable / uncountable* nouns.

We use *a little* with *countable / uncountable* nouns.

6 Rewrite the sentences with *a little* and *a few*.

- There were some sandwiches left at the picnic.
- There wasn't much time before the exam started.
- There aren't many birds in the winter in my garden.
- I like some milk in my tea.

► **Workbook** pages 38–39, exercises 1–6

Listening

7 a **2.30** Listen to Part 1 of an interview with Professor Gilmore. Choose the correct words to complete the sentences.

- Do you have *a / an* explanation for the photo?
- No, but I haven't seen *much / many* scientific evidence for believing in ghosts.
- But *much / many* people say they have seen *a / an* ghost. Are they wrong?
- I think that people do have *some / any* strange experiences.
- But there aren't *some / any* ghosts?
- No. I don't believe there are *any / some* things in the world that science can't explain.
- A Are there *some / any* scientific explanations for ghosts?

B Yes, *a few / a little*.

b **2.30** Listen again and check.

c **2.31** Listen to Part 2 of the interview with Professor Gilmore. Choose the correct words to complete the sentences.

- She says that ghosts *can / can't* be explained.
- In her opinion our *minds / eyes* can cause strange problems.
- We can also have strange experiences when we are *tired / dreaming*.
- The cold / Fear* is a common cause of strange experiences.

► **Workbook** page 39, exercise 7

Speaking

8 a Get ready to speak Read about another mystery.

Student A Read about crop circles on page 86.



Student B Read about Bigfoot on page 87.



b Work with a partner. Ask and answer the questions about your mysteries.

- What is the mystery about?
- When was it first reported?
- What do people believe about this mystery?
- Who made a confession about this mystery?
- What did they say about it?
- Why did they confess?
- What do scientists say about it?

c Work with your partner. Who do you believe?



Make a list of all the adjectives and adverbs you can find in the texts on pages 86 and 87.

4D The secret



Are you good at keeping secrets?
Why? / Why not?

1 a 2.32 Read and listen to the dialogues.
How many people did Simon speak to during the afternoon?



Zoe And you're sure that Simon doesn't know anything?
Tasha Of course not. He hasn't got a clue. He never notices anything, except meal times.
Zoe Well, that's true.
Simon *What?! That's so not true!*
Zoe Come on, let's hurry up. He might see us!
Simon *What are they up to?*

b Are the sentences true (T) or false (F)? Correct the false sentences.

- The girls saw Simon in the garden.
- Simon saw what the girls were carrying.
- Ethan knew what the girls were doing, but didn't say anything to Simon.
- Simon's mum was trying to hide something.

2 a **Spoken English** What do these expressions mean? How do you say them in your own language?

He hasn't got a clue.

What are they up to?

I've got no idea.

...I'm afraid.

How's things?

b Work in a group. Practise the dialogues.

Workbook page 40, exercise 1



2
Simon Hey Ethan. I've just seen the girls. They seemed to be keeping a secret from me.
Ethan Did they? You're kidding!
Simon They were hiding something.
Ethan Were they? Really?
Simon Do you know anything about it?
Ethan Me? No, I've got no idea, I'm afraid. Well, see you later.



3
Simon Hi Mum.
Mum Oh, hello dear. How's things?
Simon Mum, everyone's behaving strangely today.
Mum Are they? I don't believe it!
Simon And Tasha said I never notice anything!
Mum Did she? That can't be true!
Simon I know! When's dinner? I'm starving.
Mum It's a bit later tonight, I'm afraid. Why don't you take the dog for a walk?
Simon But... Oh, OK then.

4D The secret

Supplementary materials

Workbook: pages 40–41, exercises 1–7

Photocopiable worksheets: Everyday English, Pronunciation
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

EXTRA IDEA Set a time limit and ask Sts to write a list, in pairs, of things people like to keep secret, e.g. a birthday present, a (surprise) birthday party, an exam result, a new girlfriend / boyfriend, etc.

You First

Give Sts time to discuss their ideas. Monitor and help with unknown vocabulary. Elicit ideas and write useful vocabulary on the board. You may want to teach or elicit some more collocations with *secret*, e.g. *have a secret*, *keep a secret*, *tell a secret*.

1a 2•32

- Ask Sts who they can see in the photos (*Tasha, Zoe, Simon, Ethan, Simon and Tasha's mum*). Ask Sts *What do you think is happening?*
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Two people – Ethan (Dialogue 2); Mum (Dialogue 3)
He didn't speak directly to Tasha or Zoe (Dialogue 1).

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers and asking how they know the others are true.

- 1 F (Simon is in the living room, playing a video game.)
- 2 F (He was looking at his game on the TV.)
- 3 T (He hid a present behind his back while he was talking to Simon.)
- 4 T (She was hiding a birthday cake.)

EXTRA CHALLENGE Ask Sts why they think Tasha, Zoe, Ethan and Mum are keeping things from Simon.

2a

- Give Sts time to complete the task, then check answers.

He hasn't got a clue. = He knows nothing about it. (informal)

What are they up to? = What are they doing now? (Very informal, a little suspicious)

I've got no idea = I don't know anything about it. (friendly / informal)

...I'm afraid = I'm sorry (to tell you) (informal)

How's things? = How are you? How are things going? (informal)

EXTRA SUPPORT Play the audio for Sts to listen and follow. Pause after each expression for Sts to listen to how the friends sound. Ask them to repeat the expressions. Model and drill the intonation.

b

- Sts take parts and act out the story in groups of three; for Dialogue 1 you need three people, (Simon, Tasha and Zoe); for Dialogue 2 you need two people (Simon and Ethan); and for Dialogue 3 you need two people (Simon and his mum). You could have the same Simon for all three dialogues and then have one person playing Zoe in Dialogue 1 and Ethan in Dialogue 2, and one person playing Tasha in Dialogue 1 and Mum in Dialogue 3.

EXTRA CHALLENGE Write the order of speakers on the board and one or two word prompts for each line. Sts recreate the dialogue in pairs or groups. Each pair or group can recreate a different stage of the dialogue:

1 (group of three)

Zoe sure / Simon / anything?

Tasha course / a clue / never notices / meal

Simon what / true

Zoe come / hurry / see

Simon what / up?

2 (pair)

Simon seen / girls / keeping / secret

Ethan did / kidding

Simon hiding

Ethan they / really?

Simon know / it

Ethan idea / afraid / later

► **Workbook** page 40, exercise 1

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

3a

- Do this as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right at this stage.

b **2-33** Audio script pT91

- Play the audio for Sts to listen and check. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

They were planning a surprise birthday party for Simon.

4

- Sts complete the task in pairs or small groups.
- Check the answer to 1 and elicit ideas for 2 and 3.

Suggested answers

- 1 Not according to the girls. He seems very distracted by his games in Dialogue 1, he doesn't see Ethan's present in Dialogue 2 and he doesn't see the cake in Dialogue 3.
- 2 Students' own answers. His birthday is not until next week, so it really is a surprise.
- 3 Students' own answers.

Everyday English Expressing surprise

5a

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

Useful phrases: expressing surprise

Dialogue 1 What?! – Simon

Dialogue 2 You're kidding! – Ethan Really? – Ethan

Dialogue 3 That can't be true! – Mum

Dialogue 4 Are you serious? – Simon Wow! – Simon
I don't believe it! – Simon

Useful phrases: short questions

Dialogue 2 Were they? – Ethan

Dialogue 3 Did she? – Mum

b **2-34**

- Play the audio, pausing for Sts to listen and repeat.

6

- Give Sts time to complete the task.
- Check answers.

1 b 2 b 3 a 4 b 5 a

- In pairs, Sts practise saying the mini dialogues.
- Monitor, model and drill the intonation where necessary.

LANGUAGE NOTE **Echo questions** express surprise at what someone says. They are short, use an auxiliary verb, and are positive or negative depending on the statements. Unlike tag questions, if the statement is positive, the echo question is also positive; if it is negative, the echo question is negative.

EXTRA IDEA Write on the board or dictate a few sentences and ask Sts to give the correct response, e.g. 'My aunt can't cook.' (*Can't she?*), 'They live in a big house.' (*Do they?*), 'I've never been to Italy.' (*Haven't you?*), etc.

EXTRA CHALLENGE In pairs, tell Sts to make two-line dialogues using the surprise expressions.

➡ **Workbook** pages 40–41, exercises 2–4

➡ **Photocopiable** Everyday English

Pronunciation /ɪ/ /aɪ/

7a **2-35**

- Model the two sounds in the heading. Tell Sts that the letter *i* can have both these pronunciations.
- Play the audio, pausing for Sts to listen and repeat.

EXTRA IDEA Choose two words which have the contrasting sounds and make sure Sts hear the difference, e.g. in *fish* /ɪ/ and *mine* /aɪ/.

b

- Tell Sts to say the words, focus on the letter *i* and put the words in the correct column.

c **2-36**

- Play the audio for Sts to listen and check.
- Check answers.

/ɪ/ dinner, kidding, nothing, notice, things, this
/aɪ/ arrive, find, hide, I, surprise, tonight

EXTRA SUPPORT Tell Sts to cover the table. Sts **A** point at a word in the box in exercise 7a. Sts **B** decide which sound it is. Then they swap roles.

EXTRA CHALLENGE Dictate or write the following words on the board and tell Sts to say if the words feature the sound /ɪ/ or /aɪ/: 'building, window, 'retired, 'drive, 'knife, 'office, 'frightened, 'advice.'

➡ **Workbook** page 41, exercise 5–6

➡ **Photocopiable** Pronunciation

Listening and Speaking

8 **2-37** Audio script pT91

- Sts read the 12 situations before they listen.
- Play the audio for Sts to note which ones they hear.
- Play the audio again for Sts to write the extra information, then check answers.

- 1 It sits when I say 'Sit!'
- 2 It's a secret.
- 5 I'm going to be a millionaire.
- 9 My uncle, the detective, taught me.
- 12 They are secret friends.

EXTRA SUPPORT You may want to break up exercise 8 into two stages. First, Sts note the five sentences they hear. Check answers (1, 2, 5, 9 and 12). Then play the audio again for Sts to make notes, pausing after each one for them to write.

EXTRA SUPPORT Play one or two of the dialogues, pausing after each sentence for Sts to listen and repeat. Then ask Sts to repeat the dialogues in pairs.

9a

- Give Sts time to think of something surprising, e.g. going somewhere exotic on holiday, meeting a celebrity.
- In pairs, Sts take turns completing the task.
- Monitor and check Sts are using the correct intonation in the responses.

b

- Sts choose one dialogue and role-play it for the class.

➡ **Workbook** page 41, exercise 7

Extra

Sts do the activity in pairs in class.

3 a Can you guess what Simon's friends and family are planning?

b 2.33 Listen and check. What was the secret?

4 **Over to you!** Work with a partner. Answer the questions.

- 1 Is Simon good at noticing things? Give reasons.
- 2 Was it a good surprise? Why? / Why not?
- 3 Would you like a similar surprise?



Everyday English

Expressing surprise

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1. Who says them?

Useful phrases: expressing surprise
 What?! You're kidding!
 Really? That can't be true!
 Are you serious? true!
 Wow! I don't believe it!

Useful phrases: short questions
 Were they? Did she?

b 2.34 Listen and repeat. Copy the intonation.

6 Choose the correct short question in response to the statements. Then work with a partner and practise saying them with the correct intonation.

- 1 I don't like that film.
 a Didn't you? b Don't you?
- 2 He can't drive.
 a Can he? b Can't he?
- 3 I've been to New York.
 a Have you? b Were you?
- 4 He went home.
 a Was he? b Did he?
- 5 I'm going out.
 a Are you? b Will you?

▶ **Workbook** pages 40–41, exercises 2–4

Pronunciation



7 a 2.35 Listen and repeat the words in the box.

arrive dinner find hide I kidding
 nothing notice surprise things this tonight

b How is the letter 'i' pronounced in the words in exercise 7a? Put the words in the correct column.

/ɪ/	/aɪ/

c 2.36 Listen and check.

▶ **Workbook** page 41, exercises 5–6

Listening and Speaking

8 2.37 Get ready to speak Listen. Which sentences do you hear? Write the extra information.

- | | |
|---|--|
| 1 My dog understands English. | 7 I've got 24 cats. |
| 2 My uncle is a detective. | 8 My aunt is a lorry driver. |
| 3 I can play the trumpet. | 9 I can play ice hockey. |
| 4 You've got full marks in your English exam. | 10 You've completely failed your English exam. |
| 5 I've won the lottery! | 11 Someone's stolen my wallet! |
| 6 She's got six brothers. | 12 He's got three million friends on Facebook. |

9 a Write short dialogues about something surprising. Use the ideas in exercise 8 or your own.

Student A	Student B
Say something unbelievable.	Respond.
Give more surprising information.	Respond.
Tell the truth.	Say 'Oh!'

I've got 24 cats.

Have you? You're kidding!

Yes, and they're all black.

Are they? Really?

b Work with a partner. Role-play your dialogue for the class.

▶ **Workbook** page 41, exercise 7



Pretend to be a famous person. Can your partner guess who you are?

I'm a cartoon person.

Are you?

Yes, I'm yellow.

Really? That can't be true.

4 Revision



Countable and uncountable nouns *a few* and *a little*

- 5 Choose the correct words to complete the dialogue.
- A I'm looking for *a/an* lemon to make my dessert.
 B We don't have *some/any* lemons left. Why don't you buy *some*?
- A OK. How *much/many* shall I buy?
 B Six is enough. And we only have *a few/a little* ice cream.
- A I'll buy *some* more. We only have *a few/a little* apples. I'll get *some* more.
 B Yes, good idea. Get *some/any* more – maybe three or four.

Vocabulary Idioms for strong emotion

1 Complete the sentences with the words in the box.

butterflies end hair joy red skin steel

- I took John's tablet without asking and he just saw ____.
- The film was so scary that it made my hair stand on ____.
- Our team won the match and we jumped for ____.
- I was so frustrated with waiting for my friend that I was tearing my ____ out.
- He was very excited and nervous about meeting his favourite pop star, so he had ____ in his stomach.
- If you can do that bungy jump then you must have nerves of ____!
- The dog suddenly barked so loudly that I jumped out of my ____.

Descriptive adjectives and adverbs

2 Choose the correct words to complete the sentences.

- He sat reading his book *quiet/quietly*.
- The children were in the garden playing *happy/happily*.
- 'You are so *annoying/annoyingly*,' said his sister.
- That was a really *nice/nicely* dinner, thank you.
- I found that exam really *easy/easily*.

Grammar

Relative clauses and relative pronouns

3 Add the phrase in brackets to the sentence using *who*, *which* or *that*.

- She saw a man. (the man used to be a detective)
She saw a man who used to be a detective.
- They called a nurse. (the nurse lived nearby)
- I sent an email to my friend. (my friend lives in France)
- He likes books. (the books are about real people)
- I lost my scarf. (the scarf was new)

Indefinite pronouns

4 Read the sentences and correct the indefinite pronouns.

- There's something in the house! Who is it?
- I searched nowhere, but my pet dog was anywhere to be found.
- I didn't know no one at the party.
- I was so worried about the exam that I revised everyone.
- Anyone really enjoyed the school concert.

Everyday English

Expressing surprise

6 Complete the dialogue with the words in the box.

Did (x2) Have kidding Really

- Sue Hi Jed. How are you?
 Jed Not very well. I crashed my bike!
 Sue ¹ ___ you? You're ² ___!
 Jed I've hurt my arm, too.
 Sue ³ ___ you? ⁴ ___?
 Jed Yes, I had to go to the doctor's.
 Sue ⁵ ___ you? Poor you!

Learning to learn Improving your listening skills

Try these things to help your listening.

- Before you listen, think about the topic and what you might hear.
- Read the questions you need to answer. They will give you an idea of what to expect.
- While you listen, stay relaxed. Don't panic if you hear a word you don't know. Keep listening for the information you need.
- Always listen again. You will understand more each time.

► **Workbook** pages 42–43, exercises 1–8

Revision

Supplementary materials

Workbook: pages 42–43, exercises 1–8

Online Practice

Unit test 4

Vocabulary Idioms for strong emotion

1

- 1 I took John's tablet without asking and he just saw **red**.
- 2 The film was so scary that it made my hair stand on **end**.
- 3 Our team won the match and we jumped for **joy**.
- 4 I was so frustrated with waiting for my friend that I was tearing my **hair** out.
- 5 He was very excited and nervous about meeting his favourite pop star, so he had **butterflies** in his stomach.
- 6 If you can do that bungy jump, then you must have nerves of **steel!**
- 7 The dog suddenly barked so loudly that I jumped out of my **skin**.

Descriptive adjectives and adverbs

2

- 1 He sat reading his book **quietly**.
- 2 The children were in the garden playing **happily**.
- 3 'You are so **annoying**,' said his sister.
- 4 That was a really **nice** dinner, thank you.
- 5 I found that exam really **easy**.

Grammar Relative clauses and relative pronouns

3

- 2 They called the nurse who / that lived nearby.
- 3 I sent an email to my friend who / that lives in France.
- 4 He likes books that / which are about real people.
- 5 I lost my scarf that / which was new.

Indefinite pronouns

4

- 1 There's **someone** / **somebody** in the house. Who is it?
- 2 I searched **everywhere**, but my pet dog was **nowhere** to be found.
- 3 I didn't know **anyone** / **anybody** at the party.
- 4 I was so worried about the exam that I revised **everything**.
- 5 **Everyone** / **Everybody** really enjoyed the school concert.

Countable and uncountable nouns *a few* and *a little*

5

- A** I'm looking for **a** lemon to make my dessert.
B We don't have **any** lemons left. Why don't you buy some?
A OK. How **many** shall I buy?
B Six is enough. And we only have **a little** ice cream.
A I'll buy some more. We only have **a few** apples. I'll get some more.
B Yes, good idea. Get **some** more – maybe three or four.

Everyday English Expressing surprise

6

- 1 Did 2 kidding 3 Have 4 Really 5 Did

Learning to learn Improving your listening skills

- Point out the tips and ask Sts if they can remember doing them when they were doing their listening exercises, e.g.
Point 1: Lesson **4A**, exercises 2a & 4; Lesson **4B**, exercises 2, 3 & 4; Lesson **4C**, exercise 7; Lesson **4D**, exercise 3b
Point 2: Lesson **4B**, exercises 2 & 3; Lesson **4C**, exercise 7
Point 3: If they do 1, 2 & 4, then they probably won't panic so much while listening.
Point 4: Lesson **4A**, exercises 2b & 2c
- **Workbook** pages 42–43, exercises 1–8

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet for sound effects they could record and a program like Word for Sts to write their plays.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access and a printer, so Sts can print a copy each of the play.
- Without computer access, Sts can create their plays on paper. You will need quite a few sheets of A4 for each group to write their scripts and perform the play.

You First

Tell Sts, in pairs, to answer the question. Ask them to decide which they prefer if they have done both and tell them to give reasons. Ask them to think of some reasons why listening to the radio is interesting, e.g. you can imagine it for yourself.

EXTRA IDEA Tell Sts to discuss these questions: *What's your favourite form of entertainment: films, TV, online / streaming or radio? Why?*

You could do a quick class survey on the favourite form of entertainment.

1

- Once Sts are in their groups, tell them to choose a role.

EXTRA SUPPORT Pre-teach or elicit *narrator, character* and *sound effects*. Tell Sts to give a brief description of what each does in a radio play, and why they are important for the listener.

2

- Give Sts time to complete the task.
- Monitor and help if necessary.

EXTRA SUPPORT Pre-teach or elicit *bushes, persuade someone to do something, vampire* and a variety of forest noises, e.g. twigs breaking, footsteps, rustling, animal / bird cries.

EXTRA SUPPORT For each of the paragraphs give help where needed by asking Sts questions:

Paragraph 1: *Where do they camp and why did they decide to camp there? What sort of day was it? What did they do before the walk? What does the forest look like? Is it light or dark? Where do they walk, on a path or through trees? What sort of noises do they hear in the forest? Do they feel brave or scared?*

Paragraph 2: *Why did they get lost? Did they stay on the path? How big is the building? How old is it? Who might live in it? Can they see lights or is it dark? Why did / didn't they want to go in?*

Paragraph 3: *Is the door old or new, big or small? Is there any light inside the house? Do they hear anything when they knock? Can they hear footsteps or is it silent? Is the door locked? How do they feel as they go in?*

Paragraph 4: Sts decide what they see and how the story continues.

3

- Give Sts time to read the **Look!** box and complete the task.
- Ask Sts if they can think of any other linkers, e.g. time: *then, after that*.

4

- Give Sts time to make their choice of title.
- Monitor and help where necessary. Tell them it should be short, but dramatic.

5a

- Read out the example with the class.
- Point out which tenses are used by the narrator (*past continuous and past simple*) and contrast them with the tenses used by the speakers, John and Belinda (*present simple*).
- Tell Sts to work on the play together.
- Each of the paragraphs can be a different scene. They decide if the narrator introduces or links each scene.
- Tell Sts to think of different sound effects (= FX), e.g. for walking through the forest, noises in the forest (animals or birds or something else), the noise of the door opening, and the meeting in the final scene. They should write the sound effect alongside the dialogue.
- If they have computers or mobiles, they could add dramatic music.

EXTRA SUPPORT Ask Sts to try out some dialogue, e.g.

A Shh! I heard something.

B Did you? What was it? Is it near us?

C They walked up to the door, stopped and looked at each other.

A Let's go inside.

B No, I don't want to – it's too dark.

A I've got a torch. We'll be fine. Don't worry.

b

- Remind Sts to use adjectives and adverbs and the linkers when they are writing.
- Monitor and help where necessary. Correct Sts' writing or point out errors and encourage Sts to correct their own mistakes.

6

- Sts practise their play, so it goes smoothly from scene to scene.

EXTRA IDEA If they have time, groups could present their plays to each other in a 'dry run' of the play. The other group can make suggestions for making it funnier, scarier, run more smoothly, etc.

7

- Ask Sts to present their play to the whole class. Then they decide which one was the funniest / scariest / most dramatic.



Have you ever listened to a radio play or an audiobook?

A radio play

A strange thing happened...

Paragraph 1

They went on a camping holiday.

Where? What was it like?

They went for a long walk. They came to a forest.

Describe the forest. What noises could they hear? What did the characters say? Were they cheerful? Annoyed?

Paragraph 2

They were lost. It was getting dark.

How did they feel? What could they hear? What could they see in the bushes? Include some dialogue between the characters.

They saw a building in the distance. Describe it.

One person wanted to go to it. One person didn't.

What did the characters say? How does one person persuade the other to go?

Paragraph 3

They walked up to the door of the building.

Describe it. How did they feel?

They knocked on the door. Did they hear anything?

No one answered. They knocked again.

Did they hear anything this time?

They decided to open the door.

What did the characters say? Were they talking very quietly?

Paragraph 4

The door opened slowly. What did it sound like?

They saw someone or something in the dark.

What or who was it? An old woman? A vampire? A picnic basket? Something else?

Think of your own ideas. Decide whether you are going to make your story ending dramatic, scary or funny.

How does your story end? Did they all scream and run away? Did they all laugh when they saw what it was?

Decide your own ending.

1 Get ready to write Work in a group. You are going to write and act out a radio play. You need:

a narrator two characters a sound effects person

2 Read and discuss the ideas in each paragraph box. Make notes on your ideas.

3 Read the Look! box. Then look at your notes in exercise 2. Where can you use the linkers?

4 Start writing Choose a title for your radio play.

5 a Use your notes to help you to write your radio play.

b Remember to include some adjectives and adverbs. Try to use one or two linkers.

A strange thing happened...

A play for the radio

Narrator: Thomas

John: David

Belinda: Marie

Special effects by: F

Narrator: John and Belinda were camping in the French mountains. It was a beautiful but lonely place. One sunny afternoon they went for a long walk. They came to a huge, dark forest. It looked cool and shady, so they walked through the forest for a while. They could hear...and they could see... It got darker and...

John: Let's go back now, Belinda...
[FX a bird in the trees]

Belinda: What's that noise?

6 Complete your project Practise reading your play aloud. Make it as dramatic / scary / funny as possible.

7 Record your play or read it aloud to the class. Which was the funniest / scariest / most dramatic?

Look! Linkers

We use linkers to show a relationship between two ideas. These ones can help when you tell a story:

Time: *at first, eventually, suddenly*

We continued walking. *Eventually*, we realized we were lost. *Suddenly*, it began to rain.

Contrast: *however*

We tried to go back. *However*, we had no idea where we were.

Attitude: *fortunately / unfortunately*

We shouted for help. *Unfortunately*, no one could hear us.

4 Culture



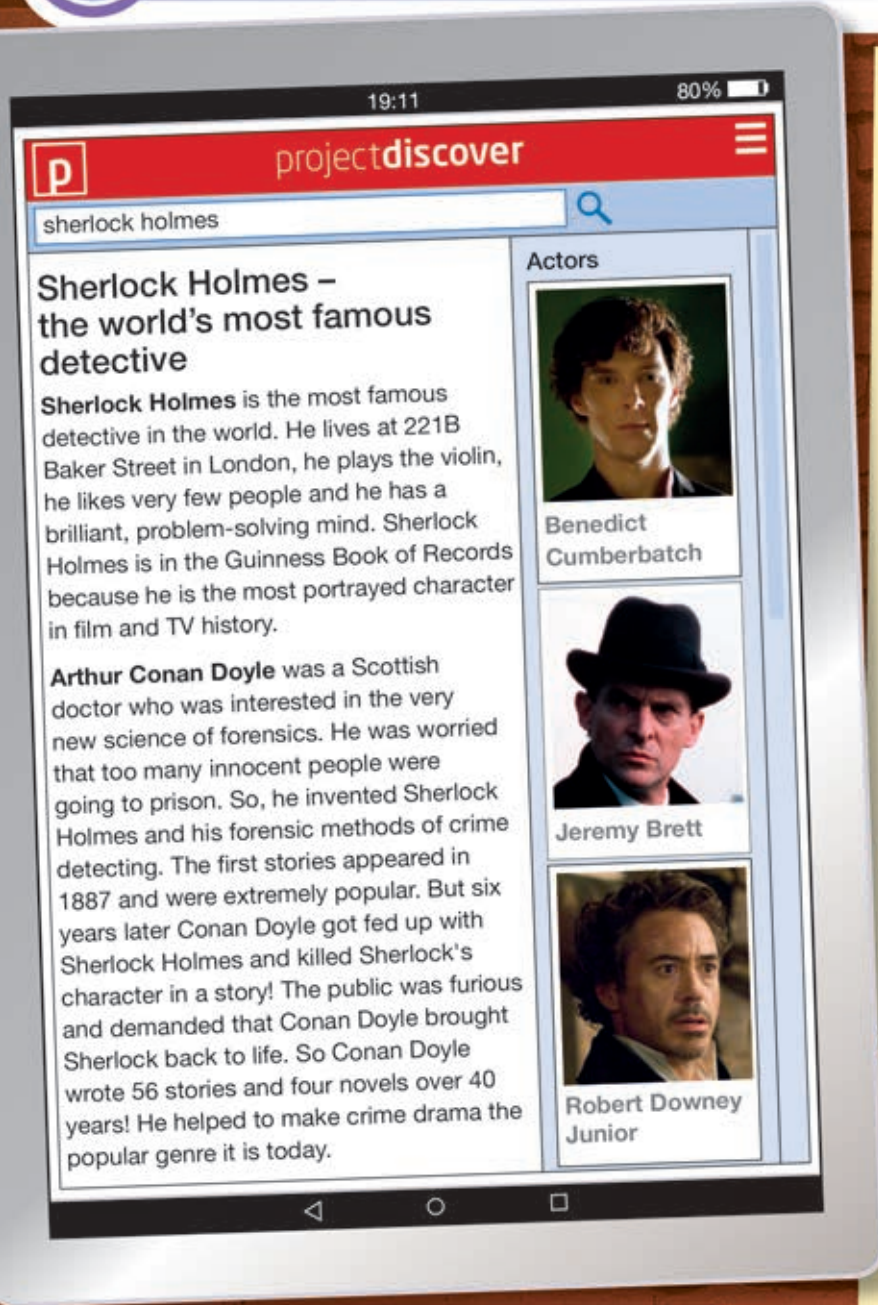
Do you know who Sherlock Holmes is? Have you seen any films or heard any stories? What do you know about him?

QUIZ

ARE YOU A GOOD DETECTIVE?

Sherlock Holmes is famous for thinking carefully about a crime. Can you do the same?

- 1 A family lives on the tenth floor of a building. There's a primary school on the ground floor. Every day the son goes to school. He takes the lift from the family's flat on the tenth floor to the ground floor. When he goes home in the afternoon, he uses the lift to get to the fifth floor, and then uses the stairs for the other five floors. Why?
- 2 A father and son have a car accident. They are both badly hurt and ambulances take them to different hospitals. The boy needs an operation to save his life. The doctor comes in and says, 'I can't do the operation on this boy.' 'Why not?' asks the nurse. 'Because he's my son,' the doctor answers. How is this possible?
- 3 Jack said, 'This is my money not yours. I found it between pages 15 and 16 of my Harry Potter book.' Jill said, 'You're lying and I can prove it.' How did Jill know?
- 4 Two mothers and two daughters went out to eat. Everyone ate a burger, yet only three burgers got eaten. How is this possible?



- 1 Do you recognize any of these actors who have played Sherlock Holmes? Have you seen any of the films or TV series?
- 2 Work with a partner. What do you know about Sherlock Holmes? Discuss and decide if these facts are true (T) or false (F).
 - 1 Sherlock Holmes lives in London.
 - 2 He can play the flute.
 - 3 He is in the Guinness Book of Records.
 - 4 Arthur Conan Doyle was an English policeman.
 - 5 Sherlock Holmes died and came back to life.
- 3 Read the text and check. Which fact did you find interesting?

- 4 Work with a partner or in a group. Read the quiz and discuss the questions. Can you work out the answers?
- 5 2.38 Listen and check. What did you get right?
- 6 **Over to you!** Do you know any other similar stories from films or real life? Who is the most famous fictional detective in your country? Why do you think that people like crime stories, TV programmes and films? Which ones do you like?

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTE Below are some additional details about Sir Arthur Conan Doyle and Sherlock Holmes.

Sir Arthur Conan Doyle (1859–1930) trained at Edinburgh University and became a doctor in 1881. He had a strong sense of adventure and worked for some time as a surgeon on a whaling ship, which travelled from Liverpool to South Africa. He later lived in Southsea, on the English south coast. He worked as a doctor and spent time writing.

His first Sherlock Holmes story, *A Study in Scarlet*, was published in 1887. It is said he modelled Holmes on his university lecturer, Dr Joseph Bell. Bell showed Doyle scientific methods of observation and deduction when diagnosing illnesses. Doyle based Sherlock Holmes's detection methods on Dr Bell's, and then improved them. His most famous book is *The Hound of the Baskervilles*, about a family curse and a huge ghostly, ferocious dog.

Doyle was quite a sporty person, and played football and cricket. One surprising fact about Doyle is that, despite being the creator of the scientific and very logical Sherlock Holmes, he believed in fairies, séances and spiritualism.

Sherlock Holmes stories have been made into many films and stage plays. He has been played by many actors, and is often portrayed wearing his famous deer-stalker hat and cape, and smoking a curved pipe - though Doyle didn't actually put any of those things in his books. More modern portrayals have Holmes in 21st-century London, and tell the Holmes stories with a modern twist. They are very popular all over the world.

You First

Sts discuss the questions in pairs. Elicit Sts' ideas and write them on the board, so they can see if they are in the lesson.

1

- Do this as a whole-class activity. If Sts have seen any of the films or TV series, elicit if they liked them or not.

Students' own answers.

2

- Tell Sts they are going to read about Sherlock Holmes and his creator, but first tell them to look at 1–5 and, in pairs, discuss the facts.

3

- Sts read the text and check their guesses in exercise 2.
- Check answers and find out which fact Sts found most interesting.

- T (He lives at 221B Baker Street.)
- F (He plays the violin.)
- T (He is the most portrayed character in film and TV history.)
- F (Arthur Conan Doyle was a Scottish doctor.)
- T (Holmes died in one story, but the fans demanded that he come back to life, so Doyle had to write more stories about him.)

EXTRA SUPPORT Pre-teach or elicit *problem-solving* and *forensic science*.

EXTRA IDEA Tell Sts to correct the false statements and add any extra information they read for the true ones.

4

- Give Sts time to do the task in pairs or groups.
- Elicit some ideas, but don't tell Sts if they are right at this stage.

5 **2-38** Audio script pT92

- Play the audio for Sts to listen and check.
- Check answers. Were their answers correct or close to the solutions? Did any of the solutions surprise them? Why?

- The boy was too short to reach higher than the fifth floor button in the lift.
- The doctor is the boy's mother.
- The book has even and odd pages facing each other (even on the left, odd on the right), so it couldn't be 15 and 16, it would have to be 14 and 15, or 16 and 17.
- The people are a grandmother, a mother and a daughter (three people), which means there are two mothers and two daughters.

6

- Sts discuss the questions in small groups.
- You could elicit some stories from the class, have a class vote on who is the most famous fictional detective in their country, and discuss why people like crime stories. Find out which is the most popular TV detective in the class.

EXTRA IDEA Elicit the names of different detectives from the class. Then, in pairs, Sts write down as many adjectives to describe the detectives as they can in one minute, e.g. *clever, brave, funny*. Finally, ask each pair to present their list to the class.

Video *Sherlock Holmes – scientific detective*

As an extension to the Culture topic, watch a short film about Sherlock Holmes and do the activities on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Additional subject notes

Before the 19th century, most murderers and other criminals got away with their crimes. There was no police force, and very little science to help solve the crimes.

One of most popular murder weapons was poison, as there were no tests for the many poisons available. James Marsh was one of the first people to devise a successful test for detecting arsenic, a popular and easily available poison, in 1836. A year earlier Henry Goddard, at Scotland Yard, initiated the use of bullet comparison. Similar experiments and scientific improvements were happening in France at the same time. Fingerprints were used by the Ancient Chinese to seal documents, but they became established for forensic use in 1892 when Sir Francis Galton established the first system for classifying fingerprints.

Forensic science is used in criminal and civil laws, but mainly in criminal investigations. It is very strictly regulated, as it has to be admissible as evidence in a trial and other criminal procedures. Forensic scientists collect, preserve and analyse evidence from a crime scene. They may testify as expert witnesses for the prosecution or the defence.

There are many different areas of expertise including forensic pathology, where a pathologist determines the cause of death. Fingerprints, footprints and other traces left by the criminal are analysed by forensic science technicians. Since the 1980s, DNA analysis has become one of the most important tools of forensic science. Computers and other technology have improved the success rate of police investigations all over the world. Forensic science has become very popular in TV dramas such as *CSI*, and it has also become a very popular subject to study at university. However, the number of jobs available for qualified forensic scientists is quite limited.

You First

Give Sts time to discuss the question. Elicit ideas, e.g. look for clues, examine evidence, take photos, etc., and write any useful vocabulary on the board. Sts will look at their ideas again in exercise 3.

1

- Give Sts time to complete the task.
- Elicit answers.

Suggested answers

Photo 1 shows a scientist wearing special gloves and holding a brush to look at fingerprints which are visible on the glass.

Picture 2 shows an old-fashioned court with two judges, the accused, a witness, lawyers in wigs, other court officials.

Forensic science is the collection, examination and analysis of evidence left at the scene of a crime.

EXTRA SUPPORT Before Sts do the reading, pre-teach or elicit unfamiliar vocabulary, e.g. *involved, analyst, rely on, innocent, liar, poison, judge and jury*.

LANGUAGE NOTE When talking about crimes, we often use the passive form, e.g. *he was shot, she was arrested*. This is because it is what happened that is important, and often we don't know who did it.

EXTRA IDEA You could give Sts some practice using passive forms by writing some sentences on the board for Sts to choose the correct form, e.g.

- 1 'He was / were shot during the robbery.'
- 2 'They was / were arrested on Tuesday.'
- 3 'The manager and his secretary was / were caught stealing money from the company'
- 4 'This gun was / were used in the robbery.'
- 5 'The evidence was / were collected from the crime scene by the forensic scientist.'

2a

- Put Sts in pairs, **A** and **B**, and get them to read their texts.

b

- In their pairs, Sts ask and answer the questions.
- Check answers.

Student A's answers

- 1 They work at crime scenes and in a laboratory.
- 2 They study the mind of a suspect and try to find reasons for their behaviour.
- 3 He / She knows how to get evidence from technological devices.
- 4 It identifies suspects.

Student B's answers

- 1 In the 19th century
- 2 They were judged by what they said in court. People who were good liars got off and those who weren't good at speaking were convicted even if they were innocent. It depended on who the judge believed.
- 3 Although his test showed the man was guilty, the results didn't last long enough to bring to the trial. A guilty man walked free.
- 4 He devised a better test.

3

- Give Sts time to do the discussion task.
- Elicit answers.

Suggested answers

Evidence – fingerprints, traces of hair, blood, a weapon, evidence of a break-in, etc.

- Ask the class what information from the lesson they found most interesting and whether they would like to become forensic scientists. Get feedback on their reasons.



What do the police look for at the scene of a crime? Work with a partner and write a list.

Forensic science



Forensic science now

Forensic science is the use of science in solving a crime. These are some of the people involved in investigating a crime:

Forensic science technician

These people investigate crime scenes and collect evidence like fingerprints, clothes and footprints. Then they examine all the evidence in a laboratory.

Psychologist

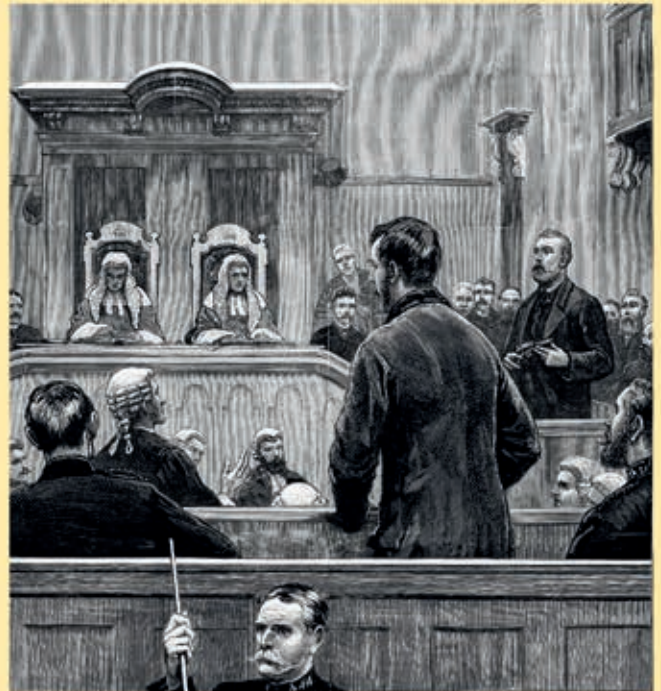
These scientists study the mind of a suspect or criminal. They try to discover the reasons for someone's behaviour.

Mobile device expert

These people can get evidence from mobile phones, tablets and GPS devices.

DNA analyst

These people look at DNA samples from the crime scene to identify suspects. This evidence is very important because it shows who was at a crime scene.



The history of forensic science

Forensic science is the use of science in solving a crime. But before the 19th century, judges had to rely on what people said about a crime. They listened to witnesses and the suspect and tried to decide who was telling the truth. There were obviously a lot of problems with this form of justice. Many innocent people went to prison and very good liars went free.

In the 19th century, poison was a very common way to murder someone. In 1832, a British chemist called James Marsh gave evidence in a murder trial. John Brodie was accused of murdering his grandfather, but he said he was innocent. Marsh tested the murdered man's drink and found poison. But the results of the test didn't last long enough to show the jury, so the grandson walked free. Marsh was so annoyed by this that he invented a much better test. After this, murderers used poison a lot less.

It was the beginning of forensic science.

Student A – ask Student B:

- 1 When did people start using forensic science?
- 2 How were people judged before then? What were the problems?
- 3 What annoyed a British chemist in a murder trial?
- 4 What did he do about it?

1 Look at the pictures. What can you see? What is forensic science?

2 a Work with a partner.

Student A Read about forensic science now.

Student B Read about the history of forensic science.

b Ask and answer the questions about your texts.

Student B – ask Student A:

- 1 Where does a forensic technician work?
- 2 What does a psychologist do?
- 3 What does a mobile device expert know about?
- 4 Why is DNA evidence very important?

3 Compare what you know now with the list you made at the start of the lesson. What do the police look for at a crime scene?

Stories from the Campfire Episode 2

1 2.39 Read and listen to the story.

The woods around the fire were dark. The tall woman turned to Vicky.



Do you have a story for us?

OK. An old friend of mine, Josh, told me this story. He said it was true.

Josh and his sister Suzy wanted to earn some money for themselves. They began to help people with their pets.



A man in a big house asked them to look after his pet.

I'm going to be away for a few days, so I want you to look after an animal for me. But you have to follow my instructions carefully.

No problem, Mr Blackhawk.



The next day Josh and Suzy had to go to the man's house.

What kind of pet is this anyway?

I don't know. Maybe a dog?



Do we have to take it for a walk?

No, we just have to throw all these bones down the stairs into the basement. Then we have to shut and lock the door.

Weird! But OK - we can do that!



They followed the instructions carefully. The animal in the basement ate loudly.

Listen! That's a big dog!

AARGH!
CRUNCH!

Is it a dog? It sounds more like a monster!



They did the same thing on the next day. But on the last day...

Oh no! The basement door's broken!

Where's the animal that was down there? Has it escaped?



Josh went slowly down the stairs to investigate.

There's nothing here, but I recognize this. Mr Blackhawk was wearing a shirt like this!



Stories from the Campfire Episode 2

Supplementary materials

Workbook: pages 44–45, exercises 1–9
Progress test 2

Note

The story can be used in class as a reading and listening task, a video task or both.

OPTIONAL LEAD-IN To recap on Episode 1 of the story, do a team quiz. Ask questions, e.g. *What are the names of the people sitting around the campfire? What are the woods like? What did the tall woman ask them to do? Who was in the story Connor told? Who did Matt see? What happened? What did Denny Page send Matt?*

If a team knows the answer, one person stands up as quickly as possible. If he / she gives the correct answer, the team gets a point. If the answer is wrong, they lose a point and another team has the chance to answer. The winning team has the most points at the end.

As an alternative to a team quiz, write the questions on the board for Sts to discuss in pairs, then do class feedback.

EXTRA SUPPORT Pre-teach or elicit from the pictures *basement, investigate, recognize, scales* and *bite* (past tense of *bite*).

1 2-39

- Elicit how Episode 1 of the story ended.

Matt, Anna and the band went back to the park to say 'Thank you' to Denny, but he wasn't there. They never saw him again.

- In pairs, get Sts to look at the pictures on p.58 only and predict what they think will happen in the rest of Episode 2. Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen and follow. Alternatively, show the class the video of the story on the DVD-ROM.
- Ask Sts how similar their predictions were to what happens.
- Give Sts time to retell the story in pairs. You could write the words from the pictures on the board to help, e.g.

2 'earn, pets'

3 'big house, Blackhawk, go away'

4 'next day'

5 'bones, basement, lock'

6 'follow the instructions'

7 'monster, broken, escape'

8 'investigate, recognize'

9 'ate, diary'

10 'creature, bite'

11 'didn't eat'

12 'suddenly, monster, scales'

13 'stop'

14 'jump, woods'

15 'next day, bandage, cast, sorry'

16 '80, fantastic'

17 'three days, small price'

EXTRA SUPPORT Play the audio again for Sts to listen and follow again before doing the task. They could also retell the story with their books open, using the pictures to help.

EXTRA CHALLENGE Tell Sts to close their books. In pairs, Sts take turns to say what happened in Vicky's story, e.g. *Josh and his sister Suzy helped people look after their pets. One day, Mr Blackhawk asked them to look after his pet in his house...*

- Elicit parts of the story from different pairs.

➡ **Workbook** pages 44–45, exercises 1–9

Notes

The story can be further exploited by doing the tasks from these pages in the **Workbook**. These can be done in class or set as homework.

The tasks in the **Workbook** review the following language points covered in Units 3–4 in the **Student's Book**:

- Parts of the body (p.34)
- can / could / will be able to* (p.35)
- have to and had to* (p.37)
- Illnesses, injuries and treatments (p.38)
- Reflexive pronouns (p.39)
- might* (p.39)
- Descriptive adjectives and adverbs (p.48)
- Indefinite pronouns (p.49)

1

2 bones 3 a dog 4 part of a shirt 5 every month
6 the woods 7 at their house

EXTRA CHALLENGE Sts complete the task without looking back at the story.

EXTRA IDEA Sts retell the story from the questions and answers using past tenses. You could help them by highlighting the verbs they could use, e.g. *look after, throw into, sound like, find, change into, run to and see*.

2

- Ask Sts to look back at the story and check their answers.

2 instructions 3 basement 4 broken 5 investigate
6 diary 7 scales 8 bandage

EXTRA IDEA In pairs, Sts take turns to say a past tense sentence about the events in the story. Their partner says if the sentence is true or false and corrects any false information, e.g. *Josh and Suzy looked after people's children. False! They looked after people's pets.*

3

2 have to 3 could 4 might 5 could

EXTRA IDEA Ask Sts more *Why...?* questions about the story to discuss in pairs, e.g. *Why did they have to throw bones into the basement? Why didn't they have to take Mr Blackhawk's pet for a walk? Why was the monster scary?*

4

b 1 a 3 c 4 d 2

5

Students' own answers.


6 22 **Workbook** Audio script pT107

- Sts, in pairs, say what is happening in each picture and then put them in order.

- Play the audio for Sts to listen and check, pausing after each picture if necessary.

EXTRA SUPPORT Do this as a whole-class activity. Play the audio and ask Sts to raise their hand when the first situation is mentioned. Pause the audio, elicit the correct answer and then continue in the same way.

- 1 c (Mr Blackhawk was feeling ill, so he went to see a doctor.)
- 2 d (Mr Blackhawk read a book about a strange creature.)
- 3 e (He travelled to the mountains in the north, where the creature lived.)
- 4 a (The creature bit him in the mountains.)
- 5 b (After the creature bit him, he felt fantastic.)

7  **22 Workbook** Audio script pT107

- Before playing the audio again, tell Sts to read the statements.

b  **1-22**

- 2 According to the book, the strange creature lived in the mountains in the north.
- 3 When he was walking in the mountains, Mr Blackhawk felt frightened.
- 4 On 2nd June he went for a run.
- 5 After the creature bit him, he felt fantastic.

8

- 2 felt 3 temperature 4 couldn't 5 myself 6 yourself
7 better 8 rash

9a

- 2 A 3 A 4 F 5 F 6 A

b

Students' own answers.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.



Josh ran back upstairs.

Suzy! I think Mr Blackhawk came home and his pet ate him!

No, Josh. This is Mr Blackhawk's diary. Listen...

I was in the hills by myself when the creature attacked and bit me. The bite became infected very ill. Then I began to change. Now the change happens for three days every month.



The monster in the basement didn't eat Mr Blackhawk. It is Mr Blackhawk!

You're kidding! Then where is he now?



Suddenly they heard something behind them. The monster had scales all over its body. It had a long tongue and lots of teeth.



Please stop. You don't want to eat us!

We know you're in there, Mr Blackhawk.



The monster jumped through the window and ran off to the woods.



The next day Mr Blackhawk came to Josh and Suzy's house. He had a bandage on his head and had his arm in a cast.

I wanted to say thank you and sorry.

We're sorry for you.

Is there anything that could help you?

NEWS TIMES
MYSTERY MONSTER IN TOWN



You don't understand. I was 80 years old and very ill when I found the creature that bit me. Now look at me - I feel fantastic!



Three days in the basement every month is a small price to pay.

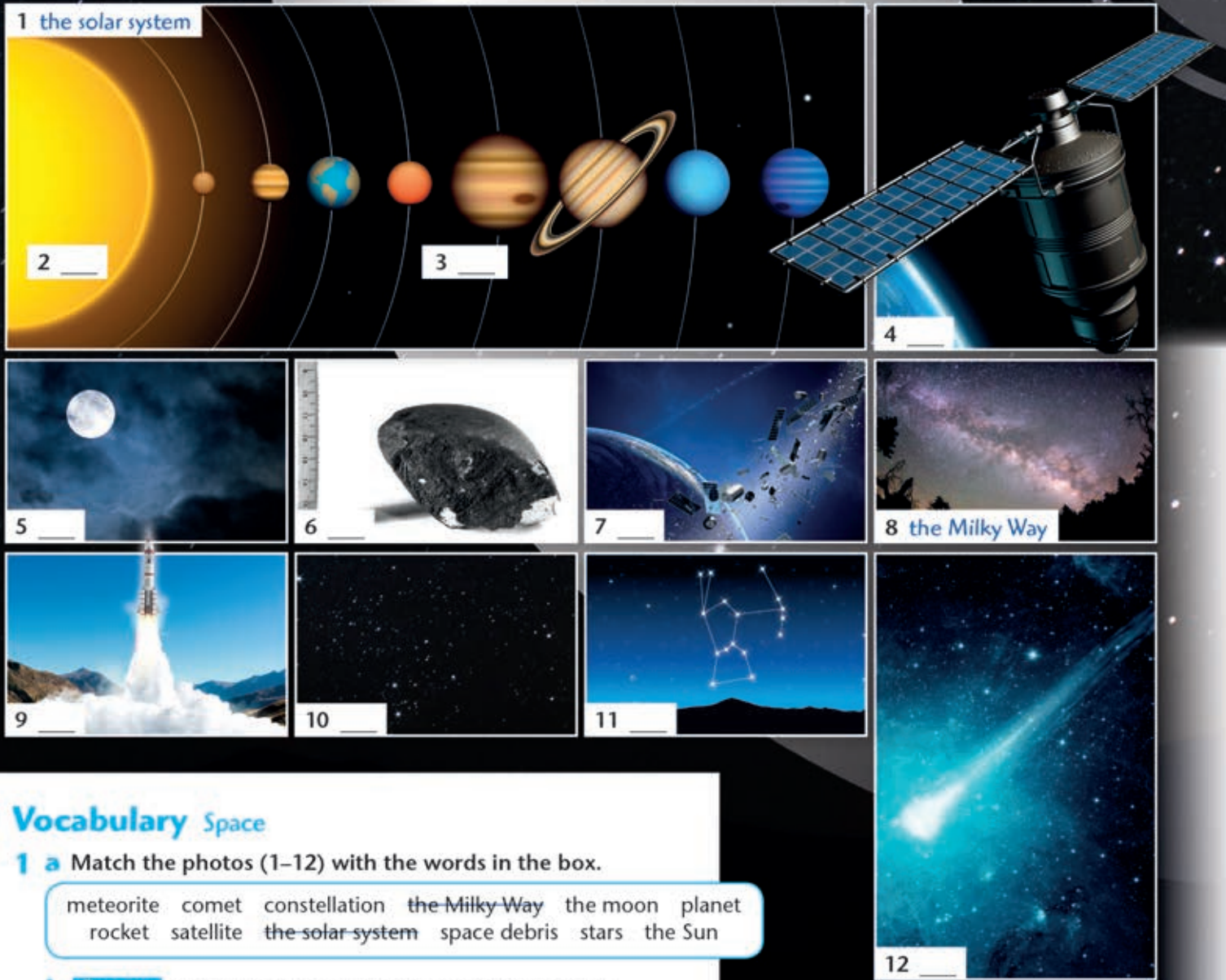
5

Space: the final frontier

5A Space



Do you know any planets?
What do you know about them?



Vocabulary Space

1 a Match the photos (1–12) with the words in the box.

meteorite comet constellation the Milky Way the moon planet
rocket satellite the solar-system space debris stars the Sun

b 3.02 Listen and check. Practise saying the words.

2 a Say the planet names in English. What are they in your language? Put the planets in order of distance from the Sun.

the Earth Jupiter Mars Mercury
Neptune Saturn Uranus Venus

b 3.03 Listen to the conversation between Mark and his dad. Check your answers to exercise 2a.

c 3.03 What did Mark see other than the planets? Listen again and check.

3 **Over to you!** Work with a partner. Discuss the questions.

- 1 Have you ever looked through a telescope? When?
- 2 Have you seen any of the things that Mark saw?
- 3 Can you look at the Sun through a telescope? Why? / Why not?

▶ **Workbook** page 46, exercises 1–3

5 Space: the final frontier

Unit objectives

- use words to talk about space
- use large numbers to talk about time, distances and speed
- compare two or more things and actions using comparatives and superlatives
- use *both / either / neither / all / none*
- use *the* correctly
- give your opinion and agree / disagree with someone
- write a magazine article about life in space

Language

Grammar: comparatives and superlatives; short adjectives; long adjectives; comparative adverbs; *both / either / neither / all / none*; uses of *the*

Vocabulary: space; large numbers, distances and speed

Everyday English: agreeing and disagreeing

Project: A comparative study: the Earth and Mars

Culture: The International Space Station

Learn through English: How GPS works (Technology)

5A Space

Supplementary materials

Workbook: pages 46–47, exercises 1–7

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts complete the task in pairs. Elicit some feedback, e.g. *Saturn has rings*, etc.

! Don't write the names in English on the board here, as Sts will do this later in the lesson.

EXTRA IDEA In pairs, Sts write down as many adjectives to describe space and the solar system as they can in one minute, e.g. *cold, silent, exciting, unexplored*. Then ask each pair to present their list and give reasons for their choices.

Vocabulary Space

1a

- Give Sts time to complete the task.

b 3•02

- Play the audio for Sts to listen and check.
- Check answers.

2 the Sun 3 planet 4 satellite 5 the moon 6 meteorite
7 space debris 9 rocket 10 stars 11 constellation
12 comet

LANGUAGE NOTE We generally write *the Earth* (preceded by the article and capitalized) when *Earth* is a proper noun, referring to the planet on which we live. When *earth* is used more to mean our whole environment, it is more common to omit the article and not capitalize either.

There is no standard convention for capitalization of *sun* and *moon*.

- Before Sts practise the words, do some pronunciation work. Model and drill how to pronounce *space debris* /'speɪs deɪbrɪz/. Check word stress for *planet*, *satellite*, *meteorite*, *rocket*, *constellation*, *comet*.

2a

- Sts complete the task in pairs.

b 3•03 Audio script pT92

- Play the audio for Sts to listen and check.
- Check answers and model and drill the words.

the Earth /ɜːθ/ Jupiter /'dʒuːpɪtə/ Mars /mɑːz/
Mercury /'mɜːkjəri/ Neptune /'neɪptjuːn/
Saturn /'sætɜːn/ Uranus /'juərənəs/ Venus /'viːnəs/
Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune

c 3•03 Audio script pT92

- Ask Sts the question, but don't tell them if they are right at this stage.
 - Play the audio again for Sts to complete the task.
- EXTRA SUPPORT** Read through the script and decide if you need to pre-teach any new lexis before Sts listen.
- Check the answer to the question.

The moon, stars and constellations, a satellite, a comet

EXTRA SUPPORT Check Sts understand the audio by asking questions, e.g. *What is Mark looking through? (A telescope), What is the first thing he sees? (The moon), What does he say about Saturn? (He can see the rings around it.), Does Mark know the correct order of the planets? (Yes), What do satellites do? (They help with communication, forecasting the weather and driving our cars.)*

EXTRA IDEA Sts may already know quite a lot about the solar system. Dictate some questions or just ask Sts in groups or pairs to write the answers they know:

- How many planets are in the solar system? (Eight)
- Which planet is closest to the Sun? (Mercury)
- Which planet is furthest from the Sun? (Neptune)
- Which planet is the hottest? (Venus)
- Which planet is the smallest? (Mercury)
- Which planet is the biggest? (Jupiter)
- Which planet is closest to the Earth in size? (Venus)

3

- Give Sts time to complete the task.
- Monitor and help with vocabulary and pronunciation where necessary.
- Elicit answers to questions 1 and 2. Check the answer to 3.

3 Looking directly at the Sun is dangerous because our eyes can't handle the power the Sun outputs. It can damage the retina, the light-sensitive tissue at the back of the eye.

► **Workbook** page 46, exercises 1–3

Reading and Grammar

4 3-04

- Tell Sts to look at their list of planets and decide how they could be divided into two groups.
- Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen and follow.
- Check the answer to the question.

The two groups are the inner planets (Mercury, Venus, the Earth and Mars) which are made of iron and rock, and the outer planets (Jupiter, Saturn, Uranus and Neptune) which are made of gas.

EXTRA SUPPORT Ask Sts some questions to check comprehension, e.g. *What makes life possible in the solar system? (The Sun's heat and light), Is Mercury bigger or smaller than the moon? (Bigger), Which planet is bigger and shinier than all the others? (Venus), etc.*

Comparatives and superlatives

5a

- Give Sts time to complete the task, then check answers.

Uranus is **colder than** Neptune. Saturn is **the lightest** planet.

b

- Give Sts time to complete the rules, then check answers.

To make a comparative adjective, we usually add **-er**.
To make a superlative adjective, we usually add **-est**.

c

- Give Sts time to complete the rules, then check answers.

We use comparative adjectives to compare **two** things.
We use superlative adjectives to talk about **three** or more things.

d

- Give Sts time to complete the task in pairs.
- Check the answer to the question.

We use *than* when we compare two things, e.g. *The Earth is bigger **than** Mercury.*
We use *the* with superlative adjectives as it is the only one, or the only ones, e.g. *Jupiter is **the** biggest planet in the solar system.*

Short adjectives

6

- Give Sts time to complete the rules, then check answers.

larger / largest **bigger** / **biggest** **further** / **furthest**
worse / worst

LANGUAGE NOTES It is possible to say *farther / the farthest* instead of *further / the furthest*, e.g. *Uranus is farther / further from the Sun than Mars. Saturn is the farthest / the furthest place we can see without a telescope.* Both are correct. With many two-syllable adjectives both **-er / -est** and **more / most** are possible, e.g. *politer / more polite, the politest / the most polite.* With two-syllable adjectives ending in **-ful / -less** and **-ed / -ing**, only **more / the most** is possible, e.g. *more careful / the most careful, more careless / the most careless.*

Long adjectives

7a

- Sts complete the sentences, then check answers.

Mars has **more powerful** volcanoes than any other planet.
The Sun is **the most enormous** object in our solar system.

b

- Give Sts time to complete the task, then check answers.

more powerful most colourful

EXTRA IDEA Dictate some of the planets and adjectives. Sts then make comparative or superlative sentences with them.

8

- Sts complete the task in small groups.

► **Workbook** page 47, exercises 4–7

► **Photocopiable** Grammar and Vocabulary

Listening

9a 3-05 Audio script pT92

- Play the audio for Sts to complete the task, then check answers.

1 necklace 2 sci-fi film 3 trousers

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

b 3-05 Audio script pT92

- Play the audio again for Sts to answer the question. Tell them to use superlatives if possible.
- Check answers.

1 It's the prettiest.
2 It starts in 20 minutes, and it looks good. Jed has already seen the comedy and the action film starts in two hours.
3 It's the best idea. She doesn't want to wear the pink dress and go as a princess.

Speaking

10a

- Put Sts in pairs, **A** and **B**, and then tell Sts **A** to go to p.86 and Sts **B** p.87.

b

- Give Sts time to complete the task, then elicit some sentences.

Suggested answers

In picture A...the Sun is nearer; the Sun is shinier; the astronaut is more surprised; the aliens look friendlier.

In picture B...the Earth is further away; the astronaut is sleepier; the aliens look more worried.

c

- Sts take turns reading their sentences to their partner.

Suggested answers

Saturn is the biggest planet. The green alien is the smallest.

Extra

Sts do the activity in pairs in class.

Reading and Grammar

- 4  3.04 Read and listen. What are the two groups of planets?

Our solar system

The Sun is **the most enormous** object in our solar system. Its heat and light makes life possible.

The inner planets – Mercury, Venus, the Earth and Mars – are made of iron and rock. Mercury is **the smallest** planet and **the closest** to the Sun. It is slightly **larger than** our moon. Venus is **the hottest** planet. In the night sky, it is **bigger and shinier than** all the other planets. Mars is **the most colourful** planet. Its mineral surface shines red. Mars has **more powerful** volcanoes and its weather is **worse than** any other planet.

The outer planets – Jupiter, Saturn, Neptune and Uranus – are made of gas. Jupiter is **the biggest** planet in our solar system with 63 moons around it. Saturn is **the lightest** planet. It is so light that it could float in water. It is also **the furthest** planet that we can see without a telescope. Its rings are made of ice. Neptune and Uranus are **the coldest** planets. Uranus is **colder than** Neptune – it is 80% ice.

Comparatives and superlatives

- 5 a Complete the sentences from the text.

Uranus is ___ Neptune. Saturn is ___ planet.

b What are the adjectives in **blue**? In **red**? Complete the rules with **-er** and **-est**.

To make a comparative adjective, we usually add ___.

To make a superlative adjective, we usually add ___.

c When do we use comparative and superlative adjectives? Complete the rules with **two** and **three**.

We use comparative adjectives to compare ___ things.

We use superlative adjectives to talk about ___ or more things.

d When do we use **than** and **the**?

Short adjectives

- 6 What are the spelling rules for short adjectives? Complete the table with examples from the text in exercise 4.

Short adjectives – spelling rules		
Ends in	Rule	Comparative / Superlative
large close	+ -r / -st	___ / largest closer / closest
big	double the consonant + -er / -est	bigger / ___
shiny	-y → -i + -er / -est	shinier / shiniest
Irregular	good far bad	better / best further / ___ ___ / worst

Long adjectives

- 7 a Complete the sentences from the text in exercise 4.

Mars has ___ volcanoes than any other planet.

The Sun is ___ object in our solar system.

b Complete the table with examples from the text.

Long adjectives – spelling rules		
2+ syllables	Rule	Comparative / Superlative
powerful	more / most	___ / most powerful
colourful	more / most	more colourful / ___


- 8 **Over to you!** Work in groups of three. Compare things you have – your phones, bags, books, shoes – anything!

Your phone is better than mine.

Sam's bag is the biggest!

► **Workbook** page 47, exercises 4–7

Listening

- 9 a  3.05 Listen to three pairs of people comparing three things. Which one do they choose?

- Dan and Jill: book, necklace or earrings?
- Jed and Cleo: comedy, action film or sci-fi film?
- Mum and Sara: dress, trousers or jeans?

b Why do they choose each thing?

Speaking

- 10 a **Get ready to speak** Match the adjectives in the box to things in the picture.

Student A Look at the picture on page 86.

Student B Look at the picture on page 87.

big / small far away / near shiny / dark
sleepy / surprised worried / friendly

b Work with a partner. Compare the pictures using the adjectives in the box.

In picture A, the Sun is bigger.

Yes, you're right. In B it's smaller.

c How many superlative sentences can you make? Compare the planets and the aliens.



Write a puzzle for your partner. Use comparatives and superlatives.

I am closer to the Sun than Saturn and the biggest planet in our solar system. Which planet am I?



5B Life in space



What do you think life is like for an astronaut in space? Exciting? Scary? Hard work?

Reading and Listening

1 Look at the photos. What is happening? How do you think they are feeling?

2 a **3.06** Read and listen to the text. Match the photos (1–4) to the paragraphs (A–D).

b Read the text again. Find words to describe these activities in space.

- | | |
|--------------|-----------------|
| 1 travelling | 4 sleeping |
| 2 eating | 5 going outside |
| 3 working | |



A Imagine sitting in a rocket, ready to take off. Excited? Actually, waiting is really boring. But then, wow! You travel faster than you ever thought possible. You go into orbit in eight and a half minutes! And it's the noisiest journey ever. You get a terrible headache and you feel sicker than you've ever felt before. You can't eat for a few days until your stomach feels better being in space.

B Food isn't important in space, anyway. It all tastes much worse than you can imagine. You can take lovely chocolate with you, but it tastes of nothing up there. However, you have the best view while you're eating. You can watch the Sun rise 16 times a day! You can see everything more clearly up there. Our planet looks amazing.

C When you are in orbit, there is no gravity, of course. So, you grow taller, which is nice. Except that there's little space in the space station! Everything floats, including you. You work a bit more slowly. Everything is harder to do. Going to bed is weird. You sleep much less comfortably. You have to stick your sleeping bag to a wall and stick your pillow to your head!

D If you go outside, you have to move a lot more carefully. Every step is so important that it can be stressful at times. But being in space in a spacesuit is the most amazing experience!
However, the hardest thing of all is returning home. It can take weeks for your muscles to remember how to move on the Earth!

3 **Over to you!** Would you like to be an astronaut? Why? / Why not? Which things would you find the hardest to do?

4

An astronaut's life



5B Life in space

Supplementary materials

Workbook: pages 48–49, exercises 1–5

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

EXTRA IDEA To review the names of planets, ask Sts to find out what colour each planet is online:

Mercury – grey / brown, **Venus** – pale yellow, **the Earth** – blue, **Mars** – red / brown, **Jupiter** – orange with white bands, **Saturn** – pale gold, **Uranus and Neptune** – pale blue

You First

Tell Sts to answer the question in pairs. Ask them what sort of people become astronauts. Tell them to think of four or five adjectives to describe astronauts, e.g. brave, intelligent, strong, fit, practical, etc. Tell them to think about the jobs astronauts do while they are in space, e.g. take measurements, set up experiments, check physical health, do space walks, repair satellites, etc. Which ones would be hard work? Exciting? Scary?

Reading and Listening

1

- Give Sts time to complete the task.
- Elicit what is happening in each photo and opinions on how the astronauts are feeling.

Suggested answers

- 1 Two astronauts are space-walking. Perhaps they are repairing the space station, or setting up an experiment. They may be feeling nervous or excited. The work is difficult and needs a lot of concentration, so they'll be tired when they finish.
- 2 The astronauts are going to sleep. They are tied to the wall in sleeping bags because they are weightless and so might float around the space station, crash into something and hurt themselves. They are probably feeling tired or sleepy.
- 3 The astronaut may be looking out at the Earth or at the sunrise. She is feeling excited, perhaps surprised because the Earth is so blue and beautiful or this is the tenth sunrise she has seen today.
- 4 It is take-off. The astronauts are probably concentrating on the instruments and checking everything is going as it should. They are probably feeling a little nervous, but also very excited about going into space.

EXTRA SUPPORT Pre-teach or elicit *to take off, journey, orbit, gravity, weightless* and *weird*.

2a 3•06

- Play the audio for Sts to listen and follow.
- Give Sts time to complete the task.
- Check answers.

1 D 2 C 3 B 4 A

b

- Tell Sts to do the task and compare answers with a partner.
- Check answers.

- 1 travelling – fast, noisy
- 2 eating – feeling sick, bad, tastes of nothing
- 3 working – more slowly than usual, hard
- 4 sleeping – weird, less comfortable
- 5 going outside – careful, stressful, an amazing experience

EXTRA SUPPORT Ask Sts questions to check comprehension, e.g.

- 1 *How quickly do you go into orbit after the rocket takes off? (Eight and a half minutes)*
- 2 *How do you feel at the beginning of the journey? (Sick – you can't eat for a few days.)*
- 3 *Do astronauts enjoy eating in space? (No, they often feel sick at the start of the journey and the food tastes of nothing.)*
- 4 *What can you do 16 times a day? (Watch the Sun rise)*
- 5 *Why do you work more slowly? (Because everything is harder to do)*
- 6 *Why isn't sleeping comfortable? (You have to stick yourself to the walls.)*
- 7 *What is amazing about going outside? (Being in space and having to wear a spacesuit to go outside)*

EXTRA IDEA Tell Sts to cover the text and make sentences about the activities in exercise 2b. Tell them to use a comparative where possible, e.g.

- 1 You travel faster than you imagine when you take off.
- 2 Astronauts don't enjoy eating in space because food tastes worse than on Earth.
- 3 You work more slowly than on Earth and everything is harder to do.
- 4 Sleeping is harder.
- 5 You have to move more carefully when you go outside because you are in a spacesuit.

3

- Sts discuss the questions in small groups.
- Get feedback from the class. Find out what most Sts would like about being an astronaut and the one thing they would find hardest to do.

Grammar Comparative adverbs

4a

- Give Sts time to complete the task, then check answers.

- 1 more slowly; more carefully; You can see **more clearly**.
- 2 faster; You feel **sicker than...**
- 3 worse; It all tastes **worse**.

LANGUAGE NOTE There are adverb forms *hardly* and *lastly*, but they have different meanings from *hard* and *later*. *Hardly* means almost no / not / none, e.g. *There's hardly any coffee left. We hardly know each other.* *Lastly* is used in a list when you want to introduce the final point, e.g. *Lastly, add lemon juice.*

b

- Give Sts time to complete the task, then check answers.

- A** You travel faster than you ever thought possible. ...you feel sicker than you've ever felt before.
- B** It all tastes much worse than you can imagine.

c

- Give Sts time to complete the task, then check answers.

- much:** B It all tastes much worse than you can imagine.
C You sleep much less comfortably.
- a lot:** D ...you have to move a lot more carefully.
- a bit:** C You work a bit more slowly.

EXTRA CHALLENGE Tell Sts that *less* can be used before adverbs when they want to compare adverbs and adjectives negatively, e.g. *You sleep much less comfortably. Sleeping is less comfortable.*

Tell Sts to think of a topic, compare two things and decide if they are *a bit / a lot more + adjective* or *a bit / a lot less + adjective*, e.g. *sport – football + boring: Watching football is a lot more boring than watching volleyball. Playing a game of football is less tiring than running a marathon.* Tell each student to write at least four comparative sentences.

5a

- Give Sts time to complete the dialogues.
- b** **3•07** Audio script pT92
- Play the audio for Sts to listen and check.
- Check answers.

- 2 playing much better 3 listen carefully 4 work a lot faster
- 5 walking worse than

- Tell Sts to work in pairs and practise the dialogues. Use the audio to model the intonation to help them practise if necessary.

- ➔ **Workbook** pages 48–49, exercises 1–4
- ➔ **Photocopiable** Grammar and Vocabulary

Speaking and Writing

EXTRA CHALLENGE Sts work in pairs before they do exercise 6a. Tell them to think of three questions they would ask an astronaut if they met him / her. What do they think the answers would be?

6a

- Put Sts in two groups, **A** and **B**, for the role-play preparation.

- You might want to put weaker or less confident Sts in group **A**. You could ask them to think of follow-up questions for each point, e.g. *Do you feel more tired or less tired when you wake up in space?*

- Give Sts time to complete the task in their groups.

b

- Sts work with a partner from the other group and do the role-play. Tell Sts to add extra details to make it interesting, e.g. *How difficult was exercising? How did they feel about the take-off? What did they like about living in space? What didn't they like? What was interesting / boring? Did they ever feel frightened?*

- They make notes to report back to the class.

EXTRA IDEA For extra speaking practice, Sts swap roles and do the role-play again, this time without the written questions and notes, and adding their own details.

7

- In pairs, Sts work through the information they found out in their interview.
- They should follow points 1–3.
- Tell Sts to finish off with an interesting ending, and the interviewer's opinion.

➔ **Workbook** page 49, exercise 5

8

- Sts write the main part of the interview. Tell them to pick four or five questions to give the main pieces of information. These should be the most interesting answers.
- Monitor and help with language where necessary.
- Correct Sts' writing or point out errors and encourage Sts to correct their own mistakes.
- Display the articles for the other Sts to read.

EXTRA IDEA Sts, in pairs, write a short quiz using comparative / superlative adjectives and adverbs. The questions can be about people in the class / the town / the country or general knowledge, e.g. *Who runs faster, Jack or Peter? What is the name of the most important street in our town? Which city is bigger, London or New York?* Sts should have the answers or be able to check them. They then swap their questions with another pair or read them to the whole class.

Extra

Sts can either do this in class or as a homework task.

Grammar Comparative adverbs

- 4 a Complete the table and example sentences for each rule from the text.

We use adverbs to describe verbs – to say *how* things happen.

You **travel faster** than you ever thought possible.

- 1 with adverbs ending in *-ly*, we use *more*:

Adjective	Adverb	Comparative adverb
slow	slowly	—
easy	easily	more easily
careful	carefully	—

You can see ____.

- 2 other short adverbs are the same as comparative adjectives:

Adjective	Comparative adjective	Comparative adverb
hard	harder	harder
later	later	later
fast	faster	—

You feel ____.

- 3 some comparative adverbs are irregular:

Adjective	Adverb	Comparative adjective	Comparative adverb
good	well	better	better
bad	badly	worse	—
far	far	further	further

It all tastes ____.

- b We often use *than* with comparative adverbs. Find the examples with *than* in the text.
- c We can use *much*, *a lot* and *a bit* with comparative adverbs. Find an example of each one in the text.

- 5 a Complete the dialogues with the correct form of the words in brackets.

- 1 A I'm worried about the exam.
B I think you need to **study a bit harder**. (study/a bit/hard)
- 2 A Am I getting better at tennis?
B Yes, you're _____. (play/much/good)
- 3 A I don't understand any of this lesson.
B You have to _____. (listen/careful)
- 4 A Can we finish this in time?
B No, I think we need to _____. (work/a lot/fast)
- 5 A Why are you ____ normal? (walk/bad/than)
B I've hurt my ankle.

- b 3.07 Listen and check. Then work with a partner and practise the dialogues in exercise 5a.

▶ **Workbook** pages 48–49, exercises 1–4

Speaking and Writing

- 6 a Get ready to speak Work in two groups. You are going to role-play an interview between a journalist and an astronaut.

Group A
You are the journalists.
Write the questions.

What's it like to...in space compared to on Earth?

- get up
- work
- live
- exercise
- go for a walk outside

Group B You are the astronauts.
Write the answers.

When I am in the space station I...

- get up / quick / because all the lights go on at 6 a.m.!
- work / careful / because I have to stick everything down or I lose it!
- live / simple / because there isn't any space to store things.
- exercise / much / hard / or my bones will become weaker.
- go for a walk outside / much / slow / because it's scary!

- b Work with a partner from the other group. Ask and answer the questions in exercise 6a. Journalists interview the astronauts, make notes and report back to the class.

- 7 Get ready to write Work with a partner. You are going to write a short magazine article about life in space using your interview notes from exercise 6. Remember to include:

- 1 A headline
- 2 A short introduction to the article
 - Who did you interview last week?
 - What did you ask him/her about?
- 3 A short ending to the article
 - What do you think about an astronaut's life?

▶ **Workbook** page 49, exercise 5

- 8 Write your article.



Make sentences with a word from each box and a comparative adverb.

I	my teacher	my best friend
run	sing	get up
fast	beautiful	early
me	my teacher	my best friend
me	me	me

My best friend **gets up earlier** than me!

5C Space debris



Do you know what happens to the parts of rockets that break off in space? Do you know what NASA is?

Vocabulary Large numbers, distances and speed

1 a Look at how we say large numbers, distances and speeds.

100 = a / one hundred
 1,000 = a / one thousand
 10,000 = ten thousand
 35,000 = thirty-five thousand
 100,000 = a / one hundred thousand
 250,000 = two hundred and fifty thousand
 1,000,000 = a / one million

300 km = three hundred kilometres

100 kph = a / one hundred kilometres an / per hour

b 3.08 Listen and repeat the numbers.

2 a Look at the picture below. What do you think it shows?

b Look at the quiz and decide which you think are the correct answers. Practise saying the numbers.

▶ **Workbook** page 50, exercises 1–2

Space

the big rubbish bin?



Space debris is the name for all the pieces of rubbish floating in space – pieces of rockets, broken satellites, even astronauts' gloves! There are 29,000 large pieces of debris in orbit at the moment.

- There are also more than ____ smaller pieces of debris travelling around the Earth. These pieces are between one and ten centimetres in size.
a 170,000 b 420,000 c 670,000
- There are also ____ tiny pieces of debris in orbit that are smaller than one centimetre.
a 70 million b 170 million c 700 million
- All of the pieces are travelling at ____ kilometres an hour.
a 15,000 b 28,000 c 50,000
- They are flying at a distance up to ____ kilometres from the Earth.
a 20 b 200 c 2,000

Reading and Listening

3 a 3.09 Listen and check your answers to the quiz. Why is space debris a problem?

b 3.10 Read and listen to the fact file. Answer the questions.

- Why can a tiny piece of metal cause a lot of damage in space?
- When was the first satellite crash?
- Why does NASA watch debris in space now?
- How often does space debris fall from the sky?

c **Over to you!** Which fact do you find the most surprising? Why?

Space debris fact file

In space, all of these pieces of metal can cause a lot of damage because they travel so fast. Even very small pieces can damage satellites and rockets. If a tiny bit of debris landed on a rocket, it would be like a piano landing on a car!

In 2009, two satellites crashed for the first time. Both of them broke into more than 2,000 pieces. They were flying at a distance of 800 km from the Earth.

The International Space Station (ISS) flies in orbit 400 km from the Earth. This distance should be safe. But the ISS has been in danger from flying rubbish twice. Fortunately, neither piece of rubbish destroyed the station, but NASA didn't notice either of them. Now NASA watches all of the debris in space much more carefully.

Every day, a piece of space rubbish falls from the sky. None of the pieces have damaged anything so far. Most of them land in the Pacific or the Atlantic Ocean. But one of the biggest pieces of rocket landed in the United States. It landed in the Arizona desert in 2008.

5C Space debris

Supplementary materials

Workbook: pages 50–51, exercises 1–7

Workbook: Grammar summary Unit 5

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts discuss the questions in pairs. Ask Sts if they know what the parts of a rocket are – the nose cone, which is designed for all the instruments and contains the cabin the astronauts travel in, the fuel tanks and the engines – and describe what happens when the rocket blasts off.

Ask *Which part breaks away first? (The thruster or booster rockets, which are important to get the rocket to leave the Earth's atmosphere.)*. The parts that break off usually burn up in the Earth's atmosphere.

Additional subject notes

NASA stands for National Aeronautics and Space Administration. NASA is a United States government agency that is responsible for science and technology related to air and space. The Space Age started in 1957 with the launch of the Soviet satellite Sputnik and NASA was created in 1958. If you go online, NASA.gov brings you the latest news, images and videos from America's space agency, showing space exploration, scientific discovery and aeronautics research.

Vocabulary Large numbers, distances and speed

EXTRA IDEA To get Sts thinking about numbers, ask them to write five or more questions to ask a partner about numbers that are important or useful to them, e.g. their age, the number of their house or apartment, the number of people who live in their house, the number of people in their town / country. You could also add in the speed limit in the town, on the motorway, average temperatures in summer or winter, anything where the answer is a number.

1a

- Give Sts time to read the table.

b 3-08

- Play the audio for Sts to listen and repeat.
- Sts take turns repeating the large numbers.

LANGUAGE NOTES In British English we put *and* between *hundred / thousand / million* and any number below one hundred, e.g. 512 = *five hundred and twelve*; 8,451 = *eight thousand four hundred and fifty-one*; 475,000 = *four hundred and seventy-five thousand*. We do not add *-s* to *hundred, thousand, million* when we give the exact number, e.g. *eight thousand, five million*.

In American English the *and* is dropped, e.g. 512 = *five hundred twelve*.

EXTRA CHALLENGE Tell Sts to cover the words on the right in the table and take turns saying the numbers.

EXTRA IDEA To practise large numbers, tell Sts to find out on the internet the distance between different places, e.g. their town and the capital of your country, their capital and

London, their capital and Sydney. You could also ask them to find out the diameter of the Earth (12,756 km).

EXTRA CHALLENGE You could tell Sts how to express numbers with a decimal point, e.g. 1.42 = *one point four two*. Write some numbers with decimal points on the board and ask Sts in pairs to practise saying them. Then tell them to find the distance of the moon from the Earth (384,400 km) and distances of some of the planets from the Sun, e.g. Mercury (57.91 million km), Venus (108.2 million km), Earth (149.6 million km), Mars (227.9 million km), Jupiter (778.5 million km), Saturn (1,429 billion km), Uranus (2,871 billion km), etc.

2a

- Sts discuss the question in pairs.
- Get feedback. Then tell Sts to read the title of the quiz. Ask 'Can you remember the phrase for this from Lesson 5A?' (*Space debris*).

b

- Give Sts time to complete the task. Help with the numbers, model and drill if necessary.
- Sts compare answers with a partner.

EXTRA SUPPORT Read the introduction together and check Sts understand the topic and remind them how to pronounce *debris* /'deɪbrɪ:/. You could go through the numbers with them before they answer the questions for extra practice.

➡ **Workbook** page 50, exercises 1–2

Reading and Listening

3a 3-09 Audio script pT92

- Play the audio for Sts to listen and check.
- Check answers. Find out how many Sts got all the answers right.

1 c 2 b 3 b 4 c

- Give Sts time to discuss the question in pairs or do it as a whole-class activity.
- Elicit ideas.

Space debris is a problem because it travels so fast and can cause crashes.

b 3-10

- Tell Sts to read the questions before they listen to be clear on what they are listening for. You could check if any Sts know the answers before they listen.
- Play the audio for Sts to read and follow.
- Give Sts time to complete the task.
- Check answers.

- 1 Because it travels so fast.
- 2 In 2009
- 3 Because the ISS was in danger of crashes twice, and NASA did not notice the danger.
- 4 It falls every day.

EXTRA SUPPORT Ask Sts what they expect in a fact file, e.g. numbers (distances and speeds), dates, real events.

c

- Sts discuss the facts they have read about and give a reason for their choice.

Grammar *both / either / neither / all / none*

4

- Give Sts time to complete the task.
- Check answers.

- 1 all (of these pieces of metal) – every piece of debris floating around in space
- 2 None (of the pieces) – no debris floating around in space
- 3 Both (of them) – the two satellites that crashed in 2009
- 4 neither (piece of rubbish) – the two pieces of floating rubbish that almost crashed into the ISS
- 5 either (of them) – the two pieces of floating rubbish that almost crashed into the ISS

5a

- Give Sts time to complete the task.
- b** **3•11** Audio script pT93
- Play the audio for Sts to listen and check.
- Check answers.

- 1 both – a
- 2 all – d
- 3 either – b
- 4 none – e
- 5 Neither – c

► **Workbook** page 50, exercises 3–4

Uses of *the*

6

- Give Sts time to complete the task.
- Check answers.

- 1 **The** ISS flies in orbit 400 km from **the** Earth. – a
- 2 One of **the** biggest pieces of rocket landed... – b
- 3 ...pieces of rocket landed in **the** United States. – d
- 4 Most of them land in **the** Pacific or **the** Atlantic Ocean. – e
- 5 Every day, a piece of space rubbish falls from the sky. None of **the** pieces have damaged anything so far. – c

7

- Give Sts time to complete the task.
- Check answers.

- 1 the, the
- 2 the, the
- 3 –, the
- 4 the
- 5 The
- 6 –

LANGUAGE NOTE When talking about people or things in general, we do not use *the* with uncountable or plural nouns, e.g. *Chocolate isn't good for me. I'm afraid of spiders.* We do not use *the* if something is general and not the only one, e.g. *I want to study science at university.*

We also do not use *the* with names of people, e.g. *My sister is visiting Tom,* or with countries, e.g. *France,* or cities, e.g. *Paris,* unless they are plural names or have *Kingdom* or *Republic,* etc., e.g. *The Netherlands, the Kingdom of Saudi Arabia, the People's Republic of China.*

EXTRA IDEA Tell Sts to give other examples, e.g. the names of countries, cities and people.

EXTRA IDEA Write the sentences below on the board. Tell Sts to work in pairs and say if they are correct or not. They should correct them if they are wrong and say why they are wrong.

- 1 'The Venus is the hottest planet in our solar system.'
 ✗ and ✓ *Venus is the hottest planet in our solar system.*
 (*Venus* = name, *the hottest* = superlative)
- 2 'Angela lives in a big house. The house has five bedrooms.'
 ✓ (*House* is mentioned in the first sentence)
- 3 'I lived in United Kingdom for three years.'
 ✗ *I lived in the United Kingdom for three years.*
 (Place name with *Kingdom*.)
- 4 'I have always loved dogs.'
 ✓ (Plural, things in general)
- 5 'We went to Mediterranean Sea on holiday.'
 ✗ *We went to the Mediterranean Sea on holiday.*
 (Geographical feature – seas, oceans, etc.)

► **Workbook** page 51, exercise 5

► **Photocopiable** Grammar and Vocabulary

Speaking

8a

- Give Sts time to complete the task.
- Check answers.

- Mark:** pencil, notebook, bottle, tablet, apple, watch, baseball cap
Mary: notebook, bottle, apple, toothbrush, watch, pencil, baseball cap
Mick: notebook, bottle, apple, toothbrush, watch

b

- Give Sts time to answer the questions, then check answers.

- 1 Notebook, bottle, apple, watch
- 2 Notebook, bottle, apple, toothbrush, watch
- 3 A tablet
- 4 A pencil
- 5 Mary – a pencil and an apple.

► **Workbook** page 51, exercises 6–7

Extra

Sts do the activity in pairs in class.

Grammar

both / either / neither / all / none

4 Complete the sentences from the fact file. Read the rules. What do the words *all*, *none*, *either*, *neither* and *both* talk about in the sentences?

- In space, ___ of these pieces of metal can cause a lot of damage because they travel so fast.
- ___ of the pieces have damaged anything so far.
- In 2009 two satellites crashed for the first time. ___ of them broke into more than 2,000 pieces.
- Fortunately, ___ piece of rubbish destroyed the station.
- NASA didn't notice ___ of them.

Talking about two things

a Both (of them) = *this one AND that one*
✓ and ✓

b Either (of them) = *this one OR that one*
✓ or ✓

c Neither (of them) = *not this one AND not that one*
✗ and ✗

Neither is already negative. Don't use **neither** with another negative, e.g. **I don't want to watch neither film.**

Talking about more than two things

d All (of them) = *every one*
✓✓✓

e None (of them) = *not one*
✗✗✗

5 a Choose the correct words to complete the sentences. Then match the sentences (1–5) to the rules (a–e) in exercise 4.

- I have two brothers and I love *all / both* of them equally.
- Have you invited everybody on the team? Can *all / both* of them come?
- I won't choose *neither / either* the red T-shirt or the yellow one. I don't like those colours.
- I asked all of my friends, but *none / either* of them can go to the cinema tonight, so I'm going on my own.
- 'Ham or chicken?' '*Either / Neither* of them, thank you. I'm a vegetarian.'

b  **3.11** Listen and check.

▶ Workbook page 50, exercises 3–4

Uses of the

6 Complete the sentences from the fact file. Then read the rules and match the sentences (1–5) to the rules (a–e).

- ___ ISS flies in orbit 400 km from ___ Earth.
- One of ___ biggest pieces of rocket landed...
- ...pieces of rocket landed in ___ United States.
- Most of them land in ___ Pacific or ___ Atlantic Ocean.
- Every day, a piece of space rubbish falls from the sky. None of ___ pieces have damaged anything so far.

We use *the* + noun when we know exactly what we are talking about:

- There is only one.
- With a superlative adjective.
- Something we have already mentioned.
- For countries with *Kingdom*, *State* or *Republic* in the name.
- Mountain ranges (not mountains), rivers (not lakes), seas and oceans.

7 Complete the sentences with *the* or *nothing* –.

- Mount Everest is ___ highest mountain in ___ world.
- People used to believe ___ Sun went round ___ Earth.
- My sister is visiting ___ Uncle Tom in ___ USA.
- We've never been to ___ Alps before.
- I'm watching a film. ___ film's called *Space Zero*.
- ___ chocolate isn't good for me, but I like it.

▶ Workbook page 51, exercise 5

Speaking

8 a Write a list of all the objects you can see in the pictures.



b Work with a partner. Answer the questions.

- Which things do all of the astronauts have?
- What do both Mary and Mick have?
- What do neither of them have?
- Mary has either a pencil or a toothbrush in her hand. Which is it?
- Which astronaut is holding the most things?

I think all of the astronauts have... No, one of them doesn't...

▶ Workbook page 51, exercises 6–7



Say some more long numbers for a partner to write down.

127,000 34,000 400 kph 7,642 km

5D Star Wars



Have you seen any of the Star Wars films or trilogies?
What do you think of fantasy and science fiction films?

1 a **3.12** Read and listen to the dialogues. What is the Star Wars Challenge?



Simon ...Well, I think the original three films are better than the final three.
Ethan No way! In my opinion, the second trilogy is the best.
Simon How can you say that? No one likes the second trilogy!
Tasha What are you talking about, boys?
Simon We're discussing all of the Star Wars films.
Zoe Boring!
Simon You can't say that. You just don't like fantasy films.
Tasha Well, I can tell you which ones are best – none of them!
Ethan Hey! Neither of you have seen any of them!



Simon You can't have an opinion on Star Wars unless you've seen the films.
Zoe I disagree. My opinion is that I don't like that type of film!
Tasha Me neither. We prefer either comedies or dramas. They're way more fun.
Ethan You can't say that. Sci-fi is all about drama! And there's comedy in Star Wars, too.
Tasha Yes, but I prefer films about real people.
Simon Rom-coms aren't real life!
Tasha Perhaps you're right. But they're more fun.
Simon Well, it seems that you need to do the Star Wars Challenge.
Ethan Excellent idea. All of you can come to mine on Saturday.



Saturday

Zoe So, what's this challenge, then?
Simon You have to choose one of the Star Wars trilogies. Then you have to watch all three of the films.
Tasha OK. I fancy the oldest films. Zoe?
Zoe Me too. Fine by me.
Ethan Good choice. They're the funniest.
Simon And you can have either popcorn or chocolate.
Zoe We'll need both!
Tasha Agreed!

b Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The boys agree about the Star Wars films.
- 2 Both girls aren't keen on the Star Wars films.
- 3 Zoe likes dramas.
- 4 Simon says he likes rom-coms.
- 5 The girls want to watch the most recent Star Wars films.
- 6 Simon and Ethan choose the snacks.

2 a Spoken English How do you say these expressions in your own language?

No way!

They're way more fun.

Fine by me.

Agreed!

b Work in a group. Practise the dialogues.

Workbook page 52, exercise 1

5D Star Wars

Supplementary materials

Workbook: pages 52–53, exercises 1–6

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Give Sts time to discuss their answers. Monitor and help with unknown vocabulary. Ask *Can you think of any other film trilogies? (The Lord of the Rings, Back to the Future, Toy Story, The Bourne Identity, etc.)*

EXTRA SUPPORT Pre-teach or elicit *trilogy* and *fantasy*.

1a 3•12

- Tell Sts to look at the photos and ask *What do you think is happening?*
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story on the DVD-ROM.
- Check the answer to the question.

Choose one of the trilogies and watch all three films.

EXTRA SUPPORT Check Sts understand that *rom-com* is the abbreviation for *romantic comedy* and that *sci-fi* is the abbreviation for *science fiction*. Model and drill pronunciation for *rom-com* /'rɒmkɒm/ and *sci-fi* /'saɪfaɪ/.

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers and asking them how they know the others are true.

- 1 F (Simon likes the original three films and Ethan prefers the second trilogy.)
- 2 T (Zoe says the Star Wars films are boring and Tasha says 'Well, I can tell you which ones are best – none of them!')
- 3 T (Tasha says they both prefer dramas.)
- 4 F (He says they aren't real life.)
- 5 F (They want to watch the oldest films.)
- 6 F (The girls choose both snacks.)

EXTRA IDEA Ask Sts why they think the Star Wars films are so popular.

EXTRA IDEA Ask Sts to look at the different types of films mentioned in the dialogues, i.e. fantasy, comedies, dramas, rom-coms and sci-fi. Tell them to name one or two examples for each type of film. Then ask Sts if they have seen any of these types of film, and what they thought of them. Ask them which type of film they prefer.

2a

- Give Sts time to complete the task, then check answers.

No way! = I disagree completely. (informal)

They're way more fun. = They're a lot more fun. (informal)

Fine by me. = I agree with what you've chosen (friendly / informal)

Agreed! = Yes, definitely. (neutral)

EXTRA SUPPORT Play the audio for Sts to listen and follow. Pause after each expression for Sts to listen to how the friends sound. Ask them to repeat the expressions. Model and drill the intonation.

b

- Sts take parts and practise the dialogues.

► **Workbook** page 52, exercise 1

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

3a

- Give Sts time to complete the task.
- Elicit some ideas, but don't tell Sts if they are right at this stage.

b **3•13** Audio script pT93

- Play the audio for Sts to listen and check. Alternatively, show the class the video of the story from the DVD-ROM.
- Check the answer to the question.

They are enjoying the films.

EXTRA IDEA Ask Sts *What happened at the end of the second film? (The boys fell asleep. The girls are going to watch the third film. They won't tell the boys that they are enjoying the films.)*

4

- Give Sts time to complete the task.
- Elicit their ideas.

Students' own answers.

Everyday English Agreeing and disagreeing

5a

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

Useful phrases: giving opinions

Dialogue 1

I think (that) the original three films are better... – Simon
In my opinion, the second trilogy is the best. – Ethan

Useful phrases: agreeing

Dialogue 2

Perhaps you're right. – Tasha
Excellent idea. – Ethan

Useful phrases: disagreeing

Dialogue 2

How can you say that? – Simon
You can't say that. – Simon
I prefer films about real people. – Tasha

Useful phrases: Me too / Me neither

Dialogue 3

I fancy the oldest films. – Tasha
Me too. – Zoe

Dialogue 2

I don't like that type of film! – Zoe
Me neither. – Tasha

b **3•14** Audio script pT93

- Play the audio, pausing for Sts to listen and repeat.
- Model and drill the intonation.

➡ **Workbook** pages 52–53, exercises 2–5

➡ **Photocopiable** Everyday English

Pronunciation /ð/ /θ/

6a **3•15**

- Model the two sounds.
- Play the audio for Sts just to listen.
- Now play the audio again, pausing for Sts to listen and repeat each word.
- Tell Sts to say the words and match them with the correct sound /ð/ or /θ/.

EXTRA SUPPORT Choose two words which have the contrasting sounds and see if Sts can hear the difference, e.g. *the* /ð/ and *three* /θ/. Help Sts by telling them where to put their tongue when saying the sounds, e.g. for /ð/ (voiced) the tongue is behind the top front teeth, pressing against them; for /θ/ (unvoiced) the tongue is forward with the tip on the teeth, and the air is pushed through the teeth and tongue.

b **3•16**

- Play the audio for Sts to listen and check.
- Check answers.

/ð/ neither, than, the, with
/θ/ both, thanks, third, three

EXTRA CHALLENGE Say the following words and tell Sts to do a thumbs up action for the /θ/ sound and show an open hand if the sound is /ð/, e.g.

birthday (/θ/ – thumbs up), *brother* (/ð/ – open hand), *smooth* (/ð/ – open hand), *Maths* (/θ/ – thumbs up), *mouth* (/θ/ – thumbs up), *them* (/ð/ – open hand), *healthy* (/θ/ – thumbs up), *bath* (/θ/ – thumbs up).

➡ **Workbook** page 53, exercise 6

➡ **Photocopiable** Pronunciation

Listening and Speaking

7 **3•17** Audio script pT93

- Sts read the sentences before they listen. Tell them to read the first statement, listen to the audio and then decide if the second person agreed or not. They then move on to statement 2, and repeat the process. They go through the same process with statement 3.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

1 Agree 2 Disagree 3 Disagree

EXTRA SUPPORT Play one or two of the dialogues, pausing after each sentence for Sts to listen and repeat. Model and drill for intonation.

8a

- Give Sts time to write their sentences.

b

- In pairs, Sts take turns doing the task, following the flowchart.
- Monitor and check Sts are using the correct intonation for agreeing and disagreeing.

c

- Sts write one of their dialogues and role-play it for the class.

EXTRA SUPPORT Before Sts do their role-play in front of the whole class, tell pairs to make groups of four. They take turns practising their dialogues.

Extra

Sts do the activity in pairs in class.

- 3 a** What do you think the girls' opinions will be?
- b** 3.13 Listen and check.
- 4 Over to you!** Work with a partner. Answer the questions.
- Do you agree with Zoe and Tasha's film preferences?
 - Do you think girls and boys generally disagree about film types?

Everyday English

Agreeing and disagreeing

- 5 a** Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: giving opinions

I think (that)...

In my opinion,...

Useful phrases: agreeing

Perhaps you're right.

Excellent idea.

Useful phrases: disagreeing

How can you say that?

You can't say that.

I prefer...

Useful phrases: Me too / Me neither

I fancy the oldest films. Me too.

I don't like that type of film. Me neither.

- b** 3.14 Listen and repeat.

► **Workbook** pages 52–53,
exercises 2–5

Pronunciation

/ð/

/θ/

- 6 a** 3.15 Listen and repeat. Put the words in the correct column.

anything both either
neither than thanks
the third three with

/ð/	/θ/
either	anything

- b** 3.16 Listen and check.

► **Workbook** page 53, exercise 6

Listening and Speaking

- 7** 3.17 Listen to the three dialogues. Does the second person in each dialogue agree or disagree?
- I think that astronomy is really interesting.
 - In my opinion, science fiction films are boring.
 - I really like studying science.

- 8 a** **Get ready to speak** Write sentences that are true for you. Use the ideas in the box or your own.

cheap mobile phones fantasy films flying
holidays in space studying science learning Spanish

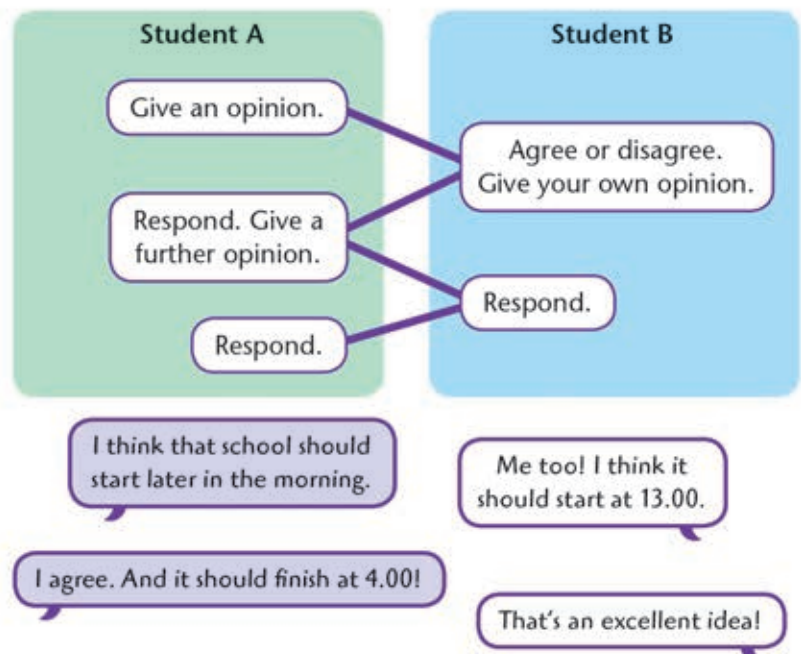
In my opinion,...

I really like...

I think...

I don't like...

- b** Work with a partner. Use your sentences from exercise 8a to give your opinion. Your partner agrees or disagrees. Try to continue the conversation.



- c** Write one of your dialogues from exercise 8a. Then role-play it for the class.

EXTRA

Make conversations about these topics in pairs. Give an opinion. Agree or disagree. Make up some more opinions.

There are aliens on other planets.

Homework is fun.

Video games are boring.



5 Revision

Vocabulary Space

- 1 Complete the astronaut's talk with the correct words in the box.

Mars moons planet
solar system star Sun Venus

Imagine that we're leaving our ¹ ___ and exploring our neighbours in the ² ___. Firstly, we can see our ³ ___, which is an enormous ⁴ ___. We're far away from it – over 93 million miles away. So, it looks small to us.

The next planet is Mercury. It's small, but you can sometimes see it in the night sky. The planet next to us is ⁵ ___. It is so bright that we can always see it at sunset. The planet on the other side of us is ⁶ ___. It has two ⁷ ___ that travel around it.

Large numbers, distances and speeds

- 2 Match the numbers in the box to the correct written numbers (1–6).

- 1 ___ nine hundred and ninety-nine
2 ___ one million
3 ___ seven hundred kilometres
4 ___ one hundred and twenty kilometres an hour
5 ___ forty thousand one hundred
6 ___ two hundred and eighty-five thousand

1,000,000
120 kph
285,000
40,100
700 km
999

Grammar Comparatives and superlatives

- 3 Compare these things using the comparative or superlative. Give your opinion.

- 1 dogs and cats (friendly)
2 water, cola and lemonade (good)
3 cars, trains and planes (safe)
4 football and handball (popular)
5 English, Maths and Science (difficult)

Comparative adverbs

- 4 Look at the pictures and write sentences about Sue and Al. Make comparative adverbs from the adjectives.

- 1 (run / fast)
Sue runs faster than Al.
2 (cook / good)
3 (arrive / early)
4 (draw / beautiful)



both / either / neither / all / none

- 5 Complete the dialogues with *all*, *none*, *either*, *neither* or *both*.

- 1 A Which one do you like?
B I don't like ___ of them.
2 A Are ___ of the students going to the Science Museum?
B Yes, they are.
3 A Would you like tea or coffee?
B ___ thanks. I'd prefer orange juice.
4 A Have you finished all of your exams?
B Yeah, but ___ of them were easy. I'm a bit worried.
5 A I can't choose which of these two bags to buy.
B Well, buy ___ of them, then! They're great!

Uses of the

- 6 Complete the sentences with *the* or *nothing* –.

- 1 I visited ___ Beijing in ___ Republic of China last year.
2 ___ Volga is ___ longest river in ___ Europe.
3 There's an exam today. ___ exam is at 9.00.
4 ___ Queen lives in ___ Buckingham Palace in ___ London.

Everyday English Agreeing and disagreeing

- 7 Complete the dialogue with the words in the box.

too agree neither think

- A I ___ that Physics is interesting.
B Me ___. I really like the lessons.
A I ___. They're great. But I don't like Biology much.
B Me ___. It's quite difficult.

Learning to learn Testing yourself

Regularly test yourself on new words. This helps to put them into your long-term memory.

- 1 In your vocabulary notebook, cover the words and see if you can remember them. Then cover the meanings and see how many words you can remember.
2 Work with a friend. Your friend gives you the meanings, you say the words.
3 Make word cards. Write the word on one side of the card and the meaning on the other. Test yourself when you have five minutes. It really works!

► Workbook pages 54–55, exercises 1–7

Revision

Supplementary materials

Workbook: pages 54–55, exercises 1–7

Online Practice

Unit test 5

Vocabulary Space

1

- 1 planet
- 2 solar system
- 3 Sun
- 4 star
- 5 Venus
- 6 Mars
- 7 moons

Large numbers, distances and speeds

2

- 1 999
- 2 1,000,000
- 3 700 km
- 4 120 kph
- 5 40,100
- 6 285,000

Grammar Comparatives and superlatives

3

- 1 ...friendlier than... / ...the friendliest
- 2 ...better than... / ...the best
- 3 ...safer than... / ...the safest
- 4 ...more popular than... / ...the most popular
- 5 ...more difficult than... / ...the most difficult

Comparative adverbs

4

- 2 Sue cooks better than Al.
- 3 Sue arrives earlier than Al.
- 4 Al draws more beautifully than Sue.

both / either / neither / all / none

5

- 1 I don't like **either** of them.
- 2 Are **all** of the students going to the Science Museum?
- 3 **Neither** thanks.
- 4 Yeah, but **none** of them were easy.
- 5 Well, buy **both** of them, then!

Uses of the

6

- 1 I visited – Beijing in **the** Republic of China last year.
- 2 **The** Volga is **the** longest river in – Europe.
- 3 There's an exam today. **The** exam is at 9.00.
- 4 **The** Queen lives in – Buckingham Palace in – London.

Everyday English Agreeing and disagreeing

7

- A** I **think** that Physics is interesting.
B Me **too**. I really like the lessons.
A I **agree**. They're great. But I don't like Biology much.
B Me **neither**. It's quite difficult.

Learning to learn Testing yourself

- Encourage Sts to take responsibility for their own learning. The three tips given are all useful for learning and revising vocabulary.
- You could ask Sts to make a chart in their notebooks and to put each Vocabulary section in and the method they use to revise / test their vocabulary.
- Remind them to go back after every two units and revise the vocabulary for all the previous lessons.
- You could help by playing games, such as *Hangman*, or making crosswords for them using a crossword website.

► **Workbook** pages 54–55, exercises 1–7

► Unit test 4

► When Sts have finished the Revision page, tell them to go to the **Workbook** p.55 and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet for research into things they would like to compare and to find pictures.
- If you cannot arrange for computer access, Sts can do internet research as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access and a program to make a slide presentation.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one sheet per 'slide' for each presentation) and coloured pens and pencils.

OPTIONAL LEAD-IN Pre-teach *source* and *trust*. Ask Sts where they get their news. Ask them which sources, sites, newspapers, TV channels, etc. they trust and why they trust them.

You First

Tell Sts, in pairs, to answer the questions. Ask them to tell their partner about the last time they checked facts and where they checked them.

- 1
 - Help Sts choose two comparable things to find out about, e.g. cars, motorbikes, athletes, animals. Try to make sure they don't pick topics that are too similar, so the presentations are varied.
- 2
 - Give Sts time to complete the task.
- 3
 - Do this as a whole-class activity.

She compares the Earth and Mars: the size of the planets, what they are made of, how far from the Sun they are, their age, their travel speed and the temperature of both planets.

EXTRA SUPPORT Pre-teach or elicit *comparative study* and *atmosphere*. Ask Sts if they have ever done a comparative study in another subject, e.g. in Geography comparing two regions or countries. Ask them how they found the information.

- 4
 - Give Sts time to read the headings and complete the task for their own topic.
 - Elicit some ideas.

Students' own answers.

- 5
 - Tell Sts to start making their comparisons. Ask them to try to write five or six sentences.

- 6
 - Sts read Sally's project and then read the **Look!** box and complete the task.
 - Check answers.

- 1 Both planets are about the same age **and** are made out of rock and iron.
The Earth has an atmosphere, **so** the planet has a lot of water...
- 2 Mars used to have an atmosphere, **but** now it's much colder and drier than the Earth.
Although we have sent satellites to Mars, we don't have the technology to send a human there yet.
- 3 **However**, Mars is smaller than the Earth and is further away from the Sun.

7a

- Tell Sts to write the introductory sentence. Remind them to make it short, but to contain an interesting fact, something that shows a similarity between the things, and something to make the reader want to find out more.

EXTRA IDEA Tell Sts to look at how Sally sets the project out:
Clear title

Introduction – Introductory sentences which give a fact that makes us interested, then what may happen in the future.

She asks a question, so we need to find the answer.

Main paragraph – She starts with similarities, and then moves into present and past differences.

Final sentence – fact again

Two fact files with photos and similar facts on size, etc.

b

- Sts write the main paragraph and fact files using their notes. Circulate and help Sts to choose which facts go into the paragraph and which are more numerical and so better in the fact file.

c

- Remind Sts to use the linkers when they are writing the main paragraph.
- Monitor and help with grammar and spelling. Correct Sts' writing or point out errors and encourage Sts to correct their own mistakes.

8

- Sts write out the corrected presentation and find photos to illustrate it.
- Before Sts practise in pairs, elicit ideas on how to engage an audience when giving a presentation, e.g. *make eye contact, gesture to the photos / fact file, look enthusiastic, ask the audience a question, explain unfamiliar words*.
- Tell Sts to practise their presentation in pairs.

9

- Sts present their comparative study.
- Remind Sts of the importance of active listening. Tell them to ask at least two questions during or after the presentation.
- After the presentations, ask Sts what information was the most interesting and which presentations they thought were the best and the reasons why.

! For the next **Culture** lesson, tell Sts to find out as much as they can about the International Space Station.



Are you a fact finder? How do you find information about things that interest you?



A comparative study: the Earth and Mars

Mars is the nearest planet to the Earth in the solar system. Astronauts are planning to travel there in the future. But how different are the two planets?

The Earth



Size: about 13,000 km across
Made of: rock and iron
Distance from Sun: approximately 150 million km
Age: 4.54 billion years old
Travel speed: 365.25 days to orbit the Sun
Weather: getting warmer and wetter

Mars



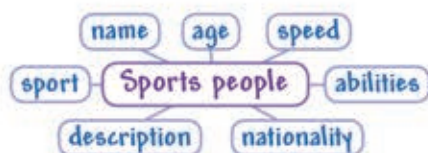
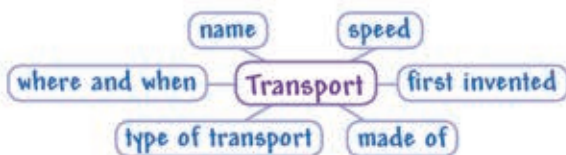
Size: half the size of Earth 6,787 km
Made of: rock and iron
Distance from Sun: approximately 230 million km
Age: 4.54 billion years old
Travel speed: 687 days to orbit the Sun
Weather: used to be warm, now very cold and dry

The Earth and Mars both belong to the inner planets of our solar system. Both planets are about the same age and are made of rock and iron. However, Mars is smaller than the Earth and is further away from the Sun. The Earth travels much faster round the Sun. The Earth has an atmosphere, so the planet has a lot of water and is wetter

and warmer than all of the other planets. Mars used to have an atmosphere, but now it's much colder and drier than the Earth.

Although we have sent satellites to Mars, we don't have the technology to send a human there yet.

- 1 Get ready to write** Choose two things to compare that move fast, e.g. planets, transport or sports people.
- 2 Find information and pictures** about your choices – on the internet, or from books and magazines.
- 3 Look at Sally's project** above. Which facts is she comparing?
- 4 Make two fact files** about your chosen topic. List some facts under headings like these:



- 5 Make some comparisons.**

Look! Linkers of addition and contrast

We can use linking words to join ideas in a sentence or a paragraph.

- 1 and / so** – usually link two ideas within a sentence
- 2 but / although** – usually contrast two ideas in a sentence
- 3 However** – usually contrasts two sentences in a paragraph

Find an example of each of these linkers in Sally's project.

- 6 Read Sally's project**, then read the Look! box.
- 7 a Start writing** Write a sentence to introduce your comparative study.
b Organize your notes into sentences under each heading.
c Try to use one or two linkers from the Look! box.
- 8 Complete your project** Put your project on a piece of paper with pictures.
- 9 Present your project** to the class. What is the most interesting fact?



5 Culture



How many countries do you think send astronauts into space? How can you check this?

The International Space Station



Orbiting above our heads is the most amazing building in the world. This is the International Space Station (ISS). It weighs about ¹ ___ tonnes and is a bit larger than an American football field. It flies at a height of ² ___ kilometres above us and travels at ³ ___ kilometres an hour. That means it takes only ⁴ ___ minutes to go the around the Earth! The Space Station is brighter than Venus. You can see it as a shiny object moving across the night sky.

The ISS is the world's biggest multi-national project. It took ⁵ ___ years and ⁶ ___ billion dollars to build and to fly. It is the most expensive building that humans have ever made. ⁷ ___ different space agencies from ⁸ ___ countries paid for it. Astronauts from the USA and Russia flew into space ⁹ ___ times to build it. They did ¹⁰ ___ spacewalks to put each bit of the station together.

At this moment, there are ¹¹ ___ astronauts flying above our heads in the ISS. Astronauts usually live there for about ¹² ___ months, like the British astronaut, Tim Peake, in 2016. They do experiments and collect information, while the people in the control room in Houston, in the USA, look for dangerous debris. They have to fly the station out of danger, so that they can protect the station from a crash. It's too expensive to damage!



1 Look at the photos. Who is the astronaut? Read and find out.

2 a Work with a partner. Take turns to ask and answer the questions. (The answers to your partner's questions are at the bottom of the page.)

b Complete the article with your answers from exercise 2a.

c 3.18 Listen and check.

d Work with a partner. What do you think is the most amazing fact in the text? Do you think the ISS project is worth the cost? Is space travel important? Why? / Why not?

3 Over to you! What are your country's newest, biggest or most famous buildings?

Where are they?

How old are they?

Do you like them or dislike them? Why? / Why not?

The most famous building in my country is...

Student A

- How much does the ISS weigh?
- How high does it fly above the Earth?
- How fast does it travel?
- How long is its journey around the Earth?
- How long did it take to build?
- How much did it cost to build?
- How many space agencies built it?
- How many countries paid for it?
- How many rocket launches did it take to build it?
- How many spacewalks did it take to put it together?
- How many astronauts can live on it?
- How long is an average trip for an astronaut?

Student B answers: 1 400 tonnes 2 28,000 km an hour 3 28,000 km an hour 4 90 minutes 5 13 years 6 150 billion dollars 7 five agencies 8 26 9 40 launches 10 six astronauts 11 six astronauts 12 six months

Student B

- How much does the ISS weigh?
- How high does the ISS fly above the Earth?
- How fast does it travel?
- How long is its journey around the Earth?
- How long did it take to build?
- How much did it cost to build?
- How many space agencies built it?
- How many countries paid for it?
- How many rocket launches did it take to build it?
- How many spacewalks did it take to put it together?
- How many astronauts can live on it?
- How long is an average trip for an astronaut?

Student A answers: 1 400 tonnes 2 28,000 km an hour 3 28,000 km an hour 4 90 minutes 5 13 years 6 150 billion dollars 7 five agencies 8 26 9 40 launches 10 six astronauts 11 six astronauts 12 six months

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTE Below are some additional details about the International Space Station (ISS).

The ISS is a laboratory in space. It is also an observatory. Since 2010 it also has additional roles serving commercial, educational and diplomatic purposes. The crew is usually six people, consisting of biologists, physicists, astronomers, meteorologists and other scientists who conduct experiments in microgravity.

It is the largest man-made body and is in low Earth orbit, at around 330–435 km above the ground. It orbits just over 15 times a day and can sometimes be seen with the naked eye from the Earth. Each orbit lasts just under 93 minutes. It is 72.8 m long, 108.5 m wide and 20 m high.

Five space agencies participate in the ISS from the USA, Russia, Europe, Canada and Japan. The ISS is the ninth space station to be used and inhabited by crews. It has been used since November 2000. It has been manned by crew members from ten countries: the USA, Russia, Japan, Germany, Italy, France, Canada, Belgium, the Netherlands, and the UK. Visitors from other countries include Brazil, Sweden, Denmark, Kazakhstan, Malaysia, South Africa, South Korea, and Spain.

You First

Sts discuss the questions in pairs. Elicit Sts' ideas. If possible, Sts let check their answers online.

Suggested answers

The USA, Russia, China are the only three countries that have launched manned spacecraft. Astronauts from around 40 nations have travelled in space including Czechoslovakia (now the Czech Republic and Slovakia), Poland, Hungary, Germany, France, the UK, Canada, Cuba, Afghanistan and Sweden.

1

- Tell Sts they are going to read about the International Space Station.
- Elicit who the astronaut is.
- Give Sts time to skim the text to find his name.
- Check the answer to the question.

Tim Peake (the British astronaut who was in the ISS for 186 days, taking off on 15th December 2015 and returning on 18th June 2016.)

2a

- Put Sts in pairs, **A** and **B**, and tell them to take turns asking and answering the questions from the information in the text. Sts **A** should start.

b

- Sts read and complete the text with the information from the questions.

c  **3•18** Audio script pT93

- Play the audio for Sts to listen, follow and check.
- Check answers.

1 400 2 400 3 28,000 4 90 5 13 6 150 7 five
8 26 9 40 10 159 11 six 12 six

d

- Give Sts time to do the task in pairs or groups.
- Get some feedback.

3

- Give Sts time to discuss the question in small groups.
- Elicit some feedback.

Possible answer for the UK

The most famous building in the UK is the Houses of Parliament in London. It is the meeting place for the House of Commons and the House of Lords, the two houses of the parliament of the UK. There are 650 Members of Parliament (MPs). Only about one in six is a woman. Although there are 650 MPs, there are only 427 seats, which means on important days it's very hard for MPs to get a seat. Every year Parliament produces 80 million printed pages, which cover reports and legislation.

The building stands on the site of a royal palace which was built in the 11th century. In 1834 this original parliament building burnt down and it took 30 years to rebuild, starting in 1840 and completed in 1870.

There are 100 staircases, more than 1,100 rooms and almost 5 km of corridors in the building. The façade on the River Thames is almost 300 m long.

The clock tower is over 100 m tall. It is known as Big Ben, but its real name is the Elizabeth Tower (Big Ben is actually the name of the biggest bell inside the tower.)

Video *Space – what's next?*

As an extension to the Culture topic, watch a short film about space and do the exercises on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Global Positioning System (GPS) is a network of about 30 satellites orbiting the Earth at an altitude of 20,000 km. It is owned and operated by the US Air Force. The system was originally developed by the US government for military navigation, but now anyone with a GPS device, be it a satnav, mobile phone or handheld GPS unit, can receive the radio signals that the satellites broadcast. Wherever you are on the planet, at least four GPS satellites are 'visible' at any time. Each one transmits information about its position and the current time at regular intervals. These signals, travelling at the speed of light, are intercepted by your GPS receiver, which calculates how far away each satellite is based on how long it took for the messages to arrive.

Once it has information on how far away at least three satellites are, your GPS receiver can pinpoint your location using a process called trilateration. The system does not require the user to transmit any data.

You First

Give Sts time to write the list in pairs, then elicit some feedback.

Suggested answers

transport – most modern cars, lorries and commercial vehicles, motorbikes for position and insurance, aircraft / planes, helicopters, boats, etc.
commercial and agricultural machinery trackers
trackers for people – children, people with conditions like dementia, lone workers
pet trackers
laptops and other computers, smartphones, sat-navs

EXTRA IDEA Ask Sts to write a list of the benefits and any disadvantages they can see to GPS trackers. Elicit their ideas.

Suggested answers

+

- easy navigation around / through places you don't know or where you don't speak the language to ask directions
- works in all weathers
- covers entire planet
- low cost
- can help you find streets, hotels, restaurants, etc. in places you don't know

–

- can fail, so you need to carry a map as well, or be able to ask directions
- battery can run out
- sometimes doesn't see obstacles or have information about road changes and can misdirect you.

Then ask *How do you feel about people being able to find you whenever they want to?*

1a

- Do this as a whole-class activity.

Suggested answers

GPS in a car transmitting to the satellites above, a woman using her smartphone while running, a man listening to music – all can be tracked anywhere in the world while they have their GPS or device on.

b

- In pairs, give Sts time to read and complete the text.
- Check answers.

1 twice 2 radio 3 speed 4 receive 5 calculate
6 better

EXTRA SUPPORT Before Sts do the reading, pre-teach or elicit unfamiliar vocabulary, e.g. *signal, transmit – send and receive, atomic clock, device, geometry and treasure.*

2

- Give Sts time to complete the task in groups.
- Elicit ideas.

Suggested answers

- 1 The runner could devise a route to run, know exactly where he / she is throughout the run, and check distances, etc.
- 2 The person using the smartphone could find out where a place is by using the phone maps app, for example where the nearest pizza restaurant is.
- 3 The taxi driver could use it to find an address he / she didn't know, perhaps in a newly developed part of the city. He / She could use it to find somewhere in the countryside, or in a city which he / she didn't know well.
- 4 Although the TV may be a smart TV with a device, the viewer isn't using it.
- 5 Scientists can attach cameras and GPS devices to wild animals and birds to track their migration patterns, where they hunt, sleep, etc. They can follow them on computers.
- 6 Scientists can place trackers at fault lines, so they can measure and locate any movement in the fault, and perhaps predict the possibility of an earthquake. They can also attach GPS trackers to wild animals in the area, who are said to behave differently when an earthquake is imminent.

- Ask the class what information from the lesson they found most interesting.
- You could ask them how they think GPS will develop in the future. Finally, ask *Would you have a GPS implanted in you in the future?* Get feedback on their reasons.
- 🎧 **3.19** Song *The Final Countdown*
- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.

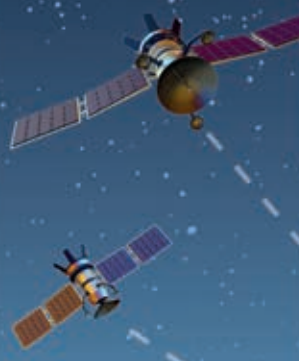


Do you or your family use any gadgets with GPS? Write a list of the gadgets.

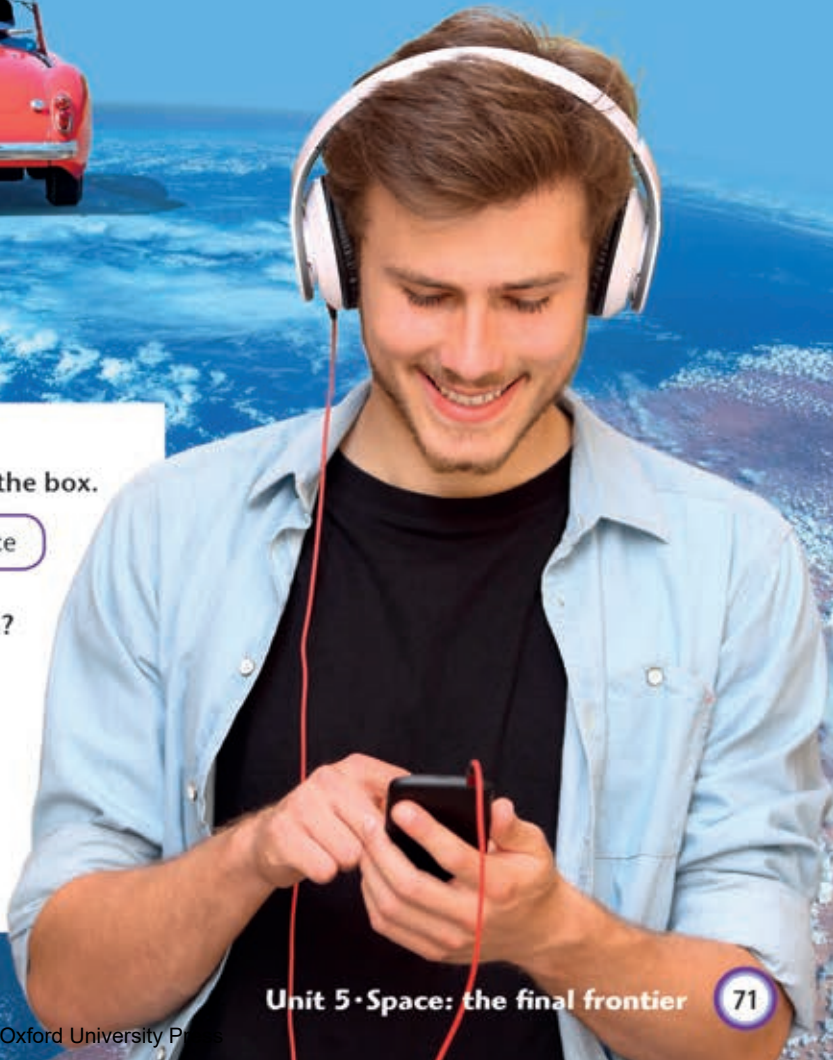


How GPS works

GPS: from sci-fi to science



- 1 GPS stands for Global Positioning System. It is a constellation of satellites in orbit around the Earth. They go round the Earth ¹ ___ a day. It belongs to the US government.
- 2 GPS satellites send ² ___ signals to Earth from their atomic clocks – with information on where they are in space and the exact time that the signal left the satellite.
- 3 The radio signal travels through space at the ³ ___ of light – 299,792 kilometres a second.
- 4 A GPS device on Earth ⁴ ___ the signal and the exact time of arrival. The device then calculates how far it is from the satellite.
- 5 The GPS device needs this information from four satellites. Then it can use geometry to ⁵ ___ where it is on Earth. It does this constantly. So when we use a GPS device, we always know where we are when we are travelling.
- 6 The US Airforce sends up new satellites to replace the old ones. The new satellites have even ⁶ ___ technology. Now there's even a GPS app which helps you find treasure. It's called 'geocaching'. Check if there's a geocache near you!



- 1 a Look at the picture. What can you see?
- b Complete the information with the words in the box.

better calculate radio receives speed twice

- 2 Work in a group. How can these people use GPS? There is one that is not possible.
 - 1 A runner training for a marathon
 - 2 Someone using a smartphone
 - 3 A taxi driver in the city
 - 4 Someone watching TV
 - 5 Scientists studying wild animals and birds
 - 6 Scientists studying earthquakes

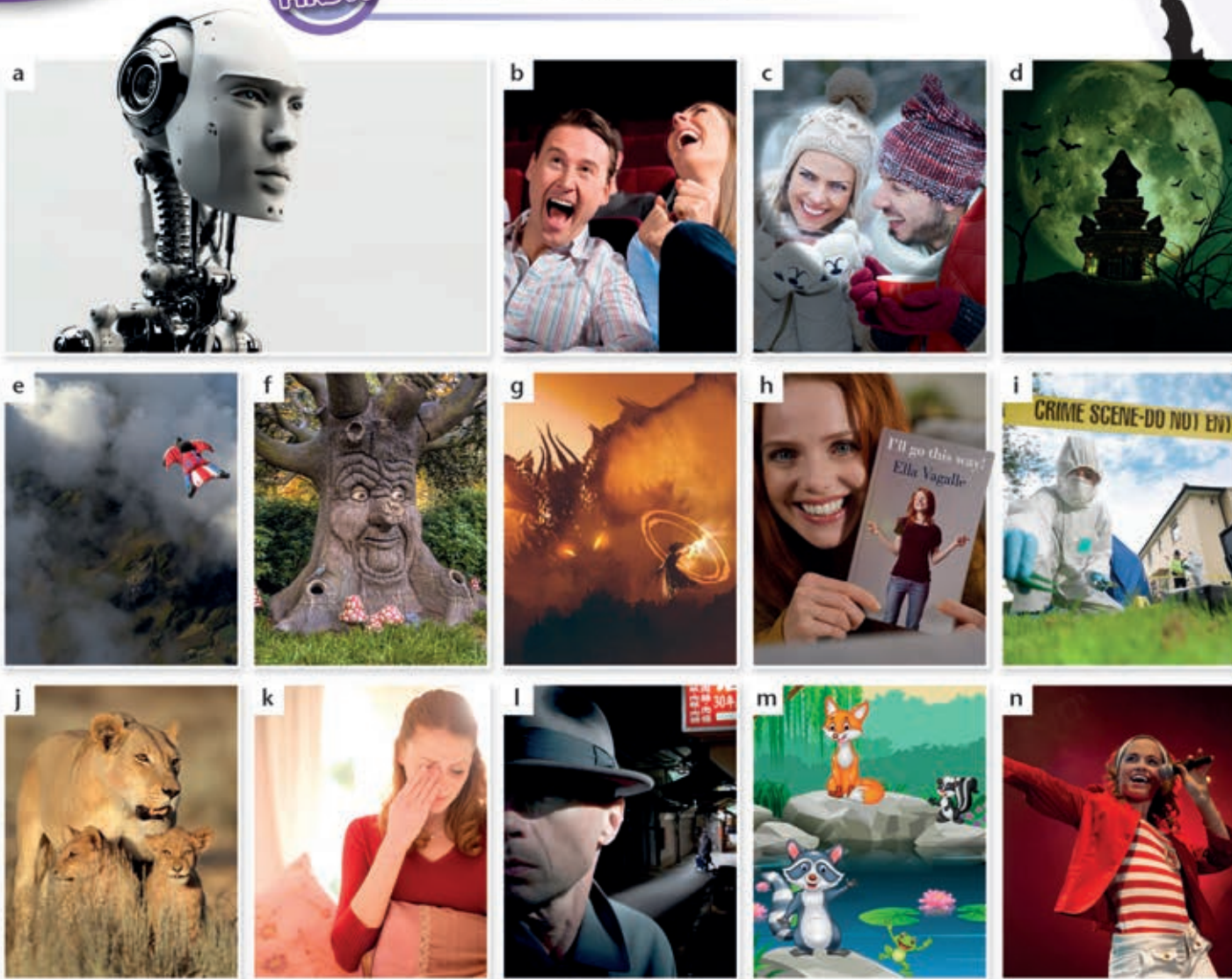
6

Imagine that!

6A Films and books



Do you prefer reading books or watching films?
What kinds of stories do you like best?



Vocabulary Film and book genres

1 a Look at the pictures of different film and book genres. Match the pictures (a–n) to the genres in the box.

action and adventure autobiography
cartoon comedy crime drama documentary
drama fairy tale fantasy horror
musical romantic comedy (rom-com)
science fiction (sci-fi) thriller

b 3.20 Listen and check, then repeat.

c Work with a partner. Answer the questions.

- 1 Can you think of a book or film for each genre?
- 2 Which genres are non-fiction?

2 3.21 Listen to two students choosing genres for the school film club. Answer the questions.

- 1 What three genres do they agree on first?
- 2 Which genres do they finally decide on? Write the final list.

3 a **Over to you!** Write a list of your favourite five film genres in your order of preference.

b Work with a partner. Compare your lists and find three genres that you both like.

Workbook page 56, exercises 1–3

6 Imagine that!

Unit objectives

- name different genres of films and books
- use adjectives ending in *-ed* and *-ing* correctly
- use the zero conditional to talk about things that are generally true
- use the first conditional to talk about what might happen in the future
- use verbs that are followed by *-ing* or an infinitive correctly
- express certainty and uncertainty
- write a paragraph about your future

Language

- Grammar:** zero conditional; first conditional; verb + *-ing* or infinitive
- Vocabulary:** film and book genres; adjectives with *-ed* or *-ing*
- Everyday English:** expressing certainty and uncertainty
- Project:** A review
- Culture:** Famous film directors
- Learn through English:** Literary genres (Literature)

a science fiction (sci-fi) **b** comedy **c** romantic comedy (rom-com) **d** horror **e** action and adventure **f** fairy tale **g** fantasy **h** autobiography **i** crime drama **j** documentary **k** drama **l** thriller **m** cartoon **n** musical

- Now play the audio again for Sts to listen and repeat. Model and drill pronunciation.

EXTRA SUPPORT Help Sts with pronunciation. Draw the table with the stress patterns on the board. Model them and then read the words in random order. Sts put the words you dictate into the correct word stress row.

Oo	action, drama, horror, sci-fi, rom-com, thriller
oO	cartoon
Ooo	comedy, crime drama, musical, fantasy, fairy tale
oOo	adventure
Oo Oo	science fiction
ooOo	documentary
oooOoo	autobiography
oOo Ooo	romantic comedy

- c**
- Give Sts time to complete the task.
- Elicit ideas for the first question and answers to the second question.

1 Students' own answers. 2 autobiography, documentary

2 **3-21** Audio script pT93

- Give Sts time to read the questions.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Play the audio for Sts to listen and complete the task, then check answers.

1 action, comedies, cartoons
2 action films, comedies, cartoons, crime dramas, rom-coms

EXTRA SUPPORT Check understanding by asking, e.g. *Which genres does Mike add? (Crime dramas and thrillers), What does Angie say about Mike's choices? (They're films that boys like.), Where are they going to look to find the films? (Online).*

3a

- Sts write their list. You could ask them to give an example of each of the genres and say why they like it.

b

- Give Sts time to complete the task.
- Elicit some feedback.

EXTRA IDEA Sts take a vote on which five genres are the most popular in the class, the most popular with the boys and then with the girls

► **Workbook** page 56, exercises 1–3

6A Films and books

Supplementary materials

Workbook: pages 56–57, exercises 1–7

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts time to discuss the questions in pairs. Ask them to think of two or three reasons why they prefer to read the book or watch the film of a story, e.g. with a film you have music and images to help, or with a book you can use your own imagination about what the characters look like, etc.

Ask Sts to describe their favourite story and say why they like it. Ask them to say if it is the same story that was their favourite three years ago. If so, why? If not, why not?

EXTRA IDEA In pairs, Sts write down as many adjectives to describe films and books as they can in one minute, e.g. *funny, imaginative, original, disappointing and boring.*

Vocabulary Film and book genres

1a

- Give Sts time to complete the task.

EXTRA IDEA Sts may already know quite a lot about films and books. In pairs, ask them to look at the pictures and try to work out what sort of films they are before they look at the words in the box.

b **3-20**

- Play the audio for Sts to listen and check.
- Check answers.

Grammar Zero conditional

4 3-22

- Before Sts do the task, tell them to look at the photo. Ask 'What sort of film do you think the girls will want the boys to watch after the Star Wars challenge in **Unit 5**?'

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Play the audio for Sts listen, follow and answer the question.
- Check the answer to the question.

A musical

EXTRA SUPPORT Ask Sts some questions to check comprehension, e.g.

- 1 *What do the boys ask the girls not to choose? (Rom-coms)*
- 2 *What rule do the girls make? (No complaining)*
- 3 *Which three genres do Simon and Ethan think they might watch? (A thriller, adventure film, crime drama)*
- 4 *What happens when Simon watches boring films? (He falls asleep.)*
- 5 *When does Ethan get annoyed? (When he has to wait for people)*
- 6 *Are the boys happy with the girls' choice? (No)*

EXTRA IDEA Tell Sts the following situation: *You and three of your friends are going to spend the evening watching a film. You are going to choose the film. What sort of film might you choose for your friends? Is it easy to choose a film that three or four people all like? What genre of film do you watch most often?* Give Sts time to discuss the situation in pairs or small groups and then elicit some feedback.

LANGUAGE NOTE The **zero conditional**, which is also called a **real conditional**, is used to make statements about the real world, and it often refers to general truths, such as scientific facts. In these sentences, the time is now or always and the situation is real and possible. As a result we can use both *if* and *when* to mean *every time that* or *usually*, e.g. *When / If you mix red and yellow, you get orange.*

5a

- Give Sts time to complete the sentences and compare their answers in pairs.
- Check answers.

- 1 If people **complain**, I **get** annoyed.
- 2 When I **watch** something boring, I **fall** asleep.
- 3 You **fall** asleep if you just **sit** on the sofa!

b

- Give Sts time to complete the rules, then check answers.

- 1 *If* + present simple, + **present simple**.
- 2 We use a comma when *if* is at the beginning of the sentence.
- 3 *When*

c

- Give Sts time to complete the rule, then check the answer.

We use the zero conditional to talk about things that are **always** true.

6

- Give Sts time to complete the task.
- Check answers, making sure Sts have inserted commas where necessary.

- 2 If water reaches 100 degrees, it boils.
- 3 If I borrow my sister's tablet, she gets annoyed.
- 4 When I go to bed early, I feel great the next day.
- 5 If I don't do my homework, my mum gets angry.
- 6 John gets sick if he drinks milk.
- 7 Mia feels sad when it rains.

EXTRA SUPPORT Write the following sentence prompts on the board and tell Sts to complete them (suggested answers in brackets):

- 1 'When I read a sad book,...' (*I always cry. / I never cry.*)
- 2 'I always wear sun cream... ' (*if / when I go out in the sun.*)
- 3 'If it snows,...' (*I never drive to work. / I take the bus.*)
- 4 'You don't get fit... ' (*if you don't do any exercise.*)
- 5 'If / When Mark wants to remember something,... ' (*he writes it down.*)

➡ **Workbook** page 57, exercise 4–6

Listening

7a 3-23

- Play the audio for Sts to listen and follow.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Play the introduction, i.e. the situation, again. Then pause it to make sure Sts understand what they are being asked. Then go through categories a–e to check understanding.
- In pairs, Sts answer the question.
- Elicit some feedback.

Students' own answers.

b 3-24 Audio script pT94

- Play the audio for Sts to listen and answer the question.
- In pairs, Sts say if they agree and give a reason.
- Get some feedback.

Students' own answers.

➡ **Workbook** page 57, exercise 7

➡ **Photocopiable** Grammar and Vocabulary

Speaking

8a

- Tell Sts to read the quiz and complete the task.

b

- Give Sts time to complete the task with a partner.
- Encourage them to give some extra information, for example describe a film, book or TV show they remember that made them cry, or scared, etc.


c

- Sts report their findings to the class.

Extra

Sts can either do this in class or as a homework task.

Grammar Zero conditional

- 4  3.22 Read and listen to the dialogue. What are the friends going to watch?



- Tasha** Right guys, we did the Stars Wars Challenge, so now you have to watch something we choose.
Boys No rom-coms...please...
Zoe No complaining! If people complain, I get annoyed. And that's not good...
Simon OK. OK. So what are we watching? A thriller?
Ethan An adventure film? A crime drama?
Zoe Nope. None of those.
Simon That doesn't sound good. When I watch something boring, I fall asleep.
Tasha You fall asleep if you just sit on the sofa!
Ethan Hey, I get annoyed if I have to wait for people...
Girls OK. OK. Are you ready? ...It's a musical!
Boys Oh, no! That's worse than a rom-com!

- 5 **a** Complete the sentences from the dialogue in exercise 4.

- If people ____, I ____ annoyed.
- When I ____ something boring, I ____ asleep.
- You ____ asleep if you just ____ on the sofa!

- b** Look at the examples in exercise 5a and answer the questions.

- Which tense are all the verbs in? Complete the rule.
If + present simple, + ____ .
 OR Present simple + *if + present simple.*

- When do we need a comma (,)?
- Which other word can replace *if*?


- c** Choose the correct word to complete the rule.
 We use the zero conditional to talk about things that are *always / sometimes / never* true.

- 6 Write sentences with the zero conditional.

- If water / get very cold / freeze.
If water gets very cold, it freezes.
- If water / reach / 100 degrees / boil.
- If I / borrow / my sister's tablet / get annoyed.
- When I / go to bed early / feel great the next day.
- If I / not do my homework / my mum get angry.
- John / get sick / if / drink milk.
- Mia / feel sad / when / rain.


▶ **Workbook** page 57, exercises 4-6

Listening

- 7 **a**  3.23 Read and listen to the beginning of a radio programme. Choose the genre category (a-e) that most interests you.

An easy way of measuring your personality is to answer this question: which kinds of TV, films and books do you enjoy? Choose one category only. Which is closest to what you prefer?

- talk shows, rom-coms, comedy and musicals
- drama, classics, foreign films and poetry
- horror, cult films and mystery novels
- news, documentaries, autobiography and non-fiction
- action and adventure, thrillers, sci-fi films and detective stories

- b**  3.24 Listen to the rest of the programme. Do you agree with your personality type?

▶ **Workbook** page 57, exercise 7

Speaking

- 8 **a** Get ready to speak Read the quiz. Choose the answers that are true for you.

WHAT AM I LIKE?

- If you watch a musical, do you...?

a sing along	b fall asleep	c usually like it
--------------	---------------	-------------------
- If you watch a horror film, do you...?

a get scared but watch it	b love it	c hide behind the sofa
---------------------------	-----------	------------------------
- If you watch a documentary, do you...?

a get annoyed	b get bored	c find it fascinating
---------------	-------------	-----------------------
- If you read a detective story, do you...?

a try to guess who did it	b read the end of the book early	c happily wait to find out what happens
---------------------------	----------------------------------	---
- If you watch a sad drama, do you...?

a always cry	b never cry	c sometimes cry
--------------	-------------	-----------------
- If you watch a film or read a book you like, do you...?

a tell everyone about it	b watch/read it again	c forget it the next day
--------------------------	-----------------------	--------------------------

- b** Work with a partner. Ask and answer the quiz questions. Give some extra information.

- c** Do you and your partner agree on anything? Tell the class.



Write sentences that are true for you.

- If I eat too many sweets,...
- If I spend a lot of time in the sun,...
- If I get a lot of homework,...

6B A short story



Do you think that some people have special powers?



The She-Wolf by Saki (adapted)

Part 1

Leonard Bilsiter was not very interested in the real world. He preferred to live in the world of his imagination. Nothing very exciting happened to Leonard until one year he travelled by train across Eastern Europe. He had a long conversation with a Russian passenger who talked about magic and hidden powers in a most interesting way. Leonard was so excited. He came home with many stories about the strange, dark mysteries which he called 'Siberian magic'.

Leonard, together with his tales of hidden powers, was invited to Mary Hampton's house party. Several other people were also staying in the house and they all had to listen to Leonard talking about the mysteries of the unseen world.

'Do please change me into a wolf, Mr Bilsiter', said Mary Hampton during lunch. 'A she-wolf, of course,' she continued. 'But don't change me tonight. I want to play cards. Wait until tomorrow night.'

Leonard was rather annoyed. 'Mrs Hampton, you really must not laugh at these dark mysteries. They are not amusing,' he said. 'They can be stronger and more dangerous than we realize.'

Part 2

Clovis Sangrail listened silently to this conversation, and after lunch he spoke quietly to Lord Pabham. 'Tell me, Lord Pabham, have you got a friendly she-wolf in your zoo at Pabham Park?'

'There's Louisa,' said Lord Pabham thoughtfully. 'She's very gentle. Why do you ask?'

'I'd like to borrow her tomorrow evening,' said Clovis. 'May I?' Lord Pabham looked at Clovis and smiled. 'You're going to try a little Siberian magic. And has Mary agreed to help you?'

The next day, Leonard talked to the others all through dinner about Siberian magic. 'Dear Leonard,' said his aunt. 'Please show us something amazing. Change something into another shape.'

'That's right,' said Mary. 'Why don't you change me into a wolf? You promised: She got up and went into the conservatory.'

'Mrs Hampton...,' began Leonard seriously. Then, an icy wind seemed to fill the dining room. Just then, a big, grey wolf stepped out from behind a large, green plant.

Part 3

Leonard's aunt saw the wolf first. 'Leonard!' she screamed. 'Bring Mrs Hampton back at once!'

'I don't know how to bring her back,' said Leonard in a small, frightened voice.

'Then where is she, and how did that animal get into the conservatory?' asked Mr Hampton angrily.

'It doesn't matter how it got in. If it's hungry, it'll eat us!' cried Mavis.

'If this animal is Mrs Hampton,' said Clovis, 'she won't be interested in food. She's just had a big dinner.'

'I'll take her away if you find some sugar,' said Lord Pabham. He took some sugar and gave it to Louisa. She ate it quickly and followed Lord Pabham out of the room. Everyone turned to Leonard.

'If you have magic powers, will you please explain where my wife is?' asked Mr Hampton again.

'I tell you, I had nothing to do with it!' repeated Leonard again and again. But nobody believed him.

Reading and Listening

1 a Look at the picture. What's happening?

b 3.25 Read and listen to Part 1 of the story.

2 a Predict what happens in Part 2 of the story.

- 1 Does everybody believe that Leonard can do magic?
- 2 If Leonard has magic powers, what will he do?

b 3.26 Read, listen and check.

3 a Predict what happens in Part 3 of the story.

- 1 When the guests see the wolf, how will they react?
- 2 What do you think Leonard will try to do next?

b 3.27 Read, listen and check.

4 a Predict what happens at the end of the story.

- 1 When Mary comes back, what do you think Mary will say?
- 2 What do you think Clovis will do or say?

b 3.28 Listen to the end of the story. Answer the questions.

- 1 How do you think Leonard feels now?
- 2 What do you think is the lesson of the story?

6B A short story

Supplementary materials

Workbook: pages 58–59, exercises 1–10

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Tell Sts, in pairs, to answer the question. Ask them what special powers people in films they have seen have, for example Spiderman can climb anything, Superman can fly, the X-men have different powers, etc. Ask Sts to tell you if they could have a special power what would it be, and why.

Reading and Listening

1a

- Tell Sts to look at the picture and get them to describe what is happening in pairs.
- Elicit some ideas.

Suggested answers

There are six people and a large wolf. The people are dressed in old-fashioned clothes, so it is a long time ago. They are indoors. Four people look very surprised and frightened, but two people, Clovis and Lord Pabham, look relaxed and happy. There is a sugar cube on the floor.

b 3•25

- Play the audio for Sts to listen and follow.

EXTRA SUPPORT Pre-teach or elicit *passenger, hidden, magic, unseen, conservatory* and *scream*.

EXTRA SUPPORT Check comprehension after Sts have listened to the audio by asking some questions, e.g.

- 1 *Did Leonard have an exciting life? (No)*
- 2 *Was he interested in ordinary life? (No, he preferred to live in the world of imagination.)*
- 3 *How and where did he travel one year? (By train across Eastern Europe)*
- 4 *What did the Russian passenger talk about? (Magic and hidden powers)*
- 5 *Whose party was Leonard invited to? (Mary Hampton's)*
- 6 *What did Leonard talk about at Mary Hampton's party? (The mysteries of the unseen world)*
- 7 *Did Mrs Hampton take him seriously? (No)*

2a

- Give Sts time to complete the task in pairs.
- Elicit some ideas about what happens in **Part 2**.

Students' own answers.

b 3•26

- Play the audio for Sts to listen, follow and check their predictions.
- Check answers.

- 1 No
- 2 He will show everyone something amazing. Change something into another shape

EXTRA SUPPORT Ask Sts questions to check comprehension, e.g.

- 1 *Who listened but didn't say anything? (Clovis)*
- 2 *Did Clovis believe Leonard? (No)*
- 3 *What does Clovis decide to do? (To play a trick on Leonard)*
- 4 *Who is going to help Clovis play the trick? (Mary, Mr Hampton and Lord Pabham)*

3a

- Give Sts time to complete the task in pairs.
- Elicit some ideas about what happens in **Part 3**.

Students' own answers.

b 3•27

- Play the audio for Sts to listen, follow and check their predictions.
- Check answers.

- 1 Leonard's aunt, Leonard and Mavis are very surprised and frightened, Clovis and Lord Pabham pretend to be surprised and frightened.
- 2 He'll try to change the she-wolf back into Mary Hampton.

4a

- Give Sts time to complete the task in pairs.
- Elicit some ideas about what happens in the end.

Students' own answers.

b 3•28 Audio script pT94

- Play the audio for Sts to listen and complete the task.
- Check answers.

- 1 He feels angry and now hates Clovis for making him look stupid.
- 2 Don't say you can do things when you can't.

EXTRA CHALLENGE Ask Sts how they would describe Leonard, Clovis and Mary in the story:

Leonard: not realistic, too imaginative, believes people too easily

Clovis: clever, doesn't believe everything people tell him, practical and realistic, enjoys playing tricks on people

Mary: has a good sense of humour, realistic, enjoys playing tricks on people

Vocabulary Adjectives with -ed or -ing

5a

- Give Sts time to complete the task, then check answers.

1 interested 2 interesting

b

- Give Sts time to complete the task, then check answers.

interested – interesting amused – **amusing** excited – exciting amazed – **amazing** frightened – frightening
annoyed – annoying tired – **tiring**

c

- Give Sts time to complete the rules, then check answers.

We use **-ing** adjectives to describe things and people.
 We use **-ed** adjectives to describe how we feel.

EXTRA CHALLENGE Dictate the following words: *interested, pleased, confused, excited, surprising* and *frightening*. Write the sentences below on the board and ask Sts to complete them using the words that you dictated (answers in brackets):

- 1 I don't watch horror films, they're too ____ for me. (*frightening*)
- 2 My mum was ____ when I tidied my room. (*pleased*)
- 3 Angela was very ____ about going to the party. (*excited*)
- 4 I'm not ____ in history. (*interested*)
- 5 I find reading maps _____. I usually get lost. (*confusing*)
- 6 The end of the film was _____. I didn't expect it at all. (*surprising*)

d

- Tell Sts to discuss the questions, then elicit some feedback.

➔ **Workbook** page 58, exercises 1–3

Grammar First conditional

LANGUAGE NOTE **First conditional** sentences describe things that are possible, but something must happen for something else to happen. Both verbs refer to future time as the present tenses after *if* have a future meaning. We don't use *when* in first conditional sentences.

6a

- Give Sts time to complete the task, then check answers.

1 If this animal **is** Mrs Hampton, she **won't be** interested in food.
 2 I'll **take** her away if you **find** some sugar.

b

- Do this as a whole-class activity.

The first sentence. It begins with *if*.

c

- Give Sts time to complete the rule, then check answers.

If + **present tense**, **will / won't + verb** OR **will / won't + verb** *if* + **present simple**.

d

- Give Sts time to complete the task, then check answers.

If it's hungry, it'll eat us.
 If you have magic powers, will you please explain where my wife is?

e

- Give Sts time to complete the rule, then check the answer.

The first conditional describes a **possible** future situation and its result.

7

- Give Sts time to complete the sentences, then check answers.

1 go out, 'll go 2 will be, get back 3 doesn't come, 'll be
 4 won't be, hurry

➔ **Workbook** page 58, exercises 4–5

➔ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a **3-29** Audio script pT94

- Give Sts time to look at picture and the words in the box, then play the audio for Sts to listen and complete the task.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

Path 1 a huge dragon **Path 2** a dangerous snake
Path 3 an evil magician **Path 4** some wolves
Path 5 some soldiers **Path 6** escape

EXTRA IDEA Sts cover the box, look at the picture and think of all the things that heroes meet in fairy stories, e.g. giants, beautiful young girls, fierce animals, witches, dwarves, etc.

b

- Give Sts time, in pairs, to complete the task.
- Elicit the sentences.

1 If the hero goes down path 1, he'll meet a huge dragon.
 2 If the hero goes down path 2, he'll meet a dangerous snake.
 3 If the hero goes down path 3, he'll meet an evil magician.
 4 If the hero goes down path 4, he'll meet some wolves.
 5 If the hero goes down path 5, he'll meet some soldiers.
 6 If the hero goes down path 6, he'll escape!

EXTRA SUPPORT Help Sts with intonation and linking the clauses. Model and drill.

If the hero goes down path 3, he'll meet an evil magician.
 The hero will meet some wolves if he goes down path 4.

9

- Put Sts in pairs, **A** and **B**, and sit them face-to-face if possible. Then tell Sts **A** to go to p.86 and Sts **B** p.87.
- On the board write 'What will happen if the hero goes down path...?' to help Sts. Sts take turns asking and answering to find the hero's escape route.

EXTRA CHALLENGE Sts create their own fairy tale dangers, where the hero does not have to escape. In pairs, they ask and answer questions to find out if the hero escapes.

➔ **Workbook** page 59, exercises 6–10

Extra

Sts do the activity in pairs in class.

Vocabulary Adjectives with -ed or -ing

5 a Complete the sentences with adjectives from the story.

- Leonard Bilster was not very ___ in the real world.
- The Russian passenger talked about magic and hidden powers in a most ___ way.

b Find the adjectives in the story to complete the table.

-ed	-ing	-ed	-ing
bored	boring	amazed	
	interesting		frightening
amused			annoying
	exciting	tired	

c Complete the rules with -ed and -ing.

- We use ___ adjectives to describe things and people.
We use ___ adjectives to describe how we feel.

d **Over to you!** Work with a partner. What things are annoying to you? What things are exciting? When do you feel bored? When do you feel frightened? Discuss and compare.

► **Workbook** page 58, exercises 1–3

Grammar First conditional

6 a Complete the sentences from the story.

- If this animal ___ Mrs Hampton, she ___ interested in food.
- I' ___ her away if you ___ some sugar.

b Which sentence in exercise 6a has a comma (,)? Which word is at the beginning of that sentence?

c Complete the rule with the words from the box.

present simple will / won't + verb

We make the first conditional with
If + ___, ___ OR ___ if + ___.

d Find two more examples in the story.


e Choose the correct words to complete the rule.
The first conditional describes a *possible/definite* future situation and its result.

7 Write the first conditional sentences with the verbs in brackets in the correct form.

- If we ___ tonight, we ___ to the cinema. (go out/ go)
- Mum ___ angry if we ___ late. (be/ get back)
- If he ___ to the party, I ___ disappointed. (not come/ be)
- We ___ late if we ___. (not be/ hurry)

► **Workbook** page 58, exercises 4–5

Listening and Speaking

8 a  3.29 Look at the picture. Listen and match the words in the box to the correct paths (1–6).



a dangerous snake escape an evil magician
a huge dragon some soldiers some wolves

- 1 Path 1 ___ 3 Path 3 ___ 5 Path 5 ___
2 Path 2 ___ 4 Path 4 ___ 6 Path 6 ___

b **Get ready to speak** Work with a partner. Look at the game and say the sentences.

If the hero goes down path 1, he'll...

9 Work with a partner. Ask and answer questions about all of the paths. How will the hero escape?

Student A Look at the picture on page 86.

Student B Look at the picture on page 87.

What will happen if the hero goes down path 1?

Well, if he goes down that path, he'll meet a unicorn.

► **Workbook** page 59, exercises 6–10



Complete the questions to ask your partner.

- 1 What will you do if...?
- 2 If it rains tomorrow,...
- 3 If we win the World Cup...

6C Use your imagination



How do you feel about the future? Are you relaxed or are you a worrier? What do you worry about?

How do you see the future?

If you do this quiz, you'll find out. You'll need to use your imagination. If you close your eyes, it will help!

1

Imagine lying in a forest. How does it feel? You decide to get up. You start to walk through the forest. What is the path like?

- a It's sandy.
- b It's straight.
- c It's rocky.
- d It has turns in it.

2

You continue walking until you come to a castle wall. You look for the door to the castle. Can you find it?

- a With difficulty – plants are growing over the door.
- b Yes, it's a big, strong door.

3

Look up at the castle. Does it seem exciting or a bit scary? Do you want to go in?

- a Yes.
- b Not sure.

4

Imagine walking inside the castle. What's the first thing you see?

- a A dark library full of old books.
- b A huge fireplace with a fire in it.
- c A large dining room with carpets and soft lights.
- d A long hall with lots of closed doors.

5

You start looking around downstairs. You find a staircase and climb up it. What does the staircase look like?

- a It's big and impressive.
- b It's narrow and spiral.

6

You continue to walk up the stairs until you come to a small room with one window. How big is the window?

- a It's huge and wide.
- b It's small and quite high up.
- c It's a normal window.

7

You need to see where you are. You look out of the window. What do you see?

- a Big waves crashing onto rocks.
- b Beautiful, green countryside.
- c Your home town in the distance.

Listening and Speaking

1 3.30 Read and listen to the personality quiz and imagine the story. Then choose your answers.

2 Work with a partner. Ask and answer the questions and compare. Then go to the bottom of the next page and check your scores.

3 a 3.31 Listen to the conclusions. Which personality type are you: pessimist, realist or natural optimist?

b **Over to you!** Work with a partner. Do you agree with the conclusions? Why? / Why not?

6C Use your imagination

Supplementary materials

Workbook: pages 60–61, exercises 1–5

Workbook: Grammar summary Unit 6

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Sts discuss the questions in pairs. Ask Sts to say what worries them if anything, e.g. *What do you do when you are worried? For example, do you talk to friends, play a sport?*

You could ask them if they have plans for the future, e.g. *What do you want to be? What do you have to do to get the job you want? Where do you want to live?*

Listening and Speaking

EXTRA IDEA To get Sts thinking, ask them what they think a personality test is. For example, in a test they ask you to imagine you are in dangerous or unusual situations and then they ask what you would do. What do Sts think they want to find out? Ask Sts if they have ever seen one, in a magazine for example.

1 3•30

- Play the audio for Sts to listen and follow.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Give Sts time to read the quiz again alone and choose their answers.

2

- Give Sts time to complete the task in pairs.
- Tell Sts to check their scores in the key on page 77.

3a 3•31 Audio script pT94

- Look at the three personality types and make sure Sts know what they mean.
- Play the audio for Sts to listen and find out what their personality type is.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Get some feedback for each type.

EXTRA SUPPORT Play the audio again and check understanding by asking Sts some questions, e.g.

- 1 *What does a pessimist do? (Expect the worst)*
- 2 *Why do they work hard? (Because they don't think they are lucky.)*
- 3 *What advice does the speaker give pessimists? (Relax sometimes and enjoy life)*
- 4 *What sort of people feel happy a lot of the time? (Realists)*
- 5 *How do they feel when things go wrong? (Not surprised or disappointed)*
- 6 *Do realists worry a lot? (No)*
- 7 *What do optimists think? (That life will turn out well)*
- 8 *What negative personality points does the speaker mention for optimists? (They are careless and don't work hard enough.)*

EXTRA IDEA Play the audio again and ask Sts to write two lists – one of the good points in each category and the other the negative points. Check answers.

b

- Sts discuss what they think of the personality quiz, then get some feedback.

Grammar Verb + *-ing* or infinitive

4

- Tell Sts to look at the quiz in exercise 1 and complete the task.
- Check answers.

- 1 1 Imagine **lying** in a forest.
 2 Imagine **walking** inside the castle.
- 2 1 You decide **to get** up.
 2 Do you want **to go** in?
 3 You need **to see** where you are.
- 3 1 You start **to walk / walking** through the forest.
 2 You start **looking / to look** around downstairs.
 3 You continue **walking / to walk** until you come to a castle wall.
 4 You continue **to walk / walking** up the stairs until you come to a small room with one window.

5

- Give Sts time to complete the task, then check answers.

- 2 a We've decided to go to Spain in summer.
 3 b I don't mind staying late at school.
 4 a They enjoy living in a big house.
 5 a Do you need to learn English?
 6 b She finished learning Spanish when she was 14.

EXTRA CHALLENGE Put Sts in pairs. Give each pair five verbs which use *-ing* or *to + infinitive*, e.g. *don't mind, want, start, decide, enjoy*. Tell each pair to write a sentence for each verb, but to leave a gap, e.g. *I don't mind _____ the dishes if you dry them. (wash)*

When Sts have finished, tell them to swap sentences with another pair and to complete the other pair's sentences. Monitor and check their answers.

I The activity below needs to be prepared before class as you will need a set of prepared cards for each group.

EXTRA IDEA Prepare some sets of small cards with verbs from the lesson, about eight to ten for each group. Tell Sts to work in small groups. They take turns turning over a card and then have to make a sentence using the verb with either *-ing* or *to + infinitive*. If they are right, they keep the card. If they make a mistake, the person who gets the right answer keeps the card, e.g. *would like – Paul would like to see the latest Star Wars film. forget – I forgot to bring my book to class today.*

➡ **Workbook** pages 60–61, exercises 1–4

➡ **Photocopiable** Grammar and Vocabulary

Speaking and Writing

6a

- Tell Sts they are going to interview a partner and give them time to complete the task.
- Check answers.

- 1 What do you like doing / to do on Sundays?
- 2 What have you decided to do this weekend?
- 3 What do you often forget to do?
- 4 What do you enjoy doing on holiday?
- 5 What have you always wanted to try?
- 6 Have you agreed to do anything this week?
- 7 Have you finished doing your homework for the week?

b

- Sts complete the task in pairs. Encourage them to ask for or add extra information.

EXTRA SUPPORT For extra practice, when Sts have completed the task with one partner, tell them to work with a different partner and report what they found out about their first partner. They can then ask and answer the questions with the second partner.

- Sts report one thing they found out about their partner.

7a

- You could help Sts by giving them some headings about the future, for example, where they want to study / train, where they want to live, any ambitions they have to travel, etc.
- Give Sts time to complete the task.
- Help Sts with the vocabulary and grammar. Monitor and correct errors or encourage them to correct their own mistakes.

➡ **Workbook** page 61, exercise 5

b

- Give Sts time to write their paragraph.
- Encourage them to include the suggested phrases. To model the activity, ask one or two Sts to tell the class one of their ideas, using the prompts. Ask them to give reasons for their choices.

c

- Sts swap paragraphs and discuss differences and similarities in their ideas.
- Get some feedback.

Extra

Sts can either do this in class or as a homework task.

Grammar Verb + *-ing* or infinitive

4 Read the rules and complete the examples from the quiz in exercise 1.

We sometimes use two verbs together.

1 After some verbs we use the *-ing* form, for example: *don't mind, enjoy, finish, or imagine.*

1 **Imagine** ___ in a forest.

2 **Imagine** ___ inside the castle.

2 After some verbs we use *to +* the infinitive, for example: *agree, decide, forget, hope, need, want, or would like.*

1 You **decide** ___ up.

2 Do you **want** ___ in?

3 You **need** ___ where you are.

3 Some verbs can take *-ing* or *to +* the infinitive with no change in meaning, for example: *continue, hate, like, love, prefer, or start.*

1 You **start** ___ through the forest.

2 You **start** ___ around downstairs.

3 You **continue** ___ until you come to a castle wall.

4 You **continue** ___ up the stairs until you come to a small room with one window.

5 Choose the verb that does not fit the sentence. Then rewrite the sentences correctly using these verbs.

1 He ___ to live in another country.

a wants b 'd like **c imagines**

He imagines living in another country.

2 We ___ going to Spain in summer.

a 've decided b love c like

3 I ___ to stay late at school.

a don't want b don't mind c need

4 They ___ to live in a big house.

a enjoy b would like c want

5 Do you ___ learning English?

a need b like c hate

6 She ___ to learn Spanish when she was 14.

a continued b finished c agreed

► **Workbook** pages 60–61, exercises 1–4

Speaking and Writing

6 a Write questions to ask your partner.

1 What / like / do / on Sundays?

2 What have / decide / do / this weekend?

3 What / often forget / do?

4 What / enjoy / do / on holiday?

5 What / have / always want / try?

6 Have / agree / do / anything this week?

7 Have / finish / do / your homework for the week?

b Work with a partner. Ask and answer the questions in exercise 8a. Then tell the class one thing you have found out about your partner.

7 a Get ready to write Make notes on you and your future. Use the questions to help you.

1 How often do you think about your future?

2 Do you mind not knowing what is going to happen in the future?

3 Are you relaxed about it or do you need to have a plan?

4 What do you imagine yourself doing?

5 What have you already decided to do about your future?

6 What job would you enjoy having?

7 What other things would you like to do?

► **Workbook** page 61, exercise 5

b Write your paragraph. Include these phrases if you can.

How I see the future

I think about the future...

I imagine myself living / working / travelling...

I would enjoy being a...

I would really like to...

c Give your paragraph to another student to read. Do you both have similar attitudes to the future?



Complete these sentences with your own ideas.

I usually enjoy... I don't mind...

I always forget... I hate...

4 a 0 b 2 c 1 d 0
1 a 1 b 1 c 0 d 0
2 a 0 b 2
3 a 2 b 0
7 a 0 b 2 c 1
6 a 2 b 0 c 1
5 a 2 b 0
Scores

6D A new genre



Do you use your phone to make videos? How do you feel when people make videos of you?



1 a 3.32 Read and listen to the dialogues. What film genres does Simon consider?



Zoe Simon, what's up? You're clearly a bit stressed.
Simon I suppose I am! I have to do my film studies project. I have to choose a genre and film a scene for it.
Zoe Oh, that does sound tricky. What do you think you'll do?
Simon I'm not sure exactly. Maybe a documentary? No, a drama. Or perhaps a thriller. Oh, I have absolutely no idea. I need to use my imagination, but it seems I haven't got one!
Ethan Relax. We'll help you.



2 The weekend
Simon Maybe I could make a horror film. It might be the easiest to do.
Zoe We can be zombies! Or monsters!
Tasha Or vampires! If we go and find some costumes, perhaps we'll inspire you.
Simon Yes. Do that.



3
Ethan This is a bit messy. Are you sure about this?
Zoe Don't complain – it's fun! I'm pretty sure it will help.
Ethan And I'm pretty sure I'll look like an idiot.
Tasha You look lovely! Come on. Let's go down. Oh, hi Mum!
Mum What on earth?!
Zoe/ Ethan Oops, sorry, Mrs Holt!

- b** Are the sentences true (T) or false (F)? Correct the false sentences.
- 1 Simon is confident about his film studies project.
 - 2 Zoe thinks it will be easy.
 - 3 The others try to help Simon.
 - 4 Simon's mum thinks they look very funny.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

What's up? That does sound tricky.
 I have absolutely no idea. Relax. Oops!

b Work in a group. Practise the dialogues.
 > **Workbook** page 62, exercise 1

3 a What kind of film do you think Simon will decide to make?
b 3.33 Listen and check.
c **Over to you!** Do you think Simon's idea is a good one?

6D A new genre

Supplementary materials

Workbook: pages 62–63, exercises 1–7

Photocopiable worksheets: Everyday English, Pronunciation
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

Give Sts time to discuss the questions. Elicit feedback and ask if Sts think they should ask for permission before filming someone and give permission before someone videos them. Do they like to see themselves on video? Why? / Why not?

EXTRA IDEA Tell Sts to discuss the last video they took on their phone. Who was in the video? Why did they make it? Who did they show it to? Did they post it online? Why? / Why not?

1a 3-32

- Tell Sts to look at the photos and ask them 'What do you think is happening?'
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story from the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

A documentary, a drama, a thriller, a horror film

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers and asking how they know the others are true.

- 1 F (He's not sure what to do, and he doesn't think he has any imagination.)
- 2 F (She thinks it will be tricky.)
- 3 T (They offer to dress up as zombies or vampires.)
- 4 F (Simon's mum is surprised by their faces.)

2a

- Give Sts time to complete the task, then check answers.

What's up? = What's the problem? What has happened? (informal)

That does sound tricky. = It seems difficult to me. (friendly / informal)

I have absolutely no idea. = I really don't know. (informal)

Relax. = Keep calm. (informal)

Oops! = What we say if we drop or spill something or do something wrong.

EXTRA SUPPORT Play the audio for Sts to listen and follow. Pause after each expression for Sts to listen to how the friends sound. Ask them to repeat the expressions.

LANGUAGE NOTE 'That does sound tricky!' We add *does* before the verb to make something sound stronger. We stress *does*. We are saying we really think it sounds difficult.

EXTRA IDEA Play the audio again or model and drill intonation and stress in the sentences below, e.g.

- 1 I do like your new coat.
- 2 He does make a lot of noise when he eats.
- 3 We do agree with your argument.
- 4 She does cook very well.
- 5 They do love to go to Spain on holiday.

b

- In small groups, Sts take parts and practise the dialogues.

► **Workbook** page 62, exercise 1

3a

- Give Sts time to discuss the question.
- Elicit some ideas, but don't tell Sts if they are right at this stage.

Students' own answers.

b 3-33 Audio script pT94

- Play the audio for Sts to listen and check. Alternatively, show the class the video of the story from the DVD-ROM.
- Check the answer to the question. Ask Sts why he chose that genre.

Simon's going to make a new genre, comedy-horror, because of his mum's reaction to the costumes and make-up.

c

- Give Sts time to complete the task or do it as a whole-class activity. Ask them if they can think of any films that are 'comedy-horror', e.g. *Young Frankenstein*, *Shaun of the Dead*, *Scream*, *Hotel Transylvania*. Ask Sts if they like them and why they think they are popular.

Students' own answers.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

Everyday English Expressing certainty and uncertainty

4a

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

Dialogue 1

You're clearly a bit stressed. – Zoe
 I suppose I am! – Simon
 I'm not sure exactly. – Simon
 Maybe a documentary? – Simon
 Perhaps a thriller. – Simon
 ...it seems I haven't got one. – Simon

Dialogue 2

It might be the easiest to do. – Simon

Dialogue 3

I'm pretty sure it will help. – Zoe

Dialogue 4

I suppose you're going to do a horror film then. – Tasha
 I know exactly which film to make now. – Simon

b 3-34 Audio script pT94

- Play the audio, pausing for Sts to listen and repeat.

➡ **Workbook** pages 62–63, exercises 2–4

➡ **Photocopiable** Everyday English

Pronunciation The schwa sound /ə/

5a 3-35

- Play the audio for Sts to listen and follow.

b 3-36

- Play the audio for Sts to listen and complete the task.
- Check answers.

amazing camera comedy director genius horror
 a lot monster thriller

EXTRA SUPPORT Before Sts mark the stressed syllables in exercise 5b, ask them to work out how many syllables each word has. You could draw a chart on the board with the possibilities and Sts put the words in the right row:

2 syllables: ho-rror, a-lot, mon-ster, thri-ller

3 syllables: a-ma-zing, ca-me-ra, co-me-dy, di-rec-tor, ge-ni-us

c 3-36

- Tell Sts to listen again and complete the task. Remind them of the information in exercise 5a.
- Check answers.

ə'ma:zɪŋ kəmərə kɒmədi dɪ'rektə dʒenɪəs hɒrə
 ə'lɒt mɒnstə θrɪlə

d

- Sts work in pairs, saying the words and marking the schwas.

e 3-37

- Play the audio for Sts to listen and check.
- Check answers.

ə'gaɪn ənswə ə'raɪv dɾəmə fʊtə hɒpən pɪktə tə'deɪ ju:əl

- Now play the audio again for Sts to listen and repeat. Model and drill the pronunciation.

➡ **Workbook** page 63, exercises 5–7

➡ **Photocopiable** Pronunciation

Listening

6a 3-38 Audio script pT94

- Sts read the four questions before they listen.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen.

- Play the audio for Sts to complete the task, then check answers.

1 Indoors 2 She's tired and hungry, and it's dark.
 3 A ghost 4 Simon with a face mask on

b 3-39 Audio script pT95

- Sts read the four questions before they listen.
- Play the audio for Sts to complete the task, then check answers.

1 His film has won two prizes.
 2 No, he didn't.
 3 The film won the prize for best comedy, and Tasha won the prize for best actress.

Speaking

7a

- Elicit or explain what a *film still* is (a photograph from a film or video).
- Give Sts time to complete the task.

b

- In pairs, Sts share their ideas about the film stills.
- Monitor and check Sts are using the correct phrases for expressing certainty and uncertainty.

Students' own answers, but possible answers are:

A

- 1 A poor boy and a king or magician
- 2 Perhaps the boy is asking the magician a question.
- 3 I'm pretty sure the magician will be angry with the boy.

B

- 1 I'm not sure, but it seems that the woman and man (in the cap) have arrested the man in the white shirt.
- 2 A prisoner and three police officers
- 3 Perhaps they're talking about the man in the white shirt.
- 4 They might leave the man alone in the room.

C

- 1 I'm pretty sure it's an adventure story.
- 2 Two climbers
- 3 They are in a very dangerous situation. One climber has fallen over the edge and the other is holding on to him / her.
- 4 I think the climber pulls the other to safety.

D

- 1 I suppose it's a romance or perhaps a fairy tale.
- 2 A young girl who is getting married to the young man. I suppose the older man is her father.
- 3 It's a wedding, probably at the end of the film.
- 4 Perhaps they will live happily ever after – as princes and princesses do in fairy tales.

EXTRA IDEA Sts in groups write a dialogue for one of the stills. Then they act out what happened. The other Sts decide whether they agree or disagree with each group's scene.

Extra

Sts can either do this in class or as a homework task.

Everyday English

Expressing certainty and uncertainty

- 4 a** Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: expressing uncertainty

I'm not sure (exactly) (yet), but...

Maybe...

I suppose...

Perhaps...

It might be...

It seems...

I'm pretty sure...

Useful phrases: expressing certainty

You're clearly...

I know exactly (which)...

- b** **3.34** Listen and repeat.

► **Workbook** pages 62–63, exercises 2–4

Pronunciation The schwa sound

- 5 a** **3.35** Read and listen.

This sound is called the 'schwa' sound. It is heard in unstressed syllables only. We pronounce many unstressed vowel sounds as /ə/ when speaking.

- b** **3.36** Listen and mark the stressed syllables in these words.

amazing camera
comedy director genius
horror a lot monster thriller

- c** **3.36** Listen again and now mark the unstressed vowels with the 'schwa' sound.

- d** Find the 'schwa' sound in these words.

again answer arrive drama future
happen picture today usual

- e** **3.37** Listen and check, then repeat.

► **Workbook** page 63, exercises 5–7

Listening

- 6 a** **3.38** Listen to Part 1. Answer the questions.

- 1 Where is Simon filming: indoors or outdoors?
- 2 Why is Tasha not happy about it?
- 3 What does Tasha think she sees?
- 4 What was it really?

- b** **3.39** Listen to Part 2. Answer the questions.

- 1 Why did Simon seem delighted?
- 2 Did he win the best director prize?
- 3 What prizes did the film win?

Speaking

- 7 a** Get ready to speak Work with a partner. Look at the film stills (A–D). Read the questions and make notes of your ideas.

- 1 What genre of film do you think it is?
- 2 Who do you think the people are?
- 3 What do you think is happening in the scene?
- 4 What is likely to happen next?



- b** Answer the questions about the film stills. Use phrases for expressing certainty and uncertainty.

I'm not sure what is happening in film A. I suppose it's a musical.

I'm pretty sure it's a fairy tale. The man on the right might be a king or someone important.

Yes, he's clearly very important...

EXTRA

How does Tasha explain to her mum what they are doing? Write the conversation.

Mum Oh my goodness. What is going on?
Tasha Sorry Mum, we were just...

6 Revision

Vocabulary Film and book genres

1 Look at the pictures and write the correct genres.



Adjectives with -ed or -ing

2 Complete the adjectives with the correct endings.

- 1 Shall we go and see that film? It looks excit ____ .
- 2 I've got nothing to do. I'm bor ____ .
- 3 I've lost my mobile. It's very annoy ____ .
- 4 We had a very relax ____ holiday.
- 5 I fell over in the classroom and felt very embarrass ____ .

Grammar Zero conditional

3 Write sentences in the zero conditional.

- 1 sleep better / not worried
I sleep better if I'm not worried.
- 2 go on a boat / feel sick
- 3 not know a word / look it up in the dictionary
- 4 water freeze / turn to ice
- 5 the moon is full / can see at night
- 6 press that button / the lights turn on

First conditional

4 Write sentences using the first conditional.

- 1 I / not go / if / you not come with me.
I won't go if you don't come with me.
- 2 If it / rain / I / go / to the leisure centre.
- 3 you / cook / if I / wash the dishes?
- 4 If / he / not come / tonight / she / be / upset.
- 5 I / be / surprised / if I / not pass / this exam.

Verbs + -ing or infinitive

5 Choose the correct form of the verbs to complete the sentences.

- 1 I enjoy *to walk / walking* in the rain.
- 2 I hope *to go / going* to university.
- 3 When do you want *to leave / leaving*?
- 4 She didn't mind *walk / walking* up the mountain.
- 5 When did you finish *to paint / painting* your bedroom?
- 6 Why did you decide *to buy / buying* that hat?

Everyday English

Expressing certainty and uncertainty

6 Complete the dialogue with the words in the box.

might pretty seem sure

- A You ___ fed up. What's the matter?
B I'm ___ sure I can't play tennis after school now.
If I play, I ___ not finish my project tonight.
- B Are you sure that you have to finish it for tomorrow?
A Fairly ____ .
B OK. No worries. Good luck.

Learning to learn English in the real world

Keep your English going by doing these things in English outside the classroom:

- listening to songs
- looking online
- watching films
- reading books or magazines
- speaking to people from English-speaking countries

How many do you do already?

► **Workbook** pages 64–65, exercises 1–6

Revision

Supplementary materials

Workbook: pages 64–65, exercises 1–6

Online practice

Unit test 6

Vocabulary Film and book genres

1

- 2 cartoon
- 3 science fiction / sci-fi
- 4 fairy tale
- 5 crime drama
- 6 romantic comedy / rom-com
- 7 action and adventure

Adjectives with *-ed* or *-ing*

2

- 1 Shall we go and see that film? It looks **exciting**.
- 2 I've got nothing to do. I'm **bored**.
- 3 I've lost my mobile. It's very **annoying**.
- 4 We had a very **relaxing** holiday.
- 5 I fell over in the classroom and felt very **embarrassed**.

Grammar Zero conditional

3

- 2 If / When I go on a boat, I feel sick.
- 3 If / When I don't know a word, I look it up in the dictionary.
- 4 If / When water freezes, it turns to ice.
- 5 If / When the moon is full, you can see at night.
- 6 If / When you press that button, the lights turn on.

First conditional

4

- 2 If it rains, I'll go to the leisure centre.
- 3 Will you cook if I wash the dishes?
- 4 If he doesn't come tonight, she'll be upset.
- 5 I'll be surprised if I don't pass this exam.

Verbs + *-ing* or infinitive

5

- 1 I enjoy **walking** in the rain.
- 2 I hope **to go** to university.
- 3 When do you want **to leave**?
- 4 She didn't mind **walking** up the mountain.
- 5 When did you finish **painting** your bedroom?
- 6 Why did you decide **to buy** that hat?

Everyday English Expressing certainty and uncertainty

6

- A** You **seem** fed up. What's the matter?
B I'm **pretty** sure I can't play tennis after school now. If I play, I **might** not finish my project tonight.
A Are you **sure** that you have to finish it for tomorrow?
B Fairly **sure**.
A OK. No worries. Good luck.

Learning to learn English in the real world

- It might be a good idea to revise what Sts learned in these sections before they do the **Progress Check**:

Unit 1 – Organizing their English notebooks

Unit 2 – Keeping a diary in English

Unit 3 – Ways to improve their readings skills

Unit 4 – Ways to improve their listening skills

Unit 5 – Ways of testing themselves on vocabulary

- If they can't remember what they were told, you could go back and remind them of the points in each.

- You could make some suggestions for how they can keep their English going:

Listen to songs – online – they can also find the lyrics to most songs online.

They can watch films in English online with various film websites, with or without subtitles.

You could suggest some books that are appropriate for their age. Modern books by writers like Roald Dahl are easier for Sts to read than some of the classics.

Perhaps the school could engage with a school in an English-speaking country where Sts of the same age could talk to each other.

- ➡ **Workbook** pages 64–65, exercises 1–6

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet for research and photos for their reviews.
- If you cannot arrange for computer access, Sts could do internet research about a book or a film as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access
- A3 paper (one sheet per student)
- Coloured pens and pencils
- Thumb tacks or tape (to display the finished projects)

You First

Tell Sts, in pairs, to answer the questions. Ask them to talk about a film or book they have loved, or seen / read more than once. What did they like about it? Why did they want to read / see it more than once?

Ask Sts to discuss a book they couldn't finish / a film they wanted to walk out of or did walk about of before it finished. What made them dislike it so much?

1

- Help Sts choose a book or film to write about. It should be one they know quite a lot about either because they liked it so much or hated it.

2

- Check Sts know the words they need to talk about books and films. Then tell them to use these when they look for information on the book or film.
- Monitor and check their progress.

EXTRA SUPPORT Pre-teach or elicit words connected with films and books, e.g. author / writer, character, cast, actor, scene, set in, plot, dialogue / script, stills / illustrations.

3

- Give Sts time to read the headings and complete the task.
- Monitor and correct their errors or encourage them to correct their own mistakes.

4

- Sts read the film review and the **Look!** box and match the headings.
- In pairs, they discuss how they decided their answers.
- Check answers.

Title: *Batman Begins* / Paragraph 1

Background: Paragraph 2

Released: Paragraph 2

Author / Director: Paragraph 2

Plot: Paragraph 3

Style: Paragraph 5

Genre: Paragraph 2

Characters: Paragraph 4

Opinion: Paragraph 6

Recommendation: Paragraph 7 + star rating

Characters: Paragraph 5

EXTRA SUPPORT Pre-teach or elicit *global, wealthy, butler, scarecrow, violent, recommend, a fan*.

Ask Sts to look at the film stills. What do they know about Batman and the Batman films? Who is he? Where does he live? What does he do?

5

- Tell Sts to complete their notes under the headings.
- Tell Sts they do not need to reproduce exactly what is in the review, but to write about their own ideas.
- Monitor and help with grammar and spelling. Point out mistakes and encourage Sts to correct their own work.

6

- Give Sts time to complete the project and find the pictures. If possible, tell them to use a piece of A3 paper for the notes and pictures.

7

- Sts take turns to present their review to the class.
- You could post the reviews on the classroom walls so that Sts can read each other's reviews.
- Find out if any Sts wrote about the same film or book, see if they chose it for the same reasons. You could also find out if any Sts disagreed with someone's review.

EXTRA SUPPORT If Sts are anxious about presenting to the whole class, organize Sts in groups of five or six. They take turns presenting their reviews. Remind Sts of the importance of active listening. Tell them to ask at least two questions during or at the end of the presentations.



What's your favourite book or film?
What's your least favourite?



A review

A film review

Sophie Knowles

- 1 **Batman Begins**
- 2 The film *Batman Begins* was written and directed by Christopher Nolan in 2005. It is a superhero fantasy movie. It was the director's first global hit and became an extremely successful film.
- 3 The story begins in Gotham City. The young Bruce Wayne grows up there with his wealthy, kind parents. After his parents are murdered, the boy grows into an angry young man. He wants to find the person who murdered his parents and kill them. Gradually, he becomes Batman. Eventually, he decides to fight crime in Gotham City instead.
- 4 Bruce Wayne is the main character. He is played by Christian Bale. Michael Caine plays Alfred, the family butler who looks after him. The criminals are Scarecrow and Henri Ducard.
- 5 The style of the movie is dark and realistic. Although it's sometimes violent, the director wanted to tell a story about people with real feelings, not just comic book good guys and bad guys.
- 6 In my view, the actors are really believable. Nolan doesn't like to use CGI, but the film looks fantastic. I thought the story was emotional, scary and exciting.
- 7 I really recommend this film, even if you aren't a fan of superheroes! If you see it, I'm sure you'll enjoy it!

***** five stars



Look! Organizing paragraphs

We need to organize our ideas into paragraphs. A paragraph contains linked sentences on the same topic.

- 1 **Get ready to write** Choose a book or a film that you have an opinion about. It can be a good or a bad opinion.
- 2 Find information and pictures about your chosen book or film – on the internet, or from books and magazines.
- 3 Write notes on these topics.

- Title
- Background:
 - When released or published
 - Author or director
- Plot
- Style
- Genre
- Opinion
- Recommendation
- Characters

- 4 Read Sophie's film review. Then read the Look! box and match the topics.
- 5 **Start writing** Organize your notes into sentences under each topic.
- 6 **Complete your project** Put your project on a piece of paper with pictures. Make it look like a magazine or website. How many stars are you awarding your film or book?
- 7 Present your project to the class. Which books or films would you like to read or see, based on your classmates' reviews?



What are your favourite films?
Do you know who directed them?

Famous film directors

● Exploropedia

Steven Spielberg



Steven Allan Spielberg

was born in Ohio, USA, in 1946. He began making films early. When he was 12, he made a disaster movie with his toy trains.

And at 13 he won a prize for a 40-minute war film, in which his school friends were the actors!

Spielberg didn't finish college. He got a part-time job at Universal Film Studios and stopped studying. The studio vice-president saw one of his short films. He was so impressed that he made the 21-year-old Spielberg a director.

Spielberg has made many famous films in so many genres – for example, thrillers (*Jaws*), sci-fi (*E.T.*) and action adventure (*Indiana Jones*).

He has won three Oscars for Best Director and his films have won many more awards. He is one of the most successful filmmakers in film history.

● Exploropedia

Christopher Nolan



Christopher Nolan

was born in 1970, in London. He started making films with his action toys at the age of seven! When he was 11, he decided that he wanted to be a film director.

He studied English Literature at university and continued to make short films. One of them won an award when he was 26. So he decided to make his first full-length crime drama with his own money. He won more awards and then finally some money for more films.

Since then, he has written hugely successful films about Batman and Superman. They are very clever and not typical superhero fantasies. He has also made amazing sci-fi films like *Inception* and *Interstellar*. All of them have won Oscars. He is one of the most imaginative filmmakers working in film.



1 Look at the pictures. Do you know anything about the people or films?

2 a Work with a partner.

Student A Read about Steven Spielberg.

Student B Read about Christopher Nolan.

b Ask and answer the questions about your directors.

- 1 When and where was he born?
- 2 When did he start making films?
- 3 What film work did he do when he was a student?
- 4 How old was he when he won his first film award?
- 5 Which different genres of films has he made?
- 6 Have his films won any Oscars?
- 7 How important is he in the film world?

3 What did you think was the most interesting information in each text?

4 Which director's films do you prefer?

5 Over to you! Who are the most famous actors and directors in your country? Have you seen any of their work?

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTES Below are some additional details about Steven Spielberg and Christopher Nolan.

Steven Spielberg: One of the most famous American film directors and producers of recent decades, Spielberg has won three Academy awards including two Oscars for Best Director for *Schindler's List* and *Saving Private Ryan*, and been nominated another five times in the same category. His films have grossed over \$9 billion worldwide. He is said to have assets estimated at over \$3 billion dollars.

His films cover a very wide range of genres. His earliest successful films include *Jaws* (1975), *Raiders of the Lost Ark* (1981) and *E.T. the Extra-Terrestrial* (1982). These were science fiction and adventure films.

From these he moved on to direct films which explore serious issues, such as, war (*Schindler's List*, 1993; *Saving Private Ryan*, 1998; *War Horse*, 2011) and slavery and civil rights in the USA (*The Color Purple*, 1985; *Amistad*, 1997; *Lincoln*, 2012). He also made *Jurassic Park* in 1993, the same year as *Schindler's List* was released. Almost everyone has seen at least one of his films. Three of his films achieved box office records when they were released – *Jaws*, *E.T. the Extra-Terrestrial* and *Jurassic Park*.

Christopher Nolan: The English film director, screenwriter and producer Christopher Nolan is the sixth highest-grossing director by worldwide box office (\$4.749 billion). He holds US and UK citizenship.

Nolan's first successful film was *Memento* (2000), which won several awards including the Oscar for best original screenplay. Like Spielberg, he covers a wide range of genres in his work. He has made thrillers such as *Insomnia* (2002), mystery dramas like *The Prestige* (2006) and he went on to make the Batman superhero films, *The Dark Night Trilogy* (2005–2012). He has moved on to science fiction / fantasy with *Inception* (2010) and *Interstellar* (2014). One of his latest films is the World War 2 drama *Dunkirk* (2017), for which he won the Oscar for Best Director. His films have been nominated for 34 Oscars and have won seven.

You First

Sts discuss the questions in pairs. Elicit Sts' answers. Ask Sts if they can name any famous film directors and one or two of the films they have directed.

1

- Do this as a whole-class activity.

Students' own answers.

2a

- Put Sts in pairs, **A** and **B**. Sts read their respective texts. Help Sts with vocabulary, if necessary.

EXTRA SUPPORT Pre-teach or elicit *disaster*, *action toys* and *imaginative*.

b

- Sts take turns asking and answering the questions.

Steven Spielberg

- 1 1946, Ohio, USA
- 2 When he was 12
- 3 He made short films.
- 4 13
- 5 Most genres – thrillers, science fiction, action adventure
- 6 Yes
- 7 He is the one of the most successful filmmakers in history.

Christopher Nolan

- 1 1970, London, UK
- 2 When he was seven
- 3 He made short films.
- 4 26
- 5 Fantasy and science fiction
- 6 Yes
- 7 He is among the most imaginative filmmakers working in film.

3

- Give Sts time to do the task in pairs or groups, then elicit some opinions.

Students' own answers.

4

- Sts discuss the question in small groups.
- Elicit some opinions.

Students' own answers.

5

- Sts discuss the questions in small groups.
- Get some feedback.

EXTRA IDEA After Sts have worked in groups, each group then chooses an actor or director and describes his / her work to the class.

You could have a vote on who the most popular actor or director is, either in your country or in the world.

Video – Film school

As an extension to the Culture topic, watch a short film about a film school and do the exercises on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Additional subject notes

Detective stories: Often a mix of crime and mystery fiction these are among the books that are most successful in print. Generally a police officer or detective investigates a crime, follows the clues and finds the evidence to catch the criminal. In English, the most famous detective writer is Agatha Christie, with her detectives Jane Marple and Hercule Poirot. Christie wrote 75 novels, 28 collections of short stories and 16 plays. Only the Bible and Shakespeare have surpassed her sales.

Drama: In this genre the writer focuses on relationships between the characters and how these develop. Generally there is an element of romance, and the characters show their emotions. Often the characters have to overcome difficulties like illnesses, family problems, money problems and so on. There is generally a 'happy ending' where all the problems are resolved and the relationships are successful. This is a very popular genre among all age groups.

Fairy tales: A very traditional form of storytelling, every country has its fairy tales, and versions of the same stories. One example is *Cinderella*, which is *Cendrillon* in French and *Aschenputtel* in German. There are stock characters, for example a prince, a princess, a poor boy or girl, a wicked step-mother, an old witch, various fairies, dwarfs, elves and other magical beings. Some characters can perform magic. In the story the hero or heroine usually overcomes a difficulty and then meets his / her true love and lives happily ever after.

Horror: The purpose of this genre is to frighten or surprise its reader. It does this with an eerie or scary atmosphere, for example old dark castles and caves. There are often fantasy creatures like ghosts, vampires, werewolves, zombies or other strange people and animals. Modern horror stories started to be popular in England in the 18th century and are still very popular in books and films. They are often based on stories like *Frankenstein* by Mary Shelley (1818), Jane Loudon's *The Mummy!* (1827) and Bram Stoker's *Dracula* (1897).

Thrillers: In these books, the reader feels suspense, excitement and anticipation – we often say readers are 'on the edge of their seats'. The writer wants to surprise or shock the reader, putting in things that are unpredictable. The plots are not straightforward and there are lots of twists and turns, false starts and dead ends before the reader reaches the end.

You First

Give Sts time, in pairs, to write a list of famous books and authors from their country. Elicit some answers. Then ask Sts which of the most famous writers they have read and what they thought of them.

1

- Give Sts time to complete the task, then check answers and elicit what Sts would expect to read about in each one.

- a fairy tale: a prince, a princess, dwarfs, magic, a witch
- b thriller: adventure, action, suspense
- c horror: zombies, escapes, fear
- d detective story: murders, investigations, detectives, mysteries
- e drama: relationships, families, romance

2  3•40

- Play the audio for Sts to listen and follow.
- Give Sts time to complete the task in pairs, then check answers.

- 1 d *Sherlock Holmes: The Dying Detective*: Baker Street, Holmes, Watson, detective
- 2 e *From the Heart*: 'Don't be angry with your father...! I began to cry; '...tell me...!'
- 3 b *Deep Trouble*: The man took out a gun, the woman shot him
- 4 c *Zombie Attack!*: 'People are coming up out of the ground!', Dead people are coming alive. They are coming from under the ground.
- 5 a *Snow White and the Seven Dwarfs*: The queen had her baby... , skin as white as snow, lips as red as roses, and hair as black as trees in the winter.

EXTRA SUPPORT Before Sts do the reading, pre-teach or elicit unfamiliar vocabulary, e.g. *alive, fever, close, ground* and *suspense*.

3  3•41 Audio script pT95

- Play the audio and tell Sts to listen and look at all the book covers.
- Give Sts time to compare their answers in pairs, then check answers.

- Dialogue 1:** book a
- Dialogue 2:** book e
- Dialogue 3:** book b
- Dialogue 4:** book c
- Dialogue 5:** book d

EXTRA SUPPORT Pre-teach or elicit *packages, on deck, scuba diving, serum, the authorities, respect, microbes*.

4a

- Play the audio again, so Sts can choose their dialogue.
- Tell Sts, in pairs, to make notes on what's said in the dialogue, so they can continue it. Encourage pairs to choose different dialogues, so the final ones aren't too similar.

EXTRA SUPPORT Write some key words from each dialogue on the board to help Sts.

- In their pairs, Sts continue the dialogues. Monitor and help Sts with vocabulary and grammar. Correct their errors or encourage them to correct their own mistakes.

b

- Encourage Sts to practise the dialogues before they role-play them for the class to guess which story it is.



Do you study your country's literature? Name some of the most famous books and authors in your country.

Literary genres



1 When they arrive at Baker Street on that dark November day, Holmes is alive. But Watson is afraid for his friend. The detective's face is yellow, and his eyes are red with fever. His hands move without stopping. When he speaks his voice is weak. 'Well, Watson, bad days are here, I think.' He smiles weakly.

2 'Don't be angry with your father, Anna. Try to be nice to him. He loves you. Things aren't easy for him now.'
'I know that, Jane. But...'. And then I began to cry and I couldn't stop.
'What's the matter, Anna? You can tell me.'
And I told her about Selim. It was easy to tell Jane.

3 Matt could see the people on the boat now and they were very close. There were three men and a woman and they were all angry. Amy and Matt watched. Then one of the men took out a gun. But before he could do anything, the woman took out her gun and shot him. With a cry, the man's body went down into the water.

4 'Look over there! People are coming up out of the ground!' she says. Tasha goes and looks. It's true. Dead people are coming alive. They are coming from under the ground. Their faces and bodies are grey. They don't speak but awful noises are coming from their mouths.

5 Soon, the queen had her baby, and the little girl had skin as white as snow, lips are red as roses, and hair as black as trees in winter. 'Oh, dear little child,' said the queen, 'you are very beautiful!' But a very sad thing happened. The queen was very ill and she died.

1 Look at the list of genres in the box and match them to the book covers (a–e). What do you expect to read about in each genre?

detective story drama fairy tale horror thriller

2 **3.40** Read and listen to the extracts (1–5). Then work with a partner and match each extract to the correct book (a–e) and genre. How did you make your decisions?

3 **3.41** Imagine each of these books has been made into a film. Listen to the dialogues (1–5) and match them to the books (a–e).

4 a Choose one of the dialogues (1–5) from exercise 3. Work with a partner and write some more dialogue for it.

b Role-play the dialogue. Can the class guess which story it is?

Stories from the Campfire Episode 3

1 3.42 Read and listen to the story.



The campfire was dying.

It's time for me to tell you my story. It's about a group of friends not far from here.



They were sitting outside one dark, clear evening.

Look! It's a shooting star! If you see a shooting star, you can make a wish.

Shooting stars aren't really stars. They're meteorites from space.

That one is going to land near here!



All the friends got on their bikes and cycled to the right place.

This is exciting!



When they got there, they were very surprised.

That's not a meteorite and it isn't space debris from a satellite either. It's a ship from another planet!

Slowly a door on the ship opened.

I'm frightened.

Me too.

I'm more excited than afraid. Just think - if we're the first humans to meet an alien, we'll be famous!



Something stepped out. An alien!

Welcome to Earth!



We know all about your planet and we know about humans. We have studied your wars. We know about pollution and crime. You like destroying this planet.

That's why we are going to take you humans away from the Earth. If there are no humans, all the animals on your planet will be free again.



Wait, please. We're not all bad!

People act more kindly than not.

And what about art and music?

Stories from the Campfire Episode 3

Supplementary materials

Workbook: pages 66–67, exercises 1–9

Progress test 3

End-of-course test

Note

The story can be used in class as a reading and listening task, a video task or both.

OPTIONAL LEAD-IN To recap on Episode 2 of the story, read out some sentences and ask Sts to say if they are true or false, and to correct the false ones, e.g.

- 1 *Josh and Suzy look after people's children. (False. They look after people's pets.)*
- 2 *They had to take Mr Blackhawk's dog for a walk every day. (False. They had to throw bones into the basement for the animal.)*
- 3 *The animal in the basement sounded very frightening. (True. It sounded like a monster.)*
- 4 *Suzy found a diary. (True)*
- 5 *The monster attacked Josh and Suzy. (False. It jumped through the window.)*
- 6 *Mr Blackhawk was well when they saw him. (False. He had a broken arm.)*
- 7 *The doctor made Mr Blackhawk well again. (False. Mr Blackhawk was too old and weak for the doctor to make him well.)*
- 8 *Someone told Mr Blackhawk about the creature. (False. He read about it in a book.)*
- 9 *After the creature bit him he felt fantastic. (True)*

As an alternative to the True / False statements, write questions on the board for Sts to discuss in pairs, then do class feedback.

1 3-42

- If you didn't do the Optional lead-in, elicit what the story in Episode 2 was.

Mr Blackhawk was bitten by a strange creature and every month he changed into the creature for a few days. Mr Blackhawk was happy because now he felt fantastic and not old and weak. Josh and Suzy found out about it when Mr Blackhawk asked them to look after his pet for a few days.

- In pairs, get Sts to look at the pictures on p.84 only and predict what they think will happen in the rest of Episode 3. Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen and follow. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Pre-teach or elicit *dying* and *qualities*.

- Ask Sts how similar their predictions were to what happens.
- Give Sts time to retell the story in pairs. You could write words from the pictures on the board to help, e.g.

- 1 'campfire'
- 2 'shooting star, meteorite'
- 3 'cycle, exciting'
- 4 'surprised'
- 5 'door, frightened'

- 6 'alien'
- 7 'war, pollution, crime, no humans'
- 8 'art, music, kindly'
- 9 'changing'
- 10 'one week'
- 11 'getting nervous'
- 12 'last day'
- 13 'true story'
- 14 'decided'
- 15 'ten years'

EXTRA SUPPORT Play the audio again for Sts to listen and follow again before doing the task. They could also retell the story with their books open, using the pictures to help.

EXTRA CHALLENGE Tell Sts to close their books. In pairs, Sts take turns say what happened in all the pictures, e.g. *The tall woman started telling her story.*

- Elicit parts of the story from different pairs.

► **Workbook** pages 66–67, exercises 1–9

Note

The story can be further exploited by doing the tasks from these pages in the **Workbook**. These can be done in class or set as homework.

The tasks in the **Workbook** review the following language points covered in Units 5–6 in the **Student's Book**:

- Space vocabulary (p.60)
- *both / either / neither / all / none* (p.65)
- Uses of *the* (p.65)
- Agreeing and disagreeing (p.67)
- Zero conditional (p.73)
- First conditional (p.75)
- Expressing certainty and uncertainty (p.79)

1

- Ask Sts to look back at the story and check their answers.

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

EXTRA CHALLENGE Sts complete the task without looking back at the story.

EXTRA IDEA Sts make questions from the sentences. They cover the story and exercise. Then, in pairs, they ask and answer the questions, e.g. *Who came out of the ship? An alien.*

2

2 c 3 d 4 b

3a

Good list	Bad list
Good things I have seen:	Bad things I have seen:
2 A family help a cat that has hurt its foot.	4 A dolphin sees a plastic bag in the sea and tries to eat it.
3 A young man helps an old lady across the road.	5 A local library has to close because it doesn't make enough money.
6 A school club meets to pick up rubbish in the local park.	

b

Students' own answers.

4

Students' own answers.

5  **36 Workbook** Audio script pT108

- Before they listen, Sts discuss in pairs what they think the aliens will decide. Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen and check their ideas.

EXTRA SUPPORT Do this as a whole-class activity. Play the audio and ask Sts to raise their hand when the first sentence is mentioned. Pause the audio, elicit the correct answer and then continue in the same way.

- 1 No, they will let them stay.
- 2 chocolate ice cream

6  **36 Workbook** Audio script pT108

- Before playing the audio again, tell Sts to read the statements.
- Play the audio again for Sts to listen and check.

- 2 a
- 3 a
- 4 b

EXTRA CHALLENGE In pairs, Sts discuss the reasons the aliens give for their decisions:

- 1 **b** They cut down forests and build cities. Animals have fewer places to live and can't find food.
- 2 **a** Humans love to fight.
- 3 **a** They have wonderful art – Shakespeare, Mozart, Leonardo da Vinci.
- 4 **b** It's cold and delicious, although it looks disgusting.

Do all the aliens agree? No, for sentence 2, one alien thinks humans can be kind to people and animals.

7

- 2 stand
- 3 opens
- 4 angry
- 5 looks
- 6 politely
- 7 asks
- 8 hungry

8

- 2 Both
- 3 None
- 4 either
- 5 Neither

9

Students' own answers.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.



The visitor thought about this. Then...

You're changing.



I will spend one week on your planet. I will try to see the good in humans. If I see enough, perhaps we will let you stay here.



The tall woman stopped talking. The fire was dead now. Both Vicky and Connor were getting nervous.

Wait. That can't be the end of the story. What happened?

The story hasn't ended yet.

Today is the last day of my week here on Earth.

Y - y - you're the alien! The story's true!

I heard about a meteorite near here last week!



Vicky and Connor were both very frightened now.

Humans are interesting. In the last week I have seen many bad things. But I have seen some good qualities in you, too.

So what have you decided?

Can humans stay here on the Earth?



Yes, you can stay...for now. But I will return in ten years.



And if things here are still the same, I will be ...ANGRY.

Student's Book audio scripts

Introduction

1.05 p6 Exercise 4b

- Tasha** Hi guys. How did you get on?
Ethan It was interesting. I think I'll study biology.
Tasha And I'm definitely going to be a photographer.
Zoe And I'm still going to be a doctor. What about you, Simon?
Simon Well, I've just had the best advice ever. My future job is going to be great. I can't wait.
Ethan What is it? What did they say?
Simon Guess! What do I do every day?
Tasha Are you going to be a person who tests beds? A dog walker? A cake taster?
Zoe A school bus misser?
Ethan A schoolbag loser? Someone who breaks things professionally?
Simon Oh, ha ha. But what do I love most in the world?
Ethan Well, the only thing you love is gaming.
Simon Exactly. I'm going to be a video game designer! I'll learn how to make them!
Ethan Wow! Cool!
Zoe I didn't know that was a job!

Unit 1

1.09 p9 Exercise 9

- Interviewer** Janna, you're an experienced adventurer. Could you tell us a bit about your life story?
Janna Happy to. Ask all the questions you want.
Interviewer When and where were you born?
Janna I was born in France in 1960. I lived with my family in a little village near the mountains. My sister and I used to ski every day in winter.
Interviewer When did you start school?
Janna I started school when I was six.
Interviewer And did you like school?
Janna Not much! I always wanted to be outside! I left school when I was 16 – as soon as possible.
Interviewer Did you have any favourite subjects?
Janna Two – PE and Geography. I was good at sports and I liked learning about the world. But I hated exams.
Interviewer When you left school what did you do?
Janna I worked as a ski instructor in the winter. Then I travelled in the summer.
Interviewer When did you get married?
Janna I got married in 1995. My husband Sven was a ski champion and we have a son. He's an athlete.
Interviewer What are your biggest adventures?
Janna Well, I climbed Mount Everest without oxygen in 1984. I rowed across the Pacific Ocean in 1992. And in 2010 I swam down the Amazon River. Those were my three biggest adventures.
Interviewer Wow. And when did you move here to the United States?
Janna We moved here in 2000 and my son started school here.
Interviewer And when do you plan to retire?
Janna I will never retire! Life is for living and there is always another adventure to have.
Interviewer That is an inspiring thought! Thank you, Janna.

1.12 p10 Exercise 3c

Simon Tasha said to me, 'Here, hold onto Freddy's lead and I'll pull you.' I said, 'Hey, great idea!' Tasha gave me Freddy's lead and I held onto it while she pulled me along and cycled. She cycled faster and faster. I was flying along! It was fantastic. Freddy was running beside me and barking. He was so excited. Unfortunately, he jumped up at the bike, and oh, help... Tasha crashed into him and fell over, then the skateboard crashed into the bike, and for a moment I was really flying... like a bird... then I fell on top of everybody. What a disaster! I got her phone out and called Mum...

1.15 p13 Exercise 8a

- [Sound of a man showering. Then slipping in the bath and a thud and saying 'ow!']
- [Sound of a man running, wheezing hard, struggling, then stopping.]
- [Sound of TV on, canned laughter and a man laughing. Telephone rings. Man groans.]
- [Sound of someone frying something, sizzling, then a man saying 'ow!']
- [Sound of loud male snoring and other sleep noises. The alarm clock goes off loudly. Man wakes up, groans and turns it off.]

1.17 p15 Exercise 3b

- Tasha** Well, Zoe, I heard all about you at the bus station yesterday.
Zoe But I wasn't at the bus station yesterday.
Tasha Oh, yes you were. With your secret boyfriend! I thought you were my friend!
Zoe What do you mean? I thought you were my friend, but yesterday you were planning a party without me!
Tasha No, I wasn't. Who told you that?
Zoe And who told you about this mystery guy?
Tasha Oh...
Together ...SIMON!!!

1.18 p15 Exercise 5b

- Did you know that Tasha was planning a party?
Did you hear that Zoe met a boy yesterday?
I heard that she was waiting at the bus station...
It seems I'm not her best friend any more.
Really?
What else did you hear?
Did you hear that Zoe met a boy yesterday?
No, I didn't!

1.21 p15 Exercise 7

- A** Did you know that my brother's getting married?
B No, I didn't. Tell me more!
A Well, it seems that he and Emily want to get married next year, but my mum is not happy.
B Why not?
A She thinks that they're too young!
B Really? But he's 25!
A I know! What's my mum like?!

2

- A** Did you hear that Amy is moving to America?
B No, I didn't! What else did you hear?
A Someone told me that her dad has got a new job in Los Angeles.
B Wow! Fantastic. Is she happy about it?
A I don't think so!
B Really? Why not?!
- 3
- A** I overheard Mike saying that he isn't going to university.
B Really? What else did you hear?
A I'm pretty sure that he wants to get a job.
B What does he want to do?
A It seems that he wants to be a model!
B A model? Really? Oh, my goodness!

1.22 p19 Exercise 2a

Queen Elizabeth I was the youngest daughter of Henry the Eighth. She became queen when she was 25. She was queen for 44 years, but she never married. England was a very successful country when she was queen.

King Henry VIII was born in England in 1491 and died in 1547. He became king when he was 18. He was king for 38 years. He wanted sons, so he married six times. But he only had one son. He disagreed with the Pope, so he started a new religion.

Marie Curie was born in Poland in 1867 and died in France in 1934. She discovered radium and helped to invent X-ray machines. She won the Nobel Prize for Physics and later the Nobel Prize for Chemistry. She was the first person and only woman to win two Nobel Prizes.

Irene Joliot-Curie was born in France in 1897 and died there in 1956. She was one of Marie Curie's daughters and also became a great scientist. She won the Nobel Prize for Chemistry in 1935. She became ill and died because of her scientific work.

Paloma Picasso was born in France in 1949, but now lives in Switzerland. She is the youngest daughter of Pablo Picasso. She started to design jewellery at the age of 19. She became a very successful fashion and jewellery designer and businesswoman. She is a style icon.

Pablo Picasso was born in Spain in 1881 and died in France in 1973. He was one of the greatest artists of the 20th century. He changed people's ideas about art. He was one of the inventors of the style of painting called Cubism.

Unit 2

1.24 p20 Exercise 1b

- 1 If you get on well with someone, then you have a good relationship with that person.
- 2 If you fall out with someone, then you stop being friends after an argument with that person.
- 3 If you make up with someone, you become friends again after an argument or disagreement.
- 4 If you hit it off with someone, you become friendly immediately.
- 5 If you keep in touch with someone, you stay in contact with that person.
- 6 If you catch up with someone, you exchange news with that person.
- 7 If you hang out with someone, you spend time with that person.
- 8 If you put up with something or someone, you accept something or someone that you don't really like.

1.26 p20 Exercise 2

1

- Boy 1** What's happening with Dana and Mick?
Boy 2 They fell out last week. And now they're not talking to each other.
Boy 1 Why did they fall out? They usually get on really well!
Boy 2 She said she can't put up with his annoying habits any more. Apparently he's always late, he always forgets things and last week he broke her phone.
Boy 1 Oh dear! But it can't last for long. I'm sure they'll make up with each other again soon. He always makes her laugh.

2

- Girl 1** Do you know how Jenny is?
Girl 2 She's OK. We keep in touch and we still hang out at the weekend.
Girl 1 Does she like her new school now?
Girl 2 Yes, it's going OK. She gets on quite well with her new classmates, and she's really hit it off with one girl, so she's feeling a bit better now. But she found it quite hard.
Girl 1 I'm sure she did. It isn't easy changing schools. I wouldn't like it. I'd like to catch up with her sometime soon.
Girl 2 Well, why don't you come round this Sunday? The three of us can hang out.
Girl 1 Great idea, thanks!

1.28 p21 Exercise 10a

1

- Girl** Hey, you're in a good mood! What's happened to make you smile like that?
Boy I've finished my exams!
Girl Oh, great! When?
Boy I finished my last exam at ten o'clock. I'm so happy!

2

- Teacher** Hi girls! Why is your hair wet? Where have you been?
Girl 1 We've been to the swimming pool!
Teacher So early?
Girl 2 Yes, we went at seven o'clock!
Girl 1 And now we're going to school.
Teacher I'm very impressed!

3

- Girl 1** Hey, you two. You look very brown! Have you been on holiday?
Boy 1 Yes, we've been to Spain.
Girl 2 We went last week with our family.
Girl 1 Did you have a good time?
Girl 2 It was wonderful and we all got on really well!
Boy 1 Surprisingly!

4

- Woman 1** You've been to the shops! What have you bought? Show me!
Woman 2 I've bought some new shoes. Look. Aren't they nice?
Woman 1 They're great. Where did you get them?
Woman 2 I got them in Top Store yesterday. I love them!

5

- Boy 1** We haven't hung out recently! You've been busy!
Boy 2 Well, we've written a new song for the band!
Girl 1 Yes, we finished it last night. I hope people like it.
Boy 1 Can I hear it? I'll tell you if people will like it!

6

- Teacher** Boys! What's all the noise? What's happened?
Boy 1 Our team has won the match!
Teacher Congratulations! That's fantastic! When did this happen?
Boy 2 Ten minutes ago! Tom scored the winning goal at the end of the game! It was awesome!

1.32 p25 Exercise 4

1

Bryan I love cycling. I've been in a cycling group for two years now. We go out together for a long ride every Saturday morning. It's awesome.

2

Alice I go to the skatepark most days after school. I love it. I've been a skateboarder since I was five, so I'm actually pretty good at it now.

3

Ollie I've been into running since I was about seven and I've trained hard for the last four years. I've won quite a few races. I want to be in the Olympics!

4

Petros I'm a gamer. I've played computer games since I was small and for the last year I've studied game design and programming. I want to invent my own game.

5

Sarah I love dancing. I've gone to the same dance class for five years. I go every week with my friends. It's great fun and it keeps you fit!

6

Alfie I'm mad about football. I've played in the local football club since I was five. And I've watched every local match with my dad for the last two years. I've supported Manchester City all my life!

7

Mark I've been a vlogger for two years now and I've got quite a lot of followers. I make vlogs about ordinary life and I chat online to a lot of people. I love it.

1.34 p27 Exercise 3b

Tasha Look, they're going into the Town Hall!

Zoe That's odd. Are they allowed to do that?

Tasha I'm going to look through the little window in that door.

Zoe Tasha!

Tasha Well, I don't believe it!

Ethan What?

Tasha He hasn't played that for years!

Zoe/Ethan What?!!

Tasha His guitar! Listen! That's why he's been so busy lately!

Zoe Look at this poster... That girl is the lead singer of...

Ethan PopMasters! I think we are listening to PopMasters' newest band member! Simon... on bass guitar!

Zoe Well, I'm definitely looking forward to the concert now!

1.35 p27 Exercise 5b

Are you doing anything on the 23rd?

Would you like to go to a concert in the Town Hall?

Do you fancy joining us?

Who's playing?

I don't think so.

Sure.

Sounds fun.

Great idea.

I can't, sorry.

I'm looking forward to it.

Never mind. Another time maybe.

1.39 p27 Exercise 7a

1

A Are you doing anything this weekend?

B I don't think so. Why?

A Well, I've got to go to a party on Saturday. Do you fancy joining me?

B Sure. Why not? What time is it?

A It's from four to seven.

B Great. I'm looking forward to it.

A By the way, it's a Superheroes fancy dress party.

B Oh, help!

2

A Are you doing anything this evening?

B Nothing much. Why?

A Do you fancy coming round to my house tonight?

B Sure. What will we do?

A We could watch a film. I've got the latest *Pirates of the Caribbean*.

B Cool. I haven't seen it yet.

3

A Are you doing anything tomorrow?

B I'm a bit busy. Why?

A Would you like to go to the new shopping centre? I've got some birthday money.

B I can't, sorry! I've got too much homework to do.

A Oh, never mind. Another time maybe.

B Of course. At the weekend?

A Great idea. I'll buy you a pizza!

Unit 3

2.03 p34 Exercise 2

1 What is the top half of your leg called?

2 Which three parts do you use to talk with?

3 What's below your knee?

4 What's between your eyes and hair?

5 What's between your chin and shoulder?

6 What connects your hand and arm?

7 What connects your leg and foot?

8 What connects your thigh and calf?

9 What connects your upper arm and lower arm?

2.05 p35 Exercise 8b

So, on today's podcast, we're asking the question: what will our bodies be able to do in the future?

Athletes can swim faster, jump higher and run longer than ever before. Every year athletes break world records. But how long will they be able to keep doing this? Will athletes be able to break records in the future? Scientists are trying to answer this question. For the first half of the 20th century, scientists thought that humans couldn't run a mile in less than four minutes. A mile is 1.6 kilometres and the necessary speed to run it in under four minutes is over 24 kilometres an hour. Athletes kept trying, but they couldn't do it. Everybody thought it was impossible. Then in 1954, a young British athlete called Roger Bannister achieved the impossible. He ran a mile in three minutes 59 seconds. Now many athletes can run that fast. It still isn't easy, but people can do it.

Can humans improve forever? Scientists say that we have not reached the limits of what we can do. At the moment, Usain Bolt, the fastest man in the world, can run at a top speed of nearly 45 kilometres an hour. In the future, scientists say that humans will be able to run 60 or more kilometres an hour. But is there a limit? Yes, there is. The human body as it is now can't improve forever. In the future, athletes won't be able to break records very easily.

2.06 p36 Exercise 2b & 3

Shark Boy

One summer in South Africa, Achmat and his little brother Tariq were swimming in the sea when Achmat saw a dolphin in the water. But then he realized that it was something bigger and much more dangerous. It was a shark! And it was swimming quickly towards Tariq!

Achmat had to try and save his brother. Sharks go towards noise, so he started hitting the water with his hand. But now the shark was swimming towards him! Achmat tried to get on its back. 'That's when I saw that half my leg was in the shark's mouth already,' he said.

Achmat felt the shark pulling him underwater. He had to get away. He started to kick and hit the shark's face, eyes, nose, anything. Suddenly, he heard his leg break. With his last breath he swam as fast as he could to the surface. Tariq and the safety boat pulled him out of the water.

In hospital, Achmat was depressed. He loved sports, but now he had to learn to walk with a false leg. Then he realized that he didn't have to give up sports. He could try swimming. So, he represented South Africa in three Paralympic Games and won a medal! He says, 'My nickname is "Shark boy"!'

And what does Achmat think about sharks? 'Now comes the crazy bit,' he laughs. He thinks that we don't have to be afraid of sharks we have to save them. Now his job is to protect sea life, especially sharks. 'One hundred million sharks are killed every year,' he says. 'Who better to speak up for sharks than a shark attack survivor?'

2.07 p37 Exercise 7

An important day in my life was last year when I played football for the school team. I had to play really well because we wanted to win the tournament. We had to win six matches, so I was extremely nervous. I had to take deep breaths to try to relax. But we played well and got to the finals. In the final match, at half time we were losing. The score was two-one. Oh no! We had to score two goals! I managed to stay calm and I scored a goal! Then just three minutes before the end of the match, my friend Tom scored! It was the best day! We were all happy, but exhausted! We were very glad we didn't have to run any more!

2.09 p38 Exercise 1b

- Eva has got a headache.
- Jonny has got a temperature.
- Sandra's thumb is bleeding.
- Mark's leg is infected.
- Jane has got a stomach ache.
- Mike has got a cough.
- Tim's wrist hurts.
- Katy's leg is broken.
- Emma has got a rash on her arm.
- Sid's chin is bruised.
- Chloe has got a sore throat.
- James has got a cold.

2.10 p38 Exercise 1c

- Who's got a bad cough?
- What's wrong with James?
- Who's got a headache?
- What has Emma got on her arm?
- What's wrong with Jonny?
- What's Jane's problem?
- What's happened to Sandra's thumb?
- Whose leg is infected?
- What has Katy broken?
- What's wrong with Sid's chin?

2.11 p38 Exercise 2b

- take painkillers / antibiotics
- put on a plaster
- put on a bandage
- wear a cast
- have an X-ray
- put on some antiseptic cream
- get a prescription
- take some cough syrup

2.13 p39 Exercise 3b

Simon Oi! I'm not!

Tasha Yes, you are...Ow! Ow!!!

Mum Now what's happened?! Are you OK?

Tasha I fell down the stairs! I've got a sore knee...It might be bruised...

Simon Ha!

Mum Oh, my goodness...Right, you two...can you please both sit on the sofa and try not to injure yourselves for the rest of the evening?

2.14 p39 Exercise 8

1

Doctor Come in and sit down. What seems to be the problem?

Boy I've got a bad cough. I've had it for three weeks.

Doctor That's a long time. You might have an infection in your chest. Have you got a temperature?

Boy I don't know.

Doctor Let me see. Yes, you have a bit of a temperature. Let me listen to your chest. Breathe in deeply. And out. And in. And out. Yes, you have a chest infection. You have to take some antibiotics.

2

Mum Why is your arm red? Have you hurt yourself?

Girl Mum, I might have a rash. Look.

Mum That's odd. Let me see...How long have you had this rash?

Girl A couple of days.

Mum I've got some antiseptic cream in the bathroom. Let's put that on.

Girl OK. I'll go and get it.

Mum If the cream doesn't help, then you'll have to go to the doctor.

3

Boy I heard she had a skiing accident last week. Did she injure herself?

Girl Yes, she did. She broke her leg!

Boy Oh dear!

Girl Yes, she had to have an X-ray. Now she has to wear a cast for six weeks!

Boy Oh my goodness! How's she feeling?

Girl Oh, she's OK. She's actually furious because her mum says she can't go skiing next year!

2.16 p41 Exercise 3b

Tasha Hi guys. Come in.

Ethan How's Simon today?

Tasha Well, he's got huge bruises on his knees and a massive bandage on his wrist. He's on the sofa in the living room. Come and see.

Zoe Oh, Simon, look at you!

Tasha It was his own fault. He didn't have to buy those stupid blades!

Zoe Oh, Tasha, that's a bit unkind! How are you feeling, Simon?

Simon Not too bad, thanks. My head, arm and knees hurt a bit, but my pride hurts the most!

Ethan We're just glad you're OK.

Zoe Anyway, we've bought you a little present.

Simon Really? Wow.

Tasha Oh no, it looks like another pair of shoes!

Simon Ha! But they're RUNNING shoes!

Ethan Yes, you can't go too fast in these!

Simon No, I really can't! Thanks, guys!

2.17 p41 Exercise 5b

Your name and address, please?

One moment, please.

How can I help?

What seems to be the problem?

Can I have some more details, please?

Is it bleeding?

It might be broken.

Can you get him to A&E?

He has to get it checked.

Can I have some medical advice, please?

What should we do?

Thank you. We'll do that.

2.20 p41 Exercise 7

Receptionist Hello. NHS non-emergency helpline. Your name and address, please?

Daniel Daniel Streeter, 22 Bond Street, Cambridge.

Receptionist How can I help?

Daniel Can I have some medical advice, please?

Receptionist One moment, please.

Nurse How can I help? What seems to be the problem?

Daniel My friend has had an accident on his bike. He's OK, but his ankle hurts.

Nurse Can I have some details, please? What's his name and where are you?

Daniel Steve Cairns and we're at Kingsley Park.

Nurse Thank you. Is it bleeding, bruised or swollen?

Daniel It isn't bleeding, but it's a bit swollen.

Nurse His ankle might be sprained. Can someone get him to a doctor or to A&E? A doctor has to check him.

Daniel We'll do that. I'll phone his dad.

2.21 p45 Exercise 1b

'Somatotype' means the shape of the human body. People with different body shapes are good at different sports. There are three basic somatotypes:

1

Ectomorph – thin body shape

Narrow shoulders, hips and chest

Not much fat or muscle

Long, thin arms and legs

Thin face, high forehead

Ectomorphs are light and will be able to move fast.

2

Endomorph – strong and wide body shape

Wide hips, narrow shoulders

Can have fat on body, arms and legs

Slim ankles and wrists

Endomorphs are strong and powerful.

3

Mesomorphs – triangular body shape

Wide shoulders, narrower hips

More muscle than fat

Strong arms and thighs

Mesomorphs are muscular and strong.

Most people are a mixture of these basic body types. Most top athletes will be more mesomorph because you have to have a lot of strength for many sports. They will then have either ectomorph or endomorph features, depending on what they have to do in their sport. For example, a weight lifter will be more endomorph, and a footballer will be more ectomorph.

Unit 4

2.23 p46 Exercise 1b

a 7 jump for joy

b 6 see red

c 4 tear your hair out

d 5 have butterflies in your stomach

e 1 jump out of your skin

f 3 have nerves of steel

g 2 make your hair stand on end

2.24 p46 Exercise 2

1

David Ooooooh! What on earth is that?

Emma It's only me!

2

David Emma, will you stop doing that. You are really annoying me now.

Emma Sorry, David...

3

David What's wrong, Emma?

Emma I can't do this crossword puzzle. It's making me crazy!

4

Emma Boo!

David Aargh! Who's that? Oh, Emma... that's still not funny...

Emma Sorry, David...

5

David Aren't you scared, Emma? You're up quite high on that wall...

Emma Nah, I'm quite calm. It looks easy.

6

David What's wrong, Emma?

Emma I'm really worried about this test.

David Why?

Emma I haven't studied enough...

7

Emma Oh, wow! That's fantastic! Brilliant!!

David What is?

Emma I passed the test! I can't believe it!

2.29 p48 Exercise 4b

Part 3

We walked into an enormous room. We switched on our torches. There was a long table in the middle with chairs on both sides. There were tall bookshelves on each wall and lots and lots of books. Everything looked very old. 'Hello. Is anybody here?' Dad called again. 'I don't think anybody lives here! 'What is this place?' asked Mum. 'Look at these books,' I said. 'They're amazing. In this corner, there are lots of ghost stories, mystery stories, and fantasies. I'd like to read some of these.' 'Yes, me too,' said Dad. 'Look here. This is a very old magic book. Do you think it's real?' 'I don't know,' I answered. 'And this book is about the ancient castle. It looks really scary.' 'I don't like this place,' whispered Sam. 'It's creepy. And nobody is here to help us. Let's go.'

The rain started to fall heavily outside. Then we heard the sound of thunder. 'Oh no, that's all we need,' said Sam worriedly. Suddenly, we jumped out of our skin! There was a loud noise behind us. It was coming from the next room! From a dark corner, a tall, very thin man appeared. His face was white like a ghost. His eyes were small and black, and he was staring at us. He opened his mouth and no words came out. We were terrified. He started to speak again... slowly... 'IF YOU'RE BORROWING THESE BOOKS, YOU NEED TO HAVE A LIBRARY CARD!'

2.30 p51 Exercise 7a & b

I = Interviewer G = Professor Gilmore

I Good afternoon, Professor Gilmore. As you know, in today's programme we are looking at mysteries in the world that no one has solved yet. We are discussing the ghost on the Tulip Staircase. Do you have an explanation for the photo, Professor Gilmore?

G No, but I haven't seen much scientific evidence for believing in ghosts.

I But many people say they have seen a ghost. Are they wrong?

G I think that people do have some strange experiences.

I But there aren't any ghosts?

G No. I don't believe there are any things in the world that science can't explain.

I Are there any scientific explanations for ghosts?

G Yes, a few.

2.31 p51 Exercise 7c

I = Interviewer G = Professor Gilmore

I Can you give us some examples?

G It's my view that our brains are responsible for many strange things, including ghosts.

I Really?

G Yes. For example, scientists say that our brains can stop for a few seconds. When that happens, we see people who aren't there.

I Wow.

G Exactly. So you think it's a ghost. Another scientific explanation for ghosts is dreaming. When you dream, your body can't move. So, if you are in a dream and half wake up, you can have a really bad experience.

I So people think that someone is stopping them from moving?

G That's right. Also, when you are frightened, you feel cold and you can see things out of the corner of your eye.

I So people think they are seeing and feeling a ghost?

G Yes! We are still finding out about the human brain. But the more you understand these things, the less frightening they seem.

I OK, but do you have an explanation for the photo?

G I wish I did! But no, I don't.

2.33 p53 Exercise 3b

Simon Hello? Mum, I'm back!

Everyone SURPRISE!!!

Simon What? I don't believe it! What's going on?

Tasha We've organized a birthday party for you!

Ethan Look, it's a special gaming party.

Simon Wow! Are you serious?

Zoe Yes! Didn't you guess?

Simon But my birthday's not until next week?

Ethan Exactly. That's the surprise!

Simon Well, I'm definitely surprised!

Zoe Good. And everybody's arriving in half an hour!

Tasha So, hurry up, you need to get ready!

2.37 p53 Exercise 8

1

Boy My dog understands English.

Girl Does it? You're kidding!

Boy Yes, it sits when I say 'Sit'!

Girl Amazing!

2

Boy My uncle is a detective.

Girl Is he? I don't believe it!

Boy Yes, but it's secret.

Girl Wow!

3

Boy I've won the lottery!

Girl Have you? I don't believe it!

Boy Yes, I'm going to be a millionaire!

Girl Huh!

4

Boy I can play ice hockey!

Girl Can you? Are you serious?

Boy Yes, my uncle taught me.

Girl Is this the uncle who's also a secret detective?

Boy Yes, that's right!

Girl I see.

5

Boy He's got three million friends on Facebook!

Girl Has he? That can't be true!

Boy Yes, he told me.

Girl Are they secret friends?

Boy Of course!

Girl Of course they would be...

2.38 p56 Exercise 5

- 1 Because he is very short and he can't reach the buttons higher than number five.
- 2 The doctor is the boy's mother.
- 3 Jill knew that Jack was lying because all books have even numbers on the left page and odd numbers on the right page. So page 16 would be on the back of page 15.
- 4 They were a grandmother, mother and daughter.

Unit 5

3.03 p60 Exercise 2b & c

Dad Have a look through the telescope now, Mark and tell me what you can see.

Mark OK... Well, I can see the moon, of course! It's a full moon. And I can see lots of stars and constellations.

Dad Can you see any planets?

Mark Hmm... I think that's Venus. It's low down in the sky and it's very bright and shiny.

Dad That's right. There's another planet that you can see at this time of year, too. Can you find it?

Mark Hey, I can see Saturn! I can see the rings around it! Awesome.

Dad Great! Tell me – what are the names of all the planets? Can you remember?

Mark Sure. So starting nearest to the Sun, there are four small planets – there's Mercury, ... Venus, then our planet – the Earth – then Mars. After that there are the big planets – first there's Jupiter, then Saturn, Uranus and finally Neptune.

Dad Well done!

Mark Hey, what's that shiny thing over there?

Dad That's a satellite.

Mark What exactly does a satellite do, Dad? I know they're for TV and the internet...

Dad Yes, satellites receive radio signals from the Earth and send them back down to the Earth in another place. There are thousands of satellites in space now. They help us with communications, the weather and driving our cars. They used to be an idea in science fiction and now they're real!

Mark Wow!

Dad But look, there's something else over there, too.

Mark A comet! It looks amazing!

3.05 p61 Exercise 9

1

Dan What should we buy Mum for her birthday? I like these earrings, but perhaps a book would be more useful.

Jill Well, I don't think she wants something useful! I think the earrings are pretty, but I think this necklace is the prettiest. Look, it's a moonstone! She'll love that. But it's a bit more expensive.

Dan That's OK. Let's get it.

2

Jed Which film should we see?

Cleo Well, this one is the earliest. It starts in ten minutes, and it's a comedy.

Jed I've seen it. But what about this one, *Race Against Time*? It's an action film.

Cleo It doesn't start for two hours. I think *Deep Space 10* looks good. It's a sci-fi.

Jed OK, fine. Let's go for that one. It starts in 20 minutes. Come on!

3

Sara Mum, help! I've got a fancy dress party and I don't know what to wear!

Mum I'm not surprised. You always wear jeans to everything.

Sara But they're more comfortable than anything else...

Mum Well, what about your pink dress? That's your nicest outfit. You could go as a princess?

Sara Mum, I'm not eight!

Mum OK, OK... Oh, I know! Wear my white trousers and your silver top, and you can have silver hair and make-up. You can go as an alien!

Sara Mum, that's the best idea ever!

3.07 p63 Exercise 5b

1

A I'm worried about the exam.

B I think you need to study a bit harder.

2

A Am I getting better at tennis?

B Yes, you're playing much better.

3

A I don't understand any of this lesson.

B You have to listen carefully.

4

A Can we finish this in time?

B No, I think we need to work a lot faster!

5

A Why are you walking worse than normal?

B I've hurt my ankle.

3.09 p64 Exercise 3a

Space – the big rubbish bin?

Space debris is the name for all the pieces of rubbish floating in space – pieces of rockets, broken satellites, even astronauts' gloves! There are 29,000 large pieces of debris in orbit at the moment.

There are also more than 670,000 smaller pieces of debris travelling around the Earth. These pieces are between one and ten centimetres in size. There are also

170 million tiny pieces of debris in orbit that are smaller than one centimetre. And they are travelling fast! All of the pieces are travelling at 28,000 kilometres an hour. They are flying at a distance of up to

2,000 kilometres from the Earth. The big problem is that all this debris is causing crashes in space. And this makes more debris. It's getting dangerous up there!

3.11 p65 Exercise 5b

- 1 I have two brothers and I love both of them equally.
 - 2 Have you invited everybody on the team? Can all of them come?
 - 3 I won't choose either the red T-shirt or the yellow one. I don't like those colours.
 - 4 I asked all of my friends, but none of them can go to the cinema tonight, so I'm going on my own.
- 5
- A Ham or chicken?
B Neither of them, thank you. I'm a vegetarian.

3.13 p67 Exercise 3b

Tasha Well, Zoe. That's the end of the second film. Boys, how are we doing?

Zoe What?! They're asleep!

Tasha They are useless.

Zoe Hey, we can watch anything we want now. But, actually I don't mind watching the third one.

Tasha Me neither. I'm quite enjoying them.

Zoe Me too. But let's not tell the boys that.

Tasha Agreed!

3.14 p67 Exercise 5b

I think the original three films are better than the final three.

In my opinion, the second trilogy is the best.

Perhaps you're right.

Excellent idea.

How can you say that?

You can't say that.

I prefer...

I fancy the oldest films.

Me too.

I don't like that type of film.

Me neither.

3.17 p67 Exercise 7

1

A I think that astronomy is really interesting.

B Me too. I think space is fascinating.

A I agree. I'd like to learn more about it.

B Me too. Let's have a look on the internet.

2

A In my opinion, science fiction films are boring.

B How can you say that? There are so many fantastic, famous sci-fi films. You can't think that they're all boring!

A Well, perhaps you're right. I haven't seen that many.

B Have you seen *The Martian*?

A I don't think so.

B You'll love it.

A OK. I'm looking forward to watching it, then.

3

A I really like studying science.

B Do you? I don't. I'm terrible at science. It's boring.

A You can't say that! Perhaps you just don't understand it.

B Well, OK. Some of it is quite interesting. But it's difficult!

A I'm sure I can help you. We can do our homework together.

B That's an excellent idea, thanks!

3.18 p70 Exercise 2c

The International Space Station

Orbiting above our heads is the most amazing building in the world. This is the International Space Station – ISS. It weighs about 400 tonnes and is a bit larger than an American football field. It flies at a height of 400 kilometres above us and travels at 28,000 kilometres an hour. That means it takes only 90 minutes to go around the Earth! The Space Station is brighter than Venus. You can see it as a shiny object moving across the night sky.

The ISS is the world's biggest multi-national project. It took 13 years and 150 billion dollars to build and to fly. It is the most expensive building that humans have ever made. Five different space agencies from 26 countries paid for it. Astronauts from the USA and Russia flew into space 40 times to build it. They did 159 spacewalks to put each bit of the station together.

At this moment, there are six astronauts flying above our heads in the ISS. Astronauts usually live there for about six months, like the British astronaut, Tim Peake, in 2016. They do experiments and collect information, while the people in the control room in Houston, in the USA, look for dangerous debris. They have to fly the station out of danger, so that they can protect the station from a crash. It's too expensive to damage!

Unit 6

3.21 p72 Exercise 2

Angie Right, what are we going to choose for film club this term? We need five films and a variety of genres. I think the most popular genres in school

are – comedy, cartoons, action, drama and rom-coms. What do you think?

Mike Well, I totally agree with action, comedy and cartoons. I think they're very popular. But I would add crime drama and thrillers.

Angie But aren't you choosing only films that boys like? Lots of people like drama and rom-coms, boys and girls.

Mike Well, I don't mind them either if they're really good ones.

Angie And I like thrillers and crime drama. But not everybody likes guns and shooting.

Mike OK. Perhaps you're right. Let's choose between them, then.

Angie OK. Between thrillers and crime dramas, I prefer crime dramas.

Mike And between dramas and rom-coms I would choose rom-coms.

Angie OK. Let's add crime dramas and rom-coms.

Mike Fine, so what is our final selection? We have action films, comedies, cartoons...

Angie And crime dramas and rom-coms! Sounds good! Now we just have to choose good films from these genres.

Mike OK. Shall we have a look online?

Angie Excellent idea.

3.24 p73 Exercise 7b

Your answer shows which of the five personality types you are:
If you mostly choose films and books from category a, then you are someone who cares about other people. You are kind, friendly and understanding.
If you often go for category b, then you are intelligent, calm and thoughtful. You are good at thinking about ideas.
If you usually pick films and books from category c, then you have a 'dark' personality. You are clever, outgoing and risk-taking. And you like adventures, but you also like taking risks.
If you generally choose category d, then you are well-organized, self-confident and ambitious.
If you prefer category e, then you have a 'thrill-seeker' personality. This category is difficult because these people don't have a particular personality type. But that fact makes you extremely interesting! You find life a bit boring without a bit of danger and risk.

3.28 p74 Exercise 4b

Part 4

But then Mary Hampton entered the room. 'What happened?' she asked, annoyed. 'I found myself in the kitchen, eating sugar from Lord Pabham's hand! So you really did change me into a wolf, Leonard?'

'No, no,' said Leonard. 'It's all a mistake.'

'Actually,' said Clovis, 'I did it. You see, I spent two years in Russia and I know a little about Siberian magic. Of course, I don't like to talk about it. But when other people talk a lot of rubbish about hidden powers, I like to show what hidden magic can really do... I feel a little tired now.'

Leonard Bilsiter looked at Clovis with hate in his eyes. At that moment he wished strongly that he could change Clovis into a small insect and then step on him very hard...

3.29 p75 Exercise 8a

- 1 If the hero goes down path number one, he'll meet a huge dragon.
- 2 If the hero chooses path number two, he'll meet a dangerous snake.
- 3 If the hero goes down path number three, he'll meet an evil magician.
- 4 The hero will meet some wolves if he goes down path number four.
- 5 He'll meet some soldiers if he chooses path number five.
- 6 If the hero chooses path number six, he'll escape!

3.31 p76 Exercise 3a

If your score is between zero and five, then you won't always see a bright future. You are a bit of a pessimist. You expect the worst. This means that you usually work very hard because you don't think you'll be lucky. This is a good thing! But remember – if you don't relax sometimes, you won't enjoy life.

If your score is between six and nine, you'll feel happy a lot of the time in life. You are a realist. You don't expect things to work out all the time, so you aren't surprised or disappointed when things go wrong. You're usually careful and you do enough work, but you don't worry about things too much.

If your score is between ten and 13, you'll see the sunny side of life! You are a natural optimist. You always think that life will turn out well. However, you are sometimes careless and you sometimes don't work hard enough because you think that everything will be fine! Remember, nobody is lucky all the time.

3.33 p79 Exercise 3b

Simon That was brilliant! I know exactly which film to make now. Thanks guys, you've really helped – a lot.

Zoe Really? Great. I knew for a fact that we could get your imagination going!

Tasha I suppose you're going to do a horror film, then.

Simon No. It's clearly got to be a comedy. I'm inventing a new genre – comedy-horror.

Ethan That's genius.

Zoe And we get to be film stars?

Simon Yes, and I have no doubt that my amazingly imaginative film will win me the best director prize.

3.34 p79 Exercise 4b

I'm not sure exactly.

Maybe a documentary.

Perhaps a thriller.

It seems I haven't got one.

I suppose I am.

It might be the easiest to do.

I'm pretty sure it will help.

You're clearly a bit stressed.

I know exactly which film to make now.

3.38 p79 Exercise 6a

Simon Right, guys, last scene! Turn the lights off...

Tasha I'm getting fed up with this... I'm tired and hungry... and I hate the dark!

Ethan But it won't look like a horror film if it's bright and sunny! Come on, we're nearly done.

Simon OK. Move slowly along the wall. I'll shine this light on you... and action!

Tasha Ooh, help, I can't see anything!

Zoe I'm right behind you, Tasha.

Tasha ARRGH! What on earth is that? Is it a... ghost?!

Ethan Tasha! It's clearly Simon with a face mask on!

Simon Ha, sorry, Tash. But I had to scare you. Now I've got your brilliantly frightened face on film!

Tasha Are you kidding me? You know I hate masks! I'm going to kill you!

Simon Great! Keep going like that! Another great picture of your face, Tash!

Tasha Just stop it, Simon! Right, I've had enough of you and your stupid film. I'm going!

Simon But Tash! That's it! We've finished filming!

Zoe/Ethan Oh, dear...

3.39 p79 Exercise 6b

Zoe Has Simon heard anything about the film prize?
Ethan I'm pretty sure he hasn't heard anything yet.
Zoe Maybe he'll hear today.
Ethan Perhaps. He seems to be very confident about it anyway! Hey, look, here he is now.
Ethan Hi! Simon, you seem pretty pleased with yourself. I suppose your film has won a prize.
Simon Well, maybe it has... Two, in fact!
Ethan Two?
Zoe Wow! Did you get the best director prize, then?
Simon Well, no. But... I won the prize for best comedy! Thanks to you guys!
Ethan Ha! Hey, it was good fun.
Zoe Yes, I enjoyed making it. It's a pity Tasha didn't.
Simon Well, maybe this will cheer her up. Guess what! She's won the prize for best actress!

3.41 p83 Exercise 3

1

Evil queen Take her into the forest and kill her. Do this or you will die. Go! Be quick! Bring me back her heart. Then I will know that she is dead.

Huntsman Listen Snow White. The Queen said that I must kill you. But I can't do it. Run, Snow White! Run far away into the forest. And do not come back to the castle.

2

Anna Dad...?

Dad Yes, Anna.

Anna There's a boy at the university... Dad. I've got a friend at the university. A boy...

Dad A boyfriend! Well, I must say, that was quick. Tell me about him...

Anna Well, he's got dark hair and blue eyes...

Dad Yes, yes, that's all very interesting, but tell me, is he a nice boy?'

3

Matt Why are they under the ocean?

Sharon They were on a boat from the south. The police came onto the boat, so our friends threw the packages into the water. But we know where they are – and you're going to get them for us.

Amy What about me? What am I going to do?

Sharon You kids ask a lot of questions! You, girl, are going on deck with me and Brad. We're going to have a nice family day out on the boat – Mom, Dad, and daughter. You're going to do nice things: drink Coke, listen to music and sunbathe. Your boyfriend – no, your brother – is going to go scuba diving with his Uncle Troy. He doesn't like sunbathing. Do you understand?

Amy Yes.

Sharon Right – now get on deck. And remember, I'm watching you, do you hear?

4

Colleague Professor! What are you doing?

Professor Look! This rat's not dead now. My serum works!

Colleague You can't do this. It's wrong, Professor. I'll have to report you to the authorities!

Professor No! Come back! My work will be ruined!

5

Man 1 What's this?

Man 2 I'm sorry, but I can't wait. It's about Mr Sherlock Holmes.

Man 1 What about Holmes? How is he?

Man 2 He's very ill.

Man 1 I'm sorry to hear that. Don't know Holmes well, but respect him, We're not very different. He studies criminals and I study microbes.

Man 2 Holmes needs you.

Man 1 Why?

Workbook answer key

Unit 1 Family histories

1A A life history

- 1 2 e 3 g 4 f 5 a 6 h 7 c 8 b
- 2 2 meet...future partner 3 live in 4 get a job 5 have children 6 grow up 7 get married 8 go to university
- 3 2 did...leave 3 didn't get 4 couldn't 5 Did...go 6 saw 7 travelled 8 didn't understand
- 4 2 Did...go 3 did 4 didn't feel 5 did...do 6 went 7 slept 8 did...do 9 saw 10 relaxed 11 played 12 visited 13 studied 14 Did...finish 15 forgot
- 5 2 Did...use to, didn't use to have, used to travel 3 Did...use to, didn't use to live in, used to live in 4 Did...use to, didn't use to have, used to have 5 Did...use to, didn't use to play, used to play 6 Did...use to, didn't use to wear, used to wear
- 6 **Year of birth:** 1953
Place of birth: Clapham, London
Age start school: 4
Age finish school: 16
Job: Music teacher
Married to Peter
Number of children: 2
Moved to Britain in 1987
Retired: 2013

1B One sunny day...

- 1 2 is skateboarding 3 are cycling 4 is crashing 5 is walking, is pushing 6 is driving 7 is throwing 8 is catching 9 is jumping 10 is pulling 11 is chasing 12 is climbing, fall
- 2 2 climbed, fell 3 crashed 4 flying 5 jumping 6 is chasing 7 push 8 throw
- 3 2 Was Tom reading?
No, he wasn't. He was playing a computer game.
3 Were they cycling?
No, they weren't. They were running.
4 Was Dad cleaning the house?
No, he wasn't. He was cooking a meal.
5 Were Billy and Fred cooking?
No, they weren't. They were playing football.
6 Were you eating a sandwich?
No, I wasn't. I was watching TV.
- 4 **A** 3, 5 **B** 1, 6 **C** 4, 2
- 5a 2 were celebrating 3 was playing 4 were chatting 5 was enjoying 6 was pushing 7 was looking forward
- 5b 9 didn't see 10 fell 11 crashed 12 flew

1C How they met

- 1 From left to right
(Dan), Betty, Alice, Caro and Billy, Mick, Sonia
- 2 1 T Jenny arrived a bit late.
2 F He was making drinks for everybody.
3 F She was dancing.
4 T Betty was watching Caro and Bill.
5 T Billy was wearing black. He always wears black.
6 F He was singing with a hairbrush.
- 3 2 were dancing 3 was talking to Betty 4 was watching the dancers / drinking cola 5 was singing with a hairbrush 6 was cutting the cake
- 4 2 was making, arrived
3 waved, was dancing
4 noticed, was drinking, listening
5 was singing, saw
6 found, was cutting
- 5 2 were waiting 3 were chatting 4 discovered
5 was standing 6 appeared 7 asked 8 found out
9 was waiting 10 missed
- 6 **Possible answers**
2 While / When he was swimming in the sea, he saw a dolphin. 3 While / When they were hiking, it started to rain. 4 While / When he was carrying the cake, he dropped it. 5 While / When she was taking a photo (of her friend), a bird flew in front of her. 6 While / When she was taking her dog for a walk, it saw a cat.
- 7 Students' own answers.

1D Gossip

- 1 2 It's got nothing to do with you. 3 ...or something.
4 Huh! 5 What do you mean?
- 2 2 e 3 b 4 f 5 a 6 d
- 3 2 ...you know that she met him yesterday
3 ...overheard her talking to Sue about it
4 ...I'm pretty sure (that) he's called Ben
5 ...did you hear
6 ...me more
- 4 2 Yes, I did. 3 No, he didn't. 4 No, I didn't.
5 Yes, she did. 6 No, I didn't.
- 5 **one syllable:** phoned, walked, laughed, called, chased
two syllables: started, listened, happened, wanted, married
three syllables: discovered, demanded
- 6a /t/: walked, laughed, chased
/d/: called, opened, listened, happened, discovered, married
/ɪd/: decided, wanted, demanded
- 7a 1 Mike passed his driving test.
2 Matt and Annie had an argument.
3 Jamie won a competition.

7b Possible answers

- 1 It was his second try; he's very happy; he can borrow his mum's car.
- 2 They argued about money; Annie thinks Matt spends too much.
- 3 He wrote a rap song; he won £500; he also made a video for the song.

- 7c**
- 1 Mike passed his driving test, it was his second try, he's very happy, a car, can borrow his mum's car now
 - 2 Matt and Annie's argument, they argued about money, Annie thinks that Matt spends way too much, probably true, it's his money
 - 3 Jamie won a competition, he secretly wrote a rap song, Did he, he also made a video for it, find it online

Progress check

- 1 2 grew up 3 started school 4 moved to
5 go to university 6 met...future partner
7 got married 8 had 9 died 10 retired 11 died
- 2 2 climbed 3 crashed 4 ran 5 chased 6 pulled
7 fell 8 threw 9 walked 10 caught
- 3 2 didn't 3 Did...go 4 saw 5 didn't look
6 Did...speak 7 did 8 didn't say
- 4 2 used to 3 didn't use to 4 used to 5 didn't use to
6 didn't use to
- 5 2 were sitting, chatting 3 were trying 4 was taking
5 was running 6 was hiding
- 6 2 were eating, came 3 was playing, started 4 arrived,
was watching 5 broke, was sitting 6 were having, ate
7 called, was doing
- 7 2 I didn't 3 What else 4 told 5 Really

Unit 2 Teen life

2A Being friends

- 1 2 gets on well with 3 made up with 4 fell out
5 hit it off 6 hang out 7 catch up 8 Keep in touch
- 2 2 He hasn't cleaned his bike.
3 He's finished his homework.
4 He's written an email to Grandma.
5 He hasn't made a cake for the family.
6 He hasn't bought a birthday present.
7 He's washed the family car.
- 3 2 I have / haven't cleaned my bike.
3 I have / haven't finished my homework.
4 I have / haven't written an email to Grandma
5 I have / haven't made a cake for the family.
6 I have / haven't bought a birthday present.
7 I have / haven't washed the family car.
- 4 2 Toby and Lucy have fallen out. They fell out at the weekend.
3 Jayne and Amy have made up. They made up an hour ago.
4 Jess has written an email. She wrote it five minutes ago.
5 Kevin has invited Emily to the cinema. He invited her yesterday.
6 Jack has made a cake. He made it two hours ago.

- 5 2 've done 3 've been 4 've met 5 've seen
6 've travelled 7 've eaten 8 've hiked 9 've seen
10 've picked 11 haven't visited 12 haven't relaxed
13 haven't finished 14 've arrived

- 6 2 Has she hiked in Spain? No, she hasn't.
3 Has she seen snow in Slovakia? Yes, she has.
4 Has she skied in France? No, she hasn't.
5 Has she visited an art gallery in Italy? Yes, she has.
6 Has she swum underwater in the Atlantic? No, she hasn't.
7 Has she picked oranges in Spain? No, she hasn't.
8 Has she visited the castle in Prague? No, she hasn't.

2B A helping hand

- 1 2 calm 3 kind 4 nervous 5 brave 6 confident
7 angry 8 anxious 9 relaxed 10 unkind
- 2 2 introduce 3 nervous 4 brave 5 confident
6 relaxed
- 3 2 We've already tidied our room.
3 I haven't sent the email yet.
4 They haven't gone to the party yet.
5 You've already done your homework.
6 The film hasn't finished yet.
7 She's already cleaned her bike.
8 He hasn't left school yet.
- 4 2 've worked 3 've smiled 4 've talked 5 've tried
6 've already made 7 haven't invited...yet
8 haven't replied yet

5a and 5b

- 2 ✓Adam 3 ✓Adam's mum 4 ✓Ella
5 X 6 X 7 X 8 ✓Adam

- 6 2 Have they checked that everybody can come yet?
Yes, they have. Adam has already done it.
3 Have they booked a table at the restaurant yet?
Yes, they have. Adam's mum has done it.
4 Have they bought balloons and candles yet?
Yes, they have. Ella has already done it.
5 Have they made the cake yet?
No, they haven't.
6 Have they bought a present for Amy yet?
No, they haven't.
7 Have they collected money for the present yet?
No, they haven't.
8 Have they bought a card for Amy yet?
Yes, they have. Adam has already done it.

- 7a** 1 Do 2 Don't

- 7b** Students' own answers.

- 8a** From left to right: 3, 1, 2

- 8b** 1 sad, jealous 2 worried, anxious 3 (furious), unkind

- 8c** A 1 B 2 C 3

2C Teen ambitions

- 1 **for:** a month, a while, ages, three years, a long time
since: Thursday, 22nd March, February, last week, 2012, she was a child
- 2 2 She's been on holiday since Tuesday.
3 She's gone with her family to Slovenia for two weeks.
4 She's wanted to go there for a long time.
5 Her relatives have lived there for many years.
6 She hasn't visited them since she was 12.
7 She hasn't spoken Slovenian for three years.
8 And she hasn't travelled on a plane since she was a baby!
- 3 2 for 3 Since 4 since 5 since 6 since
- 4 2 T
3 F He started vlogging as a hobby.
4 F He posts funny videos about everyday life.
5 T
6 F This is now his full-time job.
- 5 2 has...posted, 's posted since he was 15 / since 2009
3 has...been, He's been popular for several years.
4 has...won, He's won three Guinness World Records.
5 has...had, He's had it since 2014.
6 has...written, He's written three books.

6a 1 C 2 B 3 A

- 6b 2 Because he loves being in the water.
3 He's done it since he was seven.
4 He usually does it with swim club.
5 He's won his first medal.
6 He wants to get to the Olympics.

2D Going out

- 1 2 I'm good. 3 Why not! 4 What's up? 5 What was that all about? 6 That's odd. 7 What's up?
- 2 2 c 3 a 4 e 5 i 6 f 7 d 8 h 9 g
- 3 2 I don't think so.
3 Do you fancy joining me?
4 Sounds fun.
5 I'm looking forward to it.
6 Are you doing anything tomorrow?
7 I don't think so.
8 Would you like to go...
9 I can't, sorry!
10 Oh, never mind.

4a and 4b

- 2 have /æ/ 3 say /eɪ/ 4 game /eɪ/
5 hat /æ/ 6 lately /eɪ/

5a 2 to make a model robot 3 to help with babysitting

- 5b 1 **Gail:** Yes; three o'clock; leisure centre
2 **Ishmael:** Yes; this afternoon; Ishmael's house
3 **Dinah:** No, then yes; tomorrow evening, 6.30; Mary's neighbour's house

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

- 7 Students' own answers.

Progress check

- 1 2 get on with 3 catch up 4 hit it off 5 keep in touch
6 hang out with 7 put up with 8 make up with
- 2 2 a 3 a 4 b 5 b 6 b
- 3 2 Have...tried 3 Did...enjoy 4 had 5 've... gone 6 Has...finished
- 4 2 Has John gone to bed yet?
3 We've already seen that film.
4 We finished all our homework last night.
5 Tom hasn't visited Grandma for a week.
6 You didn't remember my birthday yesterday.
- 5 2 John has already eaten his cake.
Matt hasn't eaten his cake yet.
3 John has already done his homework.
Matt hasn't done his homework yet.
4 John hasn't cleaned his boots yet.
Matt has already cleaned his boots.
- 6 2 How long have they been friends?
They've been friends since they were born.
3 How long has she played the guitar?
She's played the guitar since she was nine.
4 How long have you known your best friend?
I have known my best friend for five years.
5 How long have they wanted a new computer?
They have wanted a new computer since last year.
6 How long have they lived in New York?
They've lived in New York since last September.
7 How long has the hamster been under your bed?
The hamster has been under my best since this morning.
- 7 2 much 3 fancy 4 not 5 great 6 forward

Stories from the Campfire Episode 1

- 1 2 saw 3 gave 4 sat 5 told 6 was 7 happened
8 listened
- 2 2 Matt was the guitarist / guitar player in the band.
3 Matt was walking through the park when he saw a gardener.
4 Anna read about Denny Page online / on the internet.
5 The gardener was frightened when Anna and Matt came to talk to him.
6 Matt and Denny did not see the lorry on the road behind them.
7 Denny gave Anna and Matt a new song for their band.
8 After that day, Anna and Matt never saw Denny Page again.
- 3 Students' own answers.
- 4 a 3 b 4 c 1 d 2 e 5
- 5 2 b 3 a 4 b 5 c 6 b
- 6 B Where C What D Who E When
1 B 2 C 3 D 4 E 5 A
- 7 2 bought 3 study 4 spend 5 left 6 moved
7 used
- 8 Students' own answers

Unit 3 Me, myself and I

3A The human body

- 1 **leg:** thigh, calf, knee, shin
head: forehead, tongue, lips, throat
arm: wrist, elbow
body: hip, chest, shoulder
- 2 2 wrist / arm 3 ankle / calf / foot 4 knee 5 wrist
6 thigh

3a and b

- 2 Can you ride; d 3 Can you cook; b 4 Can you play; e
5 Can you drive; c 6 Can you speak; a

3c Students' own answers.

- 4 2 I could / couldn't tell 3 I could / couldn't catch
4 I could / couldn't open 5 I could / couldn't ride
6 I could / couldn't speak
- 5 2 Could...play; No, she couldn't.
3 could ride; could (ride a bike).
4 could do; Nobody could (do judo).
5 could play; Joe could (play an instrument).
6 could...do; Steve could ride a bike.
7 Could; Yes, they could.

- 6a 2 will be able to have 3 will be able to have
4 will be able to grow 5 won't be able to grow
6 won't be able to live
- 7 Students' own answers.

3B Shark boy

- 1a 2 doesn't have to 3 has to 4 has to 5 has to
6 doesn't have to
- 1b 2 Do you have to cycle to school?
3 Do you have to do your homework?
4 Do you have to tidy your bedroom?
5 Do you have to take the dog for a walk after school?
6 Do you have to cook dinner on Thursday?
- 2 2 have to 3 had to 4 doesn't have to 5 didn't have to
6 have to 7 didn't have to 8 had to
- 3 2 For how long did he have to swim? He had to swim for five hours.
3 How far did he have to swim? He had to swim 10,000 metres.
4 How many eggs did he have to have? He had to have eight eggs.
5 How many calories did he have to eat? He had to eat 8,000 calories.
6 How much pasta did he have to eat? He had to eat half a kilo of pasta.
7 How many calories did he have to drink? He had to drink 2,000 calories.
- 4 Students' own answers.
- 5a 2 had to choose 3 had to put 4 had to prepare
5 didn't have to go 6 had to drive 7 had to take
8 didn't have to wait 9 had to answer 10 didn't have to worry

- 5b 2 Beth had to prepare for her interview. / Beth had to choose her best artwork and put it in a special folder.
3 her mum drove her to the college.
4 the interview started and Beth had to answer a lot of questions.
5 they told Beth she didn't have to worry.
6 Beth and her mum went out for lunch to celebrate.

3C Going to the doctor

- 1 2 a sore throat 3 got a cold 4 got a (high) temperature
5 got a rash 6 got a cough 7 shin / leg is bruised
8 shoulder hurts 9 knee is bleeding
10 arm is broken

2 Possible answers

- 2 She needs some painkillers / a prescription.
3 He needs a prescription.
4 She needs a prescription.
5 He needs some antiseptic cream / a prescription.
6 She needs some cough syrup.
7 He needs some painkillers.
8 She needs some painkillers / an X-ray / a bandage.
9 He needs some antiseptic cream and a plaster.
10 He needs an X-ray and a cast.
- 3 2 hurts 3 painkillers 4 antiseptic cream 5 plaster
6 infected 7 broken 8 bruised 9 bandage 10 X-ray
- 4 2 yourself 3 himself 4 herself 5 itself 6 ourselves
7 yourselves 8 themselves
- 5 2 did...herself 3 enjoyed ourselves 4 introduced herself
5 cut himself 6 helped ourselves 7 hurt yourself
8 taught myself
- 6 2 helped ourselves 3 introduced themselves
4 hurt...herself 5 taught himself 6 did...myself
- 7 2 might have 3 might win 4 might get
5 might not make 6 might not play 7 might be
8 might not finish 9 might be 10 might get
- 8 Students' own answers.

3D An accident!

- 1 2 Huh, thanks a lot. 3 Just be careful!
4 What's happened? 5 No worries.
- 2 2 b 3 c 4 e 5 f 6 a
- 3 **Address:** 6 Beach Road
Name of injured person: Sandra
Problem: stomach ache
Advice given: take her to the doctor / medical centre
- 4a 2 ✓ 3 X 4 ✓ 5 ✓ 6 X 7 X 8 ✓ 9 ✓
- 4b /ɒ/: not, cross, copy, of, forgot, on, doctor, stop, lot
/əʊ/: don't, so, hello, show, open, close, oh
- 5 2 How can I help? 3 some medical advice
4 Is it bleeding? 5 What's her name and where are you?
6 Can you get her to A&E? 7 need an X-ray
- 6 Students' own answers.

Progress check

- 1 2 calf 3 lips 4 forehead 5 throat 6 thigh
7 hip 8 chest 9 elbow 10 shoulder
- 2 2 e 3 f 4 b 5 a 6 c
- 3 2 won't be able to 3 could 4 could 5 can 6 can't
- 4 2 has to 3 have to 4 had to 5 don't have to
6 has to 7 doesn't have to 8 didn't have to
- 5 2 b 3 b 4 a 5 a
- 6 2 might go 3 might not win 4 might not pass
5 might become
- 7 2 Ben might not catch 3 Sue might crash
4 Jenna might not swim 5 Jack might go
- 8 2 How can I help 3 seems to be 4 What should we do
5 some details 6 get it checked

Unit 4 It's a mystery

4A What's happening?

- 1a 2 f 3 d 4 e 5 c 6 g 7 b
- 1b 2 saw 3 was tearing 4 had 5 jumped 6 had
7 was standing
- 2 2 hair stand on end 3 jumped out of my skin
4 tearing my hair out
- 3a 2 that / which 3 that / which 4 that / which
5 who 6 that / which
- 3b a 5 b 3 c 4 d (1) e 6 f 2
- 4 2 who / that 3 that / which 4 who / that
5 that / which 6 who / that
- 5 2 reliable 3 useless 4 famous 5 beautiful
- 6 Possible answers
- 2 A person who goes to school or university is a student.
- 3 A ball is a round object that / which you can throw.
- 4 An animal that / which has feathers and can fly is a bird.
- 5 A bus is something that / which takes people to different places.
- 6 An object that / which you can send text messages with is a mobile phone.

4B A story of suspense

- 1a 2 terribly 3 sleepily 4 hard 5 slowly 6 nicely
7 carefully 8 happily 9 annoyingly 10 fantastically
- 1b Possible answers
- 2 happily 3 carefully 4 terrible 5 sleepily 6 quiet
- 2 2 The brave hero fought the terrible monster.
3 The amazing adventurer climbed the dangerous mountain.
4 The brave princess escaped from the scary magician.
5 The tropical bird flew into the colourful garden.
- 3 2 well, good 3 fantastic, fantastically 4 fast, fast
5 beautiful, beautifully 6 quiet, quietly
- 4 Students' own answers.
- 5 2 anyone 3 anywhere 4 Nothing 5 no one
6 Everyone
- 6 2 something 3 anyone 4 nothing 5 everyone
6 everywhere 7 anything 8 No one
- 7a Students' own answers.
- 7b by the sea, playing on the beach, any treasure, an expensive necklace, in that cave, a man, my wife's necklace

4C Real-life mysteries

- 1 **Countable:** pencil, newspaper, sandwich, children, people, apple, book
Uncountable: news, food, love, fruit, intelligence, information, time, homework
- 2 2 a, some 3 an, some 4 a, a 5 some 6 a 7 some
8 some 9 an 10 some
- 3 1 any, some 2 some, any, any, some 3 some, any, any, some 4 any, some 5 any, Some 6 any, some
- 4 2 How much 3 How much 4 How much
5 How much 6 How many 7 How many
8 How many 9 How much 10 How many
- 5 Possible answers
- 2 There were a few people at the cinema.
- 3 I know a few English people.
- 4 Yes, we have a little time before the train leaves.
- 5 I've got a little money.
- 6 There are some sandwiches.
- 7 He's got a few sweets left.
- 6 1 any, an 2 any, some, a, any 3 many, a few
4 much, a little 5 an, any, much
- 7a 2 any 3 some 4 much 5 a little
- 7b Possible answers
- 1 They found the pictures again when people saw them from a plane.
- 2 In the 1920s and 1930s.
- 3 Some people think that aliens helped the Nazca people.
- 4 They believed this because one of the pictures looks like an astronaut.
- 5 1 Other experts believe that the pictures are there to ask the sky for rain, or
2 that they show the way to a special temple.

4D The secret

- 1 2 She hasn't got a clue. 3 How's things?
4 I've got no idea. 5 I'm afraid.
- 2 2 What? At his age?
3 Wow! What was it like?
4 Are you kidding? I went to hers!
5 I don't believe it. You're so clever.
6 Are you serious? How much money?
7 That can't be true. You can't study all weekend.
- 3 Possible answers
2 Are you? 3 Hasn't she? 4 Did you? 5 Haven't they?
6 Do you? 7 Won't you? 8 Doesn't he?
- 4a 2 Wow! So soon? 3 Are you serious? Why? 4 What? I don't believe it! 5 Really? 6 Does he? That can't be true!
7 Are you serious? 8 believe it
- 5 /ɪ/: office, little, single, invitation, something, picture, given, everything
/aɪ/: advice, silent, tired
- 6a 2 buildings 3 retired 4 window 5 frightened
6 scientist 7 dinner
- 6b /ɪ/: buildings, retired, windows, scientist, dinner
/aɪ/: retired, frightened, scientist
- 7 Students' own answers.

Progress check

- 1 2 make my hair stand on end 3 saw red 4 was tearing her hair out 5 have nerves of steel 6 butterflies in their stomachs 7 jumped out of my skin
- 2 2 He shouted in my ear at the noisy party.
3 I went to bed sleepily. / I went sleepily to bed.
4 We packed our bags excitedly for our holiday.
5 She ran to school with her heavy bag.
- 3 2 Sandra is the girl who is talking on her phone.
3 Max is the boy who is reading.
4 Jill is the girl who is playing with her dog.
5 Dan is the boy who is eating chocolate.
- 4 2 that / which 3 who 4 that / which 5 that / which
6 that / which 7 who 8 that / which
- 5 2 someone 3 anything 4 everyone 5 something
- 6 2 much 3 Many 4 some 5 any
- 7 2 a little 3 a little 4 a few 5 a little 6 a few
7 a few 8 a little
- 8 Dialogue 1: 2 great 3 Did 4 kidding 5 Was
6 serious 7 Really
Dialogue 2: 1 Guess what 2 Have 3 Are you
4 you 5 believe it 6 Really

Stories from the Campfire Episode 2

- 1 2 bones 3 a dog 4 part of a shirt
5 every month 6 the woods 7 at their house
- 2 2 instructions 3 basement 4 broken
5 investigate 6 diary 7 scales 8 bandage
- 3 2 have to 3 could 4 might 5 could
- 4 2 d 3 a 4 c
- 5 Students' own answers.
- 6 1 c 2 d 3 e 4 a 5 b
- 7 2 According to the book, the strange creature lived in the mountains in the north.
3 When he was walking in the mountains, Mr Blackhawk felt frightened.
4 On 2nd June he went for a run.
5 After the creature bit him, he felt fantastic.
- 8 2 felt 3 temperature 4 couldn't 5 myself
6 yourself 7 better 8 rash
- 10 2 A 3 A 4 F 5 F 6 A

Unit 5 Space: the final frontier

5A Space

- 1 2 rocket 3 moon 4 satellite 5 space debris
6 planet 7 star 8 Milky Way 9 Sun
Long word: constellation
- 2 1 Mercury 2 Venus 3 (Earth) 4 Mars 5 Jupiter
6 Saturn 7 Uranus 8 Neptune
- 3 2 rocket 3 Milky Way 4 Neptune 5 comet
6 solar system
- 4 expensive, more expensive (than), the most expensive
friendly, friendlier (than), the friendliest
wide, wider (than), the widest
thin, thinner (than), the thinnest
difficult, more difficult (than), the most difficult
easy, easier (than), the easiest
wonderful, more wonderful (than), the most wonderful
sunny, sunnier (than), the sunniest
fit, fitter (than), the fittest
far, further (than), the furthest
bad, worse (than), the worst
- 5 2 A meteor is more dangerous than a comet.
3 Jupiter is the biggest planet in the solar system.
4 Mount Everest is the highest mountain in the world.
5 Maths is more difficult than English.
6 Elephants are heavier than lions.
7 My dog is the best dog in the world!

- 6 2 The Earth is hotter than the moon, but the Sun is the hottest.
 3 The Earth is smaller than the Sun, but the moon is the smallest.
 4 Britain is larger than Iceland, but India is the largest.
 5 Britain is colder than India, but Iceland is the coldest.
 6 Britain is more expensive than India, but Iceland is the most expensive.
 7 (Possible answer) Cats are friendlier than rabbits, but dogs are the friendliest.
 8 (Possible answer) Rabbits are cleaner than dogs, but cats are the cleanest.
 9 (Possible answer) Cats are more intelligent than rabbits, but dogs are the most intelligent.
- 7 Students' own answers.

5B Life in space

- 1 quiet, quietly, more quietly (than)
 loud, loudly, louder (than)
 happy, happily, more happily (than)
 hard, hard, harder (than)
 fast, fast, faster (than)
 far, far, further (than)
 good, well, better (than)
 bad, badly, worse (than)
- 2 2 slower 3 louder 4 harder 5 faster 6 further
 7 better 8 later
- 3 2 Tim walks faster than Jim.
 3 Tim studies harder than Jim.
 4 Tim passes exams more easily than Jim.
 5 But Jim floats better than Tim.
 6 And Tim feels sicker than Jim!
- 4 2 I (don't) run faster than my friend.
 3 I (don't) sing more beautifully than my friend.
 4 I (don't) get up earlier than my family.
 5 I (don't) speak English more fluently than my sister.
 6 I (don't) work harder than my classmates.
- 5a 2 worse 3 longer 4 more carefully 5 more quickly...
 in space because the space station is so noisy and bright.
- 5c 1 (c) 2 g 3 a 4 b 5 d 6 h 7 e 8 f

5C Space debris

- 1 2 e 3 f 4 d 5 b 6 c 7 a
 2 400 kilometres/km
 3 ninety-seven kilometres per/an hour
 4 25,000
 5 twenty-four thousand kilometres
 6 300,000 kilometres/km
 7 195 kilometres per/an hour/kph
 8 six hundred and forty thousand kilometres
 9 one million five hundred thousand
- 3 2 either 3 neither 4 all 5 none
- 4a 2 Either 3 Both 4 Neither 5 All 6 None

4b Possible answers

- 2 Neither. Can I have a cola?
 3 Neither. Let's go to one for lunch today.
 4 Both of them! They really suit you.
 5 None of them, Miss Brown. No one has finished yet.
 6 All of them. I'm really hungry.
- 5 1 the 2 the, the 3 -, the, - 4 -, the, the 5 the, the
 6 the, The 7 the, the 8 the, the
- 6a 2 the 3 a 4 The 5 the 6 the 7 a 8 the
 9 the 10 the 11 a 12 - 13 the 14 the
 15 The 16 - 17 the 18 a 19 the 20 the
 21 the 22 the

7 Possible answers

- 2 The name of the first dog in space was Laika.
 3 The USA took the first photograph in space.
 4 The name of the first astronaut was Yuri Gagarin.
 5 He went into space in 1961.
 6 Valentina Tereshkova went into space in 1963.
 7 The first man on the moon was American.
 8 The USSR landed the first spaceship spacecraft on Mars.

5D Star Wars

- 1 2 Fine by me.
 3 It's way more fun.
 4 Agreed!
- 2 2 a 3 f 4 b 5 c 6 e
- 3 1 Me too. 2 Me neither. 3 Me too. 4 Me too.
 5 Me neither. 6 Me too. 7 Me neither. 8 Me neither.
- 4 2 opinion 3 Perhaps 4 How can 5 too
 6 you're right 7 say that 8 disagree 9 excellent
- 5 Students' own answers.
- 6a 2 bath 3 these 4 both 5 together 6 weather
 7 maths 8 mouth

Progress check

- 1 2 a constellation 3 a rocket 4 a planet 5 a telescope
 6 a comet 7 an astronaut 8 a satellite
- 2 2 two hundred and thirty kilometres per/an hour
 3 18,050 kilometres/km
 4 390,000
 5 nine hundred and thirty-seven thousand kilometres
 6 125kph
- 3 2 Who is the oldest in the class?
 3 This cake is more delicious than that one.
 4 Venus is a bigger planet than Mercury.
 5 The Pacific Ocean is the largest ocean in the world.
 6 Is Mount Kilimanjaro / Mont Blanc is higher than Mont Blanc / Mount Kilimanjaro?

- 4 2 harder 3 more quietly 4 more noisily 5 better
6 more carefully
- 5 2 Neither 3 None 4 All 5 Neither 6 None
- 6 1 the, the 2 the, the, – 3 the, the 4 –, the, –
5 –, the, the
- 7 **Dialogue 1:** 2 neither 3 prefer 4 totally
agree 5 Excellent
- Dialogue 2:** 1 I think that 2 No way 3 can you say
that 4 disagree 5 I much prefer

Unit 6 Imagine that!

6A Films and books

- 1 2 comedy 3 rom-com 4 musical 5 horror 6 sci-fi
- 2 **Across**
6 autobiography 7 crime 8 fantasy 10 action
Down
2 horror 3 fairytale 4 documentary 5 cartoon
9 sci-fi
- 4 1 get 2 falls, feels 3 barks, hears 4 travel, feel
5 watch, buy 6 shines, do
- 5 2 If it doesn't rain, the grass doesn't grow.
3 If you put wood in water, it floats.
4 If flowers don't have water, they die.
5 If you touch a hot kettle, you burn your fingers.
6 If you press this button, music plays.
7 If you heat water, it boils.
8 If you mix red and blue, you make purple.
- 6 Students' own answers.
- 7a 1 a 2 b 3 b
- 7b 1 're 2 when I watch, cry 3 prefer 4 read
5 If, got 6 watch, enjoy

6B A short story

- 1 **-ed** **-ing**
embarrassed relaxing
frightened boring
excited interesting
 tiring
- 2 1 tiring 2 interesting, interested 3 excited, exciting
4 bored, boring 5 frightening, frightened
- 3 2 excited 3 interesting 4 tired 5 frightened
6 embarrassing
- 4 2 'll go 3 won't miss 4 will be 5 're 6 'll go
- 5 2 If the band practises together often, they'll become
famous.
3 If the alien meets the children, they'll become friends.
4 If the professor drinks the liquid, he'll become a monster.
- 6 The story is about a boy called Tom Sawyer.
- 7a 2 How will Aunt Polly feel if Tom doesn't paint the fence?
Students' own answers.

- 8a 1 What will Tom do if he wants to paint the fence quickly?
Students' own answers.
2 What will Tom say if his friend asks him to go to the river?
Students' own answers.
- 9a 1 What will Tom say if Joe asks to paint the fence?
Students' own answers.
2 What will Joe do if Tom says no?
Students' own answers.
- 10a 1 What will Tom do if more friends arrive?
Students' own answers.
2 What will Aunt Polly think when Tom shows her the
fence?
Students' own answers.

6C Use your imagination

- 1 2 hope 3 'd like 4 enjoy 5 doing 6 to go 7 plan
8 decided 9 skiing 10 don't mind 11 to do
12 need 13 to go 14 promise 15 forget
- 2 2 She forgot to bring her bag.
3 She decided to buy the T-shirt.
4 He needed to go to bed.
5 He offered to make dinner.
6 She stopped reading.
- 3 2 to relax 3 to be 4 floating 5 swimming / to swim
6 following 7 seeing 8 to have 9 relaxing / to relax
10 to book
- 4 Students' own answers.
- 5a 2 to have 3 to be 4 to start 5 working 6 having
7 to be 8 having 9 choosing 10 to study
11 working / to work 12 to have 13 to have
14 to make
- 5b **Suggested answers**
- I think about my future quite often.
 - I don't mind not knowing the details, but I really hope to have a happy future.
 - I've already decided to be a successful businessperson!
 - I imagine myself having a fashion business in the future.
 - I would enjoy having my own shops and choosing my own designs.
 - So, my plan is to pass my exams and go to college.
 - I also want to have a family.

6D A new genre

- 1 2 Relax. 3 Oops! 4 I have absolutely no idea.
5 That does sound tricky.
- 2 2 It seems that it's an invention
3 I'm fairly sure that it's some sort of motor.
4 It might do something useful for the environment.
5 if you ask them yourself, then you'll find out!
6 It's clearly a secret.
7 I'm pretty sure it isn't.
8 I suppose they want to win the competition.

3 2 c 3 a 4 b 5 e 6 d

4a 2 you'll 3 exactly 4 Maybe 5 fact 6 tricky
7 suppose

4b Students' own answers.

5 doctor, tomorrow, summer, protect, level, measure

6a 2 present 3 father 4 banana 5 lion
6 pencil 7 letter 8 alone 9 sofa 10 about

7a 2 It takes a lot of time. 3 Would you like a cup of tea?
4 I was going to tell you. 5 What are you doing tonight?
6 It's bigger than mine 7 What happened yesterday?
8 That horror film had a monster in it

Progress check

- 1 2 sci-fi 3 documentary 4 autobiography 5 action and adventure
- 2 2 tired 3 amazing 4 interesting 5 frightened
6 bored
- 3 2 play, hurt 3 is, gets 4 freezes, turns 5 shines, rains, is
6 don't do, gets 7 drinks, will not sleep 8 arrives, feel
- 4 2 If I don't feel better soon, I'll go to the doctor's.
3 If we hurry up, we'll catch the bus.
4 He'll call you if he finds your bag.
5 If I play tennis with Jack, he'll win.
6 She'll go to bed early if she feels tired.
7 If the weather is OK tomorrow, we will go to the beach.
8 The teacher will help you if you ask her.
- 5a 2 doing 3 to meet 4 playing 5 washing, drying
6 to become
- 5b The verb 'dry' can take both forms.
- 5c 2 a 3 b 4 b 5 a 6 b 7 a 8 b
- 6 Dialogue 1: 2 I'm not sure 3 suppose I can 4 pretty sure 5 Maybe I'll
Dialogue 2: 1 seem worried 2 have no doubt that 3 It might be 4 Maybe 5 for a fact that 6 fairly sure

Stories from the Campfire Episode 3

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

2 2 c 3 d 4 b

3 Good list Good things that I have seen: 2, 3, 6
Bad list Bad things that I have seen: 4, 5

4 Students' own answers.

5 1 No, they will let them stay. 2 chocolate ice cream

6 2 a 3 a 4 b

7 2 stand 3 opens 4 angry 5 looks 6 politely
7 asks 8 hungry

8 2 Both 3 None 4 either 5 Neither

9 Students' own answers.

Workbook audio scripts

02 p3 Exercise 6

Simon When were you born, Grandma?

Gran Well, I was born in 1953 in Clapham, London. And that's where I grew up.

Simon When did you start school?

Gran I started when I was four.

Simon Four?

Gran Yes, my mum used to work in a shop, so I went to school early. We didn't have much money.

Simon Did you use to like school?

Gran I used to love it, especially English and Music. I always wanted to be a Music teacher.

Simon And when did you leave school?

Gran Well, I left when I was 16 to go to music college. It was in the centre of London and it was wonderful.

Simon But you didn't meet Grandpa in London, did you?

Gran No, I met your grandpa, Peter, in a café in Vienna! I went there for a year as a music student. I didn't have much money so I used to play piano in a café near the college. Peter used to come in for a coffee.

Simon I didn't know that!

Gran Yes, and I'll tell you a funny story about that when Grandpa's out! Anyway, we got married when I was 23, and then we had your mum, and then your uncle!

Simon When did you move back to Britain?

Gran It was when your grandpa got a job near Oxford in 1987. And I got a job teaching Music after that.

Simon Did you like teaching, Grandma?

Gran I loved it, until I retired in 2013, remember? But I still give you and Tasha lessons, of course.

Simon And you're an awesome teacher, Grandma!

Grandma Good! Now go and do your guitar practice!

03 p6 Exercise 1

Well, I was a bit late arriving at Sonia's party. When I got there, everybody was having a good time. First of all, I looked for Dan. When I saw him, he was making drinks for everybody. Then I noticed Caro and Billy who were dancing. Billy waved at me while he was dancing. Billy was wearing black. He always wears black! Caro was smiling. She loves dancing. Then I noticed Alice and Betty. They weren't dancing, they were talking. Well, that's not completely true. Alice was talking. And Betty probably wasn't listening, because Alice talks a lot! Betty was drinking her cola and watching Caro and Billy. I looked around for Mick. He's always the first to arrive at parties. When I saw him, he was singing to the music – with Sonia's hairbrush! I laughed when I saw that. But I couldn't find Sonia. Where was she? When I saw her, she was cutting the birthday cake. The birthday girl was working hard on her birthday! That's not right! I ran to help her.

Anyway, it was a great party.

06 p9 Exercise 7a & b

1

A Did you hear that Mike passed his driving test?

B No, I didn't. Tell me more!

A Well, I'm pretty sure that it was his second try, so he's very happy.

B But has he got a car?

A No, of course not. But he can borrow his mum's car now.

B Lucky him.

2

A I heard all about Matt and Annie's argument.

B Did you? What did you hear?

A It seems that they argued about money.

B Really? Tell me more!

A Well, Annie thinks that Matt spends way too much.

B Well, that's probably true. But it's his money!

3

A Did you know that Jamie won a competition?

B No, I didn't. Tell me more

A It seems that he secretly wrote a rap song and won £500!

B Did he? Wow. What else did you hear?

A Well, I'm pretty sure that he also made a video for it.

B Wow! Cool. Let's try and find it online.

07 p15 Exercise 5

Ella Adam, how are we getting on with the party? Can we go through the list?

Adam Sure, Ella. Here it is. I've already sent out the invitations, of course.

Ella Great. How many replies have you had? Can everybody come?

Adam Yes, except Maria and Joe.

Ella That's great. Has your mum booked the restaurant yet?

Adam Yes, she's done that. We've got a table for ten people for next Saturday.

Ella Great.

Adam What about balloons and candles?

Ella I've already bought them. I've bought big silver candles for the cake.

Adam Oh, have you made the cake yet?

Ella No, not yet. I'll make it the day before the party.

Adam And have you bought Amy's present yet? I'm really bad at choosing presents.

Ella Don't worry. Clara and I will get it. We've already decided on it, but we haven't bought it yet.

Adam But have you collected money from everybody for the present yet?

Ella No. We'll do that after we buy the present.

Adam OK. Is there anything we've forgotten?

Ella I don't think so. Oh, have you bought a big birthday card from all of us?

Adam Oh, yes I have. It's really funny. Look, here it is.

Ella Oh, that's great! She'll love that.

Adam I hope she'll be happy with her birthday party!

10 p19 Exercise 5

1

- A** Hi Gail! Are you doing anything on Sunday?
B I don't think so. Why?
A Would you like to play tennis? It's actually a tournament. You're a good player. Do you fancy joining me? I'm a bit nervous!
B Sure. Why not? What time is it?
A The tournament starts at 3 at the leisure centre and it goes on until 6, I think.
B OK. Well, we'd better practise this afternoon, then!

2

- A** Ishmael, Are you doing anything this afternoon?
B Nothing much. Why?
A Do you fancy helping me to make this model robot? I haven't done one before and I'm not very confident.
B Sounds fun. I love that sort of thing. Where shall we meet?
A Can I bring it round to your house? Or we'll have to put up with my sister!
B No problem. See you later!

3

- A** Dinah, what are you doing tomorrow?
B I'm a bit busy. Why?
A Do you fancy helping me with babysitting? I've got to go to my neighbour's house tomorrow evening for a few hours.
B I can't, sorry Mary! I've got too much homework to do.
A Oh, go on. Please. Bring your homework with you! I'll bring mine, too. And you can earn some money at the same time!
B OK. Cool. Good idea. What time?
A 6.30 till 9.
B Fine. See you then.

12 p22 Exercise 4 & 5

Presenter The story of Denny Page

TV presenter In this special TV programme, we look back on the musical career of Denny Page. Phil Dunton, you were the drummer in Silver Star. Tell us, how did you first meet Denny Page? How did he join the band?

Phil We were playing in small clubs. We weren't very good, to be honest. One night our usual guitarist got ill. He couldn't play and the crowd was getting angry. Suddenly this long-haired guy from the crowd jumped up on stage. He said he knew all of the songs. He started to play, and he was incredible – much better than our usual guitarist! He was a better singer, too!

TV presenter Denny Page joined the band that night. Here's Sally Reed, the band's bass guitarist:

Sally With Denny in the band, we quickly became more and more famous. But there was a problem – Denny loved making music, but he was really shy. He wanted to walk down the street without people stopping him all the time. Denny hated all that!

TV presenter Soon there were other problems, too. Here's drummer Phil Dunton again:

Phil Denny started writing all of our songs. He wrote some brilliant rock songs. But he began to get interested in other musical genres. Some of his later songs were sort of jazz; some of them even sounded a bit like classical music! I didn't like all of it, but if any of us weren't completely positive about the new songs, Denny used to get angry. We fell out really badly after one concert. Denny said we weren't good enough musicians. He said he was leaving the band. He drove off that night. We...we never saw him again.

TV presenter That night, ten years ago, Denny Page died in a terrible car accident...or did he? A few Silver Star fans believe Page did not die that night.

Fan I've never believed that there was an accident. The police found Denny's car in the river but they never found a body. Denny didn't just want to leave the band, he wanted to leave the entire life of a rock star. He's alive somewhere, I'm sure of it.

TV presenter Is it true? Has one of the world's greatest rock stars lived a secret life for the last ten years? Nobody knows...but one thing's certain we will always have the wonderful music of Silver Star and Denny Page.

13 p25 Exercise 6b

Science is moving fast. Scientists are discovering new things all the time that will be able to change our health in the future. What will be possible in the next 20 years?

Firstly, scientists have studied the human brain.

They say that soon blind people will be able to see again with a tiny camera in the brain.

They also say that old people will be able to have a computer chip in their brain for a better memory.

Also, people without an arm will be able to have a bionic arm. And they will be able to control it with their brain.

Furthermore, humans will be able to grow new bones, using a special protein. But, unfortunately, scientists can't yet grow new body parts. So humans won't be able to grow eyes, arms and legs that are lost within the next twenty years. But it might be possible in the distant future.

And what about humans living on other planets? Well, humans won't be able to live on Mars in the next twenty years. But maybe in the next 100 years!

15 p30 Exercise 3

Nurse Hello. 111. NHS non-emergency helpline. Your name and address, please?

Daisy Daisy White. 6 Beach Road, Longton.

Nurse One moment, please...How can I help?

Daisy Can I have some medical advice, please?

Nurse What seems to be the problem?

Daisy My mum isn't feeling well. She has a stomach ache.

Nurse Can I have some more details, please? What's your mum's name? And where are you?

Daisy Sandra White and we're at home.

Nurse Thank you. How much does it hurt? How long has it been painful?

Daisy It hurts a lot. It's been painful since last night. She's taken painkillers. What should we do?

Nurse She needs to see a doctor. Which is your surgery? I'll call the surgery now and inform them.

Daisy It's Norton medical centre.

Nurse Can you call a taxi if necessary?

Daisy Yes, I can. Thank you.

18 p35 Exercise 6

Jon Right. One down – someone who is brave? 10 letters. Begins with a 'c'. What do you think?

Emma Erm...Courageous?

Jon Yep. How do you spell it? Has it got an 'e' in the middle?

Emma Yes. C-O-U-R-A-G-E-O-U-S.

Jon Really? OK, thanks. Right, what about a car which always goes? Mmm, let me think...

Emma Reliable. Look, it begins with an 'r'. You spell it R-E-L-I-A-B-L-E.

Jon I know, I know! OK, the next one. Something that doesn't work any more is ... broken?

Emma Useless.

Jon I'm not useless!!!

Emma No, that's what the answer is!

Jon Oh, I see. OK, the next clue is easy. Someone who is a celebrity is...

Emma ...famous.

Jon I was going to say that!

Emma OK, OK, what's next? Something that is lovely to look at is beautiful, of course. Do you know how to spell it?

Jon Of course! It's with an 'i' in the middle.

Emma And we're finished! I love crosswords that are easy!

Jon And I think people who always get the right answers are annoying!

19 p39 Exercise 7b

Presenter Good afternoon, everybody. Today, we have Professor Marianne Wilson with us in the studio. As you know, in this series of programmes we are looking at some real-life mysteries of the world.

Professor Wilson, Can you tell us anything about the huge pictures on the hills of Peru? They are amazing and there are so many of them!

Prof W Yes, there are over 700 pictures!

Presenter Really? Are there any scientific explanations?

Prof W The Nazca people in Peru made these extraordinary pictures in the hills many, many years ago – from 200 BC to be exact. So, some of them are more than 20 centuries old.

Presenter Wow. Why have they lasted so long?

Prof W Because there isn't much wind up there and only a little rain.

Presenter Fascinating...So – when did we find them again?

Prof W We found the pictures after we invented aeroplanes! In the 1920s and 1930s, people began to fly over the hills of Peru and saw them from the plane.

Presenter But why are they there?

Prof W Well, there are a few theories. In fact, one theory is that the Nazcas didn't do the pictures themselves. Someone helped them.

Presenter Who helped them?

Prof W Aliens!

Presenter Aliens? Why?

Prof W Because there is a picture that looks like an astronaut!

Presenter Really? That can't be true!

Prof W However, other experts think that the pictures are there to ask the sky for rain. And recently, some experts believe that the pictures show a path to a special temple.

Presenter How interesting! But we might never know for sure?

Prof W Well, we might not.

Presenter Thank you very much, Professor.

22 p45 Exercise 6 & 7

Narrator From the diary of Christopher Blackhawk

Narrator 7th January

Blackhawk I was feeling ill and so I went to the doctor's again today. He gave me another prescription, but medicine cannot help me now. No doctor can help me – the real problem is that I am old and weak. Every day I feel weaker and weaker.

Narrator 20th February

Blackhawk After weeks and weeks in the library, I found the book that I was looking for – an encyclopaedia of strange creatures, hundreds of years old. According to the book, there is a magical creature that lives in the mountains in the north. Of course, it is just an old story. But...it might be true...

Narrator 2nd April

Blackhawk My months of research are at an end. The creature is real, I'm sure of it. Well, soon I will know because today I begin my long journey. First, I am going to take a train north. Then I have to walk alone into the mountains. I only hope that I will be able to make the journey.

Narrator 13th April

Blackhawk

23 p49 Exercise 5b

I So nice to meet you. Thank you for agreeing to the interview.

A, B, C You're welcome.

I So, I'd like to hear your top tips for living in space. What do you need to know?

A Well, it's the simple things that are harder in space. Like – you know – sleeping!

B Yes, and washing!

I Really? Tell me more.

C Well, there isn't much water in the space station. Every drop is precious. So you have to use it much more carefully. You don't wash your hair much!

A And you don't use it for brushing your teeth either!

I Why is sleeping difficult?

B Well, it's so noisy in the space station!

C Yes, and you can't turn the lights off! So you can't fall asleep. Even if you are tired.

A So if you don't take a sleeping tablet, you sleep much worse than at home.

I Doesn't sound fun. What else do you need to be prepared for?

B The work! You have to work harder because the space station needs you all the time!

I But don't you get time off?

A Of course. But then you need to exercise.

C Yes, you have to exercise at least two hours a day.

I Two hours??

B Yes, so that your body can get better more quickly when you're back on Earth.

I Well, that sounds the hardest work of all!

A, B, C [laugh]

28 p56 Exercise 3

- A** Will you help me do this crossword? It's about film genres.
B Sure. What's the first clue?
A OK. OK, 6 across. 13 letters. A film which is about yourself.
B A biography? No, that's nine.
A Then it's autobiography! Right, 7 across – a drama that usually has police officers.
B A thriller? No, it only has 5 letters...Crime drama! So, crime!
A Great. Next one. A film that often has dragons and wizards. Harry Potter! No, it's seven letters. It must be fantasy.
B Good... Last one across. It says blank and adventure. Action?
A Yes it fits. Six letters. Right – 1 down. A film that's usually about human relationships. Mmm...a rom-com?
B No, it's five letters – and it ends in A. What ends in A?
A Drama!
B Of course. And the next one – scary!
A What's scary?
B That's the clue! Easy – a horror film!
A OK. Now 3 down. Old stories for children? What does that mean?
B Bedtime stories? No, oh look. It's got a Y in it.
A Fairy stories! No, too long...tales? Fairytale!
B The next one has 9 letters and we have an O, M, N and an A.
A Documentary!
B Well done – yes, the clue was a report about real life.
B Next clue – people draw these films. Begins with a C.
A Oh, cartoon, of course. Hey, it's the last one! 9 down. It's a film that's set in the future, often about space and aliens.
B Well, that's science fiction.
A But it has five letters? Oh, of course, sci-fi!
B Well done. That's it. We've finished it! Do you want to watch a film now?
A Ha! Which genre?!

29 p57 Exercise 2

Presenter 1

- Tom** Hey, want to go to the cinema this weekend?
Gemma What do you want to see?
Tom Well, there are a couple of things...a sci-fi film...a new rom-com? It looks funny. Fancy it?
Gemma Hmm...When I watch a rom-com with you, you're always annoying.
Tom How come?
Gemma You laugh in all the wrong places.
Tom Huh. Well, when I watch one with you, you cry at the end.
Gemma And that's when you laugh!
Tom Fine. Well, let's watch the sci-fi movie instead, then?
Gemma Good idea...

Presenter 2

- Jed** You're reading?
Finn Sure.
Jed What sort of books do you like?
Finn If I read, I prefer non-fiction.
Jed Really? If I read, I read comics! What have you got there?
Finn Pavel Srnicek's autobiography. Czech goalkeeper, remember? He died very young in 2015.
Jed Oh yes, I remember. When you finish it, can I borrow it?

Presenter 3

- Zara** What can we get Pete for his birthday?
Monika Well, he has a huge movie collection...
Zara That's true, but it's really difficult to choose for him. If I suggest a film to see, he's always got it already.
Monika Well, he can't have every film. What genres does he like?
Zara Lots of them! Sci-fi, fantasy, adventure, musicals...

Monika Let's get an old-fashioned musical for him. A classic. If I watch an old musical on TV, I always enjoy it.

Zara OK. Which one?

Monika I don't know! It's difficult!

Zara Hmm,...Oh, I know. Why don't we get him a book about films?

Monika That's a great idea! Let's have a look online now.

36 p67 Exercise 5 & 6

Narrator Its people call it 'Earth'

Alien 1 Let us begin the meeting. Today we must decide what to do about that strange little planet on the other side of the Milky Way...What's it called? It's the third from its sun...

Robotic voice Its people call it 'Earth'.

Alien 1 That's right, Earth. What are we going to do about the humans on Earth? Should they stay on Earth or should we take them away?

Alien 2 That's an easy question. We must take them from their planet immediately. Firstly, they are terrible for all the animals of their planet.

Alien 1 Why is that, Klag?

Alien 2 Because humans destroy more and more places where animals live. Every year they cut down more forests. They build more and more cities where animals used to live. This means that some animals on Earth have fewer and fewer places to live. They can't find enough food.

Alien 1 Do you have other reasons?

Alien 2 Yes! Humans love to fight! People fight other people, and countries fight other countries in wars.

Alien 3 That's not fair. Humans can also be kind, to other humans and to animals.

Alien 2 I don't care! They're dangerous. If humans improve their technology, one day they will leave their planet in space ships. And then what? Will they want to fight us?

Alien 1 What do you have to say about this, Zog?

Alien 3 Humans are capable of amazing things. In their short history, they have made some wonderful works of art – consider Shakespeare, Mozart, Leonardo da Vinci...But I want to show you one other thing that proves humans should stay on their planet. Look at this.

Alien 1 Ugh... What is it? It looks disgusting.

Alien 3 It is a special human food. There is nothing like it in the universe. Please taste it.

Alien 1 It's cold! It's cold and...delicious! In fact, it's the most delicious thing I've ever tasted. What's it called?

Robotic voice That is chocolate ice cream.

Alien 1 It's incredible! You're right – if they can make this, humans have to stay on their planet.

Alien 2 Yes! Earth will become the ice cream shop to the universe! Aliens will come from every part of the galaxy to try that delicious food!

