

# 2

## People of the World



### Unit plan

- Reading:** multiple choice (right, wrong, doesn't say), understanding main ideas and detail in the text
- Vocabulary:** words related to colours & clothing, word formation, phrasal verbs, prepositions
- Grammar:** past simple, past continuous, *used to*, relative clauses
- Listening:** multiple choice, identifying which speaker might give you the information needed
- Speaking:** comparing photos, talking about people from other countries and their traditions, describing photos
- Writing:** article, organising your ideas, using topic sentences

### Unit Opener (SB page 17)

- Ask students to look at the main picture and tell you what they can see (*people from different countries, of different nationalities and cultures*).
- Ask students to read the title of the unit and say how it relates to the picture (*The title is 'People Of The World' and the picture shows people from around the world.*).
- Ask them if they can guess what countries the people are from.

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to tell you what the five pictures have in common (*they all represent people / faces; they are all ancient*).
- Ask students to read the names of the people from the ancient world in the orange box and to tell you where they were from (*the Aztecs = Mexico, the Chinese = China, the Egyptians = Egypt, the Greeks = Greece, the Vikings = Scandinavia*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- the Egyptians
- the Aztecs
- the Vikings
- the Chinese
- the Greeks

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask them if any of the answers surprised them.

### Answers

- Greeks
- Vikings
- Chinese
- Aztecs
- Egyptians

### Background information

*The Egyptians* lived close to the Nile River in roughly the same area as modern Egypt. They are famous for their pharaohs, pyramids and mummies. Their civilisation lasted thousands of years. The dynasties of the pharaohs began around 3100 BC.

*The Aztecs* called themselves Mexica. They ruled an empire from their base in Tenochtitlan, which was a city located on an island in Lake Tetzaco. The area is now covered by Mexico City. They lived there from approximately 1325 to 1521 when the Spanish destroyed Tenochtitlan and the Aztec empire ended.

*The Vikings* were from the areas of modern Denmark, Norway and Sweden (Scandinavia). They raided Europe and settled coastal areas in Britain and further away between the 8th and 11th centuries. They were great explorers who discovered the North American continent.

*The Chinese* civilisation is one of the oldest in the world. They are famous for their emperors, who were members of ruling families called dynasties. The first dynasty began around 2070 BC and the last ended in 1912. The Chinese invented many things that we still use today.

*The Greeks* dominated the Mediterranean region over two thousand years ago. Their civilisation lasted from approximately 700 BC to 600 AD. Under Alexander the Great, Ancient Greece ruled much of Europe and Western Asia. Ancient Greece formed the foundation of Western culture today. Everything from government, philosophy, science, mathematics, art, literature and even sports can be traced back to the Ancient Greeks.

## TOP TIP

Exploit any opportunities you have to expand students' knowledge about the world by encouraging them to do some of their own research into topics related to the unit theme. In Unit 2, students could do a project on ancient civilisations. They could either choose their own or you could assign one from one of the ancient people featured in the Opener.

## Let's talk about it!

- What do you know about the history of your country?
- Do you like learning about other countries and cultures? If so, why?
- If you could live in the past, which civilisation would you choose? Why?

## DVD 2

Summary of DVD 2: The video is titled 'The Aztecs'. It is about the arrival of the Spanish in Latin America, what they found there and what they brought with them. Basically, it shows how developed the Aztecs were and how the Spanish conquered them with weapons and disease.

**DVD link:** <https://www.youtube.com/watch?v=SNzERlekfPE>

## Answers

The Aztecs already had chocolate, vanilla and pyramids.  
The Spanish brought cannons, diseases and horses.

## Reading (SB pages 18-19)

### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs before checking answers as a class.

## Answers

1C 2B 3C 4A

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer before they read the text.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

## Answer

They lived in huts with one or two rooms. The roofs were made with palm leaves. The huts had four main areas (not separate rooms) for sleeping, cooking, eating and worshipping.

## DOWNLOAD

- Explain to students what a *Right / Wrong / Doesn't say* task involves.
- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in order to understand if a statement is right or wrong, or if there isn't enough information to decide, they need to be able to understand the main ideas in the text, as well as some details. Point out that they can underline important information as they read the text or, alternatively, they can read the statement and then look for the answer in the text. Either way, they should be looking for important information and marking it before they choose their answer.

### 3

- Ask students to read the instructions and check that they understand what they have to do. Remind them that there is a third option, *Doesn't say*, and that they should choose this if the information in the statement is not mentioned in the text. Remind them, too, to read the *Did you know?* section at the end of the main text.
- Ask students to read the statements and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to underline the main ideas and specific details.
- Students work individually to choose the answers.
- They then check their answers in pairs before checking as a class.

## Answers

- 1C We know the children helped in the house, but it doesn't say which jobs they did.  
2A *The emperor lived in a large palace which had many rooms ...*  
3A *They had gardens near their homes and they grew vegetables and flowers there.*  
4B *The food they liked the most was the cacao bean. They used it to make chocolate.*  
5B *The players passed the ball with only their hips, shoulders, heads and knees.*  
6A *The punishment for breaking a clothing law was often death.*

## EXTENSION ACTIVITY

Role play. Ask students to work in pairs and act out an interview. One student is the interviewer and the other is an Aztec teenager. The interviewer must ask questions about the teenager's daily life, based on the five sections of the main text (family life, homes, clothes, food, games). Time permitting, ask students to perform their interviews for the rest of the class.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the definitions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- 1 husband
- 2 soldier
- 3 craftsman
- 4 wife
- 5 emperor

5

- Ask students to read the instructions and check that they understand what they have to do.
- If necessary, choose a student to explain the task in his/her own words.
- Ask students if they have heard of the four rulers and, if not, explain who they are (*Leonidas led the Spartan forces during the Second Persian War, against the army of Xerxes, and is remembered for his death at the Battle of Thermopylae. / Cleopatra was the last member of the Ptolemy dynasty from Greece, and the last pharaoh of Egypt. / Montezuma was emperor when the Aztec empire was at its height. He was killed by the Spanish. / Wu Zetian was the only empress in Chinese history.*).
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, ask them to tell the class about their laws.

#### Answers

Students' own answers

## Vocabulary 1 (SB page 20)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the answers in their own language.
- Students work in pairs before checking answers as a class.
- Check pronunciation by saying each of the colours to the students and asking them to repeat after you. Correct where necessary.

#### Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 bright = strong, bold
- 2 light = pale, soft, not strong
- 3 dark = approaching black, not reflecting light
- 4 pale = light, soft, not dark

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must read the text and then they must label the pictures of the Viking man and woman with the words in bold from the text.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- 1 cap
- 2 cloak
- 3 purse
- 4 boot
- 5 shirt
- 6 belt
- 7 trousers
- 8 brooch
- 9 dress
- 10 shoe
- 11 scarf
- 12 bracelet
- 13 ring

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must decide if the items in 4 are clothes, accessories or jewellery, and then they must look back at 3 and decide what the 13 items there are.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

#### Answers

Students should write C next to: coat, jacket, jumper, skirt, suit  
Students should write A next to: gloves, tights  
Students should write J next to: earrings, necklace, watch  
From 3  
Clothes: boot, cloak, dress, shirt, trousers, shoe  
Accessories: belt, cap, purse, scarf  
Jewellery: bracelet, brooch, ring

### ▶ EXTENSION ACTIVITY

Play a guessing game. Ask a student to choose a class member and describe what they are wearing, but without revealing the person's name. The rest of the class must work out who is being described. Remind them to use the present continuous and write *He/She is wearing ...* on the board to help them.

#### Extra Task (for early finishers)

See photocopiable material on page 119.

## ⚙ Grammar 1 (SB page 21)

### Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers of these two tenses (the past simple and the past continuous) with the class. Then elicit some time expressions that are used with each tense.
- Ask students to give you some examples of the tenses by telling you what they did yesterday, and what they were doing at a particular time.
- Write the following sentence on the board: *I used to read a lot, but now I don't have time.*
- Ask a student to explain what it means (*I did this in the past, but I don't do it now.*)
- Elicit/Explain the forms of *used to* in questions and negative sentences.

#### 1

- Read through the grammar theory with the class.
- Ask students to look back at the text in Reading and to find and underline an example of each tense: past simple, past continuous and *used to*.
- Ask individual students to read out the sentences they have underlined. Ask the rest of the class if they are correct. If not, point out the mistake and continue with the next student until all students have read out their examples.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the question.
- Check answer as a class.

#### Answer

Students should tick: past simple; *used to*

Read 2.1-2.3 of the Grammar Reference on pages 136-137 with your students.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the past simple and also that some verbs are irregular in the past.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 made
- 2 Did the Aztecs drink
- 3 didn't remember
- 4 Did you watch
- 5 finished, gave, left

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the past continuous.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 were showing
- 2 was David doing, was taking
- 3 Were you reading
- 4 were looking
- 5 wasn't wearing

#### 5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the correct form of *used to* and also think of a suitable verb for each sentence. Remind them to pay attention to the forms of *used to* in questions and negative sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 used to eat/drink
- 2 used to wear
- 3 didn't use to like/used to hate
- 4 didn't use to have
- 5 Did you use to send

### ▶ EXTENSION ACTIVITY

Ask students to write three gapped sentences like those in 4, but requiring the past simple, the past continuous and *used to*. Refer them to the grammar theory if they need help. When students are ready, they may swap with a partner to complete their sentences.

#### Extra Task (for early finishers)

See photocopiable material on page 119.

## Ⓐ-Z Vocabulary 2 (SB page 22)

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Point out that two of the sets do not have noun forms.



- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

#### Answers

- |               |              |
|---------------|--------------|
| 1 traditional | 4 extremely  |
| 2 disgust     | 5 incredibly |
| 3 greedy      | 6 happiness  |

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look at the table in 1 before writing their answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- Traditionally
- disgusting
- greedy
- incredibly/extremely
- happiness

#### 3

- Remind students what a phrasal verb is (*a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts*).
- Ask students to tell you any phrasal verbs they know and to use them in a sentence.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the phrasal verbs.
- They then check their answers in pairs before checking as a class.

#### Answers

- put on
- take off
- get up
- stand up
- sit down
- pick up

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 3 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

#### Answers

- sit up
- pick on
- take in
- put up
- stand out
- get along

#### Example sentences:

- When the new teacher opened the classroom door, all the children **sat up** and looked at her.
- Clare is crying because those boys **are picking on** her; they are saying horrible things.
- The trousers were too big for Julian, but his mum can **take them in**.
- I'll **put up** some pictures and then my room will be perfect.
- Malcolm is much taller than his friends, so he **stands out**.
- Linda and Pam are best friends. They **get along** really well.

#### 5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look carefully at the words before and after the preposition in order to make the correct choice. Sometimes the preposition goes with the word before it and at other times it depends on the word(s) after it.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

#### Answers

- |       |        |
|-------|--------|
| 1 of  | 5 from |
| 2 for | 6 of   |
| 3 to  | 7 on   |
| 4 In  | 8 in   |

#### ▶ EXTENSION ACTIVITY

Individually, students write two sentences using a phrasal verb from 3 and a word (*noun, adjective or adverb*) from 1. Explain that for the phrasal verb they must include the preposition in the sentence and place a gap for the verb. They then swap with a partner and complete the sentences.

#### Extra Task (for early finishers)

See photocopiable material on page 119.

### Grammar 2 (SB page 23)

#### Before you read the Grammar box

- Revise/Introduce relative clauses and relative pronouns. Write these sentences on the board and ask students who or what the underlined words refer to. Explain/Elicit that all these sentences contain a defining relative clause.

- That's the boy who/that came here from India. (the boy)
- Here is the letter which/that I received. (the letter)
- The girl whose book I found lives near me. (the girl)
- That's the park where I walk my dog. (the park)

1

- Ask individual students to come to the board. Give them a relative pronoun and ask them to write a sentence with a defining relative clause. Cover all of the relative pronouns.

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the examples in the grammar theory to help them answer the question.
- Students work individually to do the task.
- They then check their answer in pairs before checking as a class.

**Answer**

who, which

Read 2.4-2.5 of the Grammar Reference on pages 137-138 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

1c 2e 3a 4d 5b

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 which
- 2 who
- 3 whose
- 4 which
- 5 where
- 6 who
- 7 where
- 8 which
- 9 who
- 10 whose

5

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

That can be used in 1, 2, 4, 6, 8 and 9.

**EXTENSION ACTIVITY**

Refer students back to the Reading text. Ask them to write a short paragraph about the Aztecs. Tell them they must use relative clauses. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their paragraphs.

**Extra Task (for early finishers)**

See photocopiable material on page 119.

**Listening** (SB page 24)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask them to look at the words in bold and try to work out what they mean before looking at the answer choices. Explain to them that when they come across new words, they should use the context to help them understand any new vocabulary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.

**Answers**

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

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the questions in 3 and decide which speaker is the one who will provide the information needed to answer the question.
- Ask students to read the questions only and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

**Answers**

Students' own answers

**DOWNLOAD**

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain the importance of reading the questions and the answer choices carefully before they hear the recording. Tell them that this will help them to understand what they should be listening for. Explain, too, that if they are not sure of an answer, they should leave it and go on to the next one so that they do not miss a question. Tell them that they will have

the opportunity to check their answers, and answer any questions they missed, the second time they listen.

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the answer choices and explain anything they don't understand.
- Encourage students to think about the content of the question and not to get stuck on any questions.
- Play the recording for students.
- Students work individually to answer the questions.
- Remind them to check their answers and answer any questions they missed the second time they listen.
- Play the recording again if necessary, and check answers as a class.

#### Answers

- 1C** *I'm so happy you invited me to come and stay with you, Cathy.*
- 2A** *... we usually have a siesta after lunch ...*
- 3B** *... but I have extra lessons after school ... / I have a part-time job three times a week and on the other two days, I have netball training.*
- 4C** *... my grandparents usually give me some money when we visit for Sunday lunch.*
- 5B** *... when we visit for Sunday lunch ... / I know what you mean! We have that tradition in our family, too!*

See the recording script on page 114.

## Speaking (SB page 25)

### 1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

#### Answers

Students' own answers

### TOP TIP

Make the most of the material available in the Student's Book by relating it directly to the students. In this lesson, exploit the topic by asking students to tell you about any friends or relatives they have who live in other countries.

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Emphasise that they must consider the similarities

and the differences between the photographs. Point out, too, that they need to look at the bigger picture and not talk about insignificant details.

- Tell students that the phrases in the *Language Bank* can help them talk about similarities and differences in photographs.

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the sentences and then they must number them in the correct order.
- Ask students to read the sentences and explain anything they don't understand.
- Go through the *Language Bank* with the students and explain the phrases for describing photographs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 3** In the second picture
- 1** In these pictures
- 4** ... in both pictures
- 2** In the first picture

### 3

- As this may be the first time students have attempted this particular exam task, allow plenty of time to explain the mechanics of it.
- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see how the phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about the importance of a good education. Student B must reply to one question about the classrooms in the pictures. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about the advantages and disadvantages of wearing traditional clothes. Student A must reply to one question about traditional clothes.*)
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Answers

Students' own answers

### 4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not

interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

- Time permitting, you may want to discuss the questions more extensively as a class.

### Answers

Students' own answers

## Writing (SB pages 26-27)

### Article: Organising your ideas

- Ask students to read the information on articles and organising their ideas.
- Explain to students that a good article must have a title, be easy to read and be well organised. They can achieve this by writing four paragraphs – an interesting introduction that will keep the reader reading, two paragraphs that deal with two different ideas and a conclusion that leaves the reader thinking about what they have just read.

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to label the paragraphs with the words in the orange box and thus work out the correct order of the article.
- Ask students to read the paragraphs and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students to think of a good title for the article.
- Check answers as a class.

### Answers

- 1 main idea 1
- 2 opening paragraph
- 3 conclusion
- 4 main idea 2

A good title would be: I love history.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and answer any queries they might have about it.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 teenagers
- 2 an interesting or unusual culture
- 3 how they live

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read two opening paragraphs and must choose the one that is better, and that they must decide why it is better.

- Elicit that the paragraphs in 3 have been written in answer to the writing task in 2.
- Ask students to read the opening paragraphs and explain anything they don't understand.
- Students work individually to complete the task.
- Encourage them to look back at 1 if they need to see an example of a model opening paragraph.
- They then check their answers in pairs before checking as a class.

### Answers

Students should tick opening paragraph a. It's better because it is more interesting and it makes the reader want to keep reading.

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the rest of the article that was written in answer to the writing task in 2 and answer questions about it.
- Ask students to read the article and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 Yes
- 2 Yes
- 3 Yes

#### 5

- Ask students to read the instructions and check that they understand what they have to do.
- Explain the purpose of a topic sentence (*it states the topic of the paragraph so the reader knows what they will be reading about*). Explain also that topic sentences will help them to stay on track when they write their own paragraphs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

Paragraph 1: The Inuit live in Northern Canada, which is a very cold and difficult place to live in.  
Paragraph 2: Inuit life today is a combination of traditional and modern living.

#### 6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must check for topic sentences in the two main paragraphs of the article they read in 1 and underline them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

1: Firstly, students can learn how different countries became what they are today.  
4: History also helps us understand different traditions and customs.



## LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their articles.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

## 7

- Read the task out to students and explain anything they don't understand. Elicit that they must write an article.
- Go over the *Plan* with the students.
- Remind them to write four paragraphs in total.
- Assign the writing task for homework.

## Answers

Students' own answers

## DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to think of a title for their article and to introduce it in an interesting way.
- Remind them also to write about one main idea in each of the main paragraphs and to use topic sentences at the start.
- Remind them to end their article in a way that gives the reader something to think about.



## EXTENSION ACTIVITY

Time permitting, students can write their topic sentences in class. Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards.

## Reload 2 (SB page 28)

### Objectives

- To revise vocabulary and grammar from Unit 2.

### Revision

- Tell students that Reload 2 revises the material they saw in Unit 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

## Vocabulary Revision

### Vocabulary 1

- 1: Revise the colours by writing them on the board. Ask a strong student to say each colour in the students' language and have individual students tell you the correct word in English.
- 2: Ask students to point out items in the classroom that have *bright*, *light*, *dark* and *pale* colours.
- 3 and 4: Write the words on the board. Then mime putting on each one. Ask individual students to tell you what the items are. Alternatively, ask individual students to mime.

### Vocabulary 2

- 1 and 2: Practise word formation. Write the adjectives on the board and ask students to write the nouns (where possible) and the adverbs.
- 3 and 4: Practise phrasal verbs. Ask the following questions.
  - 1 What can you put on? (clothes, accessories, etc)
  - 2 What can you put up? (a poster, etc)
  - 3 What can you take in? (clothes that are too big)
  - 4 What can you take off? (clothes, something you are wearing)
  - 5 Who do you get along with? (friends, family, etc)
  - 6 What can you get up from? (a table, a chair, etc)
  - 7 What can stand out? (a bright colour, a tall person, etc)
  - 8 When do you stand up? (when the lesson ends, etc)
  - 9 When do you sit down? (to eat, to study, etc)
  - 10 Why do you sit up? (to make the back straight, etc)
  - 11 Is it good to pick on people? (no)
  - 12 When do you pick up something? (after dropping it, etc)
- 5: Practise prepositions. Write these words and prepositions on the board: *because*, *except*, *according*, *addition*, *apart*, *instead*, *top of*, *front of*, *for*, *from*, *in*, *in*, *of*, *of*, *on*, *to*. Then ask individual students to come to the board and match the words with the prepositions they are used with. Ask students to give you example sentences using the phrases.

## Grammar Revision

### Grammar 1

Practise the past simple and the past continuous.

- Write the following sentences on the board.

- 1 I started English lessons three years ago.
- 2 We went to Spain every year for our summer holidays.
- 3 The boy put on his gloves, picked up his bag and went to school.

Ask students to tell you which sentence talks about something that we did regularly in the past (2); things that happened one after the other in the past (3); something that started and finished in the past (1).

- Write the following sentences on the board.

- 1 I was watching a TV show about the Chinese at seven o'clock last night.
- 2 We were talking while Jack was listening to music.
- 3 Mum and I were walking around Paris when we saw an old friend.
- 4 It was a lovely day. The sun was shining and the birds were singing.

Ask students to tell you which sentence sets the scene in a story (4); talks about an action that was in progress in the past that was interrupted by another action (3); an action that was in progress at a particular time in the past (1); two or more actions happening at the same time in the past (2).

Practise *used to*.

- Write the following sentences on the board and ask students to tell you what they mean.

1 *I used to go to the library a lot and read about other countries. (this was my habit in the past / something I did often in the past)*

2 *Mary used to think history was boring, but she likes it now. (she didn't like it in the past, but she likes it now)*

## Grammar 2

Practise relative clauses.

- Write these gapped sentences on the board and ask students to complete them with the correct relative pronoun.

1 *Is this the shop \_\_\_\_ you bought your ring? (where)*

2 *This is the book \_\_\_\_ has information about the Aztecs. (that/which)*

3 *Mrs Smith is the person \_\_\_\_ teaches us history. (who/that)*

4 *Nina is the girl \_\_\_\_ family is from Russia. (whose)*

- Students are now ready to do Reload 2.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

### Answers

#### Vocabulary

1b 2a 3a 4c 5c 6a 7a 8c 9b 10a

#### Grammar

1c 2a 3a 4a 5a 6a 7b 8c 9b 10c



## Progress Review (SB pages 29-30)



### Objectives

- To revise vocabulary and grammar from Units 1 and 2.

### Revision

- Tell students that Progress Review 1 revises the material they saw in Units 1 and 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

### Vocabulary Revision

Revise adjectives and their opposites.

- Unit 1, Vocabulary 1, Exercise 1: Write the following adjectives on the board: *amazing, boring, difficult, fast, hard, modern, rich, right*. Then read out the list of opposites, one by one, (*easy, interesting, old, poor, slow, soft, normal, wrong*) and have individual students come to the board and write the word next to its opposite.  
(*amazing/normal, boring/interesting, difficult/easy, fast/slow, hard/soft, modern/old, rich/poor, right/wrong*)

Revise adjectives.

- Unit 1, Vocabulary 1, Exercise 2: Write the adjectives on the board (*beautiful, famous, lucky, practical, special, strange*) and then read out the following sentences, one by one, and have students match them to the adjectives.
  - This is something that is different to the normal. (special)*
  - Good things happen to you if you are this. (lucky)*
  - Something is very nice to look at if it is this. (beautiful)*
  - This is about real things and problems in life. (practical)*
  - This is something unusual or surprising. (strange)*
  - Many people know your name if you are this. (famous)*

Revise nationality adjectives.

- Unit 1, Vocabulary 1, Exercise 3: Write the countries in a list on the board and ask students to write the nationality adjectives in their notebooks. When they have finished writing, they check with a partner before checking as a class. Have individual students come to the board and write their answers.
  - Brazil (Brazilian)*
  - Britain (British)*
  - China (Chinese)*
  - Egypt (Egyptian)*

- Germany (German)*
- Greece (Greek)*
- Italy (Italian)*
- Japan (Japanese)*
- Spain (Spanish)*

Revise colours.

- Unit 2, Vocabulary 1, Exercises 1 and 2: Write the names of the colours and the words used with colours on the board (*black, blue, brown, gold, green, grey, orange, pink, purple, red, turquoise, white, yellow; bright, light, dark, pale*) and ask individual students to point to an example in the room or say the word in their language.

Revise words for clothes, accessories and jewellery.

- Unit 2, Vocabulary 1, Exercises 3 and 4: Write all of the words from 3 and 4 on the board (*cap, cloak, purse, boots, shirt, belt, trousers, brooch, dress, shoes, scarf, bracelet, ring, coat, necklace, earrings, skirt, gloves, suit, jacket, tights, jumper, watch*). Point to the words and ask individual students to read out the word and mime the action of putting on the item of clothing, accessory or jewellery.

Revise word formation.

- Unit 1, Vocabulary 2, Exercises 1 and 2: Write these nouns on the board and ask students to give you the adjective forms. Remind them that two of the nouns have two different adjectives. Ask students to tell you what the words mean.
  - art (artistic)*
  - boredom (bored, boring)*
  - care (careful)*
  - creation (creative)*
  - fun (funny)*
  - interest (interested, interesting)*
  - logic (logical)*
  - organise (organised)*
- Unit 2, Vocabulary 2, Exercises 1 and 2: Write these words on the board and ask students to tell you which part of speech they are, noun, adjective or adverb. Then ask students to complete the set. Remind them that two of the words do not have noun forms. Ask students to tell you what the words mean.
  - tradition (noun; traditional, traditionally)*
  - disgust (noun; disgusting, disgustingly)*
  - greed (noun; greedy, greedily)*
  - extreme (adjective; extremely)*
  - incredible (adjective; incredibly)*
  - happy (adjective; happiness, happily)*

Revise prepositions.

- Unit 1, Vocabulary 2, Exercise 3: Write these prepositions and sentence stems on the board. Ask students to complete the prepositional phrases and then to complete the sentences in their own words.  
*about, at, by, for, in, to*
  - I'm responsible \_\_\_\_\_ ... (for)*
  - I'm interested \_\_\_\_\_ ... (in)*
  - I was surprised \_\_\_\_\_ ... (by)*
  - I'm bad \_\_\_\_\_ ... (at)*
  - I'm different \_\_\_\_\_ ... (to)*
  - I'm excited \_\_\_\_\_ ... (about)*
  - I have a lot \_\_\_\_\_ common with ... (in)*

- Unit 2, Vocabulary 2, Exercise 5: Write these two lists on the board and ask students to match the words then use the phrases in sentences. Tell them they will need to use some of the prepositions more than once.

for, from, in, of, on, to

- 1 because \_\_\_\_ (of)
- 2 except \_\_\_\_ (for)
- 3 according \_\_\_\_ (to)
- 4 \_\_\_\_ addition to (in)
- 5 apart \_\_\_\_ (from)
- 6 instead \_\_\_\_ (of)
- 7 \_\_\_\_ top of (on)
- 8 \_\_\_\_ front of (in)

Revise collocations and expressions.

- Unit 1, Vocabulary 2, Exercise 4: Write these words on the board. Ask students to choose the correct verb, *do* or *make*, and then use each collocation in a sentence.

- 1 do / make a mistake (make)
- 2 do / make homework (do)
- 3 do / make me a favour (do)
- 4 do / make me laugh (make)
- 5 do / make a test (do)
- 6 do / make a list (make)

Revise phrasal verbs.

- Unit 2, Vocabulary 2, Exercises 3 and 4: Write these phrasal verbs on the board. Then read out the definitions, one by one, and ask students to match them with the correct phrasal verb.

get along, get up, pick on, pick up, put on, put up, sit down, sit up, stand out, stand up, take in, take off

- 1 remove something from your body (take off)
- 2 be in a chair with your back straight (sit up)
- 3 place something on your body (put on)
- 4 be in a chair at a table and then leave (get up)
- 5 be unkind to someone often (pick on)
- 6 have a good relationship with someone (get along)
- 7 put your body on a chair (sit down)
- 8 fix a poster to a wall (put up)
- 9 put your body in an upright position from a sitting position (stand up)
- 10 make clothes smaller because they're too big (take in)
- 11 lift something from a surface (pick up)
- 12 be very noticeable (stand out)

## Grammar Revision

Revise present simple and present continuous.

- Write these gapped sentences on the board. Ask individual students to come to the board and write the present simple or the present continuous of the verb given.

- 1 She \_\_\_\_ (do) her homework at the moment. (is doing)
- 2 \_\_\_\_ (he / walk) to school every day? (Does he walk)
- 3 Tom often \_\_\_\_ (play) football in the park. (plays)
- 4 The sun \_\_\_\_ (shine) in the summer. (shines)
- 5 We \_\_\_\_ (work) in a restaurant this winter. (are working)
- 6 Her train \_\_\_\_ (arrive) at 7 o'clock. (arrives)
- 7 My brother \_\_\_\_ (have) black hair. (has)
- 8 \_\_\_\_ (you / visit) Italy this year? (Are you visiting)

Revise stative verbs.

- Write these sentences on the board. Ask individual students to come to the board and complete them with the present simple or the present continuous depending on whether the verb is stative or active.

- 1 You \_\_\_\_ (look) sad today. (look)
- 2 What \_\_\_\_ (you / look) at in there? (are you looking)
- 3 He \_\_\_\_ (understand) the problem. (understands)
- 4 Lucy \_\_\_\_ (have) dark hair and brown eyes. (has)
- 5 I \_\_\_\_ (have) lunch right now. (am having)
- 6 We \_\_\_\_ (not have) a lot of homework to do. (don't have)
- 7 Ah, yes. Now I \_\_\_\_ (see) what you mean. (see)
- 8 I \_\_\_\_ (see) the doctor tomorrow. (am seeing)

Revise past simple, past continuous and *used to*.

- Write these sentences on the board, with the underlining. Ask individual students to identify the tense/structure and say why it is used.

- 1 The sun was shining and the birds were singing. (past continuous; set the scene in a story)
- 2 I used to ride my bike to school. (used to; past habit)
- 3 We went to a party last night. (past simple; started and finished in the past)
- 4 They were watching a film at 8 o'clock last night. (past continuous; in progress at a particular time in the past)
- 5 Suzy was sleeping when her phone rang. (past continuous, past simple; one longer action interrupted by another)
- 6 Stan stood up, walked to the door and opened it. (past simple; things that happened one after the other)
- 7 Mary used to live in London. (used to; past state)
- 8 I was reading about Greece while Tim was doing his homework. (past continuous; two actions happening at the same time)
- 9 We went to Spain every year when I was a child. (past simple; habit in the past)

Revise relative clauses.

- Write these gapped sentences on the board and ask students to complete them with the correct relative pronoun *who*, *that*, *which*, *whose* or *where*.

- 1 London is \_\_\_\_ she lives. (where)
- 2 The book \_\_\_\_ I read was interesting. (which/that)
- 3 Carly is the girl \_\_\_\_ I like. (who/that)
- 4 That's the boy \_\_\_\_ dad is an astronaut! (whose)

- Students are now ready to do Progress Review 1.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.



## Vocabulary

### Answers

1

- 1 happiness
- 2 interesting
- 3 Japanese
- 4 creative
- 5 bored
- 6 traditional
- 7 Greek
- 8 extremely

2

- 1 to
- 2 from
- 3 at
- 4 about
- 5 on
- 6 for
- 7 up
- 8 off

3

- 1 practical
- 2 soft
- 3 rich
- 4 amazing
- 5 purse
- 6 scarf
- 7 easy
- 8 in front of

4

- 1a 2b 3c 4b 5a 6c 7a 8c

## Grammar

### Answers

1

- 1 Are they learning
- 2 has
- 3 don't visit
- 4 am meeting
- 5 starts
- 6 work
- 7 rains
- 8 isn't staying

2

- 1 am not having, am going
- 2 are thinking, like
- 3 doesn't understand, is asking
- 4 looks, is crying
- 5 am writing, need
- 6 costs, don't have
- 7 are you doing, belongs
- 8 smells, Do you want

3

- 1 was watching
- 2 Did you go
- 3 wasn't helping
- 4 travelled
- 5 Was Tim playing
- 6 hid
- 7 was shining
- 8 didn't know

4

- 1 didn't use to play
- 2 where I bought
- 3 used to live
- 4 whose mother works
- 5 did you use
- 6 which I watched