Liz Gardiner

SUPER Star

FREE SAMPLE COPY
NOT FOR SALE

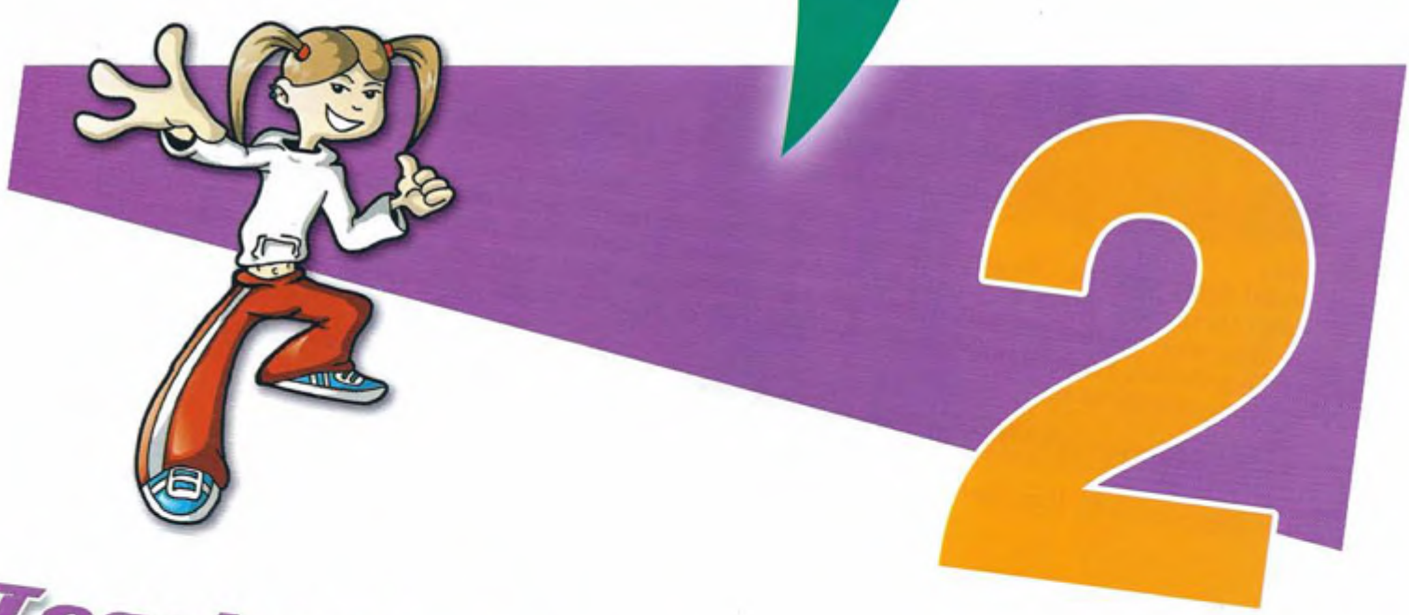
2

Teacher's Book

NEW EDITIONS
English Language Teaching

Liz Gardiner

SUPER Star



Teacher's Book

NEW EDITIONS
English Language Teaching

Contents

Contents of Student's Book

Course Components

Each level consists of a Student's Book, a Teacher's Book, a Workbook, a Test Book, Class Cassettes/CDs, and Student's CDs.

Super Star 2 Student's Book

The Student's Book is divided into eight topic-related cycles and includes an ongoing story, project work and songs. The cycles, which cover all skills, are of a manageable length and all eight cycles can be completed in one school year. The amount of time spent on each lesson will largely depend on individual teaching situations. However, a minimum teaching time of 45 minutes should be allowed for each lesson.

The Student's Book contains

- an introduction to the Shooting Stars, the heroes of the ongoing story.
- 40 two-page lessons, which contain
  - task types which reflect popular exams at relevant levels.
  - a variety of original reading texts, including dialogues, e-mails, letters, articles, posters, advertisements, stories, interviews and quizzes.
  - topic-related vocabulary tasks (including sticker tasks) which practise and build on vocabulary presented in the reading texts.
  - clear and concise grammar explanations with tables and example sentences where appropriate.
  - a variety of grammar tasks testing both form and usage.
  - a range of topic-related listening tasks.
  - a variety of simple speaking tasks practising grammar and/or vocabulary presented in the lesson.
  - writing tasks which follow on logically from the speaking tasks.
  - Star Word lists of ten important vocabulary items presented in the lesson.
- 8 two-page reviews which revise the lexical and grammar items presented in each cycle and identify any areas of difficulty.
- 8 two-page episodes of the ongoing story of the Shooting Stars (including four modern and catchy songs), with a variety of comprehension, grammar and vocabulary tasks.
- 8 topic-related projects which give students the opportunity to make creative and practical use of the grammar and vocabulary they have learnt in each cycle.
- 3 two-page plays featuring the characters from the episodes, designed to be performed at the end of each school term.
- a list of all the irregular verbs presented in the Student's Book.

Super Star 2 Teacher's Book

The Teacher's Book is a complete step-by-step guide for teachers. Each lesson from the Student's Book is reproduced in the Teacher's Book for easy reference, and the book's easy-to-follow layout provides busy teachers with a valuable teaching aid.

The Teacher's Book contains

- detailed lesson plans, including
  - a contents box, summarising the contents of each lesson.
  - detailed instructions for each task.
  - keys for each task.
  - extra reading comprehension questions for each lesson.
  - extra class activities.

- extra activities for early finishers * (including photocopiable materials).
- suggestions for homework.
- teaching tips.
- tasks which exploit the Star Word vocabulary lists (including photocopiable materials).

- detailed lesson plans for the reviews, including how to revise the lexical and grammar items presented in each cycle. (Vocabulary and grammar can be revised together before students do any tasks, or separately, before students do the respective section.)
- clear and concise notes on each topic-related project.
- detailed lesson plans for the episodes, including extra comprehension questions, episode summaries and extra class activities.
- practical advice on how to put on the end-of-term plays, including guidance on rehearsals, stage management, choosing the cast and making costumes and props (including photocopiable materials).
- tapescripts for the listening tasks.
- keys to the Workbook and the Test Book.

* These activities can also be used as extra homework or for revision purposes.

Super Star 2 Workbook

The Workbook practises and consolidates vocabulary and grammar presented in each lesson of the Student's Book. Its clear and simple format, and the fact that care has been taken to ensure that only vocabulary and grammar presented in the Student's Book are tested, means that it can be used by students at home as well as in class.

The Workbook contains

- 40 two-page lessons consisting of three vocabulary and three grammar tasks.
- a wide variety of stimulating and enjoyable tasks, including word banks, spell checks, anagrams, crosswords, word searches and picture-based tasks.
- 8 word searches containing topic-related Star Words from each cycle.

Super Star 2 Test Book

The Test Book provides a variety of vocabulary, grammar, reading and writing tasks to test students' progress at regular intervals. The materials contained in each test reflect the content of the Student's Book.

The Test Book contains

- 8 three-page tests, one for each topic-related cycle in the Student's Book.
- a four-page end-of-year test.
- a score sheet to record the test results.

Super Star 2 Cassettes/CDs

The Class Cassettes/CDs contain recordings of the listening tasks, the episodes (including the songs) and the plays.

The Student's CDs contain recordings of the reading texts, the episodes (including the songs) and the plays. Students can be asked to listen to the reading texts and the episodes at home after the relevant lessons to get used to hearing English spoken by native speakers. They should use the recordings of the plays to help them learn their lines.

Professional actors are used in all recordings to ensure clarity and accurate intonation and pronunciation.

Meet the Shooting Stars

Lead-in

- If students are familiar with *Super Star 1 Student's Book*, ask the following questions to see what they can remember about the story of the Shooting Stars.
  1. Who are the members of the Shooting Stars? (Bradley Simmonds, Ken Ling, Emily Teal and Elizabeth Evans)
  2. How did their parents help them? (Lizzie's dad designed their clothes for the competition, Emily's mum helped Roxy the dog when she ate Lizzie's microphone, and Ken's dad took them to the local competition in the fire engine.)
  3. How many parts of the competition did they play in? (four – the school competition, the local competition, the third part of the competition at the Royal Albert Hall and then the final.)
  4. Where did the final competition take place? (The Royal Albert Hall)
  5. How did they lose their song for the final? (One of the Black Cobras (another band) stole their song.)
  6. Where did they find a new song? (in an old chest in a secret room at the Royal Albert Hall)

- If students aren't familiar with *Super Star 1 Student's Book*, tell them that after every five lessons in *Super Star 2* there is an episode of a story, and that this features the Shooting Stars.
- Explain that these pages introduce the Shooting Stars, then read the summary in order to give them the main details of what happened in the story in *Super Star 1*.

The Shooting Stars story

Three school friends, Emily, Ken and Brad, decided to form a band and enter a Teen Stars competition at their school. They asked Lizzie, a new student, to be their singer. They met after school in Lizzie's garden and they chose the name Shooting Stars for the band. The four of them worked hard and practised in Ken's garage. On the night of the competition, Brad went to a tae kwon do exam. He got his new belt, but he didn't have time to change his clothes for the competition and he played in his tae kwon do clothes. The Shooting Stars won the competition.

Lizzie's father, Mr Evans, designed their clothes for the local competition – the next part of the competition. Roxy, Ken's dog, tried to eat Lizzie's microphone and hurt her mouth. Emily's mum, Mrs Teal, came to help Roxy because she is a vet. Lizzie took Emily, Ken and Brad to the theatre where her mother sings and they borrowed a microphone from her. Mr Evans brought them the new clothes for the competition. The Shooting Stars went to Emily's football match before the local competition, but Emily fell and hurt her leg. Ken asked his father to take them to the theatre in the fire engine. They arrived at six o'clock and won the local competition.

When the Shooting Stars were on a train to London, Emily and Lizzie sang their new song for the final to Ken and Brad, but a boy called Raymond heard it. When they arrived, Lizzie's aunt took them to the Royal Albert Hall and they met the other bands. They also met Raymond, the boy on the train, and his band, the Black Cobras. Emily lost her bag with their new song for the final in it. In the dressing room at the Royal Albert Hall, the Shooting Stars got ready to play. Emily was unhappy about her bag but they all tried to relax. The Shooting Stars played their song, and the Black Cobras sang next. They played the song that was in Emily's bag and the Shooting Stars were angry. The Shooting Stars and the Black Cobras won the third part of the competition.

Raymond told the Shooting Stars that he stole their song because he wanted to be famous and their song was better than his. Then he locked them in the dressing room. Lizzie remembered the trapdoors in her mum's theatre. She found a trapdoor in the dressing room and the Shooting Stars followed a tunnel into a

Hello. I'm Emily Teal. I'm fourteen years old and I really love music. I play the keyboard and write songs for the Shooting Stars. My best friend, Lizzie, sings for the band. In my free time, I play in the girls' football team at school. Sometimes it's difficult and last year I hurt my foot in a match. But I really enjoy it – it helps me forget about school work! My mum is a vet and my dad is a reporter for *Greenfield News*. He is very busy this year! My sister, Audrey, is seventeen and it is her last year at school. We've got three cats and a parrot called Chicken. Lots of people think it's a strange name, but I like it!

Hi everyone, my name is Elizabeth Evans, but everyone calls me Lizzie. I'm fifteen years old and I sing in the Shooting Stars. I moved to Greenfield last year. My first year at Greenfield School was fantastic! I met my best friend, Emily, there. Also, my band won a competition and we made a CD and a video clip – it was our prize! My parents helped the Shooting Stars a lot. My dad is a clothes designer and he made us great costumes for the competition last year. My mum is an opera singer and she gave me a microphone from her theatre when Roxy tried to eat mine! My sisters, Jenny and Lynn, are twins. They are seventeen and are friends with Emily's sister Audrey.

secret room. There, inside an old chest, they found a book of old songs and a letter. Elvira, a cleaner at the theatre in 1888, wrote the songs but she was too shy to sing them. The band decided to sing one of Elvira's songs for the final of the competition. They practised all night and slept in the dressing room. The next day the Shooting Stars won the competition with Elvira's song.

The characters

- Ask a student to read out the paragraph about Bradley to the class.
- When they have all finished reading, explain the meanings of any words which the students have not learnt before or which they have forgotten. Then ask the following questions.
  1. How old is Brad? (fifteen)
  2. What does he play in the band? (the guitar)
  3. What are his hobbies? (tae kwon do and art)
  4. How did he meet Lizzie? (She goes to his mum's dance school.)
  5. What birthday present did his friends give him? (a guitar)
  6. What is his dog's name? (Frodo)

- Ask a student to read out the paragraph about Ken to the class. When the student has finished, and you have explained any unknown words, ask the following questions.
  1. Where does Ken live? (in England)
  2. Who is Ken's best friend? (Brad)
  3. What did Ken's dog do last year? (She tried to eat Lizzie's microphone.)
  4. What are his parents' jobs? (His dad is a fireman and his mum is a computer programmer.)
  5. What does Ken's brother like to do? (ride in the fire engine)
  6. What does Ken know a lot about? (computers)

- Then ask a student to read out the paragraph about Emily to the class. When the student has finished, ask the following questions.
  1. What does Emily do in the Shooting Stars? (She plays the keyboard and writes songs.)
  2. Which sport does Emily play? (football)
  3. How did Emily hurt her foot last year? (in a football match)
  4. What are her parents' jobs? (Her mum is a vet and her dad is a reporter.)
  5. How old is Emily's sister? (seventeen)
  6. Why do people think Chicken is a strange name? (Chicken is a parrot.)

- Finally, ask a student to read out the paragraph about Elizabeth to the class, then ask the following questions.
  1. When did Lizzie come to live in Greenfield? (last year)
  2. Who is her best friend? (Emily)
  3. What prize did the band win? (They made a CD and a video clip.)
  4. How did her dad help the band? (He made the costumes.)
  5. What did her mum give her? (a microphone)
  6. Who are Jenny and Lynn? (Lizzie's twin sisters)

- Ask students to close their books, then go around the class asking individual students to tell you what they have learnt about one of the Shooting Stars.

Extra class activity

Ask students to write a short paragraph to introduce themselves in the same way that the Shooting Stars did. Ask them to say something about their hobbies, their friends and their family. Then ask them to read their paragraphs to the class.

Lesson 1
Family life

Grammar: present simple
Vocabulary: family members, matching verbs and nouns
Reading: multiple matching
Listening: completing a table
Speaking: asking and answering questions about families

Lead-in

- Tell students that the first five lessons are about families and friends. You might like to say something about yourself and your family, using vocabulary that students are familiar with.

> **Teaching tip**
> When dealing with topics such as families and friendships, bear in mind that students may be from a variety of backgrounds. Try to be sensitive about their differences but at the same time try not to individualise them.

1 Reading

A

- Explain that Lesson 1 begins with an article about four people and their families.
- Ask students to read the article silently and then to match the people with the photos. If necessary, check that students know which names are female (Becky and Ingrid) and which are male (Richard and Fred).

Answers

1 Becky	3 Ingrid
2 Fred	4 Richard

B

- Ask students to read the article again carefully to find the answers. Tell them to underline the places in the article where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers

1 Fred (*... my son and his wife have got a little girl. ... she's six months old.*)
2 Ingrid (*... I live on my own.*)
3/4 Richard (*I've got an older sister too, ...*)
3/4 Ingrid (*My mum, dad, brother and sister are in Berlin.*)
5 Fred (*I've got two children ...*)
6 Becky (*... I live with my parents.*)

- Ask the following questions to check students' understanding of the article.
  1 Why do Joe and Alex look the same? (They are twins.)
  2 Who thinks people with brothers and sisters are lucky? (Becky)
  3 Where does Fred's granddaughter live? (next door to him)
  4 Whose brother lives in another town? (Ingrid's)
  5 Who wants to have a son and a daughter in the future? (Ingrid)

2 Vocabulary

A

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words.


LESSON 1 Family life

2 Reading

Tell us about your family!

I live with my mum and my two younger brothers, Joe and Alex. My brothers are twins – they look exactly the same. They share a room, but I've got my own room. I've got an older sister too, but she doesn't live with us any more. She moved house last month.
Richard, aged 15

I'm an only child and I live with my parents. I haven't got any brothers or sisters. I've got lots of friends, but it isn't the same. My friends complain about their brothers and sisters, but I think they're really lucky. My parents are OK, but you can't talk about everything with your parents!
Becky, aged 12

I've got two children – a son and a daughter. My daughter hasn't got any children, but my son and his wife have got a little girl. Her name is Tess and she's six months old. My wife and I live next door to them and we often babysit. I really love my granddaughter!
Fred, aged 68

I come from a big family, but I live on my own. I'm from Germany but I left home last year. My mum, dad, brother and sister are in Berlin. In fact, my grandpa and grandma live in Berlin too. I visit my relatives often. I want to get married and have children in the future. I want to have a girl and a boy.
Ingrid, aged 23

Who
has got a baby in his/her family? (1) _____
lives alone? (2) _____
has got a sister? (3) _____ (4) _____
is a parent? (5) _____
lives with his/her mum and dad? (6) _____

- Point out that most of the words are in the article on page 6 and they can read them again in context to remember the meanings if necessary. Explain that students should use each word only once.
- Ask students to do the exercise individually, but check the answers as a class.

Answers

1 only child	4 grandson
2 son	5 granddaughter
3 daughter	6 wife

B

- Explain to students that they should match the verbs 1-5 with the words a-e to make phrases from the article on page 6.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers 1d 2c 3e 4a 5b

3 Grammar

Present Simple

- Ask students which word we use with the main verb in the negative (don't/doesn't) and question forms (do/does). Ask them which words we use in short answers (do/does/don't/doesn't without the main verb).
- Ask students to read the cartoon silently and to tell you what verbs are used (*visits, doesn't like*). Ask them why there is an *-s* at the end of *visits* but there is no *-s* at the end of *like*. Revise third person singular forms by writing sentences on the board and asking students to correct them: *Joe live with his mum. Joe doesn't lives with his mum. Do Joe lives with his mum?*

- Read through the rest of the grammar box with the class and explain all the grammar terms used.

Extra class activity

To make sure students remember the third person singular forms, write the following sentences on the board and ask students to find the correct answers.

Do / Does she share a room? (Does)
My parents don't / doesn't work at the weekend. (don't)
'Do / Does you like dogs?' 'No, I doesn't / don't.' (Do, don't)
My cousin Sally don't / doesn't visit us very often. (doesn't)
Where do / does you grandparents live? (do)
'What's the answer?' 'I don't / doesn't know.' (don't)

A

- Ask students to read the paragraph carefully to understand the meaning, and find the subject in each sentence. Remind them to think about the spelling rules and the form of the third person singular.
- Ask students to do the exercise individually, but check the answers as a class.

Answers

1 are
2 isn't
3 makes
4 tell
5 doesn't get
6 doesn't mind
7 help
8 babysit

B

- Tell students to read the prompts under the first picture and say which word the verb is (look). Ask them to tell you the question and then ask them whether the short answer is positive or negative (negative). Ask them to tell you the short answer.
- Ask for a volunteer to write the first question and short answer on the board. Correct any mistakes, then ask students to do the rest of the exercise in pairs. Check the answers as a class.

Answers

1 Do the twins look the same? No, they don't.
2 Do they share a room? Yes, they do.
3 Does Susan like her cousin? No, she doesn't.
4 Does Grandma drive a car? Yes, she does.

4 Listening

- Explain that the names of the people in the box are Anne's relatives. Ask students to read the names and tell you which are male (Clive, William) and which are female (Molly, Nicola).
- Tell students to read through the table, and explain that they need to write down the names and ages they hear.
- Ask students to try to find all the answers to complete the table the first time they listen. Play the tape once, pausing after Anne says the age of each person to allow time for students to write the answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 124 for tapescript.)

Answers

Anne's family	Name	Age
son	Clive	38
granddaughter	Nicola	7
daughter	Molly	27
grandson	William	1

5 Speaking

- Ask students to work in pairs to ask and answer questions about their families. Explain that they can use the phrases in the box, which were all in the article on page 6, and anything else they can think of.
- Tell them that they can look at the grammar box if they can't remember how to form questions and short answers in the Present Simple.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the rest of the class about their partners' families.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students which of the words are nouns, and which of the nouns are feminine (*daughter, granddaughter, wife*), masculine (*grandson, son*), or either (*only child, relative*). Ask them which words are verbs (*babysit, complain, share*).
- Ask students to write three sentences of their own using each of the verbs with at least one other Star Word in each sentence.
- This exercise can be set for homework.

Extra activity for early finishers

Vocabulary

See photocopiable material on page 142.

Lesson 2 Problems

Grammar: present continuous
Vocabulary: relationship-related words, opposites
Reading: replacing missing sentences
Listening: true or false statements
Speaking: describing what gets on your nerves

Lead-in

- If the Star Words exercise from Lesson 1 was set for homework, ask some students to read their sentences to the class.
- Write the words *Fred*, *often*, *visit*, *his* and *relatives* on the board and ask students to come up and write an affirmative sentence using these words (Fred often visits his relatives.). Then ask another student to write a question using the same words (Does Fred often visit his relatives?), and another to give the affirmative and negative short answers (Yes, he does./No, he doesn't.).

1 Reading

A

- Ask students to read the e-mails silently to find out where Tony met Anita. Ask them to underline the place in the e-mails where they find the answer.
- Check the answers as a class.

Answer
at Jenny's birthday party last year (*I met her at your birthday party.*)

B

- Ask students to read the e-mails again carefully and tell them to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the e-mail where the gaps are, and to decide if the sentences make sense with whatever is before and after the gaps.
- Ask students to do the exercise individually, reminding them to give reasons for each answer. Check the answers as a class.

Answers
1 b (The previous sentence tells us why Anita is angry with Jenny.)
2 d (The previous paragraph says Jenny doesn't know what to do. She ends her e-mail by asking for Tony's help.)
3 c (Tony talks about Anita in the rest of the paragraph.)
4 a (The previous sentence mentions Susan and this sentence describes her.)

- Ask the following questions to check students' understanding of the e-mails.
  1 Who had an argument? (Anita and Jenny)
  2 What is Anita doing now? (ignoring Jenny and spending time with another girl)
  3 Why doesn't Anita trust Jenny? (Jenny didn't keep Anita's secret.)
  4 Where can Jenny make new friends? (in her class/at school)
  5 Which girl is kind and friendly? (Susan)
  6 Who is jealous of Anita? (Jenny)

2 Vocabulary

A

- Ask students to work in pairs to complete the sentences with the phrases in the box.

- Point out that all the phrases are in the e-mails on page 8.
- Remind students to read the words in context if they aren't sure about the meanings.
- Check the answers as a class.

Answers
1 keep a secret
2 tell lies
3 have an argument
4 spend time with
5 get on my nerves
6 be jealous of

B

- Explain that students have to match the words in the box with their opposites.
- Ask students to work in pairs and encourage them to talk about the meanings of the words. Point out that some of the words are in the e-mails on page 8 and that they may already know some of the other words.
- Check the answers as a class.

Answers
1 calm
2 sensible
3 kind
4 confident
5 miserable

Teaching tip
Encourage students to bring dictionaries to class and make sure they know how to use them to look up the meaning of new words.

Extra class activity
Ask students to look at the e-mails again for words they know the opposites of. For example, wrong/right, new/old, find/lose, remember/forget.

3 Grammar

Present Continuous

- Ask students to read the cartoon silently and tell you why Jim is unhappy (Tonic is listening to loud music at night, and Jim is trying to sleep).
- Ask students to read the grammar box and explain that the example sentences show the affirmative, negative and question forms of the Present Continuous. Ask students to read these again and tell you how we make the Present Continuous (we use *to be* and the main verb with *-ing*). Remind them that when a verb ends in *-e*, we take off the *-e* before adding *-ing* (ignore – ignoring). Draw their attention to the order of words in the question.
- Remind students what the short answers are to the question *Are you crying, Angela?* (Yes, I am./No, I'm not.). Write *he/not sleep*, *we/have an argument* and *it/rain?* on the board and ask individual students to make sentences using the Present Continuous and these words.

A

- Ask students to read the whole paragraph silently and to think about which words go in the gaps before they write any answers.
- Tell them to look at whether the subject before each gap is singular or plural and remind them to think about the spelling rules for *argue* and *get*. Remind them again that when a verb ends in *-e*, we take off the *-e* before adding *-ing* (ignore – ignoring), and that we double the final consonant of one-syllable verbs before adding *-ing* (sit – sitting).
- Check the answers as a class.

Answers

1 is getting	5 aren't playing
2 isn't cooking	6 are arguing
3 is singing	7 is crying
4 is talking	8 are barking

B

- Ask students to do this exercise individually. Tell them to look back at the example in the grammar box if they don't remember how to form questions.
- Remind students that we don't use the main verb in short answers – only the correct form of *to be*.
- Check the answers as a class.

Answers

1 Is ... talking; he is
2 Are ... arguing; they aren't
3 Is ... ignoring; she isn't
4 Are ... watching; I am/we are
5 Are ... complaining; they are

4 Listening

- Explain that students will hear a brother and sister talking and that they have to listen very carefully to decide whether each statement is true or false.
- Ask students to read all the statements before they listen so they know exactly what information to listen for.
- Explain that students should answer as many questions as they can the first time they hear the tape, then play the tape once.
- Ask them to check their answers and also to try to answer any remaining questions as they listen again, then play the tape a second time.
- Check the answers as a class and, if necessary, explain why 2 and 5 are false. (See page 124 for tapescript.)

Answers 1T 2F 3T 4T 5F

5 Speaking

- Ask students to work in pairs to tell each other what gets on their nerves about their family and friends, using the words in the box.
- Point out that they should use the Present Simple because they are talking about things which people often do.
- Tell students to listen carefully to their partners, so that they can tell the class what their partners said.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the rest of the class what gets on their partner's nerves about their family and friends.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the list of Star Words again and then to close their books.
- Write the following anagrams on the board and ask students to tell you the words:

dink *lednlouse* *rumgelan* *atur* *grivge*
defsgunhr *ele* *lawkjou* *lenlesin* *rognie*

Answers

kind	miserable	argument	trust	forgive
friendship	lie	jealous	sensible	ignore

Extra activity for early finishers

Vocabulary

See photocopiable material on page 142.

Lesson 3
My cool cousin

Grammar: present simple and present continuous
Vocabulary: adjectives, matching statements and responses
Reading: comprehension questions
Speaking: comparing pictures of habits and present actions
Writing: paragraphs comparing pictures

Lead-in

- Ask students to tell you which adjectives, and their opposites, used to describe people's character they can remember from Lesson 2 (angry/calm, happy/miserable, nasty/kind, shy/confident, silly/sensible).
- Point out that this lesson begins with a dialogue at Brad's house and ask them what they can remember about Brad from Meet the Shooting Stars on pages 4 and 5.

1 Reading

A

- Ask students to read the dialogue silently to find out what kind of music Marcus listens to.
- Check the answer as a class.

Answer 2 (... *he always listens to classical music!*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the dialogue again carefully to find the answers. Ask them to underline the places in the dialogue where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers

1 Brad's cousin (Brad says, *This is my cousin Marcus.*)
2 He brings orange juice. (Marcus says, *Sit down, everyone. I'll bring the juice.*)
3 for the weekend (Brad says, ... *he's staying with us this weekend!*)
4 to tell Brad to turn down the music (Marcus says, ... *your mum wants you to turn down the music.*)
5 Marcus has got some computer games./Marcus mends Brad's computer (Brad says, *My cousin isn't dull after all. He's cool!*)

- Ask the following questions to check students' understanding of the dialogue.
  1 What kind of pupil is Marcus? (He's a hard-working pupil./He's always top of the class./He gets good marks.)
  2 What kind of music do the *Blue Flowers* play? (pop music)
  3 Why can't Brad hear what Marcus says? (because the music is too loud)
  4 Where is Brad's computer? (in his bedroom)
  5 What is wrong with Brad's computer? (it isn't working at the moment)

2 Vocabulary

A

- Ask students to complete the exercise by matching the stickers from the back of their books to the adjectives. They can do the exercise in pairs to help each other.
- Point out that three of the words are in the dialogue on page 10. If necessary, explain that *rude* is the opposite of *polite* and *generous* has a positive meaning. Ask them whether they think *bad-tempered* has a positive or negative meaning. They should be able to work this out from *bad-*.
- Check that students have put the correct stickers beside each word.

Extra class activity

Ask students to say what each person in the stickers is doing and to explain how this matches the adjective. Then ask them to look back at the dialogue and find other adjectives which describe people.

B

- Point out that some of the sentences should be familiar as they appear in the same form or a similar form in the dialogue on page 10.
- Explain that sentences a-e are responses to sentences 1-5.
- Ask students to do the exercise individually. Check the answers as a class.

Answers 1c 2e 3d 4a 5b

3 Grammar

Present Simple and Present Continuous

- Ask students to read the cartoon and the grammar box silently. Then ask them which tenses Jim and Tonic use and which grammar rule explains this (Tonic uses the Present Continuous – things in progress at the time of speaking; Jim uses the Present Simple – things we often do).
- Ask which adverbs of frequency or time expressions Jim and Tonic use (*tonight*, *always*).

A

- Tell students to read through the dialogue again, underlining all the time expressions and adverbs of frequency which go with the Present Simple. Students should then count how many of these they found.
- Then tell them to circle all the time expressions which go with the Present Continuous, and count those.
- Ask students to do the exercise individually. Check the answers as a class.

Answers

Present Simple
always (*He's always top of the class.*)
never (*Marcus never listens to pop music ...*)
always (*... he always listens to classical music!*)

Present Continuous
this weekend (*... he's staying with us this weekend!*)
at the moment (*... it isn't working at the moment.*)
now (*It's working now.*)

B

- Point out that most of the sentences have got adverbs of frequency or time expressions and these are clues to which tense students should choose.
- Explain that students should decide whether *Turn the music down!* in 2 and *We're really hungry.* in 4 mean *now* or *every day* (now) to help them choose the correct tense.
- Ask students to do the exercise individually. Check the answers as a class.

Answers
1 aren't mending
2 are trying
3 listens
4 Are you cooking
5 looks
6 doesn't give

4 Speaking

- Ask students to work in pairs and explain that they are going to talk about the pictures of Marcus using both the Present Simple and the Present Continuous.
- Ask them which tense they will use for each set of pictures (Present Simple for *At the weekend* and Present Continuous for *This weekend*), and remind them to use the words in the box.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Choose some students to repeat their sentences in front of the class.

5 Writing

- Explain to students that their first paragraph should be about the first set of pictures, and their second paragraph about the second set of pictures. Point out that the beginnings are given for each paragraph and remind students to use these to help them.
- This exercise can be set for homework.

Star Words
- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to tell you which Star Words are verbs (*admire, bother, mend, turn down*) and which ones are adjectives (*bad-tempered, generous, hard-working, polite, rude, upset*).
- Ask them to make five sentences using either a verb or an adjective in each sentence. This exercise can be set for homework.

Extra activity for early finishers

Reading
See photocopiable material on page 142.

Lesson 4
Animal friends

Grammar: stative verbs
Vocabulary: relationship-related words, synonyms
Reading: completing a book card
Listening: sequencing pictures
Speaking: asking and answering questions about likes and dislikes

Lead-in

- If the writing exercise from Lesson 3 was set for homework, ask some students to read their paragraphs to the class.
- If the Star Words exercise from Lesson 3 was set for homework, ask other students to read some of their sentences to the class.
- Explain that this lesson begins with a review of the book *Black Beauty*. Ask students whether they have read the book or whether they know anything about it.

1 Reading

A

- Ask students to read the web page silently to find out why Janice thinks *Black Beauty* is a great book.
- Check the answer as a class.

Answer It teaches us important lessons about friendship.

B

- Ask students to read the headings on the book card, and explain the meanings if necessary.
- Ask them to read the web page again carefully to find the information they need, reminding them to underline the places where they find the answers.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 Black Beauty (title on book)
2 Anna Sewell (*By ANNA SEWELL*)
3 Black Beauty (*This book is about the life and adventures of ... Black Beauty.*)
4/5 Ginger (*Black Beauty's best friend is a horse called Ginger.*)
4/5 Jerry Barker (*My favourite character is the cab driver Jerry Barker.*)

- Ask the following questions to check students' understanding of the web page.
  1 Why is Black Beauty's friend unhappy? (Most of her owners treat her very badly.)
  2 How does Black Beauty save some people? (They want him to cross a bridge but he knows something is wrong and he refuses to move.)
  3 Which person does Janice like best in the book? (the cab driver Jerry Barker)
  4 Who looks after Black Beauty? (Jerry Barker's family)
  5 Why will children love this book? (It's exciting and there are lots of interesting characters.)


Lesson 4
Animal friends
1 Reading
A Read the web page. Why does Janice think Black Beauty is a great book?
Black Beauty
(Children's Classics)
By ANNA SEWELL
Reading level: Ages 9-12
Reviews from readers.
B Complete the book card.
Title (1)
Author (2)
Main character (3) and
Other characters (4)
(5)
12

2 Vocabulary

A

- Ask students to work in pairs to complete the sentences with the phrases in the box.
- Point out that some of the phrases are on the web page on page 12 and remind students to read the words in context if they aren't sure about the meanings. Explain the meaning of *have a chat* and *keep in touch* if necessary.
- Check the answers as a class.

Answers
1 take care of
2 have a chat
3 keep in touch
4 feel sorry for
5 lose his temper

B

- Explain that students have to match the adjectives 1-5 with the adjectives a-e which have similar meanings.
- Ask students to work in pairs and encourage them to talk about the meanings of the words. Point out that some of the words are on the web page on page 12.
- Check the answers as a class.

Answers 1c 2e 3d 4b 5a

3 Grammar

Stative Verbs

- Ask students to read the cartoon silently. Ask them whether *want* and *mean* are in the Present Simple or the Present Continuous (Present Simple).

Vocabulary

A Complete the sentences with the words below.

1 Will you _____ my dog when I'm on holiday, please?
2 Call me and we'll _____ about your friend.
3 Don't forget to _____ Send me an e-mail.
4 Stanley and his sister haven't got any friends. I _____ them.
5 Dad will _____ when he sees your bad marks.

B Match the synonyms

1 extraordinary	a sad
2 cruel	b kind
3 marvellous	c unusual
4 gentle	d great
5 unhappy	e nasty

Grammar

Stative Verbs

We do not usually use stative verbs with continuous tenses. Common stative verbs are:

verbs of senses:
feel, hear, see, smell, sound, taste
This rose smells delicious.

verbs of emotions:
dislike, hate, like, love, need, prefer, want
I have that book. It's about the importance of friendship.

verbs of understanding and opinion:
appear, believe, forget, know, imagine, know, mean, remember, seem, think, understand
I don't remember Jane's phone number.

verbs of possession:
belong to, own
Did you own this beautiful horse?

Star Words

Listening

Look at the pictures and complete the sentences with the Present Simple or the Present Continuous.

1 Adam _____ (try) to take his dog for a walk, but it _____ (not want) to move.
2 I _____ (know) Sam. He _____ (study) in Paris this year.
3 _____ you _____ (remember) James? He _____ (stay) with us this week.
4 Jo _____ (suffer) because her arm is injured. She _____ (need) help.
5 My sisters _____ (play) the piano. It _____ (sound) awful!

Listening

Listen to Larry talking about a book and number the pictures in the correct order.

a ____ b ____ c ____ d ____ e ____

Speaking

Ask and answer questions with your partner about what you like and dislike. Use the words below to help you.

13

- Explain that these are called stative verbs and we use them in the Present Simple when they are happening at the time of speaking. Read the grammar box to the class and point out that stative verbs are verbs of thought and feeling, not action. Explain the meanings of any words that students are not familiar with.

- Ask students to read each sentence and to look at each picture to understand the general meaning before they write the answers.
- Point out that one stative verb is used in each situation and remind students to use this in the Present Simple. Tell them also to make sure that each verb matches its subject.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 is trying; doesn't want
2 know; is studying
3 Do ... remember; is staying
4 is suffering; needs
5 are playing; sounds

Extra class activity

Ask students to write 3 sentences like the ones in the task. Tell them that each sentence must contain 2 verbs – a stative verb in the Present Simple and an active verb in the Present Continuous. Tell them to blank out the verbs then to swap their books with a partner to complete them.

Listening

- Explain that students have to listen to the tape and write the numbers 1-5 next to the letters a-e to put the pictures in the correct order.
- Tell them that each of the pictures is about something which happens in the book Larry is talking about.
- Ask them to look carefully at each picture before they listen, then play the tape once.
- Ask students to check their answers and write any that they missed as they listen again. Then play the tape a second time without stopping.
- Check the answers as a class. (See page 124 for tapescript.)

Answers a2 b4 c5 d1 e3

Speaking

- Ask students to work in pairs to ask and answer questions about what they like and dislike. Explain that they can use the verbs in the box, which are stative verbs, and anything else they can think of.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class what their partner likes and dislikes.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to write five sentences of their own, using at least two Star Words in each sentence. This exercise can be set for homework.

Extra activity for early finishers

Reading
See photocopiable material on page 142.

Lesson 5
Real friends

Grammar: past simple
Vocabulary: odd one out, confusing words
Reading: yes/no questions
Speaking: describing past actions
Writing: writing a paragraph about helping a friend

Lead-in

- If the Star Words exercise from Lesson 4 was set for homework, ask students to read some of their sentences to the class.
- Ask students what they think we mean by *a real friend*. See if they can use some of the adjectives and phrases from Lessons 2 to 4. Write *a real friend* on the board, then write their ideas under this. Write *not a real friend* on the board, then ask them to say what kind of person is not a real friend and write their answers under it. Leave these words on the board and add new vocabulary to this as it comes up in the lesson.

1 Reading

A

- Ask students to read the two stories silently and then to match them with the messages. Remind them to give reasons for their answers.
- Check the answers as a class.

Answers
1 The ant and the dove (*The tiny ant saved the dove's life ...*)
2 The bear and the travellers (*Never travel with a selfish person like Fred. He left you on your own in an emergency!*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the stories again carefully to find the answers, and to underline the places in the stories where they find them.
- Check the answers as a class.

Answers
1 no (*It gave them a big shock./The bear came up to him ...*)
2 no (*He lay on the ground and pretended to be dead.*)
3 no (*... it didn't attack him.*)
4 yes (*A dove ... decided to rescue it. The dove dropped a twig into the river.*)
5 yes (*... the ant bit his leg and the hunter missed.*)

- Ask the following questions to check students' understanding of the stories.
  1 Why were Fred and Bill in the mountains? (They were on a journey.)
  2 Why didn't Bill hide in the tree? (He didn't have time to get away.)
  3 What kind of person did the bear think Fred was? (selfish)
  4 What did the ant do with the twig? (climbed onto it and swam to the river bank)
  5 Who wanted to shoot the dove? (a hunter)

2 Vocabulary

A

- Tell students to think about which words in each group are the same in some way.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.


Lesson 5
Real friends
1 Reading
A Read the stories and match them with the messages.
1 Little friends can be great friends
2 Real friends stay with you at difficult moments
The bear and the travellers
Two old friends, Fred and Bill, were on a journey together in the mountains. Suddenly, they saw an enormous bear. It gave them a big shock. Fred quickly climbed a tree and then he hid in the branches. Bill didn't have time to get away. He lay on the ground and pretended to be dead.
The bear came up to him and it looked at him. Bill didn't move. The bear touched him and smelt him, but it didn't attack him. It went away from him.
When it was safe, Fred climbed down the tree. 'What did the bear whisper in your ear?' he asked his friend. 'He gave me some good advice,' replied Bill. 'He said this: Never travel with a selfish person like Fred. He left you on your own in an emergency!'
The ant and the dove
One day an ant tried to drink some water from a river, but it fell in. A dove felt sorry for the ant because it was in danger and decided to rescue it. The dove dropped a twig into the river. The ant climbed onto the twig and swam to the river bank. It was good to be alive and said thank you to the dove for its kindness.
A few days later, the ant saw a man with a gun. He was a hunter and he wanted to shoot the dove. This was the ant's chance to help the dove. When the hunter raised his gun to the dove, the ant bit his leg and the hunter missed. The tiny ant saved the dove's life and the dove was very grateful.
B Write yes or no.
1 Did Fred and Bill frighten the bear? ____
2 Did Bill lie asleep? ____
3 Did the bear hurt Bill? ____
4 Did the dove help the ant? ____
5 Did the ant bite the hunter? ____
14

Answers
1 gun (A *twig* and a *branch* are parts of a tree. People use a *gun* to shoot somebody or something.)
2 hunter (A *dove* and an *eagle* are birds. A *hunter* is a person.)
3 touch (*Whisper* and *shout* are ways of talking. You *touch* something with your hand.)
4 dead (*Grateful* and *glad* are positive feelings. *Dead* means not alive any more.)
5 attack (You *save* or *rescue* someone in danger. You *attack* someone to hurt them.)

B

- Point out that some of these words appeared in the stories on page 14. Tell students to look back at the stories and find the words in context if they aren't sure of the meanings.
- Explain that all the pairs of words are opposites and students have to decide which word matches the meaning of the sentence.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 tiny
2 easy-going
3 kindness
4 came up to
5 selfish

Extra class activity

Ask students to choose 5 words from Vocabulary A and B and to write anagrams of them in their notebooks. Then tell them to swap their books with a partner to find the answers. When they have finished ask individual students to write one anagram on the board for the class to solve.

3 Grammar

Past Simple

- Ask students to read the cartoon silently and tell you which verb Jim uses (*forgot*) and which verb is in Tonic's thought bubble (*ate*). Write them on the board and explain that these are irregular verbs in the Past Simple. Ask students to tell you the infinitives (forget, eat).
- Read the explanation in the grammar box to the class, then ask students to read the example sentences and tell you which sentence matches each use.
  When I was young, I played in the garden with my friends. (Things in the past which were habits.)
  The bear touched Bill, smelt him but it didn't attack him. (Things which happened one after the other in the past.)
  Did you see your friend Jane last week? (Things which started and finished in the past.)
- Remind students that we form the Past Simple of regular verbs by adding *-ed* for affirmative, putting *didn't* before the bare infinitive for negative and *did* before the subject followed by the main verb for questions.
- Ask students to turn to page 128 of the Student's Book, which has a list of all the irregular verbs used in Super Star 2. Tell them they can use this list to find the Past Simple of these verbs but they should try to remember them in the future.

A

- Point out that students should only underline the affirmative irregular verbs in the stories, and that they should underline them every time they occur, even when they are repeated. Once they have underlined them all, they can count them.
- Ask them to do the exercise individually, but check the answers as a class.

Answers 24
(Students should underline the following)
The bear and the travellers

were	lay	was	left
saw	came	did	
gave	smelt	gave	
hid	went	said	

The ant and the dove

fell	was	was
felt	said	bit
was	saw	was
swam	was	

Extra class activity

Ask students if they can tell you the infinitive forms of the irregular verbs they underlined.

B

- Ask students to look back at the grammar box to see how to form the affirmative, negative and question forms of the Past Simple if necessary. Point out that 4, 5 and 6 are irregular verbs.
- Students should do the exercise individually. Check the answers as a class.

Answers

1 did ... prefer	4 had
2 didn't like	5 was
3 enjoyed	6 said

4 Speaking

- Ask students to work in pairs and take turns to talk about what the people did for their friends in each of the four pictures. Tell them that they should use the words in the box and any other vocabulary that they can remember from previous lessons.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask one student from each pair to choose one of the four pictures and tell the class what these people did for their friends.

5 Writing

- Ask students to think about what the people in the pictures in Speaking did, and point out that they have to write about something they did in the past and not things they do every day.
- Before they start writing, ask them what kinds of things they did to help their friends in the past. Write their answers in note form on the board to help them think of ideas to write in their paragraphs.
- Ask students to do the exercise individually, then ask some of them to read their paragraphs to the class.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and then to close their books. Hand out the photocopiable material from page 152.

Extra activity for early finishers

Vocabulary
See photocopiable material on page 143.

Review 1
Family and Friends

Revision strategies

- Explain to students that the exercises in this review are revision of the material they have learnt so far. Tell them that it is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in Lessons 1-5. Students can do the exercises individually, but check the answers as a class. If students have any difficulty remembering words, tell them to look back at Lessons 1-5.

Vocabulary revision

- Ask students which words they remember from Lesson 1 for family members and check they remember the phrases *have children*, *leave home*, *move house*, *share a room* and *visit a relative*. Ask students for example sentences using some of the words and phrases.
- Make sure students can remember the phrases from Lessons 2 and 4 by writing the verbs on the board and asking students to complete the phrases. Write the words *calm*, *confident*, *kind*, *miserable* and *sensible* on the board and ask students to tell you the opposites. Leave the words on the board for Writing 1.
- Say the first halves of the matching statements from Lesson 3 and ask students to give you suitable responses. Ask them to tell you why people might say these phrases.
- Write the words *bad-tempered*, *generous*, *hard-working*, *polite*, *rude* and *upset* on the board, and ask students if each one has a positive or negative meaning. Ask them to tell you any other adjectives they can remember to describe people from Lesson 5. Leave these words on the board too.
- Check that students can remember the synonyms from Lesson 4 by writing *cruel*, *extraordinary*, *gentle*, *marvellous* and *unhappy* on the board and asking students to tell you the synonyms.
- Write the words *branch*, *dove*, *eagle*, *glad*, *grateful*, *rescue*, *save*, *shout*, *twig* and *whisper* from Lesson 5 on the board. Ask students to put the words in pairs depending on their meaning.

Grammar revision

- Check that students remember when to use the Present Simple and how to make the affirmative, negative and question forms, and short answers. Ask students to tell you some adverbs of frequency and time expressions which we use with the Present Simple.
- Make sure students remember how and when to use the Present Continuous. Ask them which adverbs or time expressions we use with the Present Continuous.
- Ask students to tell you the stative verbs they remember which we don't usually use in the Present Continuous.
- Write the words *play* and *walk* on the board and ask students how we make the affirmative Past Simple of these. Then write *be*, *have*, *say* and *see* and ask students to tell you the Past Simple affirmative, negative and question forms of these. Ask them what other irregular verbs they know.

1 Vocabulary

A

Ask students to match the adjectives with the pictures. Point out that these words were all Star Words in Lessons 2-5.

Answers 1d 2b 3c 4e 5a

B

Explain to students that they should match the verbs 1-5 with the words a-e to make the phrases which they learnt in Lessons 1-4.

Answers 1c 2a 3e 4d 5b

C

Explain that the correct answer completes a phrase or phrasal verb which matches the meaning of the sentence. Tell students to decide which word goes with the words before or after it.

Answers
1 for 2 on 3 down 4 in 5 of

D

Remind students to think about which words in each group are the same in some way.

Answers

1 wife (A *granddaughter* and a *daughter* are female grandchildren or children, but a *wife* is a woman who is married to a man.)
2 trust (You *shout* or *argue* when you are angry, but you *trust* someone because they will keep your secrets.)
3 bad-tempered (*Easy-going* and *calm* have got positive meanings, but *bad-tempered* has got a negative meaning.)
4 attack (*Take care of* and *babysit* both mean to look after someone, but you *attack* someone to hurt them.)
5 sensible (You are *upset* or *miserable* when you are unhappy, but you are *sensible* when you make the right choice.)
6 gentle (*Extraordinary* and *amazing* mean unusual and very good, but *gentle* describes a person who is kind and calm.)

Writing 1
Describe a person

C Circle the correct answers

1 There is a horrible smell because Dad ____
a is cooking
b cooks

2 My friends ____ remember my birthday.
a always
b today

3 Do the twins babysit ____?
a every Saturday
b this evening

4 I often ____ my grandson for a cup of coffee.
a meet
b am meeting

5 My parents are visiting my grandma ____.
a every extra
b now

D Complete the paragraph with the Present Simple or the Present Continuous.

Helen often (1) ____ (feel) lonely because she (2) ____ (be) an only child. She really (3) ____ (dislike) summer holidays at home because she never (4) ____ (know) what to do. This year, however, Helen and her parents (5) ____ (not spend) their summer at home. They (6) ____ (stay) with her uncle. He (7) ____ (own) a big, beautiful house by the sea. The holiday is marvellous and Helen (8) ____ (not want) to go home!

E The words in bold are wrong. Write the correct words.

1 Cheryl didn't **went** to the party. ____
2 Thank you! You **save** my life! ____
3 Did you **rescued** anyone? ____
4 Laura **buys** a horse last year. ____
5 I **not** know that Brian was Mr Brown's son! ____
6 What did you **said**? ____

A Read the paragraph and complete the missing words. Use the words in the box.

bad-tempered generous glad hard-working short

My Grandma

My grandma is sixty-three years old. I'm her only granddaughter. My grandma is tall and she has got (1) ____, grey hair. She owns a flower shop and she's very (2) ____. She often buys me presents – she's very (3) ____. Everyone loves her because she is never (4) ____. My grandma lives with her cat, Cindy. We visit her every Sunday and we always have a great time. I'm very (5) ____ to have a grandma like her.

B Ask questions about the paragraph. Use the words in the box.

How old is the person?
What does he/she look like?
What do you like or dislike about the person?
What do you do together?

17

E

Remind students to read the gapped sentences first so they understand the meanings before they try to find the missing words.

Answers

1 advice
2 friendship
3 kindness
4 emergency
5 importance

2 Grammar

A

Ask students to read the sentences carefully to understand the meanings and find the subject in each one. Remind them to think about the spelling rules for the third person singular.

Answers

1 doesn't bother
2 Do ... have
3 forgive
4 don't share
5 Does ... complain

B

Tell students to think about which words make verbs in the Present Continuous, then to find the subject of the sentence. Point out that two of the sentences also have time expressions and that one of the sentences is a question.

Answers

1 We are visiting our relatives.
2 Kevin isn't leaving home today.
3 Oliver is ignoring me at the moment.
4 I am mending my grandson's bike.
5 Is Kay whispering in her ear?

C

Point out that most of the answers are adverbs of frequency or time expressions and tell students to choose the one which matches the verb tense.

Answers 1a 2a 3a 4a 5b

D

Ask students to read the whole paragraph carefully to understand the meaning. Point out that some of the verbs are stative and tell them to look back at Lessons 3 and 4 to remember the uses of the Present Simple and the Present Continuous if necessary.

Answers

1 feels
2 is
3 dislikes
4 knows
5 aren't spending
6 are staying
7 owns
8 doesn't want

E

- As this is the first exercise of this type in the Student's Book, explain that the verbs in bold are grammatically wrong and that students have to write them in the correct form.
- Tell them to read each sentence carefully to find out whether the verb is affirmative, negative or a question, and which tense matches the meaning.

Answers

1 go
2 saved
3 rescue
4 bought
5 didn't
6 say

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 1
Describe a person

A

- Ask students to read the whole paragraph silently to understand the meaning before they write the answers. Point out that most of the words in the box are Star Words from Lessons 1-5.
- Ask a few students to read the paragraph aloud to check the answers as a class.

Answers

1 short
2 hard-working
3 generous
4 bad-tempered
5 glad

B

- Read each question to the class and ask students to look at the description in Writing A to see how the writer answered each question about her grandma. Ask them if they can think of other adjectives to replace any of the answers. Then tell them to use the questions as a plan for their own descriptions using vocabulary and grammar from Lessons 1-5.
- This can be set for homework. Make sure the writing task is corrected and feedback is given before students do Test 1.

Your students are now ready to prepare for Test 1 in the Test Book. They should revise the grammar and Star Words presented in Lessons 1-5, and Review 1.

NOTE

See page 23 for project instructions.

The Shooting Stars
Episode 1

Lead-in

- Go over any mistakes students made in Test 1 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Explain that this is the first episode of a story that runs throughout the Student's Book. There is an episode of the story after every five-lesson review and it features the Shooting Stars, the children who the students read about at the beginning of their books.
- Ask students what they can remember about the four members of the Shooting Stars. For example, they may recall how old the children are, what instruments they play, what other hobbies they have got and what their parents do. Tell students to look back at pages 4-5 of the Student's Book if necessary. (See summary below.)

Meet the Shooting Stars summary

	Brad Simmonds	Ken Ling	Emily Teal	Lizzie Evans
Age	15	14	14	15
Role in the band	guitar player	drummer	keyboard player, writes songs	singer
Hobbies	tae kwon do, art	computers	football	–
Mother's job	dance teacher	computer programmer	vet	opera singer
Father's job	–	fireman	reporter	clothes designer
Brother/ sister	–	brother (Kim)	sister (Audrey)	twin sisters (Jenny and Lynn)
Best friend	Ken	Brad	Lizzie	Emily
Pets	dog (Frodo)	dog (Roxy)	3 cats, parrot (Chicken)	–

- Ask students if they can remember what each character says about last year. (See summary below.) Remind students to look back at pages 4-5 of the Student's Book if necessary.

	What happened last year
Brad	The band won the Teen Stars competition. His friends gave him a new guitar for his birthday.
Ken	Emily's mum helped Roxy when she tried to eat Lizzie's microphone.
Emily	She hurt her foot in a football match.
Lizzie	She moved to Greenfield and met her best friend, Emily. Her band won a competition and made a CD and a video clip. Her dad made the band's costumes. Her mother gave her a microphone from her theatre.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask why the children are writing new songs (They decide to have a charity concert to help the starving children of Africa.).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of Ken, Brad, Lizzie and Emily to four students for Boxes 2-4 and to another four students for Boxes 5-7. Ask one student to play the part of the narrator in Boxes 1 and 8. If necessary, repeat the story with different students playing the parts until every student has played a role.

- Ask students to answer the comprehension questions. Tell them that they can look back at the story to find the answers if necessary.
- Ask students to do this exercise individually, then check the answers as a class.

Answers

1 in the newspaper (Lizzie, Ken and Emily are reading the newspaper in Box 3.)
2 Ken's mum (Ken says, *My mum sponsors a child.*)
3 Brad (Brad says, *Do you remember the charity concert last year? ... We can have a concert too ...*)
4 at Ken's house (Ken says, *Let's meet at my house tomorrow ...*)
5 in the park (Lizzie says, *Let's have it in the park.*)

Ask the following questions to check students' understanding of the episode.

1 How much money does it cost to give a child in Africa enough food and water for a year? (£200)
2 How does Emily think they can help the starving children of Africa? (They can put their pocket money together.)
3 How many songs does Emily think the Shooting Stars have got? (nine)
4 What can they get from Lizzie's mum's theatre? (stage equipment)
5 Why isn't Brad listening to Lizzie's idea? (He's dreaming about the concert.)

B

- Explain that all the words in the box are in the episode and that students can read them again in context to understand the meanings if necessary.
- Ask students to do the exercise individually, then check the answers as a class.

Answers
1 newspaper
2 case
3 equipment
4 lyrics
5 leaflet

C

- Ask students to read each sentence carefully to decide which verb matches the meaning. Then tell them to look for clues, for example, time expressions, to help them decide which tense to use.
- Ask them to work in pairs to complete the sentences, but check the answers as a class.

Answers
1 thinks
2 is helping
3 went
4 don't like
5 see

D

- Ask students to work in small groups to talk about their answers to the questions together.
- Ask one student from each group to tell the rest of the class what the group said about the questions.

Extra class activity

Ask students to work in pairs to think of another group of people who need help and some ways in which we can help them. Tell each pair to write a few sentences about this, and ask each pair to read their sentences to the class.

NOTE

Students are now ready to do Project 1 on page 118. Explain that they will be making a poster about their family, and that they should bring pictures or photos of their relatives, as they will need these for their project. Tell them that their photos will be glued onto their posters, so if necessary, they should get permission to use the photos.

Scissors, large sheets of card and glue are needed for students to make posters in Project 1.

Project 1
Family

- Start by writing a list on the board of all the words for relatives that students can remember.
- Ask students to read the paragraphs on the poster about relatives. Then ask them to write short paragraphs like these about themselves and their relatives. Remind them to use the family-related words they have learnt.
- Provide glue and card, and tell students to stick the pictures of their relatives on the card to make their own poster. Ask them to cut out the sentences which they have written and to stick these beside the pictures.
- Ask students to show their posters to the class and read them out.
- Stick their posters on the classroom wall.

Lesson 6
Schools in the past

Grammar: *used to*
Vocabulary: word groups
Reading: replacing missing sentences
Speaking: describing differences between two pictures
Writing: writing paragraphs describing schools

Lead-in

- Explain that *Victorian* means from the time when Victoria was the Queen of the United Kingdom of Great Britain and Northern Ireland (1837-1901).
- Ask them if they know anything about schools in their own country at that time, and what they think was better or worse about them than schools now.

1 Reading

A

- Ask students to read the article silently to find out what the teachers in Victorian schools were like.
- Check the answer as a class.

Answer
very strict (*Teachers were very strict and they used to punish pupils a lot.*)

B

- Ask students to read the article again carefully and to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the article where the gaps are, and to decide if the sentences make sense with whatever is before and/or after the gaps.
- Ask students to do the exercise individually, reminding them to give reasons for each answer. Check the answers as a class.

Answers
1 b (The previous sentence says that they didn't go to school. This sentence and the next one explain why.)
2 d (The previous sentence tells us why it was cold.)
3 a (The previous sentence says they also learnt to walk properly.)
4 c (The previous sentence mentions a *cap*, which is a kind of hat, and *dunce's*, which starts with *d*.)

- Ask the following questions to check students' understanding of the article.
  1 Which children didn't go to school? (a lot of children from poor families)
  2 How did many pupils get to school in those days? (They walked.)
  3 What kinds of subjects did pupils study? (Maths and English)
  4 What happened when pupils didn't do their homework? (Their teachers hit them with a cane.)
  5 Who wore a dunce's cap? (naughty pupils)

2 Vocabulary

- Ask students to work in pairs to find out why the words in each group belong together and then to add the words from the box.
- Ask them to decide what the common meaning or connection in each group is.
- Check the answers as a class.

Answers
1 college (places for learning)
2 absent (not here)
3 obedient (describing a student who does what he/she is told to do)
4 properly (in the right way)
5 classes (things you do at school)
6 PE (school subjects)

3 Grammar

Used to

- Ask students to read the cartoon silently. Read the first part of the grammar box to the class and explain that Jim and Tonic use *used to* to talk about situations which existed in the past but which don't exist now, because they aren't pupils now.
- Ask students to look back at the article on page 20 and circle examples of *used to*. Ask them which example is a situation which existed in the past (*Lessons used to be very different in those days.*). Point out that all the other examples are things which happened often in the past.
- Ask students to read the rest of the grammar box silently and tell you how *used to* changes in the negative or question form (*used to* becomes *use to* after *did/didn't*).

A

- Ask students to read the whole paragraph and look at the picture silently and to think about whether the answers will use the affirmative or negative form of *used to*.
- Remind them to think about how *used to* changes in the negative.
- Check the answers as a class.

Answers

1 used to be
2 didn't use to teach
3 didn't use to wear
4 used to be
5 used to give

B

- Do the first question together as an example to make sure students understand how to form questions. Give your own answer to the question.
- Ask students to do the rest of the exercise individually.
- Check the answers as a class by asking different students to read out each question and giving your personal answer to each one in turn.

Answers

1 Did you use to wear a school uniform?
2 Did your friends use to attend the same school?
3 Did your teachers use to punish you?
4 Did you use to go to college or university?
5 Did your teachers use to give you a lot of homework?

Extra class activity

Ask students to think of three things they used to do in the past but don't do now and three things they didn't use to do but they do now. Tell them to write them in their notebooks, then ask some students to read out some of their sentences.

4 Speaking

- Ask students to work in pairs and to take turns to talk about the differences between the two pictures. Tell them that some of the words they need are in the article on page 20 and that they should begin their sentences with the prompt given.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one of the differences they can see.

Extra class activity

Ask students to tell you how their teachers punish them when they don't do their homework, or are naughty in class.

5 Writing

- Ask students to write one paragraph about Victorian schools and another about modern schools. Point out that they can use the ideas they talked about in Speaking and the prompts given in the Student's Book.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and then to close their books. Hand out the photocopiable material from page 152.

Extra activity for early finishers

Reading

See photocopiable material on page 143.

Lesson 7
First day

Grammar: past continuous
Vocabulary: phrasal verbs, school-related words
Reading: true or false statements
Listening: sequencing pictures
Speaking: asking and answering questions using past continuous

Lead-in

- If the writing exercise from Lesson 6 was set for homework, ask some students to read their paragraphs to the class.
- Check that students remember the Star Words from Lesson 6 by reading out each definition from the photocopiable exercise and asking for volunteers to come and write each answer on the board.

1 Reading

A

- Ask students to read the story silently to find out who Miranda Collins is. Remind them to give reasons for their answer.
- Check the answer as a class.

Answer
a new teacher (*'I'm Miss Collins – your new teacher.'*)

B

- Ask students to read the story carefully again to decide whether the sentences are true or false, and to underline the places where they find their answers.
- Ask students to do this exercise individually, but check the answers as a class.

Answers
1 F (*... it was too late to change.*)
2 F (*... her family was eating breakfast, but Miranda wasn't hungry. She had a glass of orange juice ...*)
3 T (*Autumn was Miranda's favourite time of year ...*)
4 T (*In the corridor she recognised the caretaker ...*)
5 F (*All the children stopped talking.*)

- Ask the following questions to check students' understanding of the story.
  1 How did Miranda feel on her first day at school? (nervous)
  2 How will Miranda get home from school? (She will walk.)
  3 Who was in the playground? (children)
  4 What did the children do at half past eight? (They went to their classrooms.)
  5 Where was Miranda's desk? (at the front of the classroom)

2 Vocabulary

A

- Ask students if they know what phrasal verbs are and, if necessary, tell them that these are verbs used with other words (adverbs or prepositions) to give them a different meaning. Explain that it is important to learn these, and the best way to do this is to learn them in a model sentence that helps them remember the meaning (see Extra class activity below).
- Point out that all the phrasal verbs are in the story on page 22 and they can read them again in context if they are not sure of the meanings.

- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 Put on
2 find out
3 go in
4 pick up
5 get up

Extra class activity

Ask students to write down some short, memorable model sentences using the phrasal verbs in Vocabulary A. Ask some students to read their sentences to the class. Tell students to write down their favourite model sentence for each phrasal verb and to learn these sentences to help them remember the meanings of the verbs. Ask students if they can remember any other phrasal verbs from the previous lessons.

> **Teaching tip**
> Encourage students to create a phrasal verb file in which they list the phrasal verbs in alphabetical order, with a definition and an example sentence for each one.

B

- Ask students to complete the exercise individually by matching the stickers from the back of their books to the nouns.
- Point out that some of the nouns appear in the story on page 22 and that students can read the words in context to help them understand the meanings. Ask them what they think *playing field* means (a large area of grass where students do sports) and who the head teacher is at their school.
- Check that students have put the correct stickers beside each word.

3 Grammar

Past Continuous

- Ask students to read the cartoon silently and to tell you when Tonic studied French (last night) and whether he did this for one moment or for a period of time (a period of time). Explain that Jim asks the question in the Past Continuous because he is asking about what Tonic did for a period of time and not just at one specific time in the past.
- Explain that we form the Past Continuous with *was/were* and the main verb with *-ing*. Remind students of the spelling rules they learnt for adding *-ing* in the Present Continuous.

A

- Point out that students only have to find and underline the verbs in the Past Continuous.
- Ask students to do the exercise individually. Check the answers as a class.

Answer 6
(Students should underline the following)
was wearing
was eating
was shining
were walking
were talking
were ... looking

B

- Ask students to use the correct form of the verb to match the subject of each sentence and to remember the spelling rules before adding *-ing* to the main verb. Tell them to look at the tables in the grammar box if they aren't sure how to form the Past Continuous.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 weren't doing, were watching
2 was studying
3 Were ... playing
4 wasn't raining, were walking
5 Were ... listening

4 Listening

- Explain that students have to listen to the dialogue between a boy (Dan) and his mother and write the numbers 1-5 next to the letters a-e to put the pictures in the correct order.
- Tell them that each of the pictures is about something which happened in Dan's classroom. Ask them to look carefully at each picture first.
- Then tell them to listen for clues which go with the pictures, then play the tape once without stopping.
- Ask students to check their answers and write any that they missed as they listen again, then play the tape a second time. Check the answers as a class. (See page 124 for tapescript.)

Answers a2 b4 c5 d1 e3

5 Speaking

- Ask students to work in pairs to ask and answer questions about what they were doing last Monday at each of the times shown. Do the first question and answer as a class to make sure that students remember how to form questions in the Past Continuous. Remind them that *AM* means morning and *PM* means any time after 12 o'clock midday.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class some of the things that their partner was doing.

Star Words
- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to read the Star Words again and then to close their books. Hand out the photocopiable material from page 152.

Extra activity for early finishers

Reading
Ask students to think about their first day at a new school and to write a few sentences in their notebooks about how they felt and what they did. Ask some students to read their sentences to the rest of the class.

Lesson 8
Lessons outdoors

Grammar: past simple and past continuous
Vocabulary: study-related words
Reading: multiple matching
Speaking: describing a picture
Writing: completing a paragraph describing a picture

Lead-in

- Give students a short spelling test to check that they remember the Star Words from Lesson 7. Then say one of the Star Words and ask for a volunteer to come up and write the word on the board and make a sentence with it. Repeat with the other nine Star Words choosing different volunteers.
- If necessary, explain the meaning of *outdoors* and ask students what subjects they think are taught outdoors.

1 Reading

A

- Ask students to read Greg's letter silently before they try to match the pictures with the paragraphs.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 C (... *we went for a long walk in the forest* ...)
2 B (... *I like horse riding best.*/... *we were riding next to the lake,* ...)
3 A (*We're staying in wooden huts* ...)

B

- Ask students to read the letter again carefully to find the answers. Tell them to underline the places in the letter where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 B (... *I like horse riding best.*)
2/3 B (... *Mr Giles, our instructor,* ...)
2/3 C (... *Miss Lee. She teaches biology.*)
4 B (*The horses are friendly* ...)
5 C (... *a wasp stung Ivan's leg!*)
6 A (... *we eat breakfast in the canteen.*)

- Ask the following questions to check students' understanding of the letter.
  1 What do the boys do before breakfast? (tidy their hut)
  2 What is the instructor studying to be? (a vet)
  3 Why did Luke fall off his horse? (His horse sneezed.)
  4 Why did the wasp sting Ivan? (He was trying to kill it.)
  5 Who or what do you think Timmy is? (Greg's pet)

Extra class activity

Ask students what other activities they think Greg and his friends did at summer camp. Write these on the board and add the following if students haven't already mentioned them: *dancing, drawing, making things, sailing, table tennis, theatre, volleyball*. Ask if they have done any of these activities, and which ones they would like to try.

2 Vocabulary

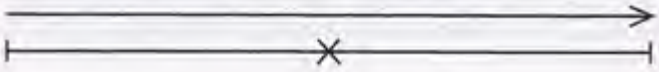
- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words.
- Point out that most of the words are in the letter on page 24. Remind students to read them again in context to remember the meanings, if necessary.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 biology
2 talk
3 course
4 instructor
5 project

3 Grammar

Past Simple and Past Continuous

- Ask students to read the cartoon silently and to tell you which tenses Jim uses in his question (Past Continuous and Past Simple). Draw the diagram below on the board to explain why Jim uses two different tenses. Point to the centre of the line and tell them that this is the time Jim took the photo. Then point to the arrow parallel to the time line to show that what Tonic was doing began before the time Jim took the photo and continued after it.



2 Vocabulary

Complete the sentences with the words below.

1 Vanessa is studying _____ at university. She knows a lot about plants and animals.
2 Someone gave a _____ about nature last week at our school.
3 My mum wants to do a cookery _____ and learn how to make desserts.
4 Barry teaches people how to drive. He's a driving _____.
5 I need to find out more information for my science _____ about wasps.

3 Grammar

Past Simple and Past Continuous

Past Simple

We use the Past Simple to talk about:
- things which started and finished in the past
- things in the past which were habits
- things which happened one after the other in the past.

Past Continuous

We use the Past Continuous:
- to talk about actions which were in progress at a particular time in the past.
- to talk about two or more actions which were in progress at the same time in the past.
- for setting the scene of a story.

We use the Past Continuous and the Past Simple together when:
- one action in the past interrupts another action in the past.
- we tell a story in the past.

We were classing as my when we heard a noise.
When they arrived at camp it was raining.

Star Words

1 _____ George _____ (phone) you while you _____ (do) your biology project?
2 We _____ (walk) through the forest when we _____ (see) a snake.
3 My friend _____ (arrive) at summer camp while I _____ (sleep).
4 All day yesterday, we _____ (swim) and John _____ (ride) a horse.
5 John _____ (not start) his homework before six, but he _____ (finish) before nine.

Complete the paragraph with the verbs below. Use the Past Simple or the Past Continuous.

Today was a terrible day. We (1) _____ for a nice walk in the forest with Miss Lee. While she (2) _____ a talk, I (3) _____ a wasp on my arm. I (4) _____ to kill it, but it was too quick. While we (5) _____ lunch, it (6) _____ me. It was very painful.

4 Speaking

Look at the picture with your partner. Describe what Greg and his friends were doing when Miss Lee took the photo. Use these words to help you.

Kate

5 Writing

Complete this paragraph about the picture in Speaking. Write the paragraph in your notebook.

When Miss Lee took _____

25

- Tell students to read the grammar box silently to revise the uses of these tenses. Point out that we often use the Past Simple after *when* because this talks about a specific time. Then explain that we often use the Past Continuous after *while* because this talks about the period of time when an action was still in progress. Write *While I was playing football, I hurt my leg.* on the board for students to see how a sentence using *while* and the Past Simple is formed.

Extra class activity

Give students a small test on irregular verbs from the irregular verbs list on page 128. Select 10-15 verbs in their infinitive form and ask students to write them in the Past Simple.

A

- Remind students that for Past Continuous answers they have to write the correct form to match the subject, but that the Past Simple form is the same for all subjects.
- Ask students to do the exercise individually. Check the answers as a class.

Answers
1 Did ... phone, were doing
2 were walking, saw
3 arrived, was sleeping
4 were swimming, was riding
5 didn't start, finished

B

- Ask students to read the whole paragraph silently and to think about which verbs match the meanings of the sentences before they write any answers.
- Tell them to refer to the rules in the grammar box to decide which tense to use for each verb, and remind them to use the list of irregular verbs on page 128 to find the Past Simple form if necessary. Remind them which tenses we use with *when* and *while*.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 went
2 was giving
3 saw
4 tried
5 were eating
6 stung

4 Speaking

- Ask students to work in pairs and take turns to describe what Greg and his friends were doing. Tell them to use the verbs given in the Past Continuous.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask one student from each pair to tell the class what one of the people was doing.

5 Writing

- Ask students to use their ideas from Speaking to write a paragraph about what the people were doing. Remind them to use the beginning given in their books.
- This exercise can be set for homework.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to write two sentences of their own using as many of the Star Words as possible in each sentence. Encourage them to use at least two Star Words. This exercise can be set for homework.

Extra activity for early finishers

Reading
See photocopiable material on page 143.

Lesson 9
Unusual lessons

Grammar: present perfect simple – affirmative
Vocabulary: adjectives
Reading: comprehension questions
Listening: completing missing information
Speaking: describing things you have done

Lead-in

- If the writing exercise from Lesson 8 was set for homework, ask some students to read their paragraphs to the class.
- If the Star Words exercise from Lesson 8 was set for homework, ask some students to read out their sentences.
- Ask students to look at page 26 and tell you what kind of unusual lessons they think the lesson is about.

1 Reading

A

- Ask students to read the interview silently to find out who Roger Maverick is. Remind them to give reasons for their answer.
- Check the answer as a class.

Answer c
(*... you're a special kind of teacher./How long have you been a magician?/I have worked as a professional magician ...*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the interview again carefully to find the answers. Ask them to underline the places in the interview where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 two years (*I have taught magic tricks to children for two years ...*)
2 It takes a long time to learn the tricks. (*A magician must be patient because it takes a long time to learn the tricks.*)
3 1995 (*I have worked as a professional magician since 1995.*)
4 They did some brilliant tricks. (*They went on stage and they did some brilliant tricks.*)
5 at the school (*We've already arranged our next show. It's going to take place at the school ...*)

- Ask the following questions to check students' understanding of the interview.
  1 What is the presenter's name? (Mike)
  2 Why have children become interested in magic? (They want to impress their friends.)
  3 When is the next show? (on Saturday 22nd September at 7pm)
  4 Where can you get tickets for the next show? (from the school)

2 Vocabulary

- Ask students to look at the pictures and to match them to the descriptions. Point out that most of these words appear in the interview on page 26.

- Ask students to do this exercise in pairs, but check the answers as a class.

Answers 1c 2e 3d 4b 5a

Extra class activity

Ask students to talk to a partner about a situation when they have been clumsy, patient, successful or worried.

3 Grammar

Present Perfect Simple – Affirmative, Just, Already

- Ask students to read the cartoon silently and tell you what they think Tonic wants to do (a trick using a special box to make people think that he's cutting Jim in half). Ask them whether they think Jim is telling the truth (he isn't; he doesn't want Tonic to cut him in half).
- Read the grammar box to the class. Ask students to turn to page 128 to look at the list of irregular verbs. Explain that the Present Perfect Simple is made with *have/has* and the past participle and point out that this is in the third column on the table.
- Write these examples on the board to show the difference between the uses of Past Simple and Present Perfect Simple for things that happened in the past.
  Harry Houdini did a lot of magic tricks. (He was a magician, but he is dead now so he can't do any more tricks.)
  Uncle Harry has done a lot of magic tricks. (He is still alive and he can do more tricks.)

A

- Explain that students should use the prompts to make sentences in the Present Perfect Simple.

- Point out that they need to find out what the subject is in each sentence to decide whether to use *have* or *has* with the past participle. Remind them of the position of *just* and *already* between *have/has* and the past participle.
- Ask them to look at the verbs in the prompts and tell you which one is irregular (do). Tell them to look at the list of irregular verbs on page 128 to find the past participle of *do* (done) to make sure they understand how to use the table.
- Ask students to do the exercise individually. Check the answers as a class.

Answers
1 Emma and Chris have just done a card trick.
2 The magician has just asked a question.
3 The children have already started the exam.
4 I have impressed the audience.
5 We have arranged a performance.

Teaching tip
Students will find it easier to learn the Past Simple and Present Perfect Simple forms of irregular verbs if they study a small number at a time rather than trying to remember the whole list in one go. Suggest that they learn ten of these verbs at a time and continue giving them short tests on these in the following lessons. Remind them throughout the year to revise these verbs.

For and Since
- Read the grammar box to the class.
- Point out that we use the Present Perfect Simple to talk about something that has happened during the time referred to in the phrase beginning with *for/since*.
- Write a few more examples on the board of phrases that go with *for* (three minutes/weeks/days, a long time, a few months) and *since* (last week/month/year, their first performance, I passed my exam)

B
- Ask students to read the whole paragraph silently and to think about whether the words after the gaps are describing a period of time or a specific point in time.
- Tell them they can look back at the examples in the grammar box and on the board to help them decide whether *for* or *since* goes with the phrase after each gap.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 for
2 since
3 for
4 since
5 since

4 Listening

- Explain that students will hear Diana and Paul talking about a film which was on television last night. Ask them to read the newspaper before they hear the dialogue to see what information they need to listen for.
- Ask students to try to find all the answers to complete the table the first time they listen. Play the tape once, pausing after each answer is said to allow time for students to write the answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 124 for tapescript.)

Answers
1 School
2 9
3 pupils
4 comedy
5 successful

5 Speaking

- Ask students to work in pairs to tell each other what they have done in each of the three situations given. Tell them that they can look back at Lessons 6-8 to find more education-related words.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the rest of the class what their partner has done.

Star Words
- Ask students to look at the words for a minute, then ask them to tell you which Star Words are verbs (*arrange, concentrate, impress*), which are nouns (*audience, magician, performance*) and which are adjectives (*clumsy, patient, proud, successful*).
- Ask individual students to choose one of the Star Words and to describe it using their own words. The rest of the class should try to guess the word. The student who guesses correctly has the next turn.

Extra activity for early finishers

Grammar
See photocopiable material on page 144.

Lesson 10
Learning languages

Grammar: present perfect simple – negative, question, short answers
Vocabulary: odd one out
Reading: completing e-forms
Listening: multiple matching
Speaking: asking and answering questions about learning foreign languages

Lead-in

- Explain that this lesson begins with an advert for a language course. Ask students if they are learning any other languages.

1 Reading

A

- Ask students to read the advert silently to find out what *Language Now* will send new students.
- Check the answer as a class.

Answer
their first lesson free (... *we'll send you your first lesson free.*)

B

- Ask students to read the headings on the e-forms to see what they need to look for in the advert.
- Ask them to read the advert again carefully to find the information they need, reminding them to underline the places where they find the answers.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 Sue Walters
2 Spanish
3 48
4 Scarborough
5 Russian

- Ask the following questions to check students' understanding of the advert.
  1 What do students need for the course? (books, cassettes and CD-ROMs)
  2 Where can people study *Language Now* courses? (at home)
  3 Who are the courses for? (people of all ages)
  4 When is Charles going to Russia? (next month)
  5 What has Charles learnt to do? (communicate in Russian)
  6 How many different languages can you learn with *Language Now*? (22)

2 Vocabulary

- Tell students to think about which words in each group are the same in some way.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.


Lesson 10
Learning languages
1 Reading
Language Now has the answer! With Language Now, it has never been easier to learn a foreign language. Our language courses include everything you need – books, cassettes and CD-ROMs. We haven't forgotten anything! The exercises are clear and easy to understand. You don't need to attend a class – you can study in the comfort of your own home. Our online tutors can help with your problems. You can contact them whenever you want, day or night.
Our courses have had fantastic results for people of all ages. Here are some comments from two of our students:
What are you waiting for? Contact Language Now and ask for one of our courses today. You can learn to speak one of twenty-two languages! Send us an e-form or call us on
and we'll send you your first lesson free.
Language Now
Name (1)
Age 27
Town Guildford
Language (2)
Name Charles Hamilton
Age (3)
Spain (4)
Language (5)

Answers
1 conversation (A *tutor* and a *student* are people. People have a *conversation* when they talk about something together.)
2 include (We *communicate* with or *contact* someone when we want to tell them something. We *include* something as a part of something else.)
3 hard (Someone who is *fluent* is *good* at speaking a language. A *hard* language is not easy to learn.)
4 Spain (*Russian* and *English* are languages. *Spain* is a country.)
5 get worse (*Improve* and *get better* have the same meaning. *Get worse* is the opposite.)

Extra class activity

Ask students to see how many of the odd words they can replace with words which match the other two in each group. Don't expect answers for 5.

3 Grammar

Present Perfect Simple – Negative, Question, Short answers

- Ask students to read the cartoon silently and tell you how Tonic's question has a different word order from the Present Perfect affirmative (*Have* comes before the subject). Explain that he uses *ever* to ask about whether this has happened so far in Jim's life.
- Ask students to read the grammar tables silently. Point out that we put *not* between *have/has* and the past participle to make the negative form and that we use *have/has* without the past participle in short answers.
- Read the rest of the grammar box to the class.

A

- Ask students to read the sentences silently and to think about the meanings before they write any answers.
- Tell them to look back at the examples in the grammar box to decide which word to write in each gap.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 never
2 ever
3 never
4 yet
5 ever
6 yet

B

- Point out that some of the verbs are irregular. Tell students to try to remember the past participles of the irregular verbs before they look at the list on page 128. Remind them to think about the spelling rules when they write the past participle of the regular verbs.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 Have ... learnt
2 haven't had
3 Has ... studied
4 hasn't arrived
5 Have ... passed
6 hasn't replied

4 Listening

- Ask students to read sentences 1-4 before they listen.
- Explain that they will hear a letter *A*, *B*, *C* or *D* before each person speaks and that they have to match the correct letter to each sentence. Tell them that they should try to find all the answers the first time they listen. Play the tape once, pausing after each person speaks to give students time to write the answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 124 for tapescript.)

Answers 1B 2C 3D 4A

5 Speaking

- Ask students to work in pairs to ask and answer the questions about learning English or another foreign language. Tell them to use ideas from the advert on page 28 and from Listening, and anything else they can think of.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some pairs to repeat their dialogues in front of the class.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to write sentences in their notebooks using each of the Star Words. Then ask them to read out one of their sentences to the class, without saying the Star Word, and see if other students can guess the missing word.

Extra activity for early finishers

Reading
See photocopiable material on page 144.

Review 2
Education

Revision strategies

- Explain to students that the exercises in this review are revision of the material they have learnt from Lessons 6-10. Remind them that it is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in Lessons 6-10. Students can do the exercises individually, but check the answers as a class. If students have any difficulty remembering words tell them to look back at Lessons 6-10.

Vocabulary revision

- Write *absent*, *classes*, *college*, *PE*, *obedient* and *properly* on the board and ask students to add the school-related words they remember from Lesson 6 to form groups with these words.
- Ask students what the remaining four Star Words in Lesson 6 are and ask them what they mean.
- Ask students what phrasal verbs they remember with *find*, *get*, *go*, *pick* and *put* and ask them to put them in sentences.
- Check that students remember the words for people and things in schools from Lesson 7. See if they can give you a sentence using both *recognise* and *wave*.
- Write *biology*, *course*, *hut*, *instructor*, *luckily*, *nature*, *project*, *sting*, *summer camp*, *talk* and *wasp* slowly on the board and ask students to call out each word as soon as they know it.
- Ask students to tell you what adjectives they remember to describe people from Lesson 9. Ask them to give you an example of something each type of person might do. Then write *arrange*, *audience*, *concentrate*, *impress*, *magician* and *performance* on the board and ask students to think of sentences using one of the verbs and one of the nouns.
- Write the Star Words from Lesson 10 on the board and ask students to say which are verbs, nouns and adjectives.

Grammar revision

- Write *used to* on the board and ask students to give their own example sentence about someone in their family using *used to*. Make sure they remember how to make the affirmative, negative and question forms, and short answers.
- Make sure students remember how to make the Past Continuous and when to use it. Write *The sun was shining yesterday*. on the board and ask students why we use Past Continuous to say this. Ask them how we make this tense.
- Check that students understand the difference between the uses of the Past Simple and the Past Continuous and how to use these tenses together. Write *I was studying at university when I met Patrick*. on the board and ask students to explain in their own words why this sentence uses the two tenses. Ask them to give you another sentence using both tenses.
- Ask students which words we often use with the Present Perfect Simple and ask them to make sentences using each of these words. Check that they know how to make all forms of the Present Perfect Simple.

1 Vocabulary

A

- Ask students to find three words from the box to match each heading.
- If students have any difficulty remembering the meanings of the words, tell them to look back at Lessons 6-10 to find them.


Review 2
Education
1 Vocabulary
2 Grammar

Answers

People	Places	Schoolwork
caretaker	college	dictation
instructor	corridor	exercise
tutor	university	project

B

Ask students to read the sentences carefully to understand the meanings and to decide which words match each sentence. Tell them to check their answers with the option they think is correct, then with the other option to make sure this is wrong.

Answers

1 concentrate
2 get up
3 proud
4 fluent
5 clumsy

C

Tell students to read the gapped sentences first so they understand the meanings before they find the missing words.

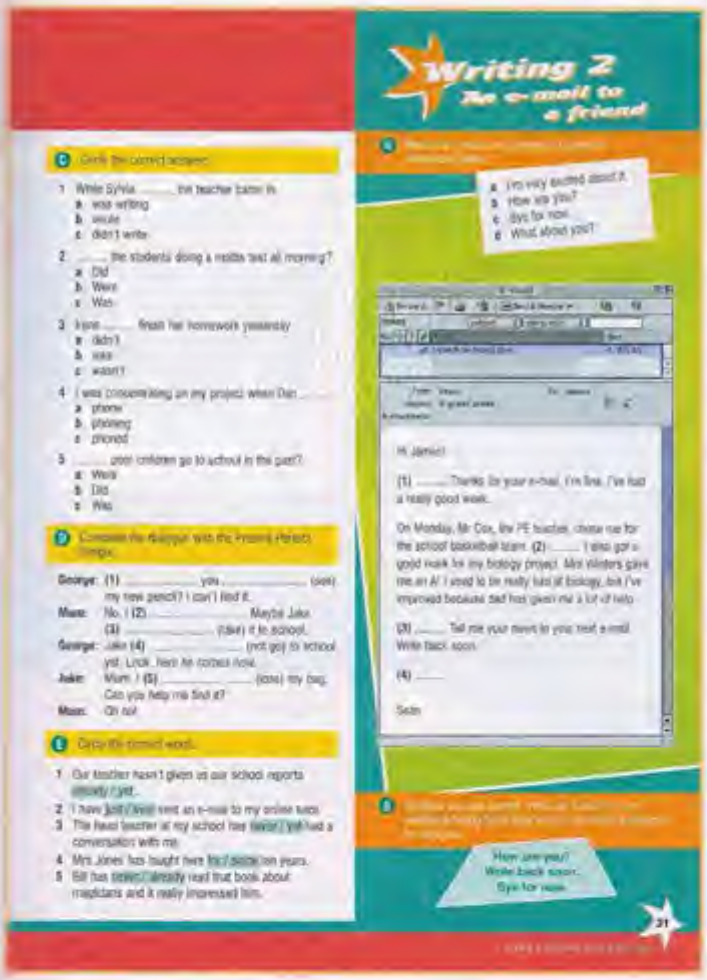
Answers

1 include
2 arrange
3 communicate
4 recognise
5 improve
6 attend

D

Explain to students that they should match the words 1-5 with the words a-e to make phrases.

Answers 1d 2a 3e 4c 5b



2 Grammar

A

Point out that students should read the sentences carefully to see which form of *used to* they need to write. Tell them to look back at Lesson 6 to see how to make the correct forms of *used to*.

Answers

1 used to go
2 Did ... use to be
3 didn't use to like
4 Did ... use to hit
5 used to give

B

- Ask students to read each sentence carefully to understand the general meaning, then to look at each picture to decide which verb from the box matches the picture. Tell them that if they aren't sure about one answer, they should go on to the next sentence and go back to the one they found difficult after they have completed the others.
- Point out that they should think about the spelling rules before they add the *-ing* endings.

Answers

1 was lying
2 were eating
3 wasn't walking
4 was drinking
5 weren't playing
6 was watching

C

- Ask students which past tenses we usually use with *when* and *while*.
- Tell them to look back at Lesson 8 to help them decide whether to choose the Past Simple or Past Continuous in each sentence and to revise how to form these tenses.

Answers 1a 2b 3a 4c 5b

D

Point out that students should read the dialogue carefully to see which form of the Present Perfect Simple they need to write. Tell them to look back at Lessons 9 and 10, if necessary, to see how to make the correct forms.

Answers

1 Have ... seen
2 haven't
3 has taken
4 hasn't gone
5 have lost

E

Point out that we use all the words with the Present Perfect Simple. Tell students to think about which position we use them in and to choose the word which matches the meaning.

Answers

1 yet
2 just
3 never
4 for
5 already

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 2
An e-mail to a friend

A

- Ask students to read sentences a-d to understand the meanings and think about which part of an e-mail we can use them in.
- Tell them to read Sean's e-mail carefully and to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the e-mail where the gaps are, and to decide if the missing sentences make sense with whatever is before and after the gaps.

Answers

1 b (We often start an e-mail or letter to a friend by asking this question, and Sean's next sentence says how he is.)
2 a (Sean is saying how he feels about the news he gave in the previous sentence.)
3 d (Sean gave his own news in the second paragraph and in the third paragraph he closes the letter by asking about his friend's news.)
4 c (We often use this expression to end an e-mail or letter to a friend.)

B

- Tell students to read Sean's e-mail again and to check where the three phrases occur. Ask them how many paragraphs are in the e-mail and what each one tells us. Write a paragraph plan on the board:

1st paragraph	Thank Sean for his e-mail and ask how he is.
2nd paragraph	Tell Sean your main news, then give details about it.
3rd paragraph	Ask Sean to write back to you.

- Tell students that they can begin their e-mail with *Hi*, *Hello* or *Dear* before Sean's name. Then they can end it in the same way as Sean's e-mail.
- This can be set for homework. Make sure the writing task is corrected and feedback is given before students do Test 2.

Your students are now ready to prepare for Test 2 in the Test Book. They should revise the grammar and Star Words presented in Lessons 6-10, and Review 2.

NOTE

See page 37 for project instructions.

The Shooting Stars
Episode 2

Lead-in

- Go over any mistakes students made in Test 2 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students what they remember about Episode 1. (See summary below.)
- If students have trouble remembering what happened in Episode 1, ask them the following questions.
  1. Who did the children read about in the newspaper? (the starving children of Africa)
  2. What did Brad remember from last year? (the charity concert)
  3. What will they make to tell people about their concert? (leaflets)
  4. Who will give them stage equipment? (Lizzie's mum)
  5. What do they need to write for the concert? (new songs)

Episode 1 summary

Brad's dog, Frodo, brings the newspaper inside from the garden and makes Brad's guitar case dirty. Lizzie picks up the newspaper and Emily sees an article about the starving children of Africa on the front page. Emily, Lizzie and Ken talk about ways to help them. Brad remembers the charity concert from last year and says the Shooting Stars can have one. They decide to meet at Ken's house to make leaflets and find a place to have the concert. Lizzie says they can borrow stage equipment from her mum's theatre and have the concert in the park. The Shooting Stars write new songs for the concert.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask whose favourite song they sing (Emily's).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of Ken, Lizzie, Brad, Emily, the narrator and Mrs Evans to six students for Boxes 1-4 and the roles of Ken, Emily, Lizzie and Mrs Ling to another four students for Boxes 5-8. Ask one student to play the part of the narrator in Boxes 1 and 4. If necessary, repeat the story with different students playing the parts until every student has played a role.
- Ask students if they remember Emily's song from last year and if they think Emily's favourite song will be a good one.

A

- Explain that students are going to listen to the Shooting Stars' song again and fill in the missing words. Tell them that you will play the song twice.
- Before they listen, ask students to read through the song and see if they can remember any of the missing words from when they heard it in the story. Ask them to think about what kinds of words might go in the gaps. For example, the first word is likely to be a noun for some kind of person because it comes after an article and an adjective and Lizzie is singing about what she used to be.
- Play the song once and see how many words students have managed to find.
- Play the song again. Remind students to check the answers they have written and to try to find the others.
- Ask students to sing the song together and play it one more time for them to sing along.

Answers

1 child	5 made
2 sixteen	6 happy
3 feet	7 have
4 time	8 list

B

- Ask students to read each sentence carefully to decide whether it is true or false.
- Tell them to read the story again to help them decide and to underline the places in the story where they find their answers.
- Ask them to do the exercise individually, then check the answers as a class.

Answers

1 T (Ken says, *These leaflets must be perfect!*)
2 F (Lizzie says, *I'm phoning about the stage equipment. ...we talked about it last night.*)
3 F (Lizzie asks, *Can you phone the council and ask about the park?*)
4 T (Ken says, *This computer used to work really well. I don't know what's wrong.*)
5 F (Mrs Ling says, *I'll bring them to you tomorrow at lunchtime.*)

Ask the following questions to check students' understanding of the episode.

1 What did Ken learn to use at school last week? (a new design program)
2 What is Brad dreaming that he has won? (an award)
3 What is Emily writing for the concert? (the song list)
4 Whose mum is going to print the leaflets? (Ken's)

C

Ask students to work in small groups to discuss their answers to the questions, encouraging them to give reasons for their answers to 3 and 4. Let them discuss their answers as a class to share their ideas and opinions.

Extra class activity

Ask students to design a leaflet for the Shooting Stars' charity concert. Tell them to make sure they include information about when and where the concert will take place. Alternatively, you could discuss ideas as a class and write everyone's suggestions on the board.

NOTE

Students are now ready to do Project 2 on page 118. Explain that they will be making an advert for a fun course. Tell them to think of ideas about what people could learn on a fun course and to look in magazines and newspapers for pictures of these activities. Alternatively, they could draw pictures of the activities. They will need to bring their pictures to the next lesson.

Scissors, large sheets of card and glue are needed for students to make adverts in Project 2. You might also like to bring some magazines or newspapers for students who forget to bring pictures.

Project 2

Fun courses

- Ask students what kinds of courses they remember from Lessons 6-10 and write their ideas on the board.
- Tell them to look at the advert on page 118 and read the sentences about the theatre course.
- Provide card and glue, and tell students to stick the pictures of their course on the card to make their own advert.
- Ask them to write sentences under the pictures to tell people what they can do on the course. Remind them to use the education-related words they have learnt. If necessary, remind students about the meanings of words such as *attend*, *biology*, *college*, *course*, *exercise*, *fluent*, *improve*, *instructor*, *nature*, *online*, *recite*, *talk*, *tutor* and *university*.

- Ask students to show their adverts to the class and read them out. Have a vote to find which course students think is the best.
- Stick their adverts on the classroom wall.

Lesson 11
A new home

Grammar: past simple and present perfect simple, *have been* and *have gone*
Vocabulary: confusing words
Reading: comprehension questions
Speaking: comparing pictures of what happened/what has happened
Writing: writing two paragraphs comparing pictures

Lead-in

- Explain that this lesson begins with an interview with a girl from Bosnia who has moved to Scotland. Ask students if they know where these countries are and to point them out on a map if there is one in the classroom.

1 Reading

A

- Ask students to read the interview silently to find out how Anna felt when she moved to another country.
- Check the answer as a class.

Answer sad and confused (... *I felt sad and confused when I said goodbye to my friends.*)

B

- Ask students to read the questions first to see what information they need to look for.
- Tell them to read the interview again carefully to find the answers. Ask them to underline the places in the interview where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 Glasgow (*I've lived in Glasgow for seven years.*)
2 at school (... *but I learnt it quickly at school.*)
3 her friends (... *said goodbye to my friends. ... I missed them very much, ...*)
4 They didn't speak English. (*They didn't speak English, but they needed to find jobs and a house for us to rent.*)
5 like a foreigner (... *but I feel like a foreigner there now.*)

- Ask the following questions to check students' understanding of the interview.
  1 How old is Anna now? (twelve years old)
  2 Did Anna speak English when she moved to Scotland? (No, she didn't.)
  3 Has Anna lived in the same house since she came to Scotland? (No – she moved house last year.)
  4 Why does Anna go back to Bosnia? (to see her relatives)

2 Vocabulary

- Point out that most of the words appeared in the interview on page 34. Tell students to look back at the interview to find the words in context if they aren't sure about the meanings.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 foreigners
2 rents
3 accent
4 misses
5 actually
6 welcome


Lesson 11 A new home

1 Reading

Interviewer: Anna, have you always lived in Glasgow?
Anna: No, I haven't. I'm from Bosnia, but I've lived in Glasgow for seven years.
Interviewer: Really? Did you speak English when you first came here?
Anna: No, I didn't. When we moved here I was five years old and I didn't speak any English, but I learnt it quickly at school.
Interviewer: Well, you've got a Scottish accent now! I did no idea you weren't from here originally. Tell me, was it difficult for you to move to a new country?
Anna: Yes, it was. I was very young, but I remember that I felt sad and confused when I said goodbye to my friends in the first months. I missed them very much, but I've made a lot of new friends here.
Interviewer: What about your family? Was it easier for your parents?
Anna: It was actually harder for them. They don't speak English, but they needed to find jobs and a house for us to rent. Luckily our neighbours were very nice. They helped us feel welcome, and they helped us settle in. We moved house last year, and we have new neighbours now, but they are also very nice to us.
Interviewer: That's good. Have you been back to Bosnia since you moved to Scotland?
Anna: Yes, I go back regularly to see my relatives. I have a good time, but I feel like a foreigner there now.
Interviewer: So is Scotland home now?
Anna: Definitely!

Answer the questions. Write your answers in your notebook.
1 Where does Anna live?
2 Where did Anna learn English?
3 Who did Anna miss?
4 Why was it hard for Anna's parents to move?
5 How does Anna feel when she goes back to Bosnia?

34

3 Grammar

Past Simple and Present Perfect Simple

- Tell students to read the cartoon silently. Then ask them to refer to the revision of uses of the Past Simple and Present Perfect Simple in the grammar box. Ask them why Jim uses the different tenses – *We've lived here* (Present Perfect Simple: something which started in the past but has not finished) *since you were a baby* (Past Simple: things which started and finished in the past).
- Remind students of the time expressions we often use with the Present Perfect Simple. Remind them that *ever* means at any time, *never* means not at any time and *yet* means until now. Also remind them that we use the Present Perfect Simple with *ever, never* and *yet* because we don't know exactly when something happened in the past.

A

- Do the first sentence together with the class as an example. Ask them to find the time expression (in 2002) and to look back at the grammar box to see which tense to use (Past Simple). Then ask whether *go* is a regular or irregular verb (irregular). Remind them to use the list of irregular verbs on page 128 whenever necessary.
- Ask students to do the rest of the exercise individually, referring back to the grammar box if they need to. Check the answers as a class.

Answers
1 went
2 Have ... lived
3 have ... moved
4 travelled
5 Has ... decorated
6 gave

Have been and Have gone

- Ask students to read the cartoon silently, then read the grammar box to them. Ask where Jim is at the moment (Scotland) and point out that we use *has gone* because he is still there.
- Explain that *He's been there before.* means that he went there and came back at some time in the past. Also point out that we can't say *I/we have gone* when speaking directly to someone because it means that we have gone somewhere and we are still there.

B

- Ask students to decide whether the subject went and came back from somewhere or if they haven't come back yet.
- Ask students to do the exercise in pairs to discuss their answers, but check the answers as a class.

Answers
1 been
2 gone
3 been
4 gone
5 gone

4 Speaking

- Ask students to work in pairs and explain that they are going to talk about the pictures using both the Past Simple and the Present Perfect Simple. Ask them which tense they will use for what happened last week (Past Simple) and which for what has happened today (Present Perfect Simple).
- Remind them to use the words in the box to help them describe what they see in each picture.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Choose some students to repeat their sentences in front of the class.

Extra class activity

Ask students to work in pairs and to role play two of the people in the pictures in Speaking. For example, Jenny and Claire meeting for the first time, Mr Brown and Mr Smith meeting each other, or Jenny and Mike saying goodbye. Give students some time to write and practise their dialogues. Choose some pairs to perform their dialogues in front of the class.

5 Writing

- Ask students to write one paragraph about what happened last week in Picture 1 and another about what has happened today in Picture 2. Remind them to use the Past Simple and Present Perfect Simple.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the list of Star Words again and then to close their books.
- Write the following anagrams on the board and ask students to tell you the words.

cloweme *findeltey* *fingerore* *laytaluc* *letestin*
nent *oilyginal* *burbighan* *sofnudce* *teccan*

Answers

welcome	definitely	foreigner	actually	settle in
rent	originally	neighbour	confused	accent

Extra activity for early finishers

Grammar

See photocopiable material on page 144.

Lesson 12
Haunted houses

Grammar: future simple
Vocabulary: home-related words, text-related words
Reading: completing notes
Listening: taking notes
Speaking: describing your future home

Lead-in

- If the writing exercise from Lesson 11 was set for homework, ask some students to read their paragraphs to the class.
- Explain the meaning of *haunted* and ask students if they know any stories about haunted houses or other places in their country. Ask them if they believe in ghosts and if they have ever seen a ghost.

1 Reading

A

- Ask students to read the advert silently to find out which picture shows the ghosts at Blackfern House.
- Check the answer as a class.

Answer 3 (It shows the ghost of a man and a young woman – Sir William Blackfern and Anne Sugden.)

B

- Ask students to read the notes to see what they need to look for in the advert.
- Ask them to read the advert again carefully to find the information they need, reminding them to underline the places where they find the answers.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 15th (*15th – 17th November*)
2 17th November (*15th – 17th November*)
3 £200 (*The price of the weekend is £200 per person.*)
4 two (*The price of the weekend includes accommodation for two nights ...*)
5 breakfast (*The price of the weekend includes ... and breakfast.*)
6 0800 573449 (*Phone 0800 573449 ...*)

- Ask the following questions to check students' understanding of the advert.
  1 Which ghost have people heard from the top of the house? (Anne Sugden)
  2 Why did Lady Blackfern kill the servant? (because she was jealous of her)
  3 What will the owner of the house tell visitors about? (the history of his family home and its ghosts)
  4 When does the special offer end? (30th September)

2 Vocabulary

A

- Ask students to complete the exercise individually by looking at the pictures and matching the nouns to the letters.
- Point out that all the nouns appear in the advert on page 36 and that they can read them in context to help them understand the meanings.
- Check the answers as a class.


Lesson 12 Haunted houses

1 Reading

Haunted House Weekend!

15th - 17th November

Do you believe in ghosts? Are you keen on unusual experiences? Are you brave enough to stay at a haunted house for the weekend? Then come and stay at Blackfern House.

There are many strange stories about this house. Many people have heard the ghost of its first owner, Sir William Blackfern, in the hall and the cellar at night. Nobody knows what he died of. Some visitors have seen the ghost of Anne Sugden. Others have heard her voice from the chimneys and the roof. Anne was a pretty, young servant at Blackfern House hundreds of years ago. According to local stories, Lady Blackfern murdered Anne because she was jealous of her. She pushed her and she fell out of her bedroom window.

Is the house really haunted? Come and see for yourself!

On this exciting weekend trip, you will have the chance to stay in one of Blackfern House's luxurious bedrooms. The price of the weekend includes accommodation for two nights and breakfast. There will also be a tour of the house by its owner, Sir Harry Blackfern. He will give a talk about the history of his family home and provide more information about its ghosts!

The price of the weekend is £200 per person. Book before 30th September for a better offer - there will be a 10% discount for early bookings. Phone 0800 573449 to book, or visit us at our web site: www.scaryweekends.co.uk.

We promise this will be a weekend you'll never forget!

Blackfern House – Haunted House Weekend.
Dates of trip: from (1) _____ to (2) _____
Time per person: (3) _____ without a discount.
Price includes: accommodation for (4) _____ nights,
(5) _____
(6) _____ and a tour of the house.
Tick

Answers 1c 2a 3b 4d 5e

Extra class activity

Write *in fact, on my own, get on my nerves, feel sorry for, take care of, keep in touch, belong to, time of year, on stage,* and *in the comfort of* on the board without the prepositions and ask individual students to complete the phrases with the missing prepositions.

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words.
- Point out that all the phrases are in the advert on page 36 and they can read them again in context to remember the meanings if necessary.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 fall out of
2 believe in
3 see for yourself
4 be keen on
5 die of

3 Grammar

Future Simple

- Ask students to read the cartoon silently and explain that Tonic and Jim use the Future Simple to predict what will or won't happen in the future.
- Read the uses of the Future Simple and the example sentences to the class, then ask them to match the three example sentences to their uses.

They will provide accommodation for three nights. (for promises, threats or warnings)
I'm sure we won't see any ghosts. (after *I think* and *I'm sure*)
Will you help me tidy the house this evening? (to ask someone to do something for us)

Teaching tip
When you read out example sentences from the grammar boxes, make a regular habit of asking students to repeat the examples after you to practise stress and intonation.

A

- Ask students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Explain that they also have to decide whether the answer is affirmative (will) or negative (won't).
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 won't sleep
2 will help
3 will buy
4 won't see
5 will be

Extra class activity
Tell students to imagine they are going to spend a weekend at Blackfern House. Ask them to make predictions using *will* and *won't* about what they think will happen, what they will see and how they will feel. Suggest that they start some of their sentences with *I think* or *I'm sure*. Write their predictions on the board as they say them.

Shall
- Read the grammar box to the class.
- Explain that we say *Shall I* to offer to do something and we say *Shall we* to make a suggestion.

B

- Ask students to do the exercise in pairs to decide whether to use *will* or *shall*.
- Tell them to read each question carefully first to understand the meaning and remind them that we only use *Shall* with *I* and *we*.
- Check the answers as a class.

Answers
1 Shall
2 Will
3 Shall
4 Will
5 Shall

4 Listening

- Explain that students will hear Sir Harry Blackfern giving a talk about Blackfern House. Ask them to read the quiz before they hear the talk to see what information they need to listen for.
- Ask students to try to find all the answers the first time they listen. Play the tape once without stopping.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 124 for tapescript.)

Answers
1 (nearly) three
2 22
3 bedroom
4 19
5 opens
6 closes

5 Speaking

- Ask students to work in pairs to tell each other about their future homes. Remind them to use the prompts from their books with their own ideas.
- Tell students to listen carefully to their partners because you will ask some of them to tell the class what their partner said.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the rest of the class about their partner's future home.

Star Words
- Ask students which of the words are nouns (*cellar, chimney, discount, hall, offer, roof, servant*), which are verbs (*murder, provide*) and which is an adjective (*haunted*).
- Ask students to take turns at choosing a Star Word (without saying it aloud) and to describe it using their own words. The other students then try to guess the word. The student who guesses correctly has the next turn.

Extra activity for early finishers
Reading
See photocopiable material on page 144.

Lesson 13
Swapping homes

Grammar: present continuous (with future meaning), *be going to*
Vocabulary: confusing words
Reading: true or false statements
Speaking: talking about future plans
Writing: writing a paragraph about future plans

Lead-in

- Explain the title of the lesson and ask students what kind of things they swap with other people (eg books) and why they think people want to swap homes (they don't have to pay for a hotel to have a holiday).

1 Reading

A

- Ask students to read Lizzie's e-mail silently to find out how many rooms the house in California has got. Remind students to give a reason for their answer.
- Check the answer as a class.

Answer 10 (four bedrooms, a bathroom upstairs, a living room, a kitchen, a dining room, another bathroom downstairs, a huge basement)

B

- Ask students to read the e-mail again carefully to decide whether the sentences are true or false, and to underline the places where they find the answers.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers
1 T (*I hate the weather in Britain in the winter!*)
2 F (*We're travelling ... for two weeks.*)
3 F (*... we're going to swap homes with an American family.*)
4 F (*We've never met them ...*)
5 T (*There's also a huge basement ...*)
6 T (*I think we'll have lots of fun.*)

- Ask the following questions to check students' understanding of the e-mail.
  1 Where is Lizzie going to go on holiday? (California in the United States)
  2 What two kinds of transport is Lizzie's family going to use? (plane and car)
  3 How many people are in Lizzie's family? (five)
  4 Who's house looks lovely? (the American family's)
  5 Which room is Lizzie going to spend a lot of time in? (the basement)

2 Vocabulary

- Point out that some of the words appeared in the e-mail on page 38. Tell students to look back at the interview to find the words in context if they aren't sure about the meanings.


Lesson 13 Swapping homes
1 Reading
Dear Yoko,
How are you? What's the weather like in Japan at the moment? Is it still cloudy and rainy? It's freezing and foggy here. I hate the weather in Britain in the winter! But I'm lucky because I'm going on holiday to somewhere much warmer next week. We're travelling to California in the United States for two weeks. We're flying to San Francisco airport and then we're driving the rest of the way.
We aren't staying in a hotel – we're going to swap homes with an American family. We've never met them, but they're a family of five, just like us. They're going to stay in our house and, at the same time, we're going to stay in theirs.
I've seen some photos of their house and it looks lovely. It's in San Francisco and it's got a balcony with a view of the sea. It's got four bedrooms and a bathroom upstairs and a big living room, a kitchen, a dining room and another bathroom downstairs. There's also a huge basement with a TV, a DVD player and a computer. I'm going to spend a lot of time in there! I think we'll have lots of fun. I'll e-mail you to tell you all about it.
I'll stop writing now because dinner's ready. Bye for now.
Write soon.
Love,
Lizzie
B Circle T (true) or F (false).
1 Lizzie doesn't like cold weather. T / F
2 Lizzie is going on holiday for a week. T / F
3 Lizzie and her family are going to stay with another family. T / F
4 Lizzie knows the American family well. T / F
5 The house in San Francisco has got an enormous basement. T / F
6 Lizzie thinks she'll enjoy her holiday. T / F
38

- Explain the meanings of *lift*, *stairs* and *bungalow*, as students may not be familiar with these words. Point out that *boiling* and *freezing* are opposites.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 rainy
2 lift
3 basement
4 freezing
5 block of flats

Extra class activity

Ask students to write sentences using each of the words which were not correct in the Vocabulary exercise.

3 Grammar

Present Continuous (with future meaning)

- Ask students to read the cartoon silently and ask if *We're cleaning* means something they are doing at the moment (no). Explain that Jim uses the Present Continuous because this is a definite plan for the weekend.
- Read the grammar box to the class and explain the meaning of arrangements if necessary.

A

- Ask students to read the sentences carefully to understand the meanings and to see whether the subject is singular or plural in each one. Remind them to think about the spelling rules before they add *-ing* to verbs that end in *-e*.

Vocabulary

Circle the correct words.

1 It's often rainy / foggy here – bring an umbrella.
2 Let's not walk to the next floor. Let's take the lift / stairs.
3 The bibbly / basement is downstairs under the kitchen and the living room.
4 Put on a warm coat. It's boiling / freezing outside.
5 Mark and his family live on the tenth floor of a block of flats / bungalow.

Grammar

Look at this mess! We've cleaning the house this weekend!

We're going to be very tired by Sunday!

Present Continuous (with future meaning)
We can use the Present Continuous to talk about plans and arrangements for the future.
They're moving to a new bungalow next week.
We aren't coming to the party tomorrow.
Are they visiting their grandpa on Saturday?

A Complete the dialogue with the Present Continuous.

Katie: (1) ..... (have) a party tomorrow night. Do you want to come?
Kevin: Yes. That'll be great. When (2) ..... everyone ..... (arrive)?
Katie: At about eight o'clock.
Kevin: Will your cousin Tom be there? He's got some great CDs. (3) ..... he ..... (bring) them?
Katie: No. He (4) ..... (not come).
Kevin: Well, I can go to his house and pick up his CDs. We (5) ..... (visit) my grandma this afternoon and she lives near your cousin.
Katie: Thanks, Kevin. That's really nice of you.

Be going to
We use **be going to** to talk about:
• future plans and arrangements.
• something we know is going to happen because we have evidence.
I'm going to have a party next Saturday.
She looks tired. She isn't going to finish the housework.
It's hot tonight. Is it going to be hot tomorrow?

B Look at the pictures. Complete the sentences with **be going to** and the verbs below.

1 He ..... the room.
2 It ..... rainy today.
3 It ..... all day.
4 They ..... up the stairs.
5 She ..... to bed.

Speaking

Look at the pictures with your partner and talk about what the Shooting Stars are doing at home this weekend. Use the Present Continuous and **be going to**.

Writing

Write a paragraph in your notebook about your plans for the weekend. Use the Present Continuous and **be going to**.

Star Words

• Ask two students to read the parts of Katie and Kevin to check the answers as a class.

Answers
1 I'm having
2 is ... arriving
3 Is ... bringing
4 isn't coming
5 are visiting

Be going to

• Read the grammar box to the class.
• Ask students to look back at what Tonic thought in the cartoon. Explain that he knows they will be tired because there is a lot of mess to clean.
• Explain the meaning of *evidence*, if necessary, and ask students to match the example sentences with the uses given above them.
I'm going to have a party next Saturday. (future plans and arrangements)
She looks tired. She isn't going to finish the housework. and *It's hot tonight. Is it going to be hot tomorrow?* (something we know is going to happen because we have evidence)

B

• Ask students to read the sentences carefully and to look at each picture to decide which verb from the box matches each one. Tell them that, if they aren't sure about an answer, they should leave it and write the answers they are sure about first, then go back to complete the rest.
• Remind them to look at whether the subject is singular or plural in each one so that they know which form of *to be* to use.

Answers
1 He's going to paint
2 isn't going to be
3 It's going to snow
4 aren't going to walk
5 She's going to go

4 Speaking

• Ask students to work in pairs and to take turns to talk about what the Shooting Stars are doing or are going to do at home this weekend. Point out that they can use the Present Continuous or *be going to* because they are talking about plans for the future.
• Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
• Ask one student from each pair to choose one of the Shooting Stars and tell the class what they are doing or are going to do at the weekend.

5 Writing

• Ask students to think about what their plans are for next weekend and not the things they do every weekend. Tell them that they can use some ideas from Speaking and anything else they can think of.
• This exercise can be set for homework.

Star Words

• Ask students to read the list of Star Words silently and to find and underline them in the lesson.
• Write *houses* and *weather* on the board and ask students to tell you which Star Words are related to houses (*balcony, basement, downstairs, lift, upstairs*) and which are related to weather (*boiling, cloudy, foggy, freezing, rainy*).
• Tell students to choose five of the Star Words (some related to houses and some related to weather) and write sentences including each of these words.

Extra activity for early finishers

Writing

Ask students to imagine they are going to swap homes with another family. Tell them to write a paragraph about where they are going to go and what sort of house they are going to stay in.

Lesson 14
Useful appliances

Grammar: *can / could* (ability), *be able to*
Vocabulary: word groups
Reading: multiple matching
Listening: true or false statements
Speaking: describing household appliances, talking about housework

Lead-in

- If the writing exercise from Lesson 13 was set for homework, ask some students to read their paragraphs to the class.
- Before students read the article, ask them to look at the pictures and see if they can match the names of the appliances (vacuum cleaner, fridge-freezer, washing machine).

1 Reading

A

- Ask students to read the article silently to match the appliances to the paragraphs. Point out that the pictures are not in the same order as the paragraphs.
- Check the answers as a class.

Answers
A washing machine
B vacuum cleaner
C fridge-freezer

B

- Ask students to read the article again carefully to find the answers. Tell them to underline the places in the article where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers
1/2 A (*to wash all your clothes/they're clean in an hour*)
1/2 B (*... only one way to clean the floor.*)
3/4 A (*Nowadays, it's much quicker.*)
3/4 B (*It could do the job of a broom much faster ...*)
5 C (*People have known for hundreds of years that food lasts for a long time when you freeze it.*)
6 B (*... then the factories produced more dirt and dust!*)
7/8 A (*It was a very tiring job.*)
7/8 C (*But this was very tiring.*)

- Ask the following questions to check students' understanding of the article.
  1 How long does a washing machine take to wash your clothes? (an hour)
  2 How did people use to wash their clothes? (by hand)
  3 How does a vacuum cleaner clean the floor? (It sucks up all the dust and dirt.)
  4 Where do people make vacuum cleaners and other appliances? (in factories)
  5 How did people use to keep food fresh in their kitchens? (They bought ice to put in their ice box.)
  6 How does a fridge keep food fresh? (It uses chemicals to cool the air inside it.)

2 Vocabulary

- Ask students to work in pairs to find out why the words in each group belong together and then to add the words from the box.


Lesson 14
Useful appliances
1 Reading
Appliances at home
A
B
C
Write the letter
40

- Explain that these words are in groups which are similar in meaning or in the way we use them. Check the answers as a class, making sure that students understand the meanings of all the words by asking them to explain the connections between them.

Answers
1 dirt (things that aren't clean)
2 sweep (ways to clean)
3 washing machine (appliances)
4 sheet (pieces of material we use at home)
5 bucket (things we use when we clean the floor)

3 Grammar

Can / Could

- Read the grammar box to the class, focusing on the use of *could*, as students should already be familiar with the use of *can* to talk about ability.
- Ask them to look at the article on page 40 again and tell you some things that people *could* or *couldn't* do in the past (eg they couldn't wash their clothes quickly, they could clean the floor with a broom, they couldn't keep food fresh for a long time)
- Point out that we use *can* and *could* with a bare infinitive for all persons, both singular and plural.

A

- Ask students to read the gapped sentences carefully to understand the meanings before they write the answers. Tell them to think about whether the sentence is about the present or the past and if it has an affirmative or negative meaning.

2 Vocabulary

Complete the word groups.

1 dust, pollution, _____
2 clean, wash, _____
3 dishwasher, fridge, _____
4 towel, blanket, _____
5 broom, mop, _____

3 Grammar

I wasn't able to catch this cat yesterday. But today I can ride this!

Can / Could (ability)

Can
We use can to talk about ability in the present and the future. We use a bare infinitive after can.
Washing machines can wash clothes quickly.
I can't clean the house tomorrow because I'm ill.
Can you use a computer?

Could
We use could to talk about ability in the past. We use a bare infinitive after could.
Many years ago, people could communicate by means of a very slow.
We couldn't do the vacuum cleaner.
Could people wash their clothes easily in the past?

Be able to
We use be able to to talk about ability.

Affirmative
I'm able to cook.
you're able to cook.
he's able/she's able to cook.
we're/you're/they're able to cook.

Negative
I'm not able to cook.
you aren't able to cook.
he's/she's isn't able to cook.
we/you/they aren't able to cook.

Question
Am I able to cook?
Are you able to cook?
Is he/she/it able to cook?
Are we/you/they able to cook?

Short answers
Yes, I am. / No, I'm not.
Yes, you are. / No, you aren't.
Yes, he/she/it is. / No, he/she/it isn't.
Yes, we/you/they are. / No, we/you/they aren't.

We can be able to in most tenses.
Present Simple: I'm able to, etc.
Past Simple: I was able to, etc.
Present Perfect Simple: I've been able to, etc.
Future Simple: I will be able to, etc.

Circle the correct words.

1 People aren't / weren't able to do the housework quickly in the past.
2 This dishwasher is / was able to clean pots too.
3 George hasn't been / isn't able to cook today.
4 How were / are people able to cook before we had ovens?
5 My aunt was / will be able to babysit tomorrow.

Complete the sentences with can, can't, could or couldn't.

1 Sorry, but I _____ do the housework today because I'm too tired.
2 Before we had telephones, people _____ communicate very easily.
3 Grandma _____ cook when she was a girl because she had cookery lessons at school.
4 We _____ use the washing machine yesterday – it wasn't working.
5 Sally _____ cook delicious pizza in her new oven. She's really pleased.

4 Listening

Listen and circle T (true) or F (false).

1 Tessa doesn't mind doing housework. T / F
2 Her grandma never went to school. T / F
3 Her grandma didn't have a vacuum cleaner. T / F
4 Her grandma didn't use to eat out. T / F
5 Her grandma used to help with the cooking. T / F

5 Speaking

Tell your partner about the appliances in your home and what they can do. Do you do any housework?

Star Words

appliance, brush, dirt, dishwasher, fridge, iron, mop, oven, towel, vacuum cleaner, washing machine

41

- Students can do the exercise individually, but check the answers as a class.

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

Extra class activity

Ask students to tell you something they can do now which they couldn't do in the past.

Be able to

- Ask students to read the cartoon silently. Explain that we also use *be able to* for ability and that Tonic uses *wasn't able to* to talk about something he couldn't do in the past.
- Read the grammar box to the class, pointing out that a bare infinitive always follows *be able to*.
- Explain that we can usually use *can* or *be able to* for the present and *could* or *be able to* for the past with the same meaning. Then tell them that we must use *be able to* in the Present Perfect and Future Simple because we can't use *can* or *could* in these tenses.

B

- Ask students to read the sentences carefully to understand the meanings and decide which verb tense is correct.
- Ask them to do the exercise individually, but check the answers as a class.

Answers
1 weren't
2 is
3 isn't
4 were
5 will be

4 Listening

- Explain that students will hear a girl and her grandmother talking and that they have to listen very carefully to decide whether each statement is true or false.
- Ask students to read all the statements before they listen so they know exactly what information they need.
- Explain that students should answer as many questions as they can the first time they hear the tape, then play the tape once.
- Ask them to check their answers and also to try to answer any remaining questions as they listen again, then play the tape a second time. Check the answers as a class and, if necessary, explain why 1, 2 and 5 are false. (See page 125 for tapescript.)

Answers 1F 2F 3T 4T 5F

5 Speaking

- Ask students to work in pairs to tell each other about the appliances in their homes and what they can do, and to answer the question about housework.
- Tell them that they can look back at the article to see what different appliances can do and also use ideas from Vocabulary and anything else they can think of. Teach them the word *cooker* by writing *cooker* on the board and drawing a rough sketch of one, as students often confuse this with *cook/chef*.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class about their appliances and list their appliances on the board as they say them. Then ask them to say what housework they do.

Teaching tip

Share your own experiences with students where it is relevant to the lesson to encourage them to relate the learning points to everyday situations. For example, in this lesson you could tell them what household appliances you use most often, what housework you do and how you do it.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and to close their books. Then hand out the photocopiable material from page 152.

Extra activity for early finishers

Vocabulary
See photocopiable material on page 145.

Lesson 15
Moving house

Grammar: *can / could* (permission and request)
Vocabulary: text-related words, phrasal verbs
Reading: replacing missing sentences
Listening: multiple matching
Speaking: describing bedrooms

Lead-in

- Give students a spelling test on the Star Words from Lesson 14. Ask them to come and write the answers on the board. Then ask them to explain what each word means.
- Explain the meaning of the title of the lesson and ask students if they have ever moved house and if so how they felt about it. If none of them have ever moved house, ask them if they would like to and how they think it feels to move into a new home.

1 Reading

A

- Ask students to read the story silently to find out what the little girl brought for Jenny.
- Check the answer as a class.

Answer a bunch of flowers (*It was little Rose Harvey and she was holding a bunch of flowers.*)

B

- Ask students to read the story again carefully and tell them to look for clues about where to put the sentences that have been removed. Tell them to think about the general meaning of the parts of the story where the gaps are, and to decide if the sentences make sense with whatever is before and after the gaps.
- Ask students to do the exercise individually. Check the answers as a class, reminding them to give reasons for each answer.

Answers
1 d (The previous sentences talk about the Harveys and their children.)
2 b (Jenny has just asked to look at her bedroom and *it* refers to the bedroom. Also the following sentence explains why she wanted to cry.)
3 c (The little girl is talking in the previous sentence, then she goes on to add this.)
4 a (Jenny has just arrived at the new house with her parents in the previous sentence.)

- Ask the following questions to check students' understanding of the story.
  1 What hasn't Jenny's new house got? (a garden)
  2 Who will Jenny give her old toys and books to? (The Harvey children.)
  3 What did Jenny put into a box? (some dolls and books)
  4 Who took the furniture to the new house? (the removal men)
  5 Why did Rose bring flowers for Jenny? (to thank her for the toys and books)

2 Vocabulary

A

- Ask students to complete the exercise by matching the stickers from the back of their books to the words.


Lesson 15
Moving house
1 Reading
A Read the story. What did the little girl bring for Jenny?
Jenny didn't want to move. She lived in the suburbs since I was born and I love the house. The new house is smaller. It's on the other side of town and it hasn't even got a garden!' she complained.
A few days before the move, Jenny's mum came into her bedroom. 'There aren't enough room in the new house for all your old toys and books,' she said. 'Can you sort out the ones which you don't want? I'll give them to the Harvey children. The Harveys were a very poor family. (1) .....
Jenny opened her cupboard and looked at her dolls. She didn't play with them anymore, but she didn't want to give them away. Her bookcase was full of books, she hid said, but she began to pack some toys and books into a box.
The day of the move arrived. The removal men came and they put the furniture and boxes into a large van. It was time to set off for their new home. 'Can I go and have a look at my bedroom for the last time?' Jenny asked miserably. (2) ..... The room looked very empty without her things in it.
Suddenly, the doorbell rang and Jenny's mum went to answer the door. It was little Rose Harvey and she was holding a bunch of flowers. 'Could you give these to Jenny, please? The books and toys are lovely!' said the little girl. (3) ..... Jenny's mum went upstairs and gave the flowers to Jenny. At first moment, Jenny realised how silly she was. 'I'm really lucky,' she thought.
When they got to the new house she hugged both her parents. (4) ..... 'I think we're going to be really happy here,' she said, and she meant it.
B Complete the story with the sentences below.
a She looked at her mum and dad and at her new home.
b When she saw it, she wanted to cry.
c 'We want to thank her,' she added.
d Mr and Mrs Harvey had five children to look after.
42

- Point out that some of the words are in the story on page 42.
- Check that students have put the correct stickers beside each word.

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words.
- Point out that all the phrasal verbs are in the story on page 42 and they can read them again in context to remember the meanings if necessary.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 look after
2 sort out
3 set off
4 get to
5 give away

Extra class activity

Ask students to make five new sentences using the phrasal verbs from Vocabulary B. Tell them to write their sentences in their notebooks, then ask some students to read their sentences to the class.

3 Grammar

Can

- Ask students to read the cartoon silently. Point out that Jim and Tonic both ask questions with *can*, then ask students who is asking for permission (Jim) and who is making a request (Tonic).

Vocabulary

Grammar

Listening

Speaking

Star Words

- Read the grammar box to the class and ask students to match the example sentences to the uses.
  John can't invite his friends to play because he was naughty. (to say that something is or isn't allowed in the present or future)
  Can I watch TV, please? (to ask for and give permission)
  Can you help me sort out these books, please? (to make a request)

A

- Ask students to read the sentences silently to understand the meanings before they write any answers to see if they need to use the affirmative or negative form.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 can't
2 Can
3 can
4 can't
5 can't

Could

- Read the grammar box to the class.
- Explain that *could* is not the past tense of *can* in these examples, but it is a polite way of saying *can*. Tell them that it is possible to use *can* in these questions, but it isn't very polite, especially when we talk to someone we don't know well.
- Point out that we often use *please* at the end of questions when we ask for permission or make a request and that this could also go at the beginning of the question (Please could you help me?) or before the main verb (Could you please help me?).

B

- Point out that the woman in the pictures is making requests using *could*.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 Could you answer the door, please?
2 Could you carry these boxes, please?
3 Could you close the window, please?
4 Could you use a plate, please?
5 Could you be careful with the piano, please?

4 Listening

- Ask students to read the list of objects 1-5 before they listen.
- Explain that they will hear a letter *A*, *B*, *C*, *D* or *E* before each part of the dialogue and that they have to match the correct letter to each object. Tell them that they should try to find all the answers the first time they listen. Play the tape once, pausing after each part of the dialogue to give students time to write the answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 125 for tapescript.)

Answers 1C 2A 3E 4B 5D

5 Speaking

- Ask students to work in pairs to tell each other about their bedrooms. Tell them that some of the words they need are in the story on page 42, and they can add anything else they can think of.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class about their partner's bedroom.

Star Words
- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Tell them to read the list of words again and then to close their books. Hand out the photocopiable material from page 153.

Extra activity for early finishers

Reading
See photocopiable material on page 145.

Review 3
Homes

Revision strategies

- Remind students that the exercises in this review are revision of the material they have learnt in Lessons 11-15. Tell them that the review is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in Lessons 11-15. Students can do the exercises individually, but check the answers as a class. If students have any difficulty remembering words tell them to look back at Lessons 11-15.

Vocabulary revision

- Check that students know the difference between the confusing words from Lesson 11. Write *My neighbour is a foreigner.* on the board and ask students to explain this. Read out the rest of the words from Lesson 11 and after each one ask a student to make a sentence using that word.
- Make sure students remember how to describe the parts of a building from Lessons 12 and 13 by asking them to tell you what type of building they live in and to describe their own homes. Write gapped sentences on the board and ask students to fill the gaps with the verbs from Lesson 12. Revise *rainy*, *foggy*, *boiling* and *freezing* by asking them what the weather is like today and what kinds of weather they like or dislike.
- Ask volunteers to think of a household appliance and describe what it does, then ask the others to guess what it is. Ask students what other things we can use to clean our homes.
- Write the phrasal verbs from Lesson 15 on the board and ask students to say one example sentence for each one. Revise the vocabulary from this lesson by asking students what furniture they have in their bedrooms.

Grammar revision

- Ask students to explain when we use the Past Simple and when we use the Present Perfect Simple. Ask them for an example sentence in each tense.
- Check that students remember the difference between *have been* and *have gone*. Write *Jack has been to Paris.* and *Jack has gone to Paris.* on the board and ask which sentence means Jack hasn't come back from Paris yet.
- Make sure students remember how to use the Future Simple by asking for example sentences. Check that students remember how to use the Present Continuous and *be going to* to talk about the future by asking them to tell you something they plan to do this weekend. Ask them when we use *Shall* and ask them for example questions starting with *Shall I* and *Shall we*.
- Ask students how we use *can* and *could* (for ability, permission and request) and how we use *be able to* (for ability). Ask them what form of the verb follows each of these (the bare infinitive).
- Ask students whether it is more polite to use *can* or *could* for permission and request (could).

1 Vocabulary

A

Ask students to find three words from the box to match each heading.

Answers

People	Block of Flats	Appliances
foreigner	basement	dishwasher
neighbour	lift	vacuum cleaner
servant	roof	washing machine

B

Ask students to match the sentences with the pictures. Point out that the adjectives were all Star Words from Lesson 13.

Answers 1d 2b 3e 4a 5c

C

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words.
- Point out that the missing words are part of phrasal verbs or expressions from Lessons 11 and 15.

Answers
1 in
2 out
3 to
4 off
5 away

D

Remind students to think about which words in each group are the same in some way.

Writing 3
Describe a room

My living room

Answers
1 cellar (You clean the floor with a *mop* or a *broom*. A *cellar* is a part of a house.)
2 bucket (You put your things in a *cupboard* or on a *bookcase*. You put water in a *bucket*.)
3 towel (A *balcony* and a *chimney* are parts of a house. You use a *towel* to dry yourself.)
4 provide (You *rent* or *hire* something when you pay to use it for a short time. *Provide* means to give something to someone.)
5 lamp (You put a *sheet* and a *blanket* on a bed. You use a *lamp* to give you light.)
6 accent (*Upstairs* and *downstairs* are parts of a house. An *accent* is the way someone speaks.)

2 Grammar

A

Ask students to read each question carefully to see whether the subject is singular or plural. Then tell them to look at the verbs and the pictures to decide whether each short answer is affirmative or negative.

Answers
1 Is ... going to buy, Yes, he is.
2 Is ... going to watch, No, she isn't.
3 Are ... going to have, Yes, they are.
4 Is ... going to work, No, it isn't.

B

Point out that students should read the paragraph carefully to see which tense to use and whether to write the affirmative or negative. Tell them to look back at Lesson 11, if necessary, to see the time expressions we use with each tense and then find the time expressions in the paragraph.

Answers
1 has just moved
2 didn't want
3 got
4 haven't made
5 hasn't been

C

Tell students to read each question carefully first to understand the meanings and remind them that we only use *shall* with *I* and *we*.

Answers
1 Will
2 Shall
3 will
4 Shall
5 Will

D

Tell students to think about which kind of word each one is (eg article, noun, verb) and to look back at Lesson 14 to see the order of words in sentences and questions with *can/could/be able to*.

Answers
1 Kate wasn't able to cook.
2 Could you help me?
3 We can't use the lift.
4 Is Sandy able to drive?
5 I couldn't visit you at home.

E

Explain that the words in bold are grammar mistakes and tell students to look back at Lesson 13, if necessary, to remember how to make the affirmative, negative and question forms of the Present Continuous.

Answers
1 having
2 Is
3 are
4 isn't
5 staying

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 3
Describe a room

A

- Ask students to read the two paragraphs silently and find the words from the box.
- Ask students to tell you how these words give us extra information after they have underlined them.

B

- Point out that both paragraphs tell us something about the living room, then explain that the first paragraph gives us a general description of the furniture to give us a picture of how the room looks. Ask students what the second paragraph tells us about (things the writer likes to do in the living room). Tell students that they should follow the same paragraph plan to write about their own bedroom.
- This can be set for homework. Make sure the writing task is corrected and feedback is given before students do Test 3.

Your students are now ready to prepare for Test 3 in the Test Book. They should revise the grammar and Star Words presented in Lessons 11-15, and Review 3.

NOTE
See page 51 for project instructions.

The Shooting Stars
Episode 3

Lead-in

- Go over any mistakes students made in Test 3 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students what they remember about Episode 2. (See summary below.)
- If students have trouble remembering what happened in Episode 2, ask them the following questions.
  1 What is Ken trying to design? (leaflets for the concert)
  2 Who writes the song list for the concert? (Emily)
  3 Why can't Ken print the leaflets? (His computer isn't working.)
  4 Who will print the leaflets for the concert? (Mrs Ling)

Episode 2 summary

Ken tries to make the leaflets with a new design program on his computer. Lizzie phones her mum about the stage equipment. Her mum is also going to phone the council to ask about the park for the concert. Brad stands in front of the mirror and pretends that he is winning an award. Emily finishes the song list for the concert. Ken's computer stops working and he isn't able to fix it, so he can't print the leaflets. He phones his mum to ask her to print the leaflets at her office. She says that she will bring them the next day at lunchtime because Ken wants to give them out at school. The Shooting Stars perform Emily's favourite song, 'I'm having the time of my life'.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask what the children are going to do at the weekend (give out the leaflets and practise for the concert).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of Emily, Brad, Ken and Mrs Kent to four students for Boxes 1-4 and the roles of the four children and Mr Evans to another five students for Boxes 5-8. Ask one student to play the part of the narrator in Boxes 1 and 4. If necessary, repeat the story with different students playing the parts until every student has played a role.

A

- Ask students to answer the comprehension questions. Tell them that they can look back at the story to find the answers if necessary.
- Ask students to do this exercise individually, then check the answers as a class.

Answers

1 Brad (In Box 2, Brad is trying to tell the students something, but they aren't listening.)
2 Ken (Ken says, *We want you all to come.*)
3 Mrs Kent (Mrs Kent says, *That's a marvellous idea.*)
4 Lizzie (Lizzie says, *I thought they had different colours on them.*)
5 Mr Evans (Mr Evans says, *I've got a lot of work to do tonight, ...*)
6 Emily (Emily says, *We can give out the leaflets at the weekend, and then we can practise.*)

- Ask the following questions to check students' understanding of the episode.
  1 Why does Mrs Kent tell the class to be quiet? (Brad has got something to say.)
  2 Why aren't the leaflets the right colours? (Ken's computer didn't save everything.)
  3 What has Mr Evans got which Lizzie can use for the leaflets? (a design program/a computer)
  4 Why do the Shooting Stars want to give out the leaflets soon? (They need a lot of time to practise.)
  5 When can Lizzie use her dad's computer? (tomorrow after school)

B

- Ask students to read the sentences carefully to see what kind of word comes before the gap. Remind them that *going to* comes after the correct form of *to be*.
- Students can do the exercise individually, then check the answers as a class.

Answers
1 going to
2 will
3 going to
4 going to
5 will

C

Ask students to work in small groups to give their own answers to the questions. For 2, ask them to say what they themselves use computers for (if they use them) and what other things people use them for. Then ask one student from each group to tell the rest of the class what people in the group said.

Extra class activity

Ask students to think of other ways to tell people about a concert, and which way they think is the best.

NOTE

Students are now ready to do Project 3 on page 119. Explain that they will be designing a robot for their house. Ask them to think about what they want a robot to do in their house and tell them to bring coloured pencils or pens to draw a picture of their robot.

Scissors, large sheets of card and glue are needed for students to make their designs in Project 3. You might also like to bring coloured pencils or pens for any students who forget to bring them.

Project 3
Robots

- Ask students to read the description of what the robot in the picture can do. Check that they remember the meanings of the words, then ask them to think about the appliances in Lesson 14 and the different jobs which they do at home.
- Tell them to draw a picture of their robot. Provide glue and card, and tell students to stick their pictures on the card.
- Ask them to write a paragraph above the picture to tell people what their robot can do. Remind them to use the words they have learnt to describe appliances.
- Ask students to show their robot pictures to the class and to read out what they can do. Have a vote to find which robot most students would like to have in their house.
- Stick their pictures on the classroom wall.

Lesson 16
A day in London

Grammar: *must*
Vocabulary: town-related words, confusing words
Reading: replacing missing sentences
Listening: sequencing pictures
Speaking: discussing what people must / mustn't do

Lead-in

- Tell students that this lesson begins with a dialogue between Lizzie and Emily in London. Ask students what they know about London and what there is to see there.

1 Reading

A

- Ask students to read the dialogue silently to find out how long Aunt Sally has got for lunch.
- Check the answer as a class, and remind students to give a reason for their answer.

Answer one hour (*I've only got one hour for lunch.*)

B

- Ask students to read the dialogue again carefully and tell them to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the dialogue where the gaps are, and to decide if the sentences make sense with whatever is before and after the gaps.
- Ask students to do the exercise individually. Check the answers as a class, reminding them to give reasons for each answer.

Answers
1 c (Lizzie mentions a bus stop in her next sentence, and then Emily answers this question.)
2 a (Lizzie has already done some shopping and, in the next sentence, she explains why she mustn't do any more.)
3 d (Lizzie talks about touching the bones in the previous sentence.)
4 b (Emily adds this to what Lizzie says she loves about London.)

- Ask the following questions to check students' understanding of the dialogue.
  1 Where does Lizzie go to ring Aunt Sally? (a phone box)
  2 Why mustn't Lizzie spend more money? (Her mum will be angry with her.)
  3 What does Lizzie want to buy at the museum? (a souvenir)
  4 Where do the girls meet Aunt Sally? (outside the restaurant)

Teaching tip
After students have finished a reading exercise involving a story or dialogue, encourage them to speculate on what could happen next. You could do this as a discussion with the whole class or ask them to work in pairs to make up a sequel to the story and then present their ideas to the class.

Extra class activity

Ask students what people can do on a visit to a city in their own country. Tell them to think about places of interest people can visit, such as museums and sights, as well as shops and restaurants.

2 Vocabulary

A

- Ask students to look at the picture and match the words to the numbers. Point out that four of the words are in the dialogue on page 48 and that the other two are connected to them because they are also things which you can find in a city.
- Students can do the exercise individually and then swap their books with a partner to check the answers.

Answers a6 b5 c2 d4 e1 f3

B

- Point out that some of the words appeared in the dialogue on page 48 and that two of the words which aren't in the dialogue are opposites. Ask students to tell you which words these are (get on, get off). Tell students to look back at the dialogue to find the words in context if they aren't sure about the meanings.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 bank
2 take
3 ring
4 souvenirs
5 lost
6 get

3 Grammar

- Ask students to read the cartoon silently and tell you why Tonic says this to Jim (because the traffic light shows a green dog and not a green man).

Vocabulary

Write the numbers next to the words

a station ___ d statue ___
b the Underground ___ e traffic lights ___
c phone box ___ f bus stop ___

Look at the pictures and complete the sentences with must or mustn't.

1 Cars _____ stop here.
2 Sh! You _____ talk.
3 We _____ touch.
4 You _____ walk on the grass.
5 I _____ go to the bank.

Circle the correct words

1 I'm going to the department store / bank to get some money.
2 Lots of people take / travel the Underground every day.
3 Let's get on / ring the Natural History Museum from this phone box.
4 Did you buy any souvenirs / squares in London?
5 We got ready / lost on the Underground, but someone showed us the right station.
6 Let's get / go off the bus at Harrods.

Listening

Listen to John and Simon and number the pictures in the correct order.

a ___ b ___ c ___ d ___ e ___

Grammar

You mustn't cross the road here, Joe! It's only for dogs!

Speaking

Talk to your partner about what people must and mustn't do in a town or city. Use these words to help you.

Star Words

bank, bus stop, get lost, get off, statue, ring, souvenir, station, traffic lights, the Underground

49

TOWNS AND CITIES LESSON 14

- Read the grammar box to the class and, if necessary, explain the meanings of *obligation*, *necessity* and *allowed to*. Point out that we use the bare infinitive after *must* and *mustn't* and *never* the full infinitive. For example, write on the board *I must to remember this rule.* and ask students what is wrong with this. Then cross out the word *to* and rewrite the sentence correctly underlining *must remember*. Point out to students that this is also an example of *must* used to express necessity because it talks about something you need to do.

- Explain that students should look at the pictures to see if they show obligation, necessity or something we are not allowed to do.
- Remind them that we use *must* or *mustn't* with the bare infinitive for all subjects, singular and plural.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 must
2 mustn't
3 mustn't
4 mustn't
5 must

4 Listening

- Explain that students have to listen to the dialogue between two boys and write the numbers 1-5 next to the places a-e to put the pictures in the correct order.
- Tell them that each of the pictures is about something that happened to Simon in an Underground station. Ask them to look carefully at the pictures and then to listen for clues that go with the pictures, and then play the tape once.
- Ask students to check their answers and write any that they missed as they listen again. Then play the tape a second time. Check the answers as a class. (See page 125 for tapescript.)

Answers a3 b5 c1 d4 e2

5 Speaking

- Ask students to work in pairs and take turns to talk about what people must and mustn't do in a town or city. Tell them that they should use the words in the box and anything else they can think of.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask one student from each pair to repeat one of their sentences to the class.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to say which Star Words are nouns (*bank, bus stop, phone box, souvenir, statue, traffic lights, the Underground*) and which are verbs (*get lost, get off, ring*).
- Explain that we use *get off* with some types of transport (ie bus, train, plane, ship), but we say *get into/get out of* a car.
- Tell students to write sentences of their own using each of the Star Words. This exercise can be set for homework.

Extra activity for early finishers

Reading

See photocopiable material on page 145.

Lesson 17
Working in the city

Grammar: *have to*
Vocabulary: town-related words, text-related verbs
Reading: multiple matching
Speaking: describing someone's job
Writing: writing a paragraph about a job

Lead-in

- If the Star Words exercise from Lesson 16 was set for homework, ask some students to read their sentences to the class.
- Explain that this lesson begins with five people describing their jobs. Ask students to name as many jobs as they can that people do in towns and cities. Write their answers on the board as they say them.

1 Reading

A

- Ask students to read the paragraphs silently to find out who works indoors only.
- Check the answer as a class, asking students to give a reason for their answer.

Answer Lee Gibbs, librarian (He works in a library.)

B

- Ask students to read the paragraphs again carefully to find the answers. Tell them to underline the places in the paragraphs where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers
1/2 Pete (*But I hate waiting in traffic jams ...*)
1/2 Tania (*I have to open the park gates at seven o'clock every morning, and I don't like that at all!*)
3 Nina (*I often work at night ...*)
4 Tania (*Sometimes I pick up litter and I also clean the leaves out of the fountains.*)
5/6 Pete (*That's the conductor's job, ...*)
5/6 Lee (*... my boss talks to them!*)
7/8 Nina (*I usually walk around the streets ...*)
7/8 Bob (*I have to walk for miles every day, ...*)

- Ask the following questions to check students' understanding of the paragraphs.
  1 When aren't there many people on the streets? (at night)
  2 What does Bob like about his job? (working outdoors)
  3 When is Pete very careful? (when the roads are wet.)
  4 Where is the park where Tania works? (in the city centre)
  5 What do some people think about Lee's job? (it's boring)

Extra class activity

Ask students to work in pairs to discuss which of the five jobs they like best. Then ask one student from each pair to explain which jobs they chose and why.

2 Vocabulary

A

- Ask students to look at the pictures and to match the words to the letters. Point out that some of these words appear in the paragraphs on page 50 and that three items can be found in a park.

- Ask students to do this exercise in pairs, but check the answers as a class.

Answers 1e 2d 3b 4a 5c

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing verbs.
- Point out that most of the verbs are in the paragraphs on page 50 and they can read them again in context to remember the meanings if necessary. Explain that students must think carefully about which tense to use to match the meaning of each sentence.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 arrested
2 check
3 is chasing
4 searched
5 pay

3 Grammar

Have to

- Ask students to read the cartoon silently and tell you what Tonic wants to do (chase the cat). Explain that *I have to be good* means the same as *I must be good* and this is why Tonic doesn't chase the cat.
- Read the grammar box to the class. Point out that we use *do/does/don't/doesn't* in short answers in the present tense, without *have to* or the main verb.

- Point out the correct pronunciation of *have to*, explaining that the *v* in *have* usually has a soft sound like *f*. Compare this to *have got* which has a strong *v* sound in *have*.
- Write the following sentences on the board and ask students which tense is used in each one: *They will have to clean the fountain. / Does Martin have to drive carefully? / She hasn't had to cut the grass for a month. / The traffic warden had to give a lot of parking tickets.*

A

- Ask students to look back at the grammar box to see how to form the affirmative, negative and question forms of the present simple of *have to* if necessary.
- Students should do the exercise individually. Check the answers as a class.

Answers

1 Do ... have to get up
2 have to be
3 doesn't have to go
4 have to know
5 Do ... have to do

B

- Tell students to read the gapped sentences first so they understand the meanings and to look for clues to find out which verb tense to use. Point out that the main verb comes after the gap in each sentence, so they should only write *have to* in the correct form and tense.
- Ask students to do the exercise individually, but check the answers as a class.

Answers

1 doesn't have to
2 will have to
3 didn't have to
4 had to
5 has had to

4 Speaking

- Ask students to work in pairs to tell each other about the job that one of their parents does. Tell them to look back at the paragraphs on page 50 to see how the people described their jobs. Write the following on the board to help students talk about the job: *indoors/outdoors, work alone/work with other people, hard/easy, interesting/boring.*
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class about the job their partner described.

Extra class activity

Play a *Guess the job* game with the class. Ask for volunteers to describe a job to the rest of the class, saying what the person has to or doesn't have to do, without saying the name of the job. The first student to guess the job correctly describes the next job.

5 Writing

- Before they start writing ask students to look back at the list of jobs on the board from the Lead-in to help them think of jobs to write about. Ask students to make sure they answer all the prompts in the Student's Book.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the list of Star Words again and then to close their books.
- Write the following anagrams on the board and ask students to tell you the words:

arches *birlyar* *fictart amj* *lipoce ficoter* *inel*
intoafun *neobh* *ribilarna* *rictaft andrew* *tenit*

Answers

search	library	traffic jam	police officer	fine
fountain	bench	librarian	traffic warden	litter

Extra activity for early finishers

Reading

See photocopiable material on page 146.

Lesson 18
Town helpers

Grammar: *mustn't* and *don't have to*
Vocabulary: odd one out, confusing words
Reading: comprehension questions
Listening: true or false statements
Speaking: describing what people mustn't do/don't have to do

Lead-in

- If the writing exercise from Lesson 17 was set for homework, ask some students to read their paragraphs to the class.
- Explain that the title of the lesson means people who help in the town because they want to and not because it is their job to do this. Ask students what kind of things they think people could do to be town helpers.

1 Reading

A

- Ask students to read the story silently to choose the best title for it. Explain the meanings of *thieves* and *book lover* if necessary.
- Check the answer as a class, asking students to give reasons for their answer.

Answer c (*a* is wrong because there was only one thief; *c* is better than *b* because we know that Katie becomes a new librarian ('Katie is a great librarian!' he told everyone.) but we don't know whether she is a book lover or not.)

Teaching tip
In addition to asking students to give reasons for answers in reading exercises, point out that they can also prove that their answers are correct by explaining why the other options are wrong.

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the story again carefully to find the answers. Ask them to underline the places in the story where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 The library was busy. (... *they had to wait in a long queue because the library was busy.*)
2 She was bored./She didn't want to wait in the queue. (*Katie was bored and she thought, 'I don't have to wait in this queue!'*)
3 She bumped into a post box. (... *but then she bumped into a post box. Katie dropped her bag ...*)
4 back to the library (*Katie went back to the library with the librarian ...*)
5 She began to help people. (*'We know that you never help people!' But they were wrong! Katie was very helpful.*)

- Ask the following questions to check students' understanding of the story.
  1 What sort of person was Katie at the start of the story? (idle and selfish)
  2 How many books did Katie take? (four)
  3 Who followed Katie out of the library? (a librarian/Mr Taylor)
  4 Who did the librarian want to phone? (Katie's parents)
  5 What did Katie's friends think when they saw her one week later? (that she was pretending to help)

2 Vocabulary

A

- Tell students to think about which words in each group are the same in some way. Explain the meanings of *parking space*, *escalator* and *avenue* if necessary.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 post box (You park cars in a *car park* or a *parking space*, but you put letters into a *post box*.)
2 show off (You *drop* something or something *falls out* by mistake, but you *show off* to impress others.)
3 narrow (*Lazy* and *idle* describe someone who doesn't want to work hard, but *narrow* has a similar meaning to thin.)
4 pavement (You go up or down *steps* or an *escalator*, but you walk along a *pavement* at the side of a road.)
5 corner (A *street* and an *avenue* are types of roads, but a *corner* is where two roads meet.)

B

- Point out that all the words appeared in the story on page 52. Tell students to look back at the story to find the words in context if they aren't sure about the meanings.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 in
2 prove
3 into
4 queue
5 grabbed

Extra class activity

Ask students to think of new sentences using each of the words which were the correct answers in Vocabulary B.

3 Grammar

Mustn't and Don't have to

- Read the grammar box to the class.
- Ask students to read the cartoon silently and tell you why Jim uses *mustn't* (because the sign means that dogs are not allowed in the library) and why Tonic uses *don't have to* (because it isn't necessary for him to go in).

A

- Explain that students should read the sentences carefully to see if they are about something that is not allowed or something that is not necessary.
- Remind them that we use *mustn't* with the bare infinitive for all subjects, but they should write the correct form of *have to* to match the subject.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 doesn't have to
2 mustn't
3 mustn't
4 mustn't
5 don't have to

B

- Tell students to read the whole paragraph first to understand the meaning.
- Then tell them to decide whether each gap is about something that isn't allowed or isn't necessary.
- Remind them to think about the subject of each verb and to use the correct form of *don't/doesn't have to*.

Answers
1 mustn't be
2 doesn't have to go
3 mustn't wear
4 mustn't show
5 don't have to be

4 Listening

- Explain that students will hear an interview with a school pupil and that they have to listen very carefully to decide whether each statement is true or false.
- Ask students to read all the statements before they listen so they know exactly what information to listen for.
- Explain that students should answer as many questions as they can the first time they hear the tape, then play the tape once.
- Ask them to check their answers and also try to answer any remaining questions as they listen again, then play the tape a second time. Check the answers as a class and, if necessary, explain why 1, 3 and 4 are false. (See page 125 for tapescript.)

Answers 1F 2T 3F 4F 5T

5 Speaking

- Ask students to work in pairs and take turns to talk about what the picture shows using *mustn't* and *don't have to*. Remind them to think about whether something is not allowed or something is not necessary.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class one of the things the picture shows people *mustn't* or *don't have to* do.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Tell them to look at the words again and to close their books. Then hand out the photocopiable material from page 153.

Extra activity for early finishers

Grammar

Ask students to write five sentences about what members of their family mustn't do or don't have to do at home.

Lesson 19
Town facilities

Grammar: relative clauses
Vocabulary: town-related words, people
Reading: yes/no questions
Speaking: describing a place
Writing: writing about a place

Lead-in

- Remind students of the Star Words from Lesson 18 by writing each one on the board and asking students to use each one to tell a part of the story from Lesson 18.
- Explain the meaning of facilities and give students some examples (eg park, shopping centre, swimming pool).

1 Reading

A

- Ask students to read the poster silently to find out where the meeting will take place.
- Check the answer as a class.

Answer at the town hall (*... a meeting at the town hall.*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the poster again carefully to find the answers, and to underline the places in the poster where they find them.
- Check the answers as a class.

Answers
1 yes (*... invite all residents to a meeting ...*)
2 no (*... which will be about a new facility/Help choose the facility ...*)
3 no (*a concert hall .../a large, modern hospital ...*)
4 yes (*What do you think? We want your opinion!*)
5 no (*The meeting will take place ... on Thursday ...*)

- Ask the following questions to check students' understanding of the poster.
  1 What will the meeting be about? (a new facility for Heysdale)
  2 How many ideas for facilties do they already have? (five)
  3 Who will use the same facility as the football team? (athletes)
  4 What kind of hospital is suggested? (a large, modern hospital)
  5 What time will the meeting start? (8 pm)

Extra class activity

Ask students which facilities are in their town and what other facilities they think it needs.

2 Vocabulary

A

- Ask students to complete the exercise individually by matching the stickers from the back of their books to the facilities.


Lesson 19 Town facilities

1 Reading

IMPROVE OUR TOWN!

Heysdale Council and Mayor Susan Dal invite all residents who are interested in our town to a meeting at the town hall. We want to have a discussion which will be about a new facility for Heysdale.

Help choose the facility which you think is the best for Heysdale. These are the suggestions which some residents have already made:

- a new stadium where athletes and our football team can train and compete.
- a leisure centre where people can keep fit.
- an ice rink where families can have fun.
- a concert hall where musicians can perform.
- a large, modern hospital where patients can receive the best care from doctors and nurses.

what do you think?

we want your opinion!

Together, we'll make the best decision for our town.

The meeting will take place at the town hall, on Thursday 6th July, 8 pm.

Every resident who cares about our town must come! Don't miss it!

1 Is the meeting for people who live in Heysdale?
2 Will they choose many facilities?
3 Are all the suggestions about sports facilities only?
4 Will residents be able to say what they think?
5 Will the meeting take place at the weekend?

54

- Point out that most of the facilities appear in the poster on page 54 and that they can read the words in context to help them understand the meanings. Ask them to guess the meaning of *tennis court* (a place where they can play tennis).
- Check the answers as a class, making sure that students have put the correct stickers beside each word.

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words.
- Point out that most of the words are in the poster on page 54 and students can read them again in context to remember the meanings if necessary.
- Ask students to do the exercise individually, then swap their books with a partner to check their answers.
- Check the answers as a class.

Answers
1 patients
2 adults
3 mayors
4 nurses
5 residents

3 Grammar

Relative Clauses

- Read the grammar box to the class. Then ask students to read the cartoon silently and tell you which word is a relative adverb (where).

Vocabulary

A Match the photos with the words.

1 town hall
2 ice rink
3 concert hall
4 tennis court
5 leisure center
6 stadium

B Complete the sentences with the words above.

1 This hospital is very small, and there are too many _____ to look after.
2 The people who go to this leisure centre aren't _____ – they're all under eighteen.
3 The _____ of both towns met at the council meeting last night.
4 Some of the _____ who work at the children's hospital have been there for years.
5 Not all of the town's _____ believe that we need new facilities.

C Complete the sentences with *who, which* or *where*.

1 The ice rink _____ my friends and I go is open every evening.
2 The people _____ work at the new leisure centre are very friendly.
3 The books _____ I get from the library are very interesting.
4 The tennis court _____ I play tennis is great.
5 I know the people _____ designed these sports facilities.

D Put the words in the correct order to make sentences. Write them in your notebook.

1 where / tennis court / the / play / modern / is / I.
2 happy / are / residents / the / come / who / here
3 look / at / suggestions / have / the / which / I / made
4 has got / where / library / work / I / DVDs / the
5 people / music / to / go / who / like / concerts

Grammar

That's the place where I was born!

And that's the place where I was born!

Relative Clauses

Relative clauses give us more information about a person, animal, thing or place. Relative clauses can begin with a relative pronoun like **who** or **which**, or a relative adverb like **where**.

We use **who** for people.
Jim is the woman who works at the concert hall.

We use **which** for animals or things.
Tonic went to the meeting which took place at the town hall.

We use **where** for places.
Jim is the library where I borrow books.

Star Words

Speaking

Think of a place in your town and describe it to your partner. Ask your partner to guess the name of the place. Use relative clauses.

It's a place where we can ...

This tennis court I play on this place and ...

People who go there ...

Writing

Write a paragraph in your notebook about your favourite place in your town. Use the questions below to help you. Use relative clauses.

Where is it?
Why do you like it?
What can you do there?
Who goes there?

56

- Tell them that Jim and Tonic use *where* because they are talking about a place, and ask them which words we use for people (who) and animals or things (which).

A

- Tell students to read the sentences carefully to find out if the relative clause is about a person, thing or place. Tell them to look back at the examples in the grammar box if they aren't sure which word to use.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 where
2 who
3 which
4 where
5 who

B

- Ask students to work in pairs to help each other put the words in the correct order. Tell them to think about which words are nouns, which are verbs and which are relative pronouns or adverbs and look back at Grammar A to see the order of words in those sentences.
- Check the answers as a class.

Answers
1 The tennis court where I play is modern.
2 The residents who come here are happy.
3 Look at the suggestions which I have made.
4 The library where I work has got DVDs.
5 People who go to concerts like music./People who like music go to concerts.

Teaching tip

Make your own exercises to help students practise syntax. Write a few sentences on a piece of card using the grammar and vocabulary from the lesson or unit you are teaching. First cut out each sentence, then cut out the words in the sentence and put the words from each sentence into separate envelopes. Ask the students to work in pairs and give each pair an envelope, telling them to take out the words and put them in the correct order to make a sentence.

4 Speaking

- Ask students to work in pairs to take turns at describing a place to each other. Remind them to use the sentence beginnings given in the Student's Book.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to repeat their descriptions in front of the class and see how many students can guess the place.

5 Writing

- Point out that students should answer the questions given to help them describe their favourite place. They can also use ideas from Speaking and from the poster on page 54.
- This exercise can be set for homework.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students which words are people (*adult, mayor, resident*), which ones are places (*concert hall, ice rink, stadium, tennis court, town hall*) and which ones have a more general meaning (*facility, suggestion*). Then ask them to make five sentences of their own using at least two Star Words in each sentence.

Extra activity for early finishers

Reading

See photocopiable material on page 146.

Lesson 20
Old cities

Grammar: countable and uncountable nouns
Vocabulary: archaeology-related words
Reading: completing a leaflet
Listening: completing a table
Speaking: describing differences between two pictures

Lead-in

- If the writing exercise from Lesson 19 was set for homework, ask some students to read their paragraphs to the class.
- Explain that *JORVIK* is a place that shows how life was in the past and that *JORVIK* is pronounced *Yorvik*.

1 Reading

A

- Ask students to read the article silently to find out where they can learn more about the JORVIK Viking centre.
- Check the answer as a class.

Answer on the centre's web site, www.vikingjorvik.com
(There is more information on their web site ... visit www.vikingjorvik.com and learn more ...)

B

- Ask students to read the leaflet to see what they need to look for in the article. Tell them that they only need to write one word (or number) for each answer.
- Ask them to read the article again carefully to find the information they need, reminding them to underline the places where they find the answers.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 York (*the JORVIK Viking centre in York, England*)
2 1984 (*... in 1984, the JORVIK Viking centre opened ...*)
3 ride (*You can go on a great ride through Viking streets ...*)
4 smells (*– and it is all with sounds and smells!*)
5 residents/people who work at the centre(*– they are all dressed in Viking clothes, and they are called the Viking residents.*)
6 exhibitions (*There are also some very interesting exhibitions ...*)

- Ask the following questions to check students' understanding of the article.
  1 Who gave the city the name Jorvik? (the Vikings)
  2 When did the Vikings live in the city? (a thousand years ago)
  3 What do the people who work at the centre wear? (Viking clothes)
  4 What can help us find out how Vikings lived and died? (bones)

Extra class activity

Ask students to tell you where people can go in their own country to find out about how people lived in the past. Ask them whether they like going to museums and why or why not.


Lesson 20 Old cities

1 Reading

The JORVIK Viking centre

Are you interested in the history of cities? Do you want to know how people lived in the past? Then you will really enjoy a visit to the JORVIK Viking centre in York, England.

Jorvik was the Viking name for the English city of York. It was a busy city and many people lived there. Thirty years ago, archaeologists started to uncover Jorvik and they discovered a lot of amazing facts about the Vikings. Then in 1984, the JORVIK Viking centre opened and it quickly became very popular.

At the centre, visitors discover what life was like a thousand years ago when the Vikings lived there. You can go on a great ride through Viking streets where you can see houses and shops. There are statues of people in the streets and buildings. There is even a fish market and there are places where pigs lived – and it is all with sounds and smells! You will think you have travelled back in time!

Don't miss the chance to meet a few of the people who work at the centre – they are all dressed in Viking clothes, and they are called the Viking residents. They can show you the objects which archaeologists found on the site – bones, pottery, coins, leather goods, tools and lots more! There are also some very interesting exhibitions which give you more details about life in Jorvik. Why not find out about money in Viking times and how the Vikings made coins? Or you can discover how bones give us a lot of information about the way Vikings lived – and died!

The JORVIK Viking centre is a great place to visit. There is more information on their web site – when you have time, visit www.vikingjorvik.com and learn more about York in the past.

B Complete the leaflet

JORVIK – a trip you'll never forget!

Come to the JORVIK Viking centre in (1) _____, England.
It opened in (2) _____ and is very popular.
Go on a (3) _____ through real Viking streets.
Enjoy the experience of the sounds and (4) _____ of a Viking town!
Meet the (5) _____ – they're dressed as Vikings!
Don't miss feel great (6) _____ – Viking blades and Viking Coins.

2 Vocabulary

- Ask students to look at the picture and match the words to the numbers. Point out that all the words are in the article on page 56.
- Students can do the exercise individually and then swap their books with a partner to check their answers.
- Check the answers as a class.

Answers a3 b4 c1 d2 e5

3 Grammar

Countable and Uncountable Nouns

- Read the first two paragraphs in the grammar box to the class and point out that uncountable nouns always go with the singular form of the verb because they don't have plural forms.
- Ask students to read the cartoon silently and to tell you which nouns Jim and Tonic use (animals, towns, information). Write the headings countable and uncountable on the board and ask students to tell you which heading the nouns will come under. Tell students that *the past* is an unusual noun which doesn't come under either heading, but ask them to tell you which heading the other nouns will come under, and write them on the board. Then ask students to look back at the fourth paragraph of the article on page 56 and find three more uncountable nouns (pottery, money, information). Write these under the heading on the board and ask students what other uncountable nouns they know (eg bread, cheese, hair, milk, coffee, water).

4 Listening

- Explain that students will hear a boy (Rick) and two girls (Sharon and Tracy) talking about where they want to go or don't want to go in York. Tell them they will have to listen carefully to hear each person's name when their friends talk to them.
- Ask students to try to find all the answers to complete the table the first time they listen, then play the tape once.
- Ask them to check their answers as they listen again, then play the tape a second time. Check the answers as a class. (See page 125 for tapescript.)

Answers

	The Shambles	Market	Museum Gardens
Rick	✓	✗	✓
Sharon	✓	✓	✗
Tracy	✓	✗	✓

5 Speaking

- Ask students to work in pairs and to take turns to talk about the differences between the two pictures. Tell them that some of the words they need are in the article on page 56 and that they can also use *a few*, *a little*, *a lot of/lots of*, *much* and *many*.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one of the differences they can see.

Extra class activity

Ask students to write two sentences about each picture using their ideas from Speaking.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and then to close their books. Then hand out the photocopiable material from page 153.

Extra activity for early finishers

Grammar

See photocopiable material on page 146.

- Read the rest of the grammar box to the class. Remind students that *a few* and *a little* mean a small number or amount and we can use *only* before *a few* or *a little* to emphasise that the number or amount is small.

A

- Ask students to read the sentences carefully to see whether the noun in each one is countable or uncountable and singular or plural.
- Students can do this exercise in pairs to discuss their choices, but check the answers as a class.

Answers

1 many
2 much
3 Are
4 houses
5 lots of

B

- Ask students to read the whole paragraph silently and to think about which words match the meanings before they write any answers.
- Tell them to see whether the noun after each gap is countable or uncountable and whether the meaning is a large or a small number or amount of something.
- Check the answers as a class.

Answers

1 a little
2 a few
3 a lot of/lots of
4 a lot of/lots of
5 a few
6 a little

Review 4
Towns and Cities

Revision strategies

- Explain to students that the exercises in this review are revision of the material they have learnt in Lessons 16-20. Remind them that the review is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in the last five lessons. Students can do the exercises individually, but check the answers as a class. If students have any difficulty remembering words tell them to look back at Lesson's 16-20.

Vocabulary revision

- Check students remember the town/city-related words from Lessons 16, 17 and 18 by writing the initial letters followed by blanks on the board and asking students to tell you things they might see in a town or city.
- Write the verbs *bump into*, *fall out*, *get lost*, *get off* and *show off* on the board and ask students to give you a sentence using each one.
- Then write the verbs *arrest*, *chase*, *check*, *pay* and *search* on the board and ask students to tell you a situation when someone might do each of these things.
- Tell students to look at the words in Lesson 18, Vocabulary A, and tell you which are not nouns.
- Ask students to name as many facilities as they can from Lesson 19 and to say what people do in each one. Ask them where they would find *a mayor*, *a patient* and *a nurse*.
- Make sure that students remember the archaeology-related words from Lesson 20 by asking them what kind of things people found in the old Viking city.

Grammar revision

- Make sure students remember how to use *must* and *have to* for obligation and necessity. Ask them which form of the main verb follows *must* and *have to*.
- To check that students remember the use of *mustn't* and *don't have to*, write *You mustn't drive a car here.* and *You don't have to drive a car here.* on the board and ask them to explain the difference in meaning. Ask them to tell you three things they *mustn't* or *don't have to* do when they come to English lessons.
- Check that students remember how to use relative pronouns and relative adverbs by writing places, people and animals/things on the board, then ask students to match *who*, *which* or *where* to show what they give information about. Give them the beginnings of some sentences and ask students to make up endings using *who*, *which* or *where*.
- Write *a lot of/lots of*, *a few*, *a little*, *much* and *many* on the board and ask students to say whether we use each of these with countable or uncountable nouns. Ask them what uncountable nouns they remember from this unit and any others they recall from previous units. Ask them to use some of these words to describe the street where they live.

1 Vocabulary

A

Ask students to match the numbers in the picture with the words.

Answers a2 b5 c1 d4 e7 f8 g3 h6


Review 4
Towns and Cities
1 Vocabulary
2 Grammar

B

Explain that students should match the words 1-6 with the words a-f.

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

C

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing verbs.
- Remind them to think about which tense and form of the verbs they need, and to remember the spelling rules for the Past Simple.

Answers
1 grabbed
2 take
3 bumped
4 get
5 drop
6 show

D

Tell students to read each sentence carefully and decide which word matches the general meaning.

Answers
1 facilities
2 narrow
3 market
4 souvenir
5 exhibition
6 avenue

2 Grammar

A

Point out that all the answers could match the sentences grammatically, but students have to choose the one which matches the meaning of the sentence. Remind them to think about whether the sentence is about something which is an obligation, a necessity, not necessary or not allowed.

Answers 1b 2a 3b 4b 5a

B

Tell students to read the gapped sentences first so they understand the meanings and to look for clues to find out which form and tense of the verbs to use.

Answers
1 had to take
2 don't have to wait
3 did ... have to ring
4 Have ... had to pay
5 have had to walk

C

Ask students to read each sentence carefully to see if the word in bold should be about a person, a thing or a place.

Answers
1 who
2 where
3 who
4 where
5 which
6 which

D

Ask students to read each sentence carefully to decide whether the noun is countable or uncountable and whether the sentence is affirmative, negative or a question.

Answers
1 a lot of
2 a few
3 many
4 much
5 a little
6 lots of

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 4
An article about a town

A

- Tell students to read the jumbled paragraphs A-D silently to find what information is in each one. Ask them to look at the first sentence in each paragraph to see if there are any clues about the order of the paragraphs.
- Ask them to read the other paragraphs again to see what order the paragraphs go in.

Answers
1 C (This tells us which town the article is about.)
2 A (This tells us about the good things and *Firstly* shows that this must come before the bad things.)
3 D (The word *however* shows that this presents different information about the town from paragraph A, and this paragraph is about the bad things.)
4 B (*Finally* shows that this is the last paragraph. It tells us what the writer thinks about the town.)

B

- Write a paragraph plan on the board, following the correct order of the paragraphs in A.
  Paragraph 1 Introduction (What is the name of the town?)
  Paragraph 2 What are the good things about the town?
  Paragraph 3 What are the bad things about the town?
  Paragraph 4 What do you think of the town?
- Remind students to use words like *firstly*, *finally* and *however* in their article, and to give it a title. This can be set for homework. Make sure the writing task is corrected and feedback is given before students do Test 4.

Your students are now ready to prepare for Test 4 in the Test Book. They should revise the grammar and Star Words presented in Lessons 16-20, and Review 4.

NOTE
See page 65 for project instructions.

The Shooting Stars
Episode 4

Lead-in

- Go over any mistakes students made in Test 4 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students what they remember about Episode 3. (See summary below.)
- If students have trouble remembering what happened in Episode 3, ask them the following questions.
  1 What does Brad try to do? (invite the class to come to the concert)
  2 Who brings the leaflets to the school? (Mrs Ling)
  3 What is wrong with the leaflets? (the colours are wrong)
  4 Whose computer can they use to make new leaflets? (Mr Evans')
  5 What are they excited about at the end of the episode? (the concert)

Episode 3 summary

The Shooting Stars are at school and Brad tries to tell the class about their charity concert. The students don't listen and their teacher tells everyone to be quiet. Ken stands up and tells them all about the concert. Mrs Ling brings Ken the leaflets, but Ken's computer didn't save everything and the colours are wrong. Lizzie calls her dad to ask to use his design program. He says that she can use it the next day because he has got a lot of work to do. They plan to give the leaflets out at the weekend and then practise for the concert, which they are all very excited about.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask why the Shooting Stars can't give out all the leaflets at the weekend (They need to give some out on other days too, because they want lots of people to come.).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of Lizzie, Ken, Emily and Brad to four students for Boxes 1-4 and the same roles plus the role of Mr Evans to another five students for Boxes 5-8. Ask one student to play the part of the narrator in Boxes 1 and 2. If necessary, repeat the story with different students playing the parts until every student has played a role.
- Ask if students think the Shooting Stars will manage to give out their leaflets to enough people.

A

- Explain that students are going to listen to the song from the Shooting Stars' CD again and fill in the missing words. Tell them that you will play the song twice.
- Before they listen, ask students to read through the song and see if they can remember any of the missing words from when they heard it in the story. Ask them to think about what kinds of words might go in the gaps, for example the first word is likely to be a noun because it comes after the verb *help* and you help somebody or something. There's another clue on the next line, which asks more things about the same question.
- Play the song once and see how many words students have managed to find.

- Play the song again. Remind students to check the answers they have written and to try to find the others.
- Ask students to sing the song together and play it one more time for them to sing along.

Answers

1 people	5 listen
2 other	6 good
3 kind	7 alone
4 talk	8 problems

B

- Ask students to read each sentence carefully to decide whether it is true or false.
- Tell them to read the story again to help them decide, and to underline the places in the story where they find their answers.
- Ask them to do the exercise individually, then check the answers as a class.

Answers

1 F (Brad says, *What's that smell?*)
2 T (Brad says, *We have to get out of the house!*)
3 F (Lizzie says, *My dad is really silly sometimes! He left the dinner in the oven ...*)
4 F (Ken talks about his mum and says, *She can give the leaflets to the teachers.*)
5 T (Ken says, *My mum's giving a talk about computers to teachers ...*)

Ask the following questions to check students' understanding of the episode.

1 Does Ken like the design program? Why or why not? (Yes. It's better than his.)
2 What were Emily and Brad doing when the fire started? (listening to the Shooting Stars CD)
3 Why are Ken and Brad wet? (Lizzie closed her eyes when she threw water at the fire.)
4 Why did Mr Evans forget about the food? (He was very busy because he was making costumes for the concert.)
5 What do the Shooting Stars need to do after they give out the leaflets? (practise their songs)

C

Ask students to talk about what Brad and Lizzie said when they saw the fire. Ask who they think did the right thing. Then ask them what can start a fire in their house and write their ideas on the board. Encourage them to say what they must do in each case. If necessary, prompt students with a few questions like Have you ever seen a fire in a house? Have you ever been in a fire engine? or What do you know about the fire brigade?

Extra class activity

Ask students if they use computer programs or play computer games. Ask them to say which ones they think are interesting or useful and why.

NOTE

Students are now ready to do Project 4 on page 119. Explain that they will be designing their own town, and ask them to bring coloured pencils or pens to draw their maps.

Scissors, large sheets of card and glue are needed for students to make posters in Project 4. You might also like to bring coloured pencils or pens for any students who forget to bring them.

Project 4

Map of a town

- Ask students to look at the facilities on the map and read the description of Northton. Check that they remember the meanings of the words, then ask them to tell you what other facilities they can find in towns.
- Ask them to design their own towns and draw their maps. Provide card and glue, and tell students to stick their maps on the card.
- Ask them to write a paragraph under the picture to describe their town. Remind them to use the words they have learnt to describe facilities.
- Ask students to show their maps to the class and read out the descriptions of their towns. Keep a tally of which facilities were more or less popular, and ask students to talk about why they chose (or didn't choose) each facility for their town.
- Stick their maps on the classroom wall.

Lesson 21
Hot and cold places

Grammar: articles
Vocabulary: odd one out
Reading: completing a fact sheet
Listening: sequencing pictures
Speaking: describing what you like doing

Lead-in
Tell students that the next five lessons are about the natural world. You might like to ask students what their experiences of the natural world are. Do they spend a lot of time outdoors, do they have a garden or are they interested in wildlife?

> **Teaching tip**
> When you are teaching English to young learners, a globe or a wall map of the world can be a valuable teaching aid. This provides a visual reference whenever places are mentioned in reading texts.

1 Reading

A
- Explain that this lesson begins with an article about the Sahara Desert and Antarctica and ask students to read the article silently before they try to match the places with the photos.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
The Sahara Desert 2 (*An oasis is a place where plants and trees can grow ... There are about 90 large oases in the Sahara ...*) and 3 (*The most famous desert animals are ... camels.*)
Antarctica 1 and 4 (*Many different kinds of penguins and seals live there ...*)

B
- Ask students to read the fact sheet to see what they need to look for in the article.
- Ask them to read the article again carefully to find the information they need, reminding them to underline the places where they find the answers.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 40°C (*In the summer, the temperature during the day often reaches 40°C.*)
2 rarely (*It rarely rains in the Sahara, ...*)
3 oasis (*An oasis is a place where plants and trees can grow because there is water.*)
4 ice (*Antarctica is a continent which is under almost 2 km of ice.*)
5 -80°C (*... the temperature falls to -80°C!*)
6 elephant seals (*The largest seals in the world ... They're called elephant seals ...*)

- Ask the following questions to check students' understanding of the article.
  1 What kinds of storms are there in the desert? (sand storms)
  2 Where have people built villages in the Sahara? (at the oases)
  3 What kind of people stay in Antarctica? (scientists)
  4 Where do most Antarctic animals find food? (in the sea)


Lesson 21
Hot and cold places
Reading
Amazing facts about hot and cold places on Earth!
The Sahara Desert
Antarctica

Extra class activity
Divide the class into two groups to play a game. One group should imagine that they are going to travel across a desert and the other group should imagine that they are going to travel across Antarctica. Ask students in each group to work in pairs to decide which three things they will take with them, then tell the rest of their group, explaining why they chose these things. Then ask a student from each group to tell the class what they chose. Write their suggestions on the board and then ask the whole class to vote on which things are most important for each place.

2 Vocabulary

- Tell students to think about which words in each group are the same in some way.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 oasis (A *creature* and an *animal* are living things. An *oasis* is a place.)
2 scientist (A *continent* is an area of *land*. A *scientist* is a person.)
3 desert (We use *centigrade* to say what the *temperature* is. A *desert* is a place.)
4 camel (A *penguin* and a *seal* live part of their lives in water. A *camel* lives all of its life on land.)
5 permanently (*Very* and *extremely* have similar meanings. *Permanently* means something is forever.)
6 sand (A *squid* and *sea life* are creatures which live in the sea. *Sand* is part of a desert or a beach.)

3 Grammar

Articles – The Indefinite Article (a/an), The Definite Article (the)

- Students should already be familiar with some of the grammar rules for the use of articles. Ask them to tell you when we use *a* or *an* (before singular nouns when we talk about things in general) and when we use *the* (before singular or plural nouns when we talk about something specific; also with superlatives). Read the grammar box to the class, explaining the meanings of words if necessary.
- Ask students to read the cartoon silently and tell you why Tonic says *a drink* and not *the drink* (he means any drink). Then ask them why Jim says *oases* and not *the oases* (he's talking in general) and why he says *the Sahara* and not *a Sahara* (it's the name of the desert).

- Tell students to look first for the nouns and the article which goes with each one, if any. Tell them that if there is more than one noun they need to decide which noun is the subject and which is the object of the verb.
- Ask students to do the exercise individually, but check the answers as a class.

Answers

1 The sun is enormous.
2 The desert is very hot.
3 Tom is writing a project about the Pyramids.
4 Kate's dad is a scientist in London.
5 Antarctica is an extremely cold place.

4 Listening

- Explain that students have to listen to the dialogue between a man and a woman and write the numbers 1-5 next to the letters a-e to put the pictures in the correct order.
- Tell them that each of the pictures is about Captain Scott's journey to the South Pole. Ask them to look carefully at the pictures first to see what each one shows and then to listen for clues which go with the pictures.
- Ask students to write the answers they are sure about the first time they listen and play the dialogue once without stopping.
- Ask them to check their answers and write any that they missed as they listen again, then play the dialogue a second time.
- Check the answers as a class. (See page 126 for tapescript.)

Answers a2 b3 c4 d1 e5

5 Speaking

- Ask students to work in pairs and to take turns at talking about what they like doing when it's hot and when it's cold. Tell them to talk about things they do indoors and things they do outdoors.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class what their partner likes doing when it's hot and ask others to say what their partner likes doing when it's cold.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to say which Star Words are not nouns (*extremely, permanently*). Point out that these are adverbs which we make by adding *-ly* to the adjectives *extreme* and *permanent*.
- Ask them to write sentences of their own using each of the Star Words. Tell them that they can use more than one Star Word in a sentence, if they like. This exercise can be set for homework.

Extra activity for early finishers

Reading

See photocopiable material on page 146.

Lesson 22
In the garden

Grammar: *both, either, neither, all* and *none of*
Vocabulary: garden-related words
Reading: replacing missing sentences
Speaking: describing a picture of a garden
Writing: writing a paragraph describing a garden

Lead-in

- If the Star Words exercise from Lesson 21 was set for homework, ask some students to read their sentences to the class.
- Explain that this lesson begins with a fact sheet which gives advice to people who own gardens. Ask students if they have a garden or if they know someone who has, and what kinds of animals they see there.

1 Reading

A

- Ask students to read the fact sheet silently to decide what the best title is.
- Check the answer as a class, asking them to give reasons why the other titles don't match.

Answer 2 (The fact sheet describes some ways to attract wild animals and birds to your garden. *1* is not the best title because the fact sheet is not only about birds; *3* is not the best because the fact sheet is not only about winter.)

B

- Ask students to read the fact sheet again carefully and tell them to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the fact sheet where the gaps are, and to decide if the sentences make sense with whatever is before and after the gaps.
- Ask students to do the exercise individually. Check the answers as a class, reminding them to give reasons for each answer.

Answers
1 d (The previous sentence talks about insects.)
2 c (This is an example of things you can provide, and the next sentence tells you where to put the net.)
3 a (This sentence tells us something else about ponds, and talks about the animals which the previous sentence mentions. Also, ponds have water.)
4 b (The title of the paragraph is *Nest boxes* and the previous sentence talks about where to put them.)

- Ask the following questions to check students' understanding of the fact sheet.
  1 Why do birds and animals visit gardens? (to find shelter and to eat)
  2 Which is the most difficult season for animals to find food? (winter)
  3 What must you take out of your pond? (dead leaves and pieces of rubbish)
  4 Why don't birds nest in boxes which are close together? (because they like having their own space.)


Lesson 22 In the garden

1 Reading

1.1 Read the fact sheet. What is the best title for it?

1 Garden birds
2 Attract wildlife to your garden
3 Your garden in the winter

Plants

Both birds and small animals visit gardens to find shelter and to eat. Trees are ideal places for birds to build their nests, and bushes provide food like seeds and berries. Insects come to feed on flowers. (1) ..... You don't have to keep your garden tidy – all birds and animals like wild, untidy places.

Extra food

Because it is much more difficult for all animals to find food in the winter, you can provide things for them to eat. (2) ..... You can hang the net from a tree or a bird table. However, it isn't necessary to buy food – birds and animals like foxes also eat things like lettuce, potatoes or toast which are left over from a meal.

Ponds

A pond is a great idea for your garden. Ponds attract different kinds of wildlife like insects, birds, frogs and foxes. (3) ..... Don't forget to keep your pond clean – neither dead leaves nor pieces of rubbish are attractive and you must remove them regularly.

Nest boxes

Some birds love making their nests in nest boxes. You must put them outside in early spring. Always put them in shady places where the birds can avoid the heat. When you have two nest boxes, don't put them too close together – either one or the other will remain empty because birds like having their own space. (4) ..... None of the birds in your garden will use nest boxes which cats can reach!

1.2 Complete the fact sheet with the sentences below.

a They also provide water for these animals to drink.
b Remember: you mustn't place nest boxes near the ground.
c For birds, you can buy either seeds or nuts in a net.
d Birds come to eat these insects.

64

2 Vocabulary

- Tell students to read the gapped sentences first so they understand the meanings before they find the missing words.
- Point out that all the words are in the fact sheet on page 64 and students can read them again in context to remember the meanings if necessary.
- Ask students to do the exercise individually and then swap their books with a partner to check the answers. Check the answers as a class.

Answers
1 pond
2 shelter
3 nest
4 berry
5 wildlife

3 Grammar

Both, Either and Neither

- Ask students to read the cartoon silently, then point out that Tonic says *Jim and I* because when we talk about two or more people we always put *I* after the other person or people.
- Read the grammar box to the class and ask students which words we use to link two subjects after *both* (and), after *either* (or) and after *neither* (nor).

A

- Ask students to read each sentence carefully to see which word fits the meaning. Remind them to look for clues like the linking words we use with *both*, *either* and *neither*.
- Students can do this exercise individually, but check the answers as a class.

2 Vocabulary

Complete the sentences with the words below.

1 Lots of frogs live in this _____.
2 Gardens provide _____ for many creatures.
3 Every spring, a bird builds a _____ in the tree in my garden.
4 Don't eat that _____ – you'll be ill.
5 This area is famous for its _____.

3 Grammar

Both Jim and I like spending time near the pond in the garden.

Both, Either and Neither

We use **both, either** and **neither** to talk about two people, animals or things.

Both means one and the other. We can use **and** with **both**.
Both Oliver **and** Larry love wildlife.
Either means one or the other. We can use **or** with **either**.
Most frogs are **either** green or brown.
Neither means not one and not the other. We can use **nor** with **neither**.
Neither my mum **nor** my dad like cats.

We can use **of** with **both, either** and **neither**.
Both of those nest boxes will empty.
Have **either of** these gardens got a shady area?
Neither of these gardens attract birds.

Complete the sentences with **both, either** or **neither**.

1 That's _____, a dog or a fox. I'm not sure.
2 Do _____ birds and frogs eat insects?
3 _____ of my two trees have got any leaves because it's winter.
4 I've removed the rubbish. Now _____ of these ponds are clean.
5 _____ birds nor mice like cats.
6 You can give _____ seeds or berries to birds.

All the frogs have gone away!
That's because none of them like cleaning the pond!

All and None of

We use **all** and **none of** to talk about more than two people, animals or things.

All means every one of them.
All the birds are singing in the trees.
None of means not even one of them.
None of the frogs survived.

Complete the sentences with **all** or **none of**.

1 It's terrible! _____ the plants on my balcony died when I was on holiday.
2 _____ my friends played in the garden yesterday. They were playing computer games indoors!
3 I love autumn because _____ the leaves on the trees change colour.
4 When it snows, _____ the birds are hungry because they can't find food.
5 _____ the ponds had any frogs in them last year, but this year there are hundreds!

4 Speaking

Look at the picture with your partner and talk about the garden. Use **both, either, neither, all** and **none of**.

5 Writing

Write a paragraph in your notebook about the picture in Speaking.

Star Words

attract berry nest pond remove rubbish seed shady shelter wildlife

65

THE NATURAL WORLD LESSON 2

Answers

1 either
2 both
3 Neither
4 both
5 Neither
6 either

All and None of

Ask students to read the cartoon and the grammar box silently. Then ask them how many frogs are in the pond now (none) and how many were in the pond before (more than two).

B

- Ask students to read each sentence carefully to see if the word in the gap will mean every one of or not even one of.
- Students can do this exercise individually, but check the answers as a class.

Answers

1 All
2 None of
3 all
4 all
5 None of

Extra class activity

Ask students to look back at the fact sheet on page 64 and to find and circle examples of *both*, *either*, *neither*, *all* and *none of*. Then ask them to make sentences about people or things in the classroom using each of these words (eg All the students are wearing trousers.).

4 Speaking

- Ask students to work in pairs and remind them to take turns to say something about the garden. Remind them to look at whether there are two or more than two of each animal or thing.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask one student from each pair to tell the class one thing about the picture.

5 Writing

- Ask students to use their ideas from Speaking to write a paragraph about the garden, and any other words from the fact sheet on page 64.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Then ask them which Star Words are verbs (*attract, remove*), which are countable nouns (*berry, nest, pond, seed*) and which are uncountable nouns (*rubbish, shelter, wildlife*). Ask them what type of word *shady* is (an adjective).
- Ask students to work in pairs to choose three Star Words and write a simple definition of each one in English. Check their answers as a class.

Extra activity for early finishers

Reading

See photocopiable material on page 147.

Lesson 23
Bugs

Grammar: *too much, too many* and *not enough*
Vocabulary: insects, adjectives
Reading: true or false statements
Listening: multiple matching
Speaking: describing bugs you like or don't like

Lead-in

- If the writing exercise from Lesson 22 was set for homework, ask some students to read their paragraphs to the class.
- Explain that this lesson begins with an advert for a place where people can see insects and other creatures. Ask students if they know what the creatures in the pictures are and what we call them in English.

1 Reading

A

- Ask students to read the advert silently to find out which creature is the most dangerous.
- Check the answer as a class, reminding students to give a reason for their answer.

Answer scorpion (... *our deadly scorpions!* – because deadly means they can kill you)

B

- Ask students to read the advert again carefully to decide whether the sentences are true or false, and to underline the places where they find the answers.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers
1 F (... *butterflies from all over the world.*)
2 T (... *You can ... hold weird insects and look at (but not hold!) our deadly scorpions!*)
3 T (*We've got lots of live insects for you to see ...*)
4 T (*Another interesting exhibition ... where you can learn about the life cycle of butterflies and moths.*)
5 F (... *all year round ...*)

- Ask the following questions to check students' understanding of the advert.
  1 Which insects are hard-working? (leaf-cutting ants)
  2 Where do the ants walk to get to their home? (along a rope above your head)
  3 What do the ants carry? (pieces of leaf)
  4 Which spider can you pick up? (a tarantula)
  5 Which two exhibitions can you see at Edinburgh Butterfly and Insect World? (the bee display and the caterpillar area)

2 Vocabulary

A

- Ask students to look at the pictures and to match them to the words.
- Point out that all these words appear in the advert on page 66 and that they can look back to see the words in context if necessary.
- Ask students to do this exercise in pairs, but check the answers as a class.


Lesson 23 Bugs

1 Reading

Edinburgh Butterfly & Insect World

Edinburgh Butterfly and Insect World is one of Scotland's favourite tourist and educational attractions.

Come to Edinburgh Butterfly and Insect World and walk through the wonderful world of an exotic rainforest. Here you can watch and admire hundreds of spectacular and colourful butterflies from all over the world. You can also see the hard-working leaf-cutting ants, hold weird insects and look at (but not hold!) our deadly scorpions!

We've got lots of live insects for you to see – there are really too many to count! Come and see for yourself. You'll be amazed at the ants which march along a rope above your head. They pick up pieces of leaf and then march back along the rope to their nest. You'll love the insects which you can handle. Why not pick up a stick insect? And if that isn't enough excitement – well, you can hold a tarantula too!

A popular exhibition is the bee display, where you can find out about the life of this important insect. Another interesting exhibition is the caterpillar area, where you can learn about the life cycle of butterflies and moths.

Share the world of our butterflies and insects all year round, and enjoy a perfect day out for all the family. You'll love it!

www.edinburgh-butterfly-world.co.uk

2 Give T (true) or F (false).

1 All the butterflies in the centre come from Scotland. T/F
2 You can touch some of the creatures. T/F
3 The insects at the centre are alive. T/F
4 One exhibition shows how butterflies and moths live and die. T/F
5 The centre closes in the summer. T/F

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

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all the words are in the advert on page 66.
- Ask students to do the exercise individually, then swap their books with a partner to check the answers. Check the answers as a class.

Answers
1 colourful
2 weird
3 exotic
4 deadly
5 spectacular

3 Grammar

- Ask students to read the cartoon silently, then explain that when Jim says *too many insects* he means that they can't sit in the garden because of the large number of them. Tonic says *There isn't enough space* to show that they need to have more space.
- Read the grammar box to the class and explain the meaning of *quantity* if necessary. To explain the first two example sentences further, tell students that *too much jam* means that the person has got more jam on the toast than he/she wants, and *too many people* means that the museum is crowded. Point out the example of *too many* in the advert on page 66 (*there are really too many to count!*) and explain that we often use the infinitive with *to* after *too many*, *too much* or *not enough*.

Vocabulary

Match

1 bee
2 caterpillar
3 stick insect
4 moth
5 scorpion
6 butterfly

Complete the sentences with the words below.

1 Moths are often brown, but butterflies are usually very _____.
2 Stick insects look really _____. They are like twigs!
3 Many unusual creatures live in _____ rainforests.
4 Don't handle the scorpions because they are _____.
5 The butterfly exhibition was _____ – it really impressed me.

Grammar

We can't sit in the garden, Tonia. There are too many insects.

I know! There isn't enough space for all of us!

Too much, Too many and Not enough

We use **too much** and **too many** to talk about a quantity which is bigger than we want or need. We use **too much** with uncountable nouns and **too many** with plural countable nouns.
There is **too much** jam on my toast.
There were **too many** people in the movie museum.

We use **not enough** to talk about a quantity which is smaller than we want or need. We use **not enough** with uncountable nouns and with plural countable nouns.
We haven't got **enough** time to see everything.
There aren't **enough** programmes about insects on TV.

Complete the sentences with **too much**, **too many** or **not enough**.

1 There are _____ visitors here.
2 These postcards cost _____ money.
3 There are _____ seats for everyone to hold.
4 There is _____ time to see the moths.
5 That caterpillar has eaten _____ leaves – it's very fat.

Listening

Listen to five children talking about insects. Write the letters.

1 I hate insects. ____
2 Insects are interesting. ____
3 I don't kill insects. ____
4 I like some insects. ____

Speaking

Tell your partner which bugs you like and don't like, and what they can do.

Star Words

67

- Ask students to read each sentence and see if the matching picture shows that we need or want more or less of something.
- Students can do this exercise individually, but check the answers as a class.

Answers
1 too many
2 too much
3 not enough
4 not enough
5 too many

Extra class activity

Ask students to write three sentences of their own using *too much*, *too many* and *not enough* to make sure they understand how to use them. Remind students of a few Star Words from the unit (eg berry, penguin, creature, rubbish, wildlife, land) to use in their sentences.

4 Listening

- Ask students to read statements 1-4 and check they understand them before they listen.
- Explain that they will hear a letter *A*, *B*, *C* or *D* before each child speaks and that they have to match the correct letter to each statement. Tell them that they should try to find all the answers the first time they listen. Play the tape once, pausing after each person speaks to give students time to write their answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 126 for tapescript.)

Answers 1B 2C 3D 4A

5 Speaking

- Ask students to work in pairs to tell each other about the bugs they like or don't like and to say what these bugs can do. Tell them that they can talk about the bugs and other creatures in the advert on page 66 or any other bugs they know.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class about the insects their partner described.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and then to close their books. Hand out the photocopiable material from page 154.

Extra activity for early finishers

Reading

Ask students to write a paragraph in their notebooks about insects from their own country. Tell them to describe how they look, where they live, what they eat and whether or not they are dangerous.

Lesson 24
Dangers of the sea

Grammar: past perfect simple, *so* and *because*
Vocabulary: sea-related words
Reading: comprehension questions
Speaking: talking about dangerous things at the beach
Writing: writing sentences about dangerous things

Lead-in

- Read out the Star Word definitions from the photocopiable material for Lesson 23 and ask students to say the Star Word which matches each one.
- Ask students if they know the English word for the animal they can see in the picture on page 68 (shark).

1 Reading

A

- Ask students to read the dialogue silently to find out who helped Bethany get to the beach.
- Check the answer as a class.

Answer 1 (*... her friend helped her get back to the shore, ...*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the dialogue again carefully to find the answers. Ask them to underline the places in the dialogue where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers

1 She saw an interview on TV. (*Did you see that interview on TV with a girl who lost her arm in a shark attack?*)
2 surfing (*A 13-year-old girl was surfing ... when suddenly a shark attacked her.*)
3 She had lost lots of blood. (*... where she fainted. She was very weak because she had lost lots of blood.*)
4 a world surfing champion (*She had wanted to become a world surfing champion before it happened.*)
5 that she's really brave (*She sounds really brave.*)

- Ask the following questions to check students' understanding of the dialogue.
  1 What did the shark do after it had attacked Bethany? (It swam away.)
  2 Why didn't Bethany realise she was hurt at first? (it happened really quickly/she was in shock)
  3 When did Bethany start surfing again? (two months after the attack)
  4 What does Charlie think is sad? (that Bethany won't be able to become a world surfing champion)
  5 How does Bethany feel now? (happy to be alive)

2 Vocabulary

- Ask students to complete the exercise individually by matching the stickers from the back of their books to the words.

- Point out that some of the words appear in the dialogue on page 68 and that students can read the words in context to help them understand the meanings. Ask them if there are any words that they can guess the meaning of (a starfish is a creature which has the shape of a star) and if necessary, tell them the meanings of the other words.
- Check the answers as a class, making sure that students have put the stickers in the correct places.

3 Grammar

Past Perfect Simple

- Ask students to read the cartoon silently and to underline the verbs that Tonic uses (*had ... fainted, stung*). Then ask them to tell you which verb shows the action that happened first (*had ... fainted*).
- Read the explanation in the grammar box to the class and ask students to read the forms of the Past Perfect Simple. Point out that this tense is easy to remember because it has the same form for all persons.
- Draw the time line below on the board to show that we use the Past Perfect Simple for something that happened before something else in the past.

Then replace the words *had fainted* with *I had learnt to swim* and replace *stung* with *Tuesday* to illustrate the sequence of events in the sentence *I had learnt to swim by Tuesday*.

- Ask students to look back at the dialogue on page 68 and find three examples of the Past Perfect Simple (*had bitten off, had lost, had wanted*) and the actions which followed these (*she realised, she was very weak, it happened*).

Vocabulary

Match the pictures with the words.

1 starfish
2 seen
3 jellyfish
4 shore
5 shark
6 seaweed
7 sea urcher
8 eel

Grammar

I fainted because a big jellyfish stung me!

He had already fainted before the jellyfish stung him!

Past Perfect Simple

We use the Past Perfect Simple to talk about:
- an action which happened in the past before another action in the past.
- something which happened before a specific time in the past.

We form the Past Perfect Simple with **had** and the past participle of the main verb.

Affirmative
I had (I'd) been
you had (you'd) been
he/she/it had (he/she/it'd) been
we had (we'd) been
you had (you'd) been
they had (they'd) been

Negative
I had not (hadn't) been
you had not (hadn't) been
he/she/it had not (hadn't) been
we had not (hadn't) been
you had not (hadn't) been
they had not (hadn't) been

Questions
Had I been ...?
Had you been ...?
Had he/she/it been ...?
Had we been ...?
Had you been ...?
Had they been ...?

Short answers
Yes, I had. No, I hadn't.
Yes, you had. No, you hadn't.
Yes, he/she/it had. No, he/she/it hadn't.
Yes, we had. No, we hadn't.
Yes, you had. No, you hadn't.
Yes, they had. No, they hadn't.

A Complete the sentences with the Past Perfect Simple.

1 We saw the starfish in the seaweed after we _____ (get) into the water.
2 John _____ (not dive) an eel before he went swimming in Greece.
3 _____ everyone _____ (leave) the beach by seven o'clock?
4 After her father _____ (teach) her how, Lucy could catch fish.
5 I _____ (not realise) that people can eat seaweed before you told me.

So and Because

We can use **so** and **because** to join two parts of a sentence.

We use **so** when the second part of the sentence is the result of the first part. We put a comma before **so**.
It was cold, so we didn't go in the sea.

We use **because** when the second part of the sentence is the reason for the first part. We don't put a comma before **because**.
We didn't go in the sea because it was cold.

B Complete the sentences with **so** or **because**. Use commas when necessary.

1 We didn't surf _____ there weren't any waves.
2 There was a lot of rubbish on the shore _____ I didn't want to swim.
3 He had felt weak all morning _____ he decided to take a rest.
4 She never swims _____ she really drowned when she was young.
5 He was afraid of jellyfish _____ one had stung him when he was young.

Speaking

Tell your partner about dangerous things at the beach and in the sea. Use **so** and **because**.

Writing

Write sentences about dangerous things at the beach and in the sea. Use your ideas from Speaking.

Star Words

69

Teaching tip

Time lines help students to focus on the relationship between tenses. Students should remember the logical sequence more easily by seeing it on a diagram than by memorising example sentences.

A

- Remind students that they will need to write the past participles of the verbs in brackets, and that they can use the list of irregular verbs on page 128 to help them find the past participles if necessary.
- Students can do this exercise individually, but check the answers as a class.

Answers
1 had got
2 hadn't seen
3 Had ... left
4 had taught
5 hadn't realised

Extra class activity

Write *by breakfast time*, *by four o'clock*, *by dinner time*, *by Wednesday* and *by October* on the board and ask students to give you sentences using the Past Perfect Simple and either beginning or ending with each of these phrases. For example, *I had caught three fish by dinner time.* or *By dinner time, I had caught three fish.*

So and Because

- Ask students to look at the cartoon again, and explain that Jim uses *because* to explain the reason why he fainted.
- Read the grammar box to the class and explain the meaning of *result* and *reason* if necessary. Then ask students to look at the dialogue on page 68 again and point out Diane's last statement *She nearly died, so she's happy to be alive.* Explain that the second part of the sentence is the result of the first.

B

- Ask students to read each sentence carefully and to think about whether the word in the gap comes before a reason or a result.
- Students can do this exercise individually, but check the answers as a class.

Answers
1 because
2 , so
3 , so
4 because
5 because

4 Speaking

- Ask students to work in pairs to tell each other about dangerous things at the beach and in the sea. Tell them that they can talk about the things in the Vocabulary exercise and anything else they can think of. Remind them to give reasons for why things are dangerous and give examples of results of these dangers.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class two of the dangers they discussed.

5 Writing

- Remind students that they can use their ideas from Speaking in their sentences. Point out that they should use *so* and *because*.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to work in pairs to make one sentence of their own using as many Star Words as they can. Then ask some pairs to read out their sentence and see which pair has used the most Star Words.

Extra activity for early finishers

Grammar

See photocopiable material on page 147.

Lesson 25
On the farm

Grammar: past perfect simple with past simple
Vocabulary: farm-related words, matching verbs and nouns
Reading: multiple matching
Listening: completing notes
Speaking: comparing pictures of what had happened and what happened

Lead-in

- If the writing exercise from Lesson 24 was set for homework, ask some students to read their sentences to the class.
- Ask students if they have ever visited a farm and what they can see on a farm in their own country. Write their ideas on the board, then tell them to look at the pictures 1-4 from Reading. Ask them to describe what they can see, giving them any new vocabulary they need.

1 Reading

A

- Remind students that Brad is writing an e-mail to his dad because his dad lives in America.
- Ask students to read the e-mail silently before they try to match the paragraphs with the pictures.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
A2 (... *we went to stay on a farm!*)
B4 (... *one of the cows ... kicked him ...*)
C1 (... *I drove Farmer Hicks' tractor ...*)
D3 (... *our meal. There was roast beef and potatoes first, ...*)

B

- Ask students to read the e-mail again carefully to find the answers. Tell them to underline the places in the e-mail where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 Lizzie (... *Lizzie fed the piglets and lambs, ...*)
2 Ken (... *Ken milked the cows ...*)
3 Ken (*Ken didn't like one of the cows very much because it kicked him while he was milking it!*)
4 Brad (*For a while I thought that I'd like to be a farmer ...*)
5/6 Brad (*I helped Mrs Hicks cook our meal.*)
5/6 Mrs Hicks (*I helped Mrs Hicks cook our meal.*)

- Ask the following questions to check students' understanding of the e-mail.
  1 How did Brad think his weekend was going to be on the farm? (really boring)
  2 Whose parents knew the farmer? (Emily's)
  3 What did Emily do after breakfast? (She collected the eggs.)
  4 When did Brad decide not to be a farmer? (when he saw mud all over his jeans)
  5 Why did they all go to bed at eight o'clock? (they were really tired)


Lesson 25 On the farm
1 Reading
Dear Dad,
Who
gave some food to some animals? (1)
milked the cows? (2)
did a farm animal harm? (3)
wanted to become a farmer? (4)
made dinner? (5) (6)
70

2 Vocabulary

A

- Ask students to match the words with the numbers in the picture. Point out that all the words are in Brad's e-mail on page 70 and students can read them again in context to help them remember the meanings if necessary.
- Students can do the exercise individually and then swap their books with a partner to check the answers.

Answers a1 b6 c7 d2 e4 f5 g3 h8

Extra class activity

Play a game. Ask students to think of definitions for the words from Vocabulary A, then ask volunteers to say their definition to the class to see who can guess the word correctly. The first student who gives a correct answer should take the next turn to give a definition.

B

- Explain to students that they should match the verbs 1-5 with the nouns a-e to make phrases about things that happen on a farm.
- Point out that all the phrases are in the e-mail on page 70.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers 1b 2e 3d 4a 5c

3 Grammar

Past Perfect Simple with Past Simple

- Ask students to read the cartoon silently and to underline the verbs used.

- Ask them which verb shows the action which came first (*hadn't closed*) and which tense this verb is in (Past Perfect Simple). Then ask which verb shows the second action (*chased*) and which tense this is (Past Simple).
- Read the grammar box to the class, then ask students to look back at paragraph *D* in Brad's e-mail and to find two sentences which use the Past Perfect Simple and Past Simple together (first and third sentences). Explain that the words at the beginning of these sentences, *After* and *By the time*, often come before the Past Perfect Simple to show that this action happened before something else.

- Ask students to read the sentences carefully to find out which action happened first and explain that they will have to use both tenses in each sentence.
- Students can do this exercise individually, but check the answers as a class.

Answers
1 Had ... milked, went
2 didn't have, had driven
3 had sown, was
4 fell, had had
5 realised, hadn't fed

4 Listening

- Explain that students will hear an advert for Sunnydale Farm. Tell them to read the notes carefully before they listen and to think about what kind of word they will have to write in each gap. For example, they should think about whether the answer is likely to be a verb or a noun.
- Ask students to try to find all the answers to complete the table the first time they listen. Play the tape allowing time for students to write the answers.
- Ask them to check their answers as they listen again, then play the tape a second time. Check the answers as a class. (See page 126 for tapescript.)

Answers
1 lambs
2 collect
3 tractor
4 eggs
5 desserts
6 5

5 Speaking

- Ask students to work in pairs and explain that they are going to talk about the pictures using both the Past Simple and the Past Perfect Simple. Check that they understand which tense to use for each set of pictures.
- Point out that they will need to use vocabulary from this lesson for some of the pictures, and words they already know for the others. Also, encourage them to use *so* and *because*.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Choose some students to repeat their sentences in front of the class.

Star Words
- Ask students to read the list of Star Words silently and to find and underline them in the lesson. Point out the pronunciation of *lamb*, ie with a silent *b*.
- Ask students to write sentences in their notebooks using each of the Star Words. Then ask them to read out one of their sentences, without saying the Star Word, and see if the other students can guess the missing word.

Extra activity for early finishers
Speaking
Ask students to write four sentences in their notebooks about what Farmer Hicks had done in the morning and what he did in the afternoon.

Review 3
The Natural World

Revision strategies

- Explain to students that the exercises in this review are revision of the material they have learnt in Lessons 21-25. Remind them that the review is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in Lessons 21-25. Students can do the exercises individually, but check the answers as a class. If students have any difficulty remembering words tell them to look back at Lessons 21-25.

Vocabulary revision

- To check that students remember the vocabulary from Lesson 21 write the headings *Hot places*, *Cold places* and *Both* on the board and ask students to tell you the words they recall and to say which heading they match.
- Make sure students remember the garden-related words from Lesson 22 by asking them what things they might see there.
- Ask students to tell you some bugs or creatures they remember from Lesson 23. Write the words on the board then ask them to add at least one adjective to describe each.
- To check that students remember the sea-related words from Lesson 24, write the letters *e*, *j*, *s* and *w* on the board and ask students to say nouns which begin with each letter.
- Write *drive*, *lay*, *milk*, *plough* and *sow* on the board and ask students to add farm-related words to make phrases beginning with these verbs. Then ask them to tell you what other things they can see on a farm.

Grammar revision

- Check that students remember how to use articles. Ask them to tell you when we use *a/an* or *the* and when we don't use an article. Ask them to give you an example of each use.
- Make sure students remember how to use *both*, *either* and *neither* and ask them which words we can use with each to talk about two things in a sentence (and, or, nor). Ask them which words we use to talk about more than two things (all) or not even one thing (none of).
- Make sure students understand that *too much* and *too many* mean that there is more of something than we want or need. Ask them to make some sentences with *too much/too many*. Then ask which words we use to say we have less of something than we want or need (not enough).
- Ask students to write a sentence with *so* and another with *because*, then ask them to read them to the class.
- Write *After the children had finished the meal, they went to bed.* on the board, then ask students why the verbs are in the different tenses (the first is the Past Perfect Simple because this action happened before the next action).

1 Vocabulary

A

Ask students to find three words to match each heading.

Answers

Plants	Water	Animals
berry	oasis	lamb
seaweed	pond	piglet
seed	wave	seal

B

Point out that most of the words are Star Words in Lessons 21-25.

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

C

Remind students to think about which words in each group are the same in some way.

Answers

1 shelter (You see a *field* and a *tractor* on a farm. *Shelter* is something which protects you from bad weather.)
2 shore (A *scorpion* and an *eel* are creatures. A *shore* is a piece of land.)
3 rubbish (A *rainforest* and *wildlife* are parts of nature. *Rubbish* is something that we throw away.)
4 scientist (A *caterpillar* and a *jellyfish* are creatures. A *scientist* is a person.)
5 surf (You *sow* and *plough* on land. You *surf* on the sea.)

D

Tell students to read the sentences carefully to understand the meanings before they choose their answers.

Answers

1 farmhouse
2 permanently
3 exotic
4 laid
5 continent
6 stick insects

2 Grammar

A

- Ask students to read each gapped sentence and to look at the picture to see whether it shows something which is more than the characters want or need, or something which is less than they want or need.

Writing 5
A story

A

B Complete the sentences with a, the or –

1 ____ Sahara Desert is very hot.
2 Do ____ penguins live in Antarctica?
3 I went for a ride on ____ camel when I was in Egypt.
4 Fay's uncle is ____ farmer.
5 We're cleaning ____ pond in our garden.

C Complete the sentences with the words below.

all both either neither none

1 ____ Jackie nor Susan have milked the cows.
2 There are lots of insects in our garden, but ____ of them are very dangerous.
3 ____ the berries on that tree change colour in the autumn.
4 That thing in the sea is ____ a jellyfish or a sea urchin.
5 ____ frogs and fish live in ponds.

D Circle the correct words.

1 Vanessa fainted because / so she saw a scorpion.
2 It was a lovely day, because / so we sat outside.
3 We had tickets, because / so we didn't have to wait in a queue.
4 Most people love lambs because / so they're cute!
5 Few plants can grow in deserts because / so it rarely rains.

E Complete the sentences and questions with the Past Perfect Simple.

1 After the bird ____ (make) its nest, it laid some eggs.
2 Bill was scared because he ____ (not handle) a stick insect before.
3 ____ the farmer ____ (feed) the chickens by eight o'clock?
4 When I first went to a zoo, I ____ (not see) a penguin before.
5 After Lisa ____ (sow) the seeds, she gave them some water.

A

A day at the beach

Last Saturday morning, the sun was shining, so we decided to go to the beach. We got up early and Dad made a picnic. Then Mum drove us to the beach.

After we had found a place on the beach, I went for a swim. My little brother didn't want to go in the water because there were too many big waves. While I was swimming, it suddenly started to rain. We ran and found shelter under a big tree. We sat down and had our picnic. After the rain had stopped, my brother and I built an enormous sandcastle.

We stayed at the beach until five o'clock, then we went home. We were tired, but happy!

B

72

- Tell them to see if the noun after each gap is countable or uncountable.

Answers

1 too much	3 too much	5 not enough
2 not enough	4 too many	6 too many

B

Ask students to read each sentence carefully to see if the noun after the gap is something specific or unique or if it is about something in general, and whether it is singular or plural.

Answers
1 The
2 -
3 a
4 a
5 the

C

Ask students to read the sentences carefully to find the word which matches the meaning. Tell them to use each of the words in the box only once and to look for words which go with *both*, *either* or *neither*.

Answers
1 Neither
2 none
3 All
4 either
5 Both

D

Ask students to think about whether the second part of each sentence is a result of or a reason for what happened in the first part of the sentence.

Answers
1 because
2 so
3 so
4 because
5 because

E

Remind students to look back at Lesson 24, if necessary, to see how to make the different forms of the Past Perfect Simple. Point out that most of the verbs are irregular, so they can use the list on page 128 of their books to help them find the correct form.

Answers
1 had made
2 hadn't handled
3 Had ... fed
4 hadn't seen
5 had sown

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 5
A story

A

Ask students to read the story silently to see which tense the verbs in italics are in. Tell them to look back at Lessons 24 and 25 to revise the grammar rules for the Past Perfect Simple and the Past Simple, and to look back at Lesson 7 to revise the Past Continuous.

Answers

was shining	Past Continuous
got up	Past Simple
made	Past Simple
drove	Past Simple
had found	Past Perfect Simple
went	Past Simple
didn't want	Past Simple
was swimming	Past Continuous
started	Past Simple
had stopped	Past Perfect Simple
built	Past Simple
stayed	Past Simple

B

- Write a paragraph plan on the board, following the order of the paragraphs in A.

Paragraph 1	When and where did you go? What was the weather like? What did you do to get ready for the trip? How did you travel?
Paragraph 2	What happened when you got to the place? What did you do first? What did other people do? What happened next?
Paragraph 3	When did your day out finish? How did you feel?

- Ask students to use the paragraph plan and the story in A to help them write a story with three paragraphs.
- This can be set for homework. Make sure the writing task is corrected and feedback is given before they do Test 5.

Your students are now ready to prepare for Test 5 in the Test Book. They should revise the grammar and Star Words presented in Lessons 21-25, and Review 5.

NOTE

See page 79 for project instructions.

The Shooting Stars
Episode 5

Lead-in

- Go over any mistakes students made in Test 5 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students what they remember about Episode 4. (See summary below.)
- If students have trouble remembering what happened in Episode 4, ask them the following questions.
  1 What does Brad smell from the kitchen? (something burning)
  2 How did Lizzie stop the fire? (She put water on it.)
  3 Why was Mr Evans busy? (He was making costumes for the charity concert.)
  4 Why do they have to give out a lot of leaflets? (They want lots of people to come to their concert.)
  5 Who can Ken's mum give leaflets to? (teachers at her talk about computers)

Episode 4 summary

Lizzie and Ken print the leaflets on Mr Evans' computer. Emily and Brad listen to the CD which they recorded last year after they won the Teen Stars competition. Brad smells something burning and they all run into the kitchen. The dinner in the oven is burning. Lizzie throws water on the fire, but she is scared and she closes her eyes first, so Ken and Brad get wet. Mr Evans had forgotten about the dinner because he was busy making costumes for the charity concert. Brad wants to give out all the leaflets at the weekend so that they have a lot of time to practise, but Emily says that one weekend is not enough because they want lots of people to come. Ken remembers that his mum is giving a talk about computers to teachers. He thinks that she can give the leaflets out to teachers and they can put the leaflets up at their schools for their students to see.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask where the Shooting Stars practised on the day before the concert (in the park).
- After students have listened to and read the story, ask them to read it aloud. If there are eleven or more students in your class, allocate the roles of Ken, Brad, Lizzie and Emily, Mr Teal, Mr Evans, Mrs Simmonds, Mrs Teal, Mr Ling, Mrs Ling and the narrator to eleven students for the whole episode. If there are fewer than eleven students, ask one student to play the parts of more than one parent. If necessary, repeat the story with different students playing the parts until every student has played a role.

A

- Ask students to answer the comprehension questions. Tell them that they can look back at the story to find the answers if necessary.
- Ask students to do this exercise individually, then check the answers as a class.

Answers

1 Mr Teal, because he has to work. (Mr Teal says, *I'm really sorry that I won't be at the concert tomorrow, but I have to work.*)
2 He thinks he's done too much practice. (Brad says, *I think I've done too much practice!*)
3 Two (Ken says, *I'm really nervous!* and Lizzie says, *Me too!*)
4 Mrs Simmonds and Mrs Teal (Mrs Teal says, *We've come to help.*)
5 his mum and dad (Ken says, *Mum, Dad! I'm really happy you're here!*)

- Ask the following questions to check students' understanding of the episode.
  1 Why is it a good thing that the children practised in the park yesterday? (They sound very different outside.)
  2 Who is really happy with his costume? (Brad)
  3 Why don't the children need help from the two mums? (Everything is ready.)
  4 What did Mrs Ling forget to do? (give out the leaflets)

B

- Remind students to decide whether the sentence is about a quantity which is bigger than we want or need or a quantity which is smaller then we want or need, and to see if the noun after the gap is countable or uncountable.
- Ask students to do the exercise individually, then check the answers as a class.

Answers
1 too much
2 not enough
3 too many
4 not enough
5 too many

C

- Remind students that the Past Perfect Simple has the same form for all persons. Point out that they have to make the past participles of the verbs in brackets and that some of these are irregular verbs.
- Ask students to do the exercise individually, then check the answers as a class.

Answers
1 had said
2 Had ... given out
3 had had
4 had made
5 hadn't remembered

D

Ask students to work in small groups to give their own answers to the questions. Then ask one student from each group to tell the rest of the class what people in the group said.

Extra class activity

Ask the class what charity groups they have heard about and which of these they would like to help. Encourage them to talk about local, national or international groups and in what ways they could help them.

NOTE

Students are now ready to do Project 5 on page 120. Explain that they will be making a poster about amazing facts about animals. Ask them to look in magazines or newspapers to find some pictures of interesting animals or to draw them and bring them to class, as they will need these for their project. Encourage them to find out some interesting facts about each animal. They could do this using books or the Internet.

Scissors, large sheets of card and glue are needed for students to make posters in Project 5. You might also like to bring some pictures of animals for any students who forget to bring them.

Project 5
Animals

- Ask students to read the sentences on the poster, which give interesting facts about each of the animals.
- Provide card and glue, and tell students to stick their animal pictures on the card.
- Ask them to write sentences beside each picture to tell people some amazing facts about the animals. Remind them to use the words they have learnt to describe animals in the natural world.
- Ask students to show their posters to the class and to read out one amazing fact from each of their posters. Ask students to say which is their favourite animal and why.
- Stick their posters on the classroom wall.

Lesson 26
Television

Grammar: question tags
Vocabulary: television-related words, text-related words
Reading: multiple matching
Listening: true or false statements
Speaking: expressing opinions about TV

Lead-in
Ask students how much TV they watch and what they think is good or bad about watching TV.

1 Reading

A

- Ask students to read the opinions silently to see which person they agree with.
- Check the answers as a class, asking students to give reasons for their answers.

Answers Students' own answers

B

- Ask students to read the opinions again carefully to find the answers. Tell them to underline the places where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers
1/2 James (*When viewers watch too much TV, they become lazy and unfit.*)
1/2 Jake (*It wasn't good for my health ...*)
3 Ethel (*I learn a lot from TV.*)
4 Jake (*My TV's broken at the moment ... I can't watch TV!*)
5/6 Paul (*My parents get annoyed with me! Dad says he's going to ban TV from the house!*)
5/6 Marianne (*My mum watches all her favourite TV shows, but she complains when I watch my favourite programme!*)
7/8 James (*There are many more interesting things to do.*)
7/8 Jake (*... now I don't want my TV! ... It is better to take some exercise or go out with your friends, isn't it?*)

- Ask the following questions to check students' understanding of the article.
  1 What do people use a remote control for? (to change channels on their TV)
  2 Where does Paul watch TV? (in his bedroom)
  3 Why does Ethel watch quiz shows? (They help her think.)
  4 Why does Marianne think it is wrong for parents to tell their children not to watch TV? (They watch it too.)
  5 When did Jake use to watch TV? (every evening)

Extra class activity
Ask students which kind of programmes they like to watch on TV and who they watch TV with. Have a show of hands to find the most popular programme and encourage them to talk about why they like it.

2 Vocabulary

A

- Ask students to complete the exercise individually by matching the stickers from the back of their books to the words.


Lesson 26 Television

1 Reading

What do you think of TV, James?
Television is a waste of time, isn't it? There are many more interesting things to do. When viewers watch too much TV, they become lazy and unfit. They sit in the sofa all the time and they don't even get up to change channels, do they? They use the remote control.
James, aged 58, author

Do you watch too much TV, Paul?
I admit that I'm a TV addict! I love TV and I watch it for at least four hours a day. I've got a TV in my bedroom, so I often turn it on before I go to sleep. My parents get annoyed with me! Dad says he's going to ban TV from the house!
Paul, aged 18, student

Why do you watch TV, Ethel?
When people live on their own, TV keeps them company, doesn't it? I learn a lot from TV. The news tells me what's happening in the world. I also watch quiz shows because they help me think. At my age, that is very important, isn't it?
Ethel, aged 74, pensioner

Do your parents let you watch a lot of TV, Marianne?
Adults tell children that TV's bad for them, but they watch it all the time too, don't they? My mum watches all her favourite TV shows, but she complains when I watch my favourite programme! It isn't right for parents to tell their children not to watch TV when they watch it too.
Marianne, aged 15, pupil

Why don't you watch TV, Jake?
My TV's broken at the moment. For the first time in my life, I can't watch TV! At first I hated missing my favourite series, but now I don't want my TV! I used to stare at the screen every evening. It wasn't good for my health or my social life. It is better to take some exercise or go out with your friends, isn't it?
Jake, aged 24, nurse

B Write the words.

Who
(1) ..... (2) .....
(3) .....
(4) .....
(5) ..... (6) .....
(7) ..... (8) .....

76

- Point out that some of the words appear in the opinions on page 76 and that they can read the words in context to help them understand the meanings. Explain the meaning of *satellite dish* and *aerial* if necessary.
- Check the answers as a class, making sure that students have put the stickers in the correct places.

B

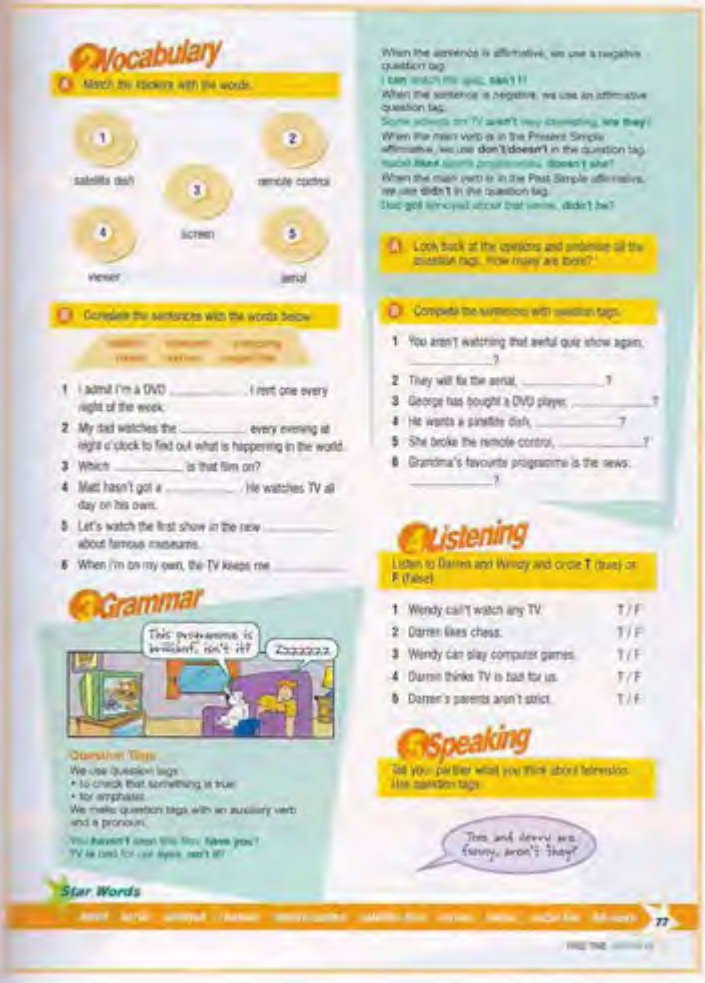
- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all of the words are on page 76.
- Ask students to do the exercise individually, then swap with a partner to check the answers. Check the answers as a class.

Answers
1 addict
2 news
3 channel
4 social life
5 series
6 company

3 Grammar

Question Tags

- Ask students to read the cartoon silently, then ask them if Tonic needs an answer to his question and why (no, he doesn't, because he's saying what he thinks about the programme). Explain that *isn't it?* is a question tag and Tonic uses this to emphasise what he says.
- Read the grammar box to the class and make sure they understand the meaning of *emphasis*. Point out that we usually expect the other person to agree with what we say when we use a question tag.



A

- Read the rubric to the class and point out that not everyone in the article uses a question tag.
- Students can do this exercise individually, but check the answers as a class, asking them to tell you which question tags they have underlined.

Answer 6 (Students should underline the following.)

James	isn't it?, do they?
Ethel	doesn't it?, isn't it?
Marianne	don't they?
Jake	isn't it?

B

- Ask students to read each statement carefully to see whether it is affirmative or negative and which tense the verb is in. Tell them to look at the examples in the grammar box again to see how to make affirmative or negative question tags, and remind students that each tag has to be in the same tense as the verb in the statement.

Answers

1 are you
2 won't they
3 hasn't he
4 doesn't he
5 didn't she
6 isn't it

4 Listening

- Explain that students will hear two people talking about TV and that they have to listen very carefully to decide whether each statement is true or false.
- Ask students to read all the statements before they listen so they know exactly what information to listen for.
- Explain that students should answer as many questions as they can the first time they hear the tape, then play the tape once.
- Ask them to check their answers and also to try to answer any unanswered questions as they listen again, then play the tape a second time. Check the answers as a class and, if necessary, explain why 1, 2 and 3 are false. (See page 126 for tapescript.)

Answers 1F 2F 3F 4T 5T

5 Speaking

- Ask students to work in pairs to tell each other what they think about TV. Remind them to take turns to speak and to use question tags. Tell them that they can use some ideas from the opinions on page 76 and they can add anything else they want to about different TV programmes or TV in general.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some pairs to tell the class some of the things they said.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Hand out the photocopiable material from page 154.

Extra activity for early finishers

Grammar

See photocopiable material on page 147.

Lesson 27
What's your hobby?

Grammar: question words
Vocabulary: odd one out, phrasal verbs
Reading: true or false statements
Listening: completing a table
Speaking: talking about hobbies different people enjoy

Lead-in

- Ask students to read the title of this lesson and make sure they remember the meaning of *hobby*. Then ask them what hobbies they've got and what they enjoy doing in their free time.

1 Reading

A

- Ask students to do the quiz individually and then to count how many answers of each colour they chose. They can then work out their results.
- When they have all read their results, ask students to tell you what the results say about the hobbies they prefer. Ask them if they agree with these comments.

Answers Students' own answers

B

- Ask students to read the quiz carefully again to decide whether the sentences are true or false, and to underline the places in the quiz where they find the answers.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers
1 T (*What are your ideal hobbies? Find out with our quiz.*)
2 F (Only question 5 mentions sport specifically – sporty.)
3 T (*You're intelligent and you like to use your brain.*)
4 T (*You aren't afraid of risks, ...*)
5 F (*... you are very creative. Painting and writing are ideal hobbies for you.*)

2 Vocabulary

A

- Tell students to think about which words in each group are the same in some way. Point out that all the words except *danger* are in the quiz on page 78. Ask them if they remember the meaning of *danger*, as they should remember this from Lesson 5.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 imagination (*Risk* and *danger* mean that something bad might happen. *Imagination* is a creative way of thinking.)
2 body (*Brain* and *mind* are synonyms for the part of your *body* that you use to think.)
3 competition (A *computer* is a kind of *technology*. A *competition* is where someone tries to do something better than someone else.)
4 sporty (*Intelligent* and *brainy* are synonyms for clever. A *sporty* person likes doing sport.)
5 creative (An *active* or *energetic* person likes to move around a lot. A *creative* person is artistic.)


Lesson 27
What's your hobby?
1 Reading
What are your ideal hobbies? Find out with our quiz.
Now work out your result.
More reds
More blues
More greens

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing phrasal verbs. Point out that all the phrasal verbs are in the quiz on page 78, so they can look back and read them in context to understand the meanings if necessary.
- Ask students to do the exercise individually, then to swap their books with a partner to check the answers. Check the answers as a class.

Answers
1 try out
2 catch on
3 work out
4 take up
5 give up

3 Grammar

Question Words

- Tell students to close their books and then ask them to tell you any question words they know and how we use them to ask questions. Ask individual students to tell you example sentences using these question words.
- Ask students to open their books again. Tell them to read the cartoon silently and to find out which question word Tonic uses (*When*). Point out that this question is in the Past Simple and remind students that we use *did* with the bare infinitive to make questions in this tense.
- Read the rest of the grammar box to the class and make sure they remember the meaning of *belongs to*. Point out that *Which* and *Whose* often come before a noun.

A

- Ask students to read each question carefully and to think what it is about. Tell them to look back at the grammar box if necessary to see how we use each question word.
- Students can do this exercise individually, but check the answers as a class.

Answers

1 Whose	4 Where
2 How	5 Who
3 Which	6 When

B

- Ask students to read each question carefully and to decide which question word fits the meaning. Tell them to see what kind of word follows the gap and to look back at the examples in the grammar box to see which question word can go before this.
- Ask students to do the exercise individually, then check the answers as a class.

Answers

1 Why
2 Whose
3 When
4 Who
5 How

Extra class activity

Ask students to work in pairs to make up and write down a short dialogue between two people. One person will ask questions about the other person's hobby, and the other person will give their answers. Students can choose any hobby they like. Tell them to use as many question words as they can in their dialogues. Ask some pairs to read their dialogues to the class.

4 Listening

- Explain that students will hear four people (Kate, Gavin, Paula, Charlie) talking about their hobbies. Tell them they will have to listen carefully to what each person says because they don't say the name of the hobby specifically. Tell students to tick only one hobby for each person.
- Ask students to try to complete the table the first time they listen. Play the tape once, pausing after each speaker to allow time for students to choose and tick their answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 126 for tapescript.)

Answers

	writing	chess	painting	sky-diving
Kate		✓		
Gavin				✓
Paula	✓			
Charlie			✓	

Teaching tip

When students do listening exercises, tell them to write down the key words they hear, as this can help them to find their answers. When you go through the answers with them, the key words they wrote can sometimes help to identify any misunderstandings which led to mistakes.

5 Speaking

- Ask students to work in pairs to talk about what kind of people enjoy each hobby. Tell them to look back at the quiz on page 78 to find words to describe people. Remind them to take turns to give their ideas about each hobby.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair of students to choose one hobby and tell you what they said about this.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to find six Star Words that are adjectives (*active, brainy, creative, energetic, intelligent, sporty*). Then ask them to use these adjectives to write sentences in their notebooks about which hobby is ideal for each type of person. This exercise can be set for homework.

Extra activity for early finishers

Vocabulary

See photocopiable material on page 147.

Lesson 28
Fashion

Grammar: subject and object questions, *so* and *neither*
Vocabulary: clothes
Reading: replacing missing sentences
Speaking: describing similarities and differences between two pictures
Writing: describing two pictures

Lead-in

- If the Star Words exercise from Lesson 27 was set for homework, ask some students to read their sentences to the class.
- Explain that this lesson begins with a dialogue about a fashion show. Ask students whether they have ever been to a fashion show or seen one on TV. Then ask them whether they would like to be a model or not, and why.

1 Reading

A

- Ask students to read the dialogue silently to find out who gets a present from Mr Evans.
- Check the answer as a class, asking students to give reasons for their answer.

Answer Emily (*OK, Emily, it's yours.*)

B

- Ask students to read the dialogue again carefully and tell them to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the dialogue where the gaps are, and to decide if the sentences make sense with whatever people say before and after the gaps.
- Ask students to do the exercise individually, reminding them to give reasons for each answer. Check the answers as a class.

Answers
1 b (He means Ken because Lizzie asks *Where's Ken?*, then Brad says this about him.)
2 a (The announcer talks about Sue, the first model in the fashion show, then Emily says what she thinks about her.)
3 d (Emily says the cowboy boots are too small and *They're the wrong size.* has a similar meaning.)
4 c (Mr Evans wants to give Brad a present, so he asks him what he likes.)

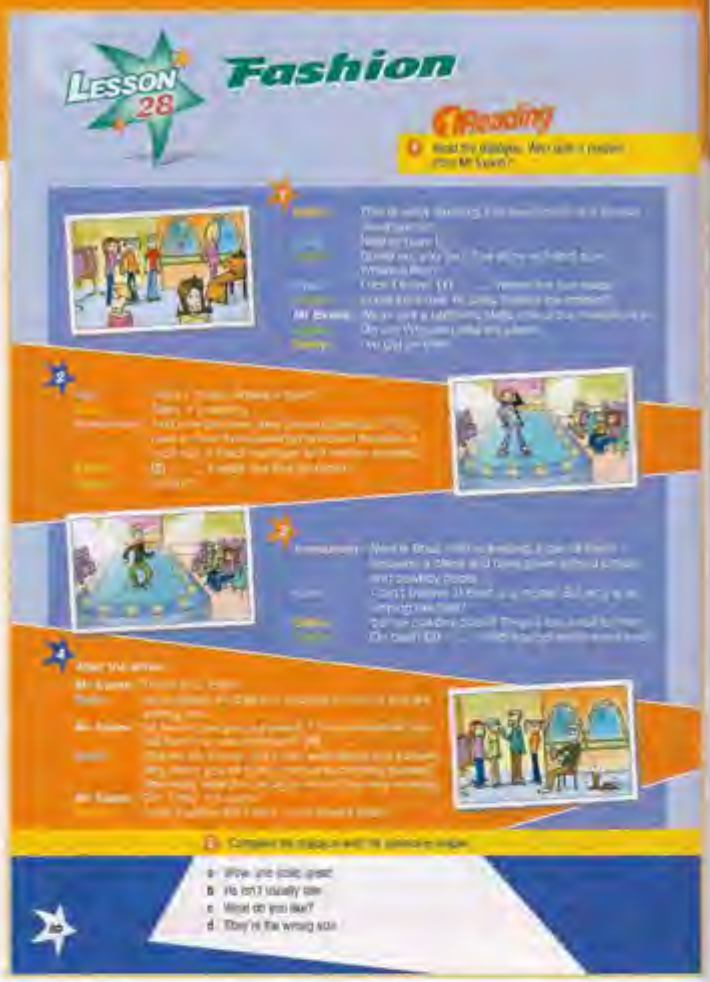
- Ask the following questions to check students' understanding of the dialogue.
  1 What is wrong with Matt? (He's ill.)
  2 What is Emily's idea? (Brad can take Matt's place.)
  3 Why do Brad's feet hurt? (The cowboy boots are too small.)
  4 Why doesn't Brad want any clothes from Mr Evans' collection? (He only wears jeans and trainers.)

Extra class activity

Assign the roles of Emily, Brad, Lizzie, Ken, Mr Evans and the announcer to six students, then ask them to read the dialogue aloud. If time is short, you might like to give them their roles as homework. Tell them to learn their parts off by heart and to be ready to perform them in the next lesson.

2 Vocabulary

- Ask students to look at the pictures and to match the items of clothing to the letters.



- Point out that some of these words don't appear in the dialogue on page 80. If necessary, explain what *patterned*, *plain*, *socks* and *tights* mean.
- Ask students to do this exercise in pairs, but check the answers as a class.

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

Extra class activity

Ask each student to describe what he/she is wearing. Teach them any new vocabulary they need to do this if necessary.

3 Grammar

Subject and Object Questions

- Ask students to read the cartoon silently and then read the grammar box to the class.
- Write Jim's first question on the board and ask students to tell you what the verb is (*are reading*) and who or what the subject of the sentence is (*you* – Tonic). Explain that *What* is asking about the object of the verb (ie the magazine) and this is what an object question does. Point out that the word order is the normal question form.
- Write Jim's second question on the board and ask what the verb is (*bought*). Ask if we know the subject of the verb (no) and explain that *Who* asks about the subject, so this is a subject question. Point out that the word order is the same as an affirmative sentence (eg Tonic bought the magazine.).

A

- Explain that because the words in bold are the answers, students have to write a question which asks about that part of the sentence, so they should think about which question word asks for that information.

2 Vocabulary

Match.

1 patterned jumper
2 plain tights
3 cardigan
4 striped socks
5 leather sandals
6 hipsters
7 crop top
8 cowboy boots

3 Grammar

What did you wear? — A sweater.
Who bought the sweater? — I bought it.

Subject and Object Questions

Subject Questions
When we ask a question about the subject of a sentence, the word order is the same as an affirmative sentence.
Jane liked the dress. (Jane is the subject.)
Who liked the dress?

Object Questions
When we ask a question about the object of a sentence, the word order changes to the question form.
Jane liked the dress. (The dress is the object.)
What did Jane like?

Write questions in your notebook. The words in bold are the answers.

1 John wore a **plain cardigan**.
2 **Anna** bought those checked hipsters.
3 Claire wants to go to **Paris**.
4 **Mom** likes patterned tights.
5 **Mark's** socks are on the floor.

So and Neither

When we want to agree with an affirmative sentence, we use **so** + auxiliary verb + noun/pronoun.
Richard has an car. So has Zoe.

When an affirmative sentence is in the Present Simple or the Past Simple, we use **do/does** or **did**.
Jane usually wears hipsters. So does Helen.

When we want to agree with a negative sentence, we use **neither** + auxiliary verb + noun/pronoun.
Kay won't come to the party. **Neither** will Zoe.

Complete the dialogue using (those) with **so** or **neither**.

Zoe: I love fashion!
Ben: (1) _____ !
Zoe: I haven't got any old clothes!
Ben: (2) _____ !
Zoe: My clothes are so really expensive.
Ben: (3) _____ mine!
Zoe: I'm a very fashionable person!
Ben: (4) _____ !
Zoe: I don't like it when people always agree with me!
Ben: (5) _____ !

4 Speaking

Look at the pictures with your partner and talk about the similarities and differences.

Joseph isn't drawing circles. — Neither is Sophie.
Sophie has got a jacket. — So has Joseph.

5 Writing

Write a paragraph in your notebook describing the models from Speaking.

Star Words

- Point out that for questions 3 and 5 students will need two of the other question words which they learnt in Lesson 27. Ask them which question word they need when the answer is a place (where) and which one they need to ask who something belongs to (whose).
- Tell students to look back at the example questions in the grammar box to check which word order to use for questions 2, 4 and 5.
- Students can do this exercise individually, but check the answers as a class.

Answers
1 What did John wear?
2 Who bought those checked hipsters?
3 Where does Claire want to go?
4 Who likes patterned tights?
5 Whose socks are on the floor?

So and Neither

- Read the grammar box to the class and point out that in the sentences beginning with *So* or *Neither* we don't use the main verb from the first sentence. We use an auxiliary verb such as *have*, *be* or *do* in the correct form and tense.
- Point out that *Neither* has a negative meaning, and we use an affirmative verb after it.

B

- Ask students to read the dialogue and see if each gapped sentence has to agree with an affirmative or a negative sentence.
- Tell them to refer back to the grammar box if necessary to see whether they need to use *so* or *neither*.
- Students can do this exercise in pairs, but check the answers as a class.

Answers
1 So do
2 Neither have
3 So are
4 So am
5 Neither do

4 Speaking

- Ask students to work in pairs to talk about which things are the same and which things are different. Explain that *similarities* means things that are the same in some way.
- Point out that they can use *so* and *neither* to talk about the similarities, but they can use their own words to describe the differences. Remind them to take turns to speak.
- Go around the class while they are talking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one of the similarities or differences they found.

5 Writing

- Point out that students can use the ideas they talked about in Speaking and remind them to use *so* or *neither* to write about the similarities.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the list of Star Words again and then to close their books.
- Write the following anagrams on the board and ask students to tell you the words.

alpin	*aslands*	*deckech*	*ghitts*	*gracland*
lemdo	*pejrum*	*pirdest*	*scosk*	*tendertap*

Answers

plain	sandals	checked	tights	cardigan
model	jumper	striped	socks	patterned

Extra activity for early finishers

Reading

See photocopiable material on page 148.

Lesson 29
Joining clubs

Grammar: *should*
Vocabulary: confusing words
Reading: comprehension questions
Speaking: describing a picture
Writing: describing a picture

Lead-in

- If the writing exercise from Lesson 28 was set for homework, ask some students to read their paragraphs to the class.
- Explain what the title of this lesson means and tell students that it begins with an e-mail from a scout. Before they read the e-mail, ask them if they know anything about the Scouts, if they are members of the scouts or if they would like to become members, and why or why not.

1 Reading

A

- Ask students to read the e-mail silently to find out when Colin will arrive in Manchester.
- Check the answer as a class.

Answer 8.30 pm on 25th July (*to go to Manchester in July. ... I'll be there at 8.30 pm on the 25th.*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read Colin's e-mail again carefully to find the answers. Ask them to underline the places in the e-mail where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers

1 her exam results (*You shouldn't worry about your exam results ...*)
2 badges (*We sew our badges on our uniforms.*)
3 camping holidays and adventure weekends (*We often go on camping holidays and adventure weekends.*)
4 volunteered to help at a centre for elderly people with special needs (*On Thursday, I volunteered to help out at a centre ... for elderly people with special needs.*)
5 how to prevent fires at home (*On Friday evening, I watched a video about how to prevent fires at home.*)

- Ask the following questions to check students' understanding of the e-mail.
  1 What does Colin tell Nancy to do in the summer holidays? (find an interesting pastime or join a youth club)
  2 When did Colin become a Scout? (last year)
  3 Who can join the Scouts? (girls and boys up to the age of 25)
  4 What will Scouts celebrate in 2007? (a special anniversary – 100 years of the Scouts)
  5 Why does Colin think the video was useful? (He wants to get his Fire Safety Activity Badge.)

Extra class activity

Ask students if there are any clubs for young people in their area. If there are, ask them which ones they go to or want to go to. If there aren't any, ask them which ones they would like to have.

Teaching tip

It is important to take account of the cultural differences between your students' own countries and the aspects of British culture presented in reading texts. Use these texts to encourage students to talk about the similarities and differences between the countries.

2 Vocabulary

- Point out that all the words appeared in Colin's e-mail on page 82. Tell students to look back at the e-mail to find the words in context if they aren't sure about the meanings.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers

1 join
2 pastime
3 celebrating
4 neighbourhood
5 special
6 badge

3 Grammar

Should

- Read the grammar box to the class, then ask them what form of the main verb goes after *should* (the bare infinitive) and when we use *should/shouldn't* without the main verb (in short answers).

4 Speaking

- Ask students to work in pairs to talk about what the Scouts in the picture should and shouldn't do, reminding them to take turns to speak.
- Go around the class while they are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one of the things they said about the picture.

5 Writing

- Point out that students should write about the things they talked about in Speaking and remind them to use *should* and *shouldn't*.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to work in pairs to choose five Star Words and write their own definitions of them. Then ask one student from each pair to read one of their definitions for the rest of the class to guess the word.

Extra activity for early finishers

Reading

See photocopiable material on page 148.

- Ask students to read the cartoon silently, then ask them why Jim asks this question (he wants Tonic to give him advice because he is bored). Ask them why Tonic says Jim should go shopping (because the fridge is empty).

A

- Ask students to look at each picture to see if it shows something people should or shouldn't do. Tell them to use each of the verbs in the box only once.
- Students can do the exercise individually, then check the answers as a class.

Answers

1 shouldn't play
2 should join
3 shouldn't go
4 shouldn't wear
5 should open

B

- Ask students to look back at Jim's question in the cartoon and the examples of questions with *should* in the grammar box. Tell them to read each of the answers to find the subject for each question.
- Ask students to do this exercise individually, then tell them to swap books with a partner to check their answers. Check the answers as a class.

Answers

1 Should Sadie join a youth club?
2 Should the children watch TV after 9 pm?
3 Should they swim today?
4 Should we help elderly people?
5 Should Scouts be prepared for everything?

Lesson 30
Keep fit!

Grammar: *may* and *might*
Vocabulary: sports facilities, odd one out
Reading: completing notes
Listening: true or false statements
Speaking: talking about sports you might or might not try

Lead-in

- If the writing exercise from Lesson 29 was set for homework, ask some students to read their paragraphs to the class.
- Make sure students understand the title of the lesson, then ask them if they do anything to keep fit.

1 Reading

A

- Ask students to read the advert silently to find out where there are classes for young children.
- Check the answer as a class, asking students to give a reason for their answer.

Answer 1 (... *there are swimming sessions for parents and toddlers.*)

B

- Ask students to read the notes first to see what information they need to find in the advert. Then ask them to read the advert again carefully to find the missing words, reminding them to underline the places in the advert where they find their answers.
- Ask students to do this exercise individually, then check the answers as a class.

Answers
1 squash (... *play squash or badminton* ...)
2 skiing (... *our dry ski slope is a great way to practise your skiing.*)
3 Health Bar (... *visit* The Health Bar *for light refreshments.*)
4 53 Princes Street (The Riverside Leisure Centre *is at 53 Princes Street* ...)
5 10 pm *(From Monday to Friday we open from 8 am to 10 pm* ...)
6 10 am (... *at the weekend from 10 am to 11 pm.*)

- Ask the following questions to check students' understanding of the advert.
  1 When are the water aerobics classes? (on Tuesdays and Wednesdays at 7pm)
  2 What games can you play with rackets at the centre? (squash and badminton)
  3 What happens on the dry ski slope on Thursdays? (the beginners' skiing class)
  4 Where will vegetarians find a good range of meals? (in The Riverside Restaurant)
  5 What can you see from the restaurant? (a spectacular view of the city and the river)

Extra class activity

Ask students to match the photographs on the left of the page with the paragraphs in the advert and to say which paragraph has two photographs (refreshments).


Lesson 30 Keep fit!

1 Reading

The Riverside Leisure Centre

The Riverside Leisure Centre offers excellent facilities for all types of sports and leisure activities in a pleasant environment. Visit the centre to keep fit, have a swim or do your favourite sport.

You may want to try out our great new facilities!

Heated swimming pool (with diving boards)

Squash and badminton courts

Dry ski slope

Refreshments

2 Vocabulary

A

- Ask students to look at the pictures, which all show sports facilities, and to match the facilities to the letters.
- Point out that some of these words appear in the advert on page 84 and that they all begin with the name of the sport which people do in these places.
- Ask students to do this exercise individually, but check the answers as a class.

Answers 1c 2d 3e 4a 5b

B

- Tell students to think about which words in each group are the same in some way.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 in advance (*Afterwards* and *later* both mean after something has happened. *In advance* means before something happens.)
2 dreadful (*Attractive* and *pleasant* both have positive meanings. *Dreadful* has a negative meaning.)
3 discount (A *ball* and a *racket* are used for sport. A *discount* is when you pay less for something.)
4 air-conditioned (*Heated* and *warm* both mean not cold. *Air-conditioned* means cool.)
5 refreshment (A *session* and a *class* are both like lessons. *Refreshment* is something you eat or drink.)
6 pensioner (A *toddler* and a *child* are young people. A *pensioner* is an older person.)

3 Grammar

May and Might

- Ask students to read the cartoon silently and explain to them that Tonic uses *might not be* to talk about something which is possible but not certain. Ask them which form of the verb comes after *might not* (the bare infinitive).
- Ask students to read the grammar box silently. Point out that *may* and *might* have the same form for first, second and third person in singular or plural. Explain that *may* and *might* have the same meaning, but sometimes we use *may* to sound more polite or formal.
- Ask students to give you some example sentences of what they *might* or *might not* do at the weekend, using affirmative and negative sentences.

A

- Tell students to look back at the grammar box and the cartoon, if necessary, to see how to form sentences with *may*.
- Ask them to do this exercise individually, then check the answers as a class.

Answers
1 He/Fred may be at the leisure centre.
2 She/Janet may like squash.
3 They may come by bus.
4 They may go skiing in November.
5 It/Your tennis racket may be in the car.

B

- Ask students to read each sentence carefully and to pay attention to the result or reason clause to decide whether *might* or *might not* matches the meaning.
- Students can do this exercise individually, then check the answers as a class.

Answers
1 might not
2 might not
3 might
4 might not
5 might

4 Listening

- Explain that students will hear two friends talking about a leisure centre and that they have to listen very carefully to decide whether each statement is true or false.
- Ask students to read all the statements before they listen so they know exactly what information they need to listen for.
- Explain that students should answer as many questions as they can the first time they hear the tape, then play the tape once.
- Ask them to check their answers and also try to answer any unanswered questions as they listen again, then play the tape a second time. Check the answers as a class and, if necessary, explain why 2, 3, 4 and 6 are false. (See page 126 for tapescript.)

Answers 1T 2F 3F 4F 5T 6F

5 Speaking

- Ask students to work in pairs to tell each other about different sports they *might* or *might not* try in the future. Explain that they should use the phrases in the box, which are all related to sports, and anything else they can think of.
- Encourage them to give reasons why they might or might not try each activity.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class about one sport they might try and one they might not try, and why.

Star Words
- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Play a word game. Ask students to take turns to think of one of the Star Words. Then the rest of the class asks yes/no questions (eg Is it a noun?) to try to guess which word they are thinking of. Point out that questions like *What letter does it start with?* are not allowed! The student who guesses correctly takes the next turn to think of another Star Word.

Extra activity for early finishers

Vocabulary

See photocopiable material on page 148.

Review 6
Free Time

Revision strategies

- Explain to students that the exercises in this review are revision of the material they have learnt in Lessons 26-30. Remind them that it is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in Lessons 26-30. Students can do the exercises individually, but check the answers as a class. If students have difficulty remembering words tell them to look back at Lessons 26-30.

Vocabulary revision

- Check that students remember the TV-related words from Lesson 26. Then write *addict*, *channel*, *company*, *series*, *social life* and *the news* on the board and ask for example sentences using these words.
- Make sure students remember the phrasal verbs from Lesson 27 by writing *catch*, *give*, *take*, *try* and *work* on the board and asking students to add the preposition they need to make the phrasal verb. Then ask them to make sentences or tell you synonyms for each one.
- Check that they remember the words from the quiz in Lesson 27 by asking them to tell you words with similar meanings to *brain*, *danger*, *energetic* and *intelligent*.
- Write *leather*, *patterned*, *plain* and *striped* on the board and ask students which types of clothes or shoes they can describe with these adjectives. Then ask them what other words for clothes they can remember from Lesson 28. Ask them to describe some clothing they can see in the classroom.
- Read out the Star Words from Lesson 29 and ask students to give a definition for each word as you say it.
- Write *badminton*, *diving*, *ski*, *golf* and *football* on the board and ask students to tell you the places where people do these sports. Ask them to tell you a synonym and an opposite of *afterwards* (later, in advance) and *pleasant* (attractive, dreadful).

Grammar revision

- Check that students remember why we use question tags and how to form them. Write one affirmative and one negative clause on the board and ask them to add the question tags.
- Ask students to tell you the question words they know beginning with *wh-* and to tell you what we use each one to ask about. Then ask them which question word begins with *h-* and to make a question with this.
- Write *Terry is wearing cowboy boots.* on the board and tell students that this can be an answer to two questions. Ask students to make a question with *what* and another with *who* to check they remember how to make subject and object questions. Ask them how to agree with that sentence if they are also wearing cowboy boots (So am I) and check they remember when and how we use *neither*.
- Write *Should I take up sky-diving?* and *No, you shouldn't, because you might break your leg!* on the board. Ask students why we ask and answer questions with *should* (to ask for or give advice) and why we use *might* or *may* (to say something is possible). Ask students which form of the main verb follows *should*, *may* and *might* (the bare infinitive).


Review 6
Free Time
1 Vocabulary
2 Grammar

1 Vocabulary

A

Ask students to look at the pictures and to match the words with the letters.

Answers 1c 2b 3e 4d 5a

B

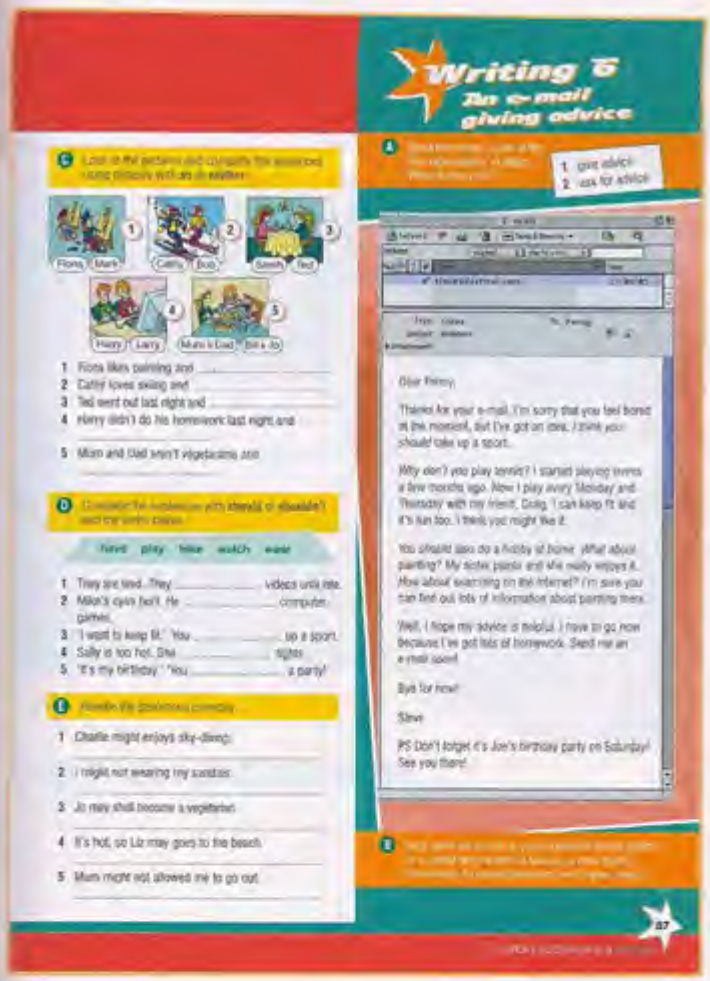
Point out that each sentence has a phrasal verb, but the second part of it is wrong. Ask students to think about the meaning of the sentences, then to find the correct words from Lesson 27.

Answers
1 up
2 on
3 up
4 out
5 out

C

Ask students to match the words in the box with the words that are about the same type of thing. Ask them to decide what the subject of each group is or what the common meaning is.

Answers
1 racket (You need a racket and a court to play badminton.)
2 aerial (things we use to watch TV)
3 cardigan (clothes)
4 sporty (synonyms describing people who like doing sports)
5 checked (adjectives describing clothes)
6 series (things we watch on TV)



D

Ask students to read each sentence carefully to decide which word matches the meaning of each one. Remind them to check their answer by reading the sentence silently, first with the option they think is correct and then with the other option to make sure this is wrong.

Answers

1 club	3 prevent	5 creative
2 company	4 pastime	6 anniversary

2 Grammar

A

Ask students to read each statement carefully to see if the meaning is affirmative or negative. Remind them that question tags have to be in the same tenses as the verbs in the statements.

Answers

1 have you	3 did they	5 won't you
2 isn't he	4 wasn't it	6 doesn't she

B

Tell students to look back at Lessons 27 and 28 to remember the correct word order for questions if necessary.

Answers

1 Who taught Neil to ski?
2 Who enjoyed the event?
3 Whose dress is Kate wearing?
4 Which channel do you prefer?
5 When did Joe become a model?

C

Ask students to read each sentence to see which tense the verb is in and whether it is affirmative or negative. Then tell them to look at each picture to find out who is the subject for the missing clause.

Answers

1 so does Mark
2 so does Bob
3 so did Sarah
4 neither did Larry
5 neither are Bill and Jo

D

Ask students to read each sentence to decide which verb to use to give the correct advice.

Answers

1 shouldn't watch
2 shouldn't play
3 should take
4 shouldn't wear
5 should have

E

Explain that there is one mistake in the verb form in each sentence. Tell students to read each one carefully to find the mistake, then to write the whole sentence correctly.

Answers

1 Charlie might enjoy sky-diving.
2 I might not wear my sandals.
3 Jo may become a vegetarian.
4 It's hot, so Liz may go to the beach.
5 Mum might not allow me to go out.

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 6
An e-mail giving advice

A

Ask students to read the whole e-mail silently to find out whether the expressions give or ask for advice.

Answer 1 (give advice)

B

- Write a paragraph plan on the board, following the order of the paragraphs in A.

Paragraph 1	Write something about your friend's e-mail and give general advice.
Paragraph 2	Say one thing your friend should do and give reasons.
Paragraph 3	Give another idea and reasons for this; give advice about how to find out about this.
Paragraph 4	End your e-mail and ask your friend to write back.

- Ask students to use the paragraph plan to write their own e-mail. Tell them that they can look back at Lessons 26 and 30 to find ideas for hobbies. This can be set for homework. Make sure the writing task is corrected and feedback is given before they do Test 6.

Your students are now ready to prepare for Test 6 in the Test Book. They should revise the grammar and Star Words presented in Lessons 26-30, and Review 6.

NOTE

See page 93 for project instructions.

The Shooting Stars
Episode 6

Lead-in

- Go over any mistakes students made in Test 6 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students what they remember about Episode 5. (See summary below.)
- If students have trouble remembering what happened in Episode 5, ask them the following questions.
  1 Who comes to watch the Shooting Stars when they are practising? (Mr Teal)
  2 How do Ken and Lizzie feel about the concert? (really nervous)
  3 Why do the children thank Lizzie's dad? (He brings the costumes.)
  4 Who forgot to give out the leaflets? (Mrs Ling)

Episode 5 summary

The day before the concert, the Shooting Stars are practising in the park. Emily's dad comes to watch because he has to work the next day. They are excited because they think that it is going to be a really big concert. On the day of the concert, Mr Evans brings the costumes and the children thank him. Mrs Simmonds and Mrs Teal come to help but Lizzie tells them everything is ready. Then Ken's mum and dad arrive. Ken is happy to see them but when he asks his mum about the leaflets, he finds out that she has forgotten to give them out.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask why the children are unhappy (They think nobody will come to their concert.).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of Ken, Brad, Lizzie, Mrs Ling, Mrs Evans, Mr Ling, Mrs Teal and Mrs Simmonds to eight students for Boxes 1-4 and the roles of Lizzie, Emily, Brad, Ken, Mrs Teal and Mr Teal to six different students for Boxes 5-8. If necessary repeat the story with different students playing the parts until every student has played a role.
- Ask students who feels that he/she has done something wrong (Mrs Ling says, *It's all my fault.*).

A

- Ask students to answer the comprehension questions. Tell them that they can look back at the story to find the answers if necessary.
- Ask students to do this exercise individually, then check the answers as a class.

Answers

1 Mrs Evans (She says, *Both your father and I can give out some leaflets outside the park.*)
2 Mr Ling (He says, *I feel sorry for them.*)
3 Mrs Teal (She says, *So do I.*)
4 Brad (He says, *I'm packing away my things. I give up.*)
5 Lizzie (She says, *I think we should play a few songs.*)
6 Emily (She says, *Hi, Dad? I'm sorry to call you, ...*)

- Ask the following questions to check students' understanding of the episode.
  1 Why does Mrs Ling say sorry to Ken? (She forgot to give out the leaflets.)
  2 Who can't think of anything to do? (Brad)
  3 How does Emily think her dad can help? (He can tell people about the concert on TV.)
  4 Where is Mr Teal when Emily phones him? (at work, in front of a TV camera)

B

- Ask students to read each sentence carefully to see which word matches the meaning and whether it should be affirmative or negative.
- Students should do the exercise individually, then check the answers as a class.

Answers
1 might
2 should
3 shouldn't
4 might not
5 should

C

Ask students to answer the questions, encouraging them to give reasons for their answers. Let them discuss their answers as a class to share their ideas and opinions.

Extra class activity

Ask students to write down what Mr Teal might say on television about the concert. Remind them that he is a news reporter and ask them to think about what information he will need to give people watching the news. Students should write down what they think will be Mr Teal's actual words.

NOTE

Students are now ready to do Project 6 on page 120. Explain that they will be making an advert for a club, and ask them to think about the different things that people do in clubs. Tell them to look in magazines or newspapers to find some pictures of club members and things related to club activities, or draw these things if they prefer. They should bring their pictures to class as they will need them for their project.

Scissors, large sheets of card and glue are needed for students to make adverts in Project 6. You might also like to bring some pictures of clubs and club activities for any students who forget to bring them.

Project 6
Clubs

- Ask students to read the sentences on the advert, which give information about a computer club.
- Provide card and glue, and tell students to stick their pictures on the card.
- Ask them to write sentences under their pictures to tell people about the club. Remind them to use the words they have learnt to describe free time activities.
- Ask students to show their adverts to the class and read them out. Ask students to tell you which club they'd like to join, and why.
- Stick their adverts on the classroom wall.

Lesson 31
How to be healthy

Grammar: first conditional
Vocabulary: health-related words, odd one out
Reading: replacing missing sentences
Listening: completing a table
Speaking: talking about how to stay healthy

Lead-in
Explain that this lesson begins with a fact sheet which gives advice about how to be healthy. Before students read this, remind them that tips are pieces of advice and ask them what they think people should do to look after their health.

1 Reading

A
- Ask students to read the fact sheet silently to find out which tips give advice about what we eat and drink.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
Teeth (*... the sugar in chocolate and sweets is bad for our teeth/... We also drink fizzy drinks, ... which destroy our teeth too.*)
Body (*... if you eat more fruit and vegetables, you'll feel better and you'll have a lot more energy.*)

B
- Ask students to read the fact sheet again carefully and to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the fact sheet where the gaps are, and to decide if the sentences make sense with whatever is before and after the gaps.
- Ask students to do the exercise individually. Check the answers as a class, reminding them to give reasons for each answer.

Answers
1 c (The previous sentence tells us why we must protect our skin from the sun's rays, and the next sentence talks about a type of suntan lotion – sunblock.)
2 b (The previous sentence talks about brushing your teeth and in the next sentence *a new one* means a new toothbrush.)
3 d (The previous sentence is about blinking, which is what *This* is talking about.)
4 a (The previous sentence tells us one result of not eating good food and taking exercise, and this is another possible result.)

- Ask the following questions to check students' understanding of the fact sheet.
  1 How often does the fact sheet say you should wash your face? (twice a day)
  2 How can you prevent toothache? (Brush your teeth after every snack and meal.)
  3 Which two kinds of screens can make your eyes sore? (TV and computer screens)
  4 What kinds of food will give you more energy? (fruit and vegetables)


Lesson 31
How to be healthy
1 Reading
Health Tips for Teenagers
Skin
Teeth
Eyes
Body
2 Complete the fact sheet with the sentences below.
a You might put on weight too.
b You should also change your toothbrush regularly.
c Always use suntan lotion when you sunbathe.
d This will give your eyes a rest and stop them from becoming very dry.
90

2 Vocabulary

A
- Ask students to match the words 1-5 with the words a-e to make phrases, pointing out that all the phrases were in the fact sheet on page 90.
- Ask students to do the exercise individually, then to swap their books with a partner to check their answers. Check the answers as a class.

Answers 1d 2c 3a 4e 5b

B
- Tell students to think about which words in each group are the same in some way.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 grab (*Hurry* and *rush* mean to move quickly. *Grab* means to take something suddenly.)
2 regular (*Sore* and *painful* describe something that hurts. Something which is *regular* happens often.)
3 ray (A *spot* and a *pimple* are things which appear on your skin. A *ray* is part of the light from the sun.)
4 blink (You *brush* or *wash* something to clean it. You *blink* when you close and open your eyes quickly.)
5 neglect (*Protect* and *look after* mean take care of something. *Neglect* means the opposite.)

3 Grammar

First Conditional

- Ask students to read the cartoon silently and tell you if they think Tonic believes Jim can run 10 kilometres (no – because he says he'll be very surprised).
- Read the grammar box to the class, then ask them to look back at the fact sheet on page 90 to find and underline all the first conditional sentences.

A

- Ask students to read each sentence carefully to decide which tense to choose. Tell them to read the grammar box again, if necessary, to see which tenses match the *if* clause and the result clause.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers

1 take
2 Will
3 don't drink
4 is
5 wash

B

- Explain that students should use the Present Simple and the Future Simple in each sentence. Ask them to read each sentence carefully to find the *if* clause and the result clause. Tell them to follow the examples of conditional sentences in the grammar box.
- Ask students to do this exercise individually, then check the answers as a class.

Answers

1 will burn, doesn't use
2 eats, will put on
3 walk, will keep
4 Will ... have, doesn't neglect
5 don't stop, will feel

Extra class activity

You could split the class into four groups – Skin, Teeth, Eyes and Body – and get each group to prepare 3 pieces of advice relating to their grouping and health or fitness. Tell them to use the first conditional and the vocabulary from this lesson, but also any other vocabulary they might know.

4 Listening

- Explain that students will hear four people talking to an interviewer about health. Tell them to listen carefully for each person's name and to tick more than one box for each person.
- Ask students to try to find all the answers the first time they listen. Play the tape once, pausing after each interview.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 127 for tapescript.)

Answers

	Food	Drink	Exercise
Stewart	✓		✓
Tricia	✓	✓	
Pete	✓		✓
Helen	✓	✓	

Teaching tip

Where possible, widen the class discussion on the topic of the lesson. In this lesson, for example, ask students if they remember what job the last speaker in the Listening exercise did (dentist). Ask them which other people give advice to teenagers (eg parents, teachers, doctors), and whose advice they always listen to.

5 Speaking

- Ask students to work in pairs to tell each other what will happen if they do each of the things in the box and what other things they should do to keep fit and healthy. Point out that many of the phrases in the box were in the fact sheet on page 90, and that students can also discuss any other ideas related to health and fitness they can think of.
- Tell them that they can look at the grammar box if they can't remember how to form first conditional sentences.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the rest of the class one of the things they talked about.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to make five sentences of their own using as many Star Words as they can. This exercise can be set for homework.

Extra activity for early finishers

Vocabulary

See photocopiable material on page 148.

Lesson 32
Sickness and health

Grammar: second conditional
Vocabulary: confusing words, ailments
Reading: yes/no questions
Speaking: describing pictures
Writing: writing a paragraph using the second conditional

Lead-in

- If the Star Words activity from Lesson 31 was set for homework, ask some students to read their sentences to the class.
- Explain the meaning of the title of the lesson, pointing out that these words are opposites. Tell students that this lesson begins with an interview with a man who is 105 years old. Ask them if they know any old people, how old the people are and how they keep healthy.

1 Reading

A

- Ask students to read the interview silently to find out how many places Alistair has visited.
- Check the answer as a class, asking students to give reasons for their answer.

Answer one (*I only left once, when I went to Glasgow for a week.*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the interview again carefully to find the answers, and to underline the places in the interview where they find them.
- Check the answers as a class.

Answers
1 no (*I haven't got anything serious to complain about. ... – illness has never been a problem for me.*)
2 no (*... I've never had a headache in my life.*)
3 no (*I used to smoke, but I gave it up when I was forty.*)
4 yes (*Yes, I was born here ...*)
5 no (*I wouldn't be very happy if I lived in a city.*)

- Ask the following questions to check students' understanding of the interview.
  1 What happens to Alistair when the weather changes? (His wrists and elbows get stiff.)
  2 Does Alistair buy vegetables? (No – he grows his own.)
  3 What kind of food does Alistair think young people eat now? (fast food)
  4 What is Alistair's bad habit now? (He drinks two cups of coffee a day.)
  5 Why doesn't Alistair like big cities? (They are noisy and polluted.)

2 Vocabulary

A

- Point out that all the words appeared on page 92. Tell students to look back to find the words in context if they aren't sure about the meanings.


Lesson 32
Sickness and health
1 Reading
A Read the interview with Alistair Stewart. How many places has Alistair visited in his life?
B Write yes or no
1 Has Alistair got a serious illness?
2 Has Alistair ever had a headache?
3 Does Alistair smoke?
4 Was Alistair born on the island?
5 Does Alistair like cities?

- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 habit
2 chest
3 lived
4 wrist
5 long

B

- Ask students to complete the exercise individually by matching the stickers from the back of their books with the words.
- Point out that most of the words appear in the interview on page 92 and that they can read the words in context to help them understand the meanings.
- Check the answers as a class, making sure that students have put the stickers in the correct places.

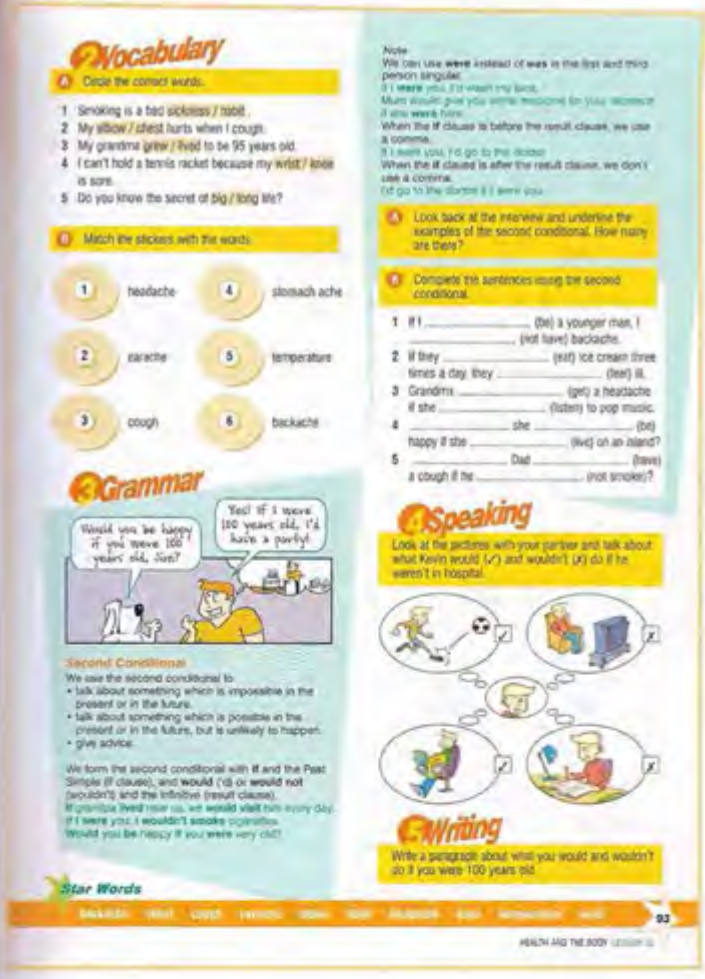
Extra class activity

Practise new and previously learnt vocabulary related to parts of the body. Ask students to stand up and point to the correct part of their body as you say each word.

3 Grammar

Second Conditional

- Read the first two paragraphs of the grammar box to the class, explaining any vocabulary students aren't familiar with.
- Then ask them to read the cartoon silently. Remind them that the *if* clause is in the Past Simple, and ask them what is unusual about Jim's reply (he says *I were* instead of *I was*).
- Read the rest of the grammar box to the class.



Vocabulary

A Circle the correct words.

1 Smoking is a bad sickness / habit.
2 My elbow / chest hurts when I cough.
3 My grandma grew / lived to be 95 years old.
4 I can't hold a tennis racket because my wrist / knee is sore.
5 Do you know the secret of big / long life?

B Match the stickers with the words.

1 headache
2 earache
3 cough
4 stomach ache
5 temperature
6 backache

Grammar

Second Conditional

We use the second conditional to:
- talk about something which is impossible in the present or in the future.
- talk about something which is possible in the present or in the future, but is unlikely to happen.
- give advice.

We form the second conditional with **if** and the Past Simple (*if* clause), and **would** ('d) or **would not** (wouldn't) and the Infinitive (result clause).
If grandpa lived near us, we would visit him every day.
If I were you, I wouldn't smoke cigarettes.
Would you be happy if you were very old?

Star Words

Note
We can use **were** instead of **was** in the first and third person singular.
If I were you, I'd wash my face.
Mum doesn't give you some medicine for your stomach if she were here.
When the *if* clause is before the result clause, we use a comma.
If I were you, I'd go to the doctor.
When the *if* clause is after the result clause, we don't use a comma.
I'd go to the doctor if I were you.

A Look back at the interview and underline the examples of the second conditional. How many are there?

B Complete the sentences using the second conditional.

1 If I _____ (be) a younger man, I _____ (not have) backache.
2 If they _____ (eat) ice cream three times a day, they _____ (feel) ill.
3 Grandma _____ (get) a headache if she _____ (listen) to pop music.
4 _____ she _____ (be) happy if she _____ (live) on an island?
5 _____ Dad _____ (have) a cough if he _____ (not smoke)?

Speaking

Look at the pictures with your partner and talk about what Kevin would (✓) and wouldn't (✗) do if he weren't in hospital.

Writing

Write a paragraph about what you would and wouldn't do if you were 100 years old.

93

HEALTH AND THE BODY LESSON 10

- *Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.*
- Choose some students to repeat their sentences in front of the class.

Writing

- Explain that students can use some ideas from the interview to write their paragraph but that they should also use their imagination as much as possible. Remind them to use the second conditional.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to work in pairs to make their own definitions for any six of the Star Words. Then ask one student from each pair to read one of their definitions for the rest of the class to guess the word. Continue asking each pair to give a definition for a different word until they have covered all the Star Words.

Extra activity for early finishers

Grammar

See photocopiable material on page 149.

A

- Explain that students should look for examples of different forms of the second conditional in the dialogue and underline them.
- Ask students to do the exercise individually. Check the answers as a class.

Answer three (Students should underline the following.)
If I were young now, it would be difficult to eat healthily.
If you lived in a city, how would you feel?
I wouldn't be very happy if I lived in a city.

B

- Tell students to read each gapped sentence carefully first to understand the meaning, and then to check which part of the sentence is the *if* clause and which is the result clause.
- Tell them to look back at the grammar box if necessary, to help them remember which verb forms and tenses to use in each gap.

Answers
1 were, wouldn't have
2 ate, would feel
3 would get, listened
4 Would ... be, lived
5 Would ... have, didn't smoke

Speaking

- Ask students to work in pairs and explain that Kevin is in hospital and they are going to talk about what he is thinking in the pictures. Remind them to use the second conditional, and tell them that they can put the *if* clause before or after the result clause.

Lesson 33
At the gym

Grammar: prepositions of place and time
Vocabulary: exercise equipment, text-related words
Reading: completing notes
Listening: true or false statements
Speaking: describing differences between two pictures

Lead-in

- If the writing exercise from Lesson 32 was set for homework, ask some students to read their paragraphs to the class.
- Ask students if there are any gyms in their area and whether they have ever been inside one. Ask them if they know any people who go regularly, and how often these people go.

1 Reading

A

- Ask students to read the poster and the information boxes silently to find out who will give you advice if you want to use the weights.
- Check the answer as a class, asking students to give reasons for their answer.

Answer your own personal instructor (*Your own personal instructor will ... advise you about your workout.*)

B

- Ask students to read the notes first to see what information they need to find in the poster. Then ask them to read the poster again carefully to find the missing words, reminding them to underline the places where they find their answers.
- Ask students to do this exercise individually, then check the answers as a class.

Answers
1 Mondays (*Aerobics – on Mondays and Thursdays*)
2 6.30 pm (*Beginners' classes are at 6.30 pm*)
3 Yoga (*Yoga – on Wednesdays and Fridays*)
4 treadmills (*Choose from weights, exercise bikes, rowing machines and treadmills.*)
5 £300 (*... pay only £300 for a year's membership*)
6 Heaton Restaurant (*... opposite Heaton Restaurant on Farrell Road.*)

- Ask the following questions to check students' understanding of the poster and the information boxes.
  1 When did Body Works Gym open? (2004)
  2 Which shops are next to the gym? (Quickbuy Supermarket and Brown's Butcher's)
  3 How can you get one month free at the gym? (Register on September 1st.)
  4 Why do people do yoga? (They can get fitter and also relax.)
  5 How many stages are there in an aerobics workout? (three – the warm-up, the main exercises and the period of relaxation at the end)

2 Vocabulary

A

- Ask students to look at the pictures, which all show exercise equipment, and to match the words to the letters.
- Point out that all these words appear in the poster and the information boxes on page 94.

- Ask students to do this exercise in pairs, but check the answers as a class.

Answers 1d 2a 3c 4e 5b

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all of the words are on the poster and the information boxes on page 94.
- Ask students to do the exercise individually, then swap their books with a partner to check the answers. Check the answers as a class.

Answers
1 fitness
2 muscles
3 membership
4 professional
5 calories

3 Grammar

Prepositions of Place and Time

- Ask students to read the cartoon silently and to underline the phrases which tell us where somebody is (*at the gym, near him*) and the one which talks about when something happens (*on Wednesdays*).
- Read the first part of the grammar box to the class. Refer students to the map on page 94 and ask them which prepositions of place the poster uses to describe the position of the gym (*in, opposite, on, between*). Then point to different objects in the classroom and describe their position to show the meaning of each preposition.

A

- Ask students to read each sentence carefully to decide which preposition to choose.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers
1 between
2 behind
3 opposite
4 on
5 next to

- Read the second part of the grammar box to the class, which refers to prepositions of time.

B

- Ask students to read the whole paragraph silently to understand the meaning before they write the missing prepositions. Tell them to look at the examples in the second part of the grammar box to help them decide which word to use if necessary.
- Students can do this exercise individually, but check the answers as a class.

Answers
1 on
2 at
3 on
4 in
5 at

Extra class activity

Ask students to talk about what activities they do to keep fit and where and when they do them. Make sure they answer using prepositions correctly.

4 Listening

- Explain that students will hear two people talking in a gym and that they have to listen very carefully to decide whether each statement is true or false.
- Ask students to read all the statements before they listen so they know exactly what information they need to listen for.
- Explain that students should answer as many questions as they can the first time they hear the tape, then play the tape once.
- Ask them to check their answers and also to try to answer any remaining questions as they listen again, then play the tape a second time.
- Check the answers as a class and, if necessary, explain why 1, 2 and 4 are false. (See page 127 for tapescript.)

Answers 1F 2F 3T 4F 5T

5 Speaking

- Ask students to work in pairs and to take turns to talk about the differences between the two pictures. Tell them that some of the words they need are on page 94 and remind them to use prepositions of place and time.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one of the differences they can see.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and to close their books. Then hand out the photocopiable material from page 154.

Extra activity for early finishers

Grammar

See photocopiable material on page 149.

Lesson 34
Accidents happen!

Grammar: prepositions of movement
Vocabulary: accident-related words, confusing words
Reading: comprehension questions
Speaking: describing an accident
Writing: writing a paragraph about an accident

Lead-in

- Revise vocabulary from Lesson 33 by asking students what people can do at a gym and what equipment they might see there.
- Explain that this lesson begins with a letter to Brad from his cousin Marcus, who is in hospital.

> **Teaching tip**
> Handle the topic of hospitals and accidents sensitively. Students may be particularly sensitive to these issues for any number of reasons, for example through personal suffering or the loss of a family member. Be careful to avoid putting students in a position where they have to give answers which they are uncomfortable with.

1 Reading

A

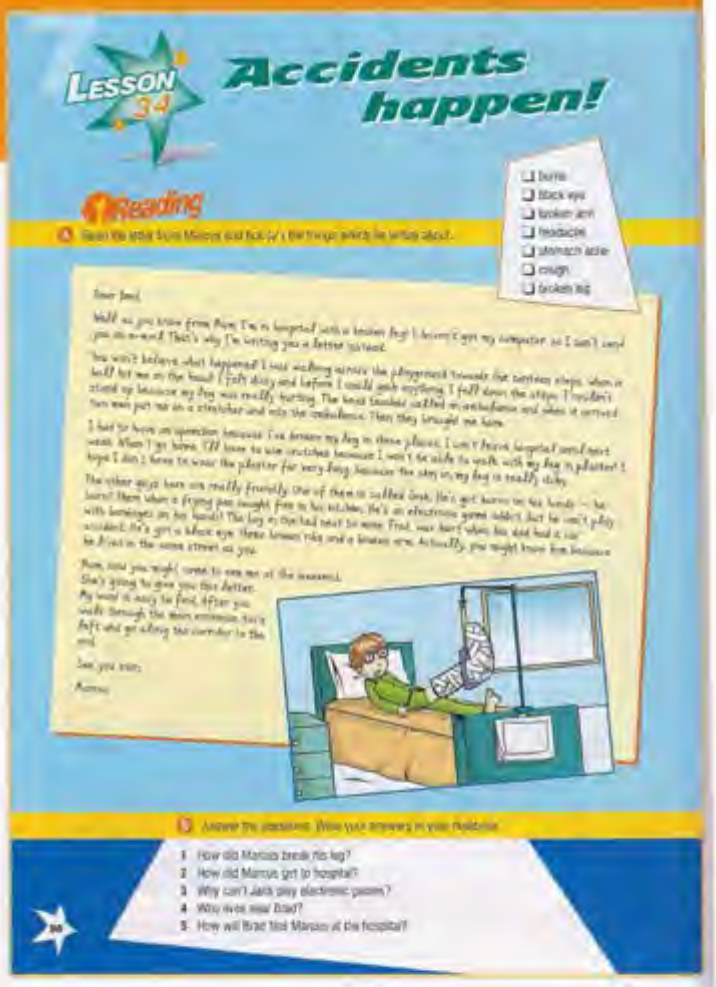
- Ask students to read the list of words in the box before they read Marcus's letter, then ask which of these words they know the meaning of and explain any new vocabulary.
- Ask them to read the letter silently to find out which of the things on the list he writes about.
- Check the answers as a class, asking students to underline the words in the letter.

Answers (Students should tick the following.)
burns (*He's got burns on his hands ...*)
black eye (*He's got a black eye, ...*)
broken arm (*... and a broken arm.*)
broken leg (*I'm in a hospital with a broken leg!*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read the letter again carefully to find the answers. Ask them to underline the places in the letter where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers
1 He fell down some steps when a ball hit him on the head. (*... a ball hit me on the head! I felt dizzy and ... I fell down the steps.*)
2 by ambulance (*... two men put me on a stretcher and into the ambulance. Then they brought me here.*)
3 He's got bandages on his hands. (*He's got burns on his hands ... he can't play with bandages on his hands!*)
4 Fred, the boy in the next bed (*... you might know him because he lives in the same street as you.*)
5 He will walk through the main entrance, turn left and go along the corridor to the end. (*After you walk through the main entrance, turn left and go along the corridor to the end.*)



- Ask the following questions to check students' understanding of the letter.
  1 Why isn't Marcus writing an e-mail? (He hasn't got his computer.)
  2 Where was Marcus going when a ball hit him? (across the playground towards the canteen steps)
  3 Why will Marcus need help to walk when he goes home? (His leg is in plaster.)
  4 What are the other boys in Marcus's ward like? (really friendly)
  5 Which other boy has got broken bones? (Fred)

2 Vocabulary

A

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all of the words are in the letter on page 96.
- Ask students to do the exercise individually, then swap their books with a partner to check the answers. Check the answers as a class.

Answers
1 stretcher
2 ambulance
3 bandage
4 crutches
5 plaster
6 black eye

B

- Point out that most of the words appeared in the letter on page 96. Tell students to look back at the letter to find the words in context if they aren't sure about the meanings.

2 Vocabulary

A Complete the sentences with the words below.

1 I couldn't walk, so they put me on a _____.
2 I went to hospital in an _____.
3 The nurse put a _____ on my hand when I burnt it.
4 Jack has broken his right leg, so he has to use _____ to get to school.
5 Kate broke her arm, and it was in _____ for seven weeks.
6 A tennis ball hit me in the face and now I've got a _____.

B Circle the correct words.

1 My mum made / had a car accident yesterday, but she is OK.
2 After the fire, Sharon had serious cuts / burns on her body.
3 Be careful! The frying pan has caught / grabbed fire!
4 Ted had an operation / a word on his wrist yesterday.
5 I felt sicky / dizzy after I hit my head on the window.
6 This boy who is in the same ward as me is an electric / electronic game addict.

3 Grammar

Prepositions of Movement

We use prepositions of movement to express motion.

to, from, into, out of, in, on, off, up, down, over, under, through, along, across, towards

You couldn't run across the street. It's dangerous.

Star Words

C Circle the correct words.

1 She went to / in hospital because she fell ill.
2 The nurse knocked on the door and then walked into / out of the room.
3 I broke my leg when I tried to jump under / over the gate.
4 The hospital car park is in the basement. You can take the lift down / up to it.
5 She cut herself very badly when she walked across / through a glass door.

D Look at the pictures and complete the sentences with the words below.

1 Take your feet _____ my bed!
2 They were going _____ the mountain when the accident happened.
3 Harry was running _____ the street when he fell.
4 Be careful! Don't fall _____ your bike.
5 The receptionist looked _____ and spoke to the patient.

4 Speaking

Tell your partner about an accident you have had at home or at school.

Say
- what happened
- how it happened
- when it happened
- what you hurt.

5 Writing

Write a paragraph in your notebook about the accident your partner had.

97

- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 had
2 burns
3 caught
4 an operation
5 dizzy
6 electronic

3 Grammar

Prepositions of Movement

- Ask students to read the cartoon silently, then ask them which two words describe the way Jim and Tonic were moving when they were in the balloon (*up, down*).
- Read the grammar box to the class and ask students to give you example sentences using the other prepositions of movement.

A

- Ask students to read each sentence carefully to decide which preposition matches the meaning.
- Ask them to do this exercise in pairs, but check the answers as a class.

Answers
1 to
2 into
3 over
4 down
5 through

B

- Ask students to read each sentence carefully to understand the general meaning, then to look at each picture to decide which word from the box matches this.
- Ask students to do this exercise individually, then check the answers as a class.

Answers
1 off
2 down
3 along
4 off
5 up

Extra class activity

Ask for volunteers to choose a preposition and act it out in relation to something in the classroom, or in relation to the classroom itself. For example, students could act out *I am walking towards the door.* or *I am taking my book out of my bag*. The other students should try to guess the preposition.

4 Speaking

- Ask students to work in pairs to tell each other about an accident they have had at home or at school. Remind them to take turns and to describe their accident using the prompts given.
- Tell them to listen carefully to what their partner says because they will be writing about this later.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask a student from each pair to tell the class about his/her accident.

5 Writing

- Point out that students should use the information their partner described to write about their partner's accident. Remind them to write what happened, how and when it happened and what their partner hurt in the accident.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and to close their books. Then hand out the photocopiable material from page 155.

Extra activity for early finishers

Reading

See photocopiable material on page 149.

Lesson 35
Look after yourself

Grammar: reflexive pronouns
Vocabulary: text-related words, text-related verbs
Reading: multiple matching
Listening: completing a leaflet
Speaking: talking about how you look after yourself

Lead-in

- If the writing exercise from lesson 34 was set for homework, ask some students to read their paragraphs to the class.
- Tell students that this lesson begins with an article about natural ways to look after yourself. Explain the meanings of the headings, pointing out that *lice* is the plural of *louse* in the same way that *mice* is the plural of *mouse*.

1 Reading

A

- Ask students to read the article silently to find out which remedies you can use overnight.
- Check the answers as a class, reminding students to give reasons for their answers.

Answers
olive oil for head lice (... *when you want to leave something in your hair overnight, use olive oil* ...)
toothpaste for pimples (... *cover it with toothpaste before you go to bed!*)

B

- Ask students to read the article again carefully to find the answers. Tell them to underline the places in the article where they find them.
- Students can do the exercise individually, but check the answers as a class.

Answers
1 C (*But this doesn't work for everybody.*)
2/3 B (*You can kill lice with mayonnaise or olive oil!*)
2/3 C (*You can also try one of these more traditional remedies:*)
4 A (*Make some tea, put it in a bowl and add ice to cool it down.*)
5 B (... *– mayonnaise goes off and smells!*)
6 D (... *cover it with toothpaste .../White toothpaste is what you need, ...*)

- Ask the following questions to check students' understanding of the article.
  1 What drink can help skin which hurts from sunburn? (tea)
  2 How long do you have to cover your sunburn with tea for? (an hour)
  3 How do mayonnaise and olive oil kill head lice? (The lice can't breathe through them.)
  4 Which problem could another person help you with? (Hiccups – ask someone to give you a fright!)
  5 Which type of toothpaste doesn't work on pimples? (gel)


Lesson 35
Look after yourself
1 Reading
Unusual Remedies!
A Sunburn
B Head Lice
C Hiccups
D Pimples
G Write the letters
Which paragraph mentions
a problem which hasn't got a cure? (1) ____
more than one cure for a problem? (2) ____ (3) ____
how to make a remedy? (4) ____
a remedy which doesn't stay fresh for long? (5) ____
something which you usually use on your teeth? (6) ____

2 Vocabulary

A

- Ask students to look at the pictures, which all show things we use to look after ourselves, and to match the words to the letters.
- Point out that all these words appear in the article on page 98, so students can read them again in context to help them remember the meanings if necessary.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers 1b 2d 3a 4e 5c

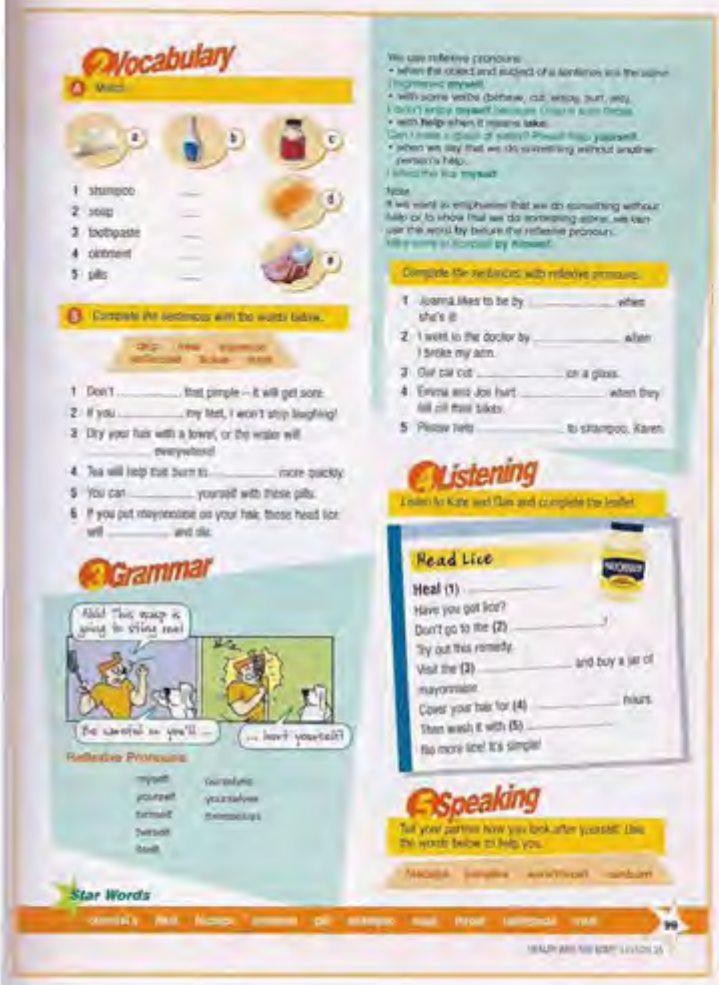
B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all of the words are in the article on page 98.
- Ask students to do the exercise individually, then swap with a partner to check the answers. Check the answers as a class.

Answers
1 squeeze
2 tickle
3 drip
4 heal
5 treat
6 suffocate

Extra class activity

Ask students to think of another problem like the ones in the article on page 98, then to make up their own remedies using words from Vocabulary and anything else they can think of. Tell them to use their imagination as their remedies don't have to be real.



3 Grammar

Reflexive Pronouns

- Ask students to read the cartoon silently, then ask them who or what Jim thinks will hurt him (the wasp) and who really hurts him (himself/Jim).
- Read the grammar box to the class. Point out that we form reflexive pronouns for the first and second person with a possessive adjective. For first and second person singular we add -self (myself, yourself) and in the plural we add -selves (ourselves, yourselves).
- Draw the following table on the board for students to copy and complete in their notebooks.

Subject Pronoun	Reflexive Pronoun
I	.....
you	yourself
he	.....
she	herself
it	.....
we	ourselves
you	.....
they	.....

- Ask students to read each question carefully to find the subject and then to look back at the grammar box and the table on the board to find the reflexive pronoun which matches this.
- Ask students to do the exercise individually, then check the answers as a class.

Answers

1 herself
2 myself
3 itself
4 themselves
5 yourself

4 Listening

- Explain that students will hear two people talking about a cure for head lice. Tell students to read the leaflet carefully before they listen to think about what kind of word they have to write in each gap, in other words, whether the answer could be a verb or a noun.
- Ask students to try to find all the answers to complete the leaflet the first time they listen, then play the tape once.
- Ask them to check their answers as they listen again, then play the tape a second time. Check the answers as a class. (See page 127 for tapescript.)

Answers

1 Yourself
2 chemist's
3 supermarket
4 two/2
5 shampoo

5 Speaking

- Ask students to work in pairs to tell each other what they do to look after themselves. Remind them to use the words in the box and to take turns to speak. Tell them that they can also use some ideas from the article on page 98 and anything else they can think of.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask one student from each pair to tell the class one of the things they talked about.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and to close their books. Then hand out the photocopiable material from page 155.

Extra activity for early finishers

Grammar

See photocopiable material on page 149.

Review 7
Health and the Body

Revision strategies

- Remind students that the exercises in this review are revision of the material they have learnt in Lessons 31-35. Tell them that it is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in Lessons 31-35. Students can do the exercises individually, but check the answers as a class. If students have difficulty remembering words tell them to look back at Lessons 31-35.

Vocabulary revision

- Make sure students remember the health-related phrases from Lesson 31 by asking them to tell you some tips for teenagers who want to be healthy.
- To check that students remember the odd one out words from Lesson 31, write *brush*, *hurry*, *painful*, *protect* and *spot* on the board and ask students to tell you a word that is connected in some way. Then write *blink*, *grab*, *neglect*, *regular* and *ray* on the board and ask students to make sentences with or explain the meaning of each one.
- Write *ache* on the board and ask students what health problems end with this word. Then ask them which other health problems they remember from Lesson 32 and how many parts of the body they can name from Lessons 31-35.
- To revise the fitness-related words from Lesson 33, ask students what equipment they can find in a gym and the reasons people go there.
- Ask students to give you some reasons why people have to go to hospital, and to tell you what other accident- and hospital-related words they can remember from Lesson 34.
- Check that students remember the nouns and verbs related to natural remedies from Lesson 35.

Grammar revision

- Check that students remember how to form the first conditional. Ask them which tense we use in the *if* clause and which tense we use in the result clause, and when we need a comma. Then ask them when we use the first conditional and ask them to make a first conditional sentence to give advice about health.
- Write *If I were you, I'd go to the doctor*, on the board and remind students that this is a second conditional sentence. Ask them why we use this. Ask which tense we use in the *if* clause and what we use in the result clause. Remind them when we use *were* instead of *was*.
- Make sure students remember the prepositions of place from Lesson 33 by asking students to describe the positions of people or objects that they can see. Make sure they use each preposition of place from Lesson 33.
- Ask students which time words we use with the prepositions of time *in*, *at* and *on*.
- Make sure students know how to use the prepositions of movement from Lesson 34. Ask them to make sentences describing accidents using each preposition.
- Write *-self* and *-selves* on the board and ask students which reflexive pronouns they can remember which end with these. Ask them to make a sentence using some reflexive pronouns to check that they know how to use them correctly.

1 Vocabulary

A

Tell students to read the gapped paragraph first so they understand the meaning before they try to find the missing words.


Review 7
Health and the Body
1 Vocabulary
2 Grammar

Answers

1 temperature	3 pills	5 throat
2 energy	4 chemist's	6 chest

B

Ask students to match the verbs 1-5 with the words a-e to make phrases.

Answers 1d 2a 3b 4e 5c

C

Ask students to look at each picture and match the words to the letters.

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

D

Remind students to think about which words in each group are the same in some way.

Answers

1 habit (An *elbow* and a *knee* are parts of the body. A *habit* is something you do often.)
2 stomach (You use *soap* and *shampoo* to wash yourself. Your *stomach* is a part of your body.)
3 professional (*Sensitive* and *itchy* are adjectives which can describe skin. A *professional* is someone who does something as his/her job.)
4 membership (A *treadmill* and *weights* are gym equipment. You pay money for *membership* of a gym.)
5 mat (A *remedy* and a *cure* help a health problem. A *mat* is something you use at the gym to do exercises on.)

Writing 7
An article about health

Food and our health

E

Tell students to read each gapped sentence first and then choose the word that best matches the meaning.

Answers 1a 2a 3b 4b 5b

2 Grammar

A

Point out that all the sentences are in the first conditional, so students should think about which tense to use after *if* and which one to use in the result clause.

Answers
1 do
2 won't
3 aren't
4 will use
5 take

B

Point out that students will need to think about the form of the verb in both parts of each sentence to form the second conditional. Tell them to look back at Lesson 32 to help them remember how to form the second conditional if necessary.

Answers
1 If I were you, I'd see a doctor.
2 Jake would take exercise if he had time.
3 If you didn't brush your teeth, they would hurt.
4 Jan would drive to hospital if she owned a car.
5 If Moira didn't smoke, she wouldn't have a cough.

C

Ask students to read the gapped paragraph carefully first, then to look at the picture to find out which preposition matches the meaning in each gap.

Answers
1 in
2 next to
3 on
4 in front of
5 Behind

D

Explain that the words in bold are grammar mistakes and tell students to look back at Lessons 34 and 35, if necessary, to find the correct prepositions and reflexive pronouns.

Answers
1 yourself
2 up
3 to
4 herself
5 myself

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 7
An article about health

A

- Ask students to read the whole article silently to understand the meaning before they write the answers. Point out that all the words tell us that something is the writer's idea or somebody else's idea.
- Check the answers as a class.

Answers
1 I think
2 According to
3 my opinion

B

- Write a paragraph plan on the board, following the order of the paragraphs in A.

Paragraph 1	Begin with a general statement about the subject of exercise.
Paragraph 2	What types of exercise do young people and teenagers take? What do you think they should do, and why?
Paragraph 3	What types of exercise do children take part in? What do you think they should do, and why?
Paragraph 4	End the article with a second conditional sentence about exercise.

- Ask students to use the paragraph plan from the article in A to write an article with four paragraphs about exercise.
- This can be set for homework. Make sure the writing task is corrected and feedback is given before they do Test 7.

Your students are now ready to prepare for Test 7 in the Test Book. They should revise the grammar and Star Words presented in Lessons 31-35, and Review 7.

NOTE
See page 107 for project instructions.

The Shooting Stars
Episode 7

Lead-in

- Go over any mistakes students made in Test 7 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students to tell you what they remember about Episode 6. (See summary below.)
- If students have trouble remembering what happened in Episode 6, ask them the following questions.
  1 What are the children trying to think of? (ways to tell people about their concert)
  2 Who thinks their problem is her fault? (Mrs Ling)
  3 Why does Lizzie say they should start to play some songs? (People might hear their music and come to the concert.)
  4 Who decides to ask somebody to help? (Emily – she asks her dad.)

Episode 6 summary

The Shooting Stars are trying to think of ways to tell people about their concert. Lizzie's mum offers to give out leaflets outside the park. Mrs Ling says it's her fault because she forgot the leaflets. Brad wants to pack away his things and give up. Ken tells everyone that there must be something they can do. Lizzie says that they should start to play so that people can hear the music because then they might come to the concert. Emily has an idea. She can phone her dad and ask him to tell everyone about the concert when he's on TV. When she phones him, he is at work in front of a TV camera.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask if the people like the concert (Yes, it's a great success.).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of Emily, Lizzie and Mr Teal to three students for Boxes 1-3 and the roles of Brad, Ken, Lizzie and Emily to another four students for Boxes 5-7. Ask one student to play the part of the narrator in Boxes 4, 5 and 8. If necessary, repeat the story with different students playing the parts until every student has played a role.

A

- Explain that students are going to listen to the Shooting Stars' song again and fill in the missing words. Tell them that you will play the song twice.
- Before they listen, ask students to read through the song and see if they can remember any of the missing words from when they heard it in the story. Ask them to think about what kinds of words might go in the gaps, for example the first word is likely to be a verb because it comes after *could*.
- Play the song once and see how many words students have managed to find.
- Play the song again. Remind students to check the answers they have written and to try to find the others.
- Play the song one more time for students to sing along to.

Answers

1 fly	5 you
2 sea	6 Africa
3 ten	7 home
4 dance	8 Yes

B

- Ask students to read each sentence carefully to decide whether it is true or false.
- Tell them to read the story again to help them decide and to underline the places in the story where they find the answers.
- Ask them to do the exercise individually, then check the answers as a class.

Answers

1 F (Mr Teal says, *I am bringing you a live report from Greenfield Park ...*)
2 T (Brad says, *Everyone, look at all the people!*)
3 F (Brad says, *I'm going to be sick!*)
4 T (Ken says, *Ha, ha! Brad, very funny ...*)
5 F (Lizzie says, *Thank you to everyone ...*)

- Ask the following questions to check students' understanding of the episode.
  1 Where is Mr Teal giving his report from? (a helicopter above Greenfield Park)
  2 Who is with Mr Teal? (TV cameramen)
  3 What does Lizzie tell Brad to do to make him feel better? (take deep breaths)
  4 Which two Shooting Stars are staring at all the people? (Brad and Emily)

C

- Ask students if they remember how to form the second conditional (with if and the Past Simple in the if clause and would/wouldn't and the infinitive in the result clause).
- Ask the students to do the exercise in pairs, then check their answers as a class.

Answers

1 knew, would go
2 would feel, took
3 had, would help
4 wasn't, wouldn't talk

D

Ask students to answer the question, encouraging them to give reasons for their answers. Let them discuss their answers as a class to share their ideas and opinions.

Extra class activity

Ask students to work in pairs to talk about a concert they have seen, either live or on TV. Tell them to say whether they thought the concert was a success and to give reasons for their answers.

NOTE

Students are now ready to do Project 7 on page 121. Explain that they will be finding out what other students in the class eat. Ask them to bring pictures of food from magazines or newspapers, as they will need these for their project.

Scissors, large sheets of card and glue are needed for students to display their tables and charts in Project 7. You might also like to bring some magazines for any students who forget to bring pictures of food.

Project 7
Food

- Ask students to read the example charts and sentences and explain that they can use the same question, *What kinds of snacks do you eat?* for their own project or they can ask about any other meal. Ask them what words they can remember for meals and write their answers on the board (eg *breakfast, lunch, dinner, picnic*).
- Ask students to decide which meal they want to find out about. If they want to ask about a meal which could have many possible answers, (eg dinner), tell them to ask students which is their favourite food for this meal. Then tell them to go around the class to ask the other students what they eat for this meal. Tell them to make a table with a column for each type of food, then to put a tick for each answer the students give.
- Ask students to work individually and to use the results from their table to make a bar chart. Go around the class while they are working to make sure they understand how to do this.
- Provide card and glue, and tell students to stick their tables and charts on the card and to decorate this with pictures of different types of food. Ask them to write some sentences under the bar chart to explain their results.
- Ask students to show their charts to the class and to read out their results.
- Stick their charts on the classroom wall.

Lesson 36
Going on holiday

Grammar: gerunds and infinitives
Vocabulary: possessions, confusing words
Reading: multiple matching
Speaking: talking about your next holiday
Writing: writing a paragraph about your next holiday

Lead-in
Ask students about their favourite holiday or about where they would like to go if they had a choice. Explain that this lesson begins with an article about possessions which people take with them on holiday. Tell students that possessions are things which belong to someone.

1 Reading

A
- Ask students to read the article silently to find out who doesn't need to send postcards.
- Check the answer as a class, asking students to give a reason for their answer.

Answer Ella (*I always promise to send them photos instead of postcards, ...*)

B
- Ask students to read the article again carefully to find the names. Tell them to underline the places in the article where they find the answers.
- Students can do the exercise individually, but check the answers as a class.

Answers
1/2 Julia (*These are really helpful when no one speaks your language and you want to talk to someone.*)
1/2 Ella (*I enjoy sending text messages – that's how I keep in touch with my friends.*)
3 Max (*... working on trains and planes. It makes the journey pass more quickly.*)
4 Frances (*My hair takes ages to dry naturally, but with my hairdryer it only takes a few minutes.*)
5/6 Max (*I also ... play games on my laptop ...*)
5/6 Ella (*I also like playing games.*)
7/8 Freddie (*... you can see details of places and things which are far away and you can find out more about where you are.*)
7/8 Julia (*Guidebooks contain maps and important information about a place.*)

- Ask the following questions to check students' understanding of the article.
  1 What was Freddie amazed to see with his binoculars when he was sailing? (a dolphin)
  2 Which types of transport does Max use his laptop on? (trains and planes)
  3 How do guidebooks help Julia to talk to people in foreign countries? (They include useful words and phrases in the language which people speak there.)
  4 What does Frances enjoy doing when she's on holiday? (swimming every day)
  5 Why does Ella send photos to her friends? (so they can see where she is)


Lesson 36
Going on holiday
Reading
Holidays
Freddie, aged 10
Max, aged 27
Julia, aged 44
Frances, aged 32
Ella, aged 19
104

Extra class activity
Ask students to tell you if they have one possession which they always take with them on holiday and to explain why they take this.

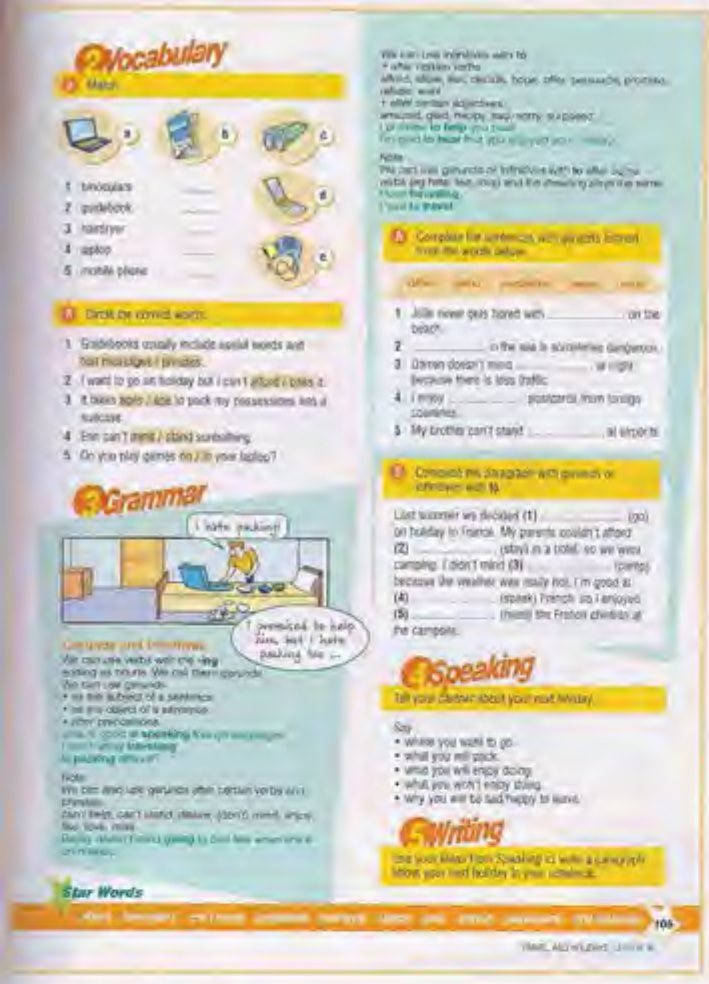
2 Vocabulary

A
- Ask students to look at the pictures of possessions and to match the words to the letters.
- Point out that all these words appeared in the article on page 104 and students can look back and see what the people used these things for to help them understand the meanings, if necessary.
- Ask students to do this exercise in pairs, but check the answers as a class.

Answers 1c 2b 3e 4a 5d

B
- Point out that all the correct answers are words or phrases which appeared in the article on page 104. Tell students to look back at the article to find the words in context if they aren't sure about the meanings.
- Ask students to do the exercise individually, but check the answers as a class.

Answers
1 phrases
2 afford
3 ages
4 stand
5 on



3 Grammar

- Ask students to read the cartoon and the grammar box silently. Point out that we make gerunds by adding *-ing* to verbs, following the same spelling rules as we do when we make the Present or Past Continuous. Explain that there are no exact rules about why we use gerunds or infinitives after different words, so the only way to remember which form to use is to learn them by heart.
- Ask students to look back at the article on page 104 again and to find and underline all the examples of gerunds and infinitives with *to* to see which verbs they go with. (Freddie: *I love sailing, ...; ... it gives me the chance to use ...; I was amazed to see ...*; Max: *I don't mind working ...; ... I want to relax; Julia: ... you want to talk ...*; Frances: *I can't stand having ...; I love swimming ...; ... takes ages to dry ...*; Ella: *I enjoy sending ...; I always promise to send ...; I also like playing games.*)

A

- Ask students to read each sentence carefully to see which word from the box matches the meaning, and then write the gerund. Remind them to think about the spelling rules before they add *-ing*.
- Ask students to do the exercise individually, then check the answers as a class.

Answers
1 sunbathing
2 Swimming
3 driving
4 sending
5 waiting

B

- Point out that all the verbs and phrases before the gaps are in the article on page 104 and/or in the grammar box.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 to go
2 to stay
3 camping
4 speaking
5 meeting

Teaching tip

It is a good idea to regularly review all the tenses which students have learnt so far, to help them remember how to form them and when to use them. You can use examples from the lesson you are currently working on. For example, in this lesson ask them to see which tenses they can find in Reading and in Grammar B. Then ask why we use them in these contexts (the article in Reading is mostly in the Present Simple because it is about what people usually do, and the paragraph in Grammar B is in the Past Simple because it is about an experience in the past). Ask students which other tenses they know, and ask them to give you an example sentence for each tense.

4 Speaking

- Ask students to work in pairs to tell each other about their next holiday. Tell them to use the prompts to help them to give as many details as possible, pointing out that they should use the correct tenses to talk about their future plans.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some students to tell the class about their next holiday.

5 Writing

- Explain that students should use their ideas from Speaking to write their paragraphs and that they can also use some ideas from the article on page 104. Remind them to use future tenses.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the words again and to close their books. Then hand out the photocopiable material from page 156.

Extra activity for early finishers

Grammar

See photocopiable material on page 150.

Lesson 37
Family holidays

Grammar: passive voice (present simple)
Vocabulary: odd one out, phrasal verbs
Reading: true or false statements
Listening: completing a table
Speaking: talking about a perfect holiday centre

Lead-in

- If the writing exercise from Lesson 36 was set for homework, ask some students to read their paragraphs to the class.
- Make sure students can remember the Star Words from Lesson 36 by reading out the gapped sentences from the photocopiable exercise on page 155 and asking students to say the missing Star Word.

1 Reading

A

- Ask students to read the advert silently to find out what you can do in the evening at *Adventureland*.
- Check the answer as a class, reminding students to underline the place in the advert where they find the answer.

Answers enjoy yourself at the restaurant, cinema or terrace café (... in the evening when *you can enjoy yourselves at the restaurant, cinema or terrace café.*)

B

- Ask students to read the advert again carefully to decide whether the sentences are true or false.
- Ask students to do this exercise in pairs, but check the answers as a class asking them to give reasons for their answers.

Answers
1 T (*– a wonderful place for family holidays./We make sure that you and your children have the holiday of a lifetime!*)
2 F (*And sometimes you can simply sleep in late ...*)
3 F (*... while your children are cared for by our qualified and experienced staff./... babysitters are also provided ...*)
4 F (*And you don't have to pay out for anything extra – it's all included in the price of your stay.*)
5 F (*Sorry, but pets aren't allowed.*)

- Ask the following questions to check students' understanding of the advert.
  1 Where can you relax while your children are cared for? (by the pool)
  2 What accommodation can you stay in at Adventureland? (double rooms and family apartments)
  3 What things are in every room? (a TV and a fridge)
  4 Which country is Adventureland in? (Wales)
  5 How much does it cost to phone Adventureland? (nothing – you can call free)

Extra class activity

Ask students whether or not they would like to visit *Adventureland* with their family. Ask them why they think this is a good place for a holiday or why they wouldn't like to go there.

2 Vocabulary

A

- Remind students to think about which words in each group are the same in some way and that most of the words are in the advert on page 106.


Lesson 37
Family holidays
1 Reading
Adventureland
Adventureland – a wonderful place for family holidays!
Come to Adventureland and have the best holiday of your life!
1 Holidays at Adventureland are for parents and children. T / F
2 You have to get up early at Adventureland. T / F
3 Children are looked after only by their parents. T / F
4 Guests at Adventureland must pay more for activities. T / F
5 You can take your dog with you to Adventureland. T / F

- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers
1 rollercoaster (A *double room* and an *apartment* are places to stay in. A *rollercoaster* is a kind of ride.)
2 staff (A *guest* is a *visitor* who comes to stay somewhere. *Staff* are people who work somewhere.)
3 scenery (*Hiking* and *mountain biking* are outdoor activities. *Scenery* is the view outdoors.)
4 surround (You *provide* or *offer* something which you can give to somebody. Something *surrounds* a place or person when it is all round them.)
5 stay (A *range* or a *variety* of things means you can choose a lot of things. A *stay* is the time you spend visiting a place.)

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all of the words are in the advert on page 106.
- Ask students to do the exercise individually, then check the answers as a class.

Answers
1 paid out
2 slept in
3 got together
4 cared for
5 looked forward to

3 Grammar

Passive Voice (Present Simple)

- Ask students to look at the cartoon and to find the difference between what the sign says and the end of the second paragraph in the advert on page 106 (Pets aren't allowed at *Adventureland*, but people aren't allowed at the *Hotel for Dogs*).
- Read the explanation from the grammar box to them, then write the example below on the board to show the difference between the active and passive voice.
  Babysitters look after the children. (active voice)
  The children are looked after by babysitters. (passive voice)
- Underline the verbs in the examples to show how we form the passive voice. Explain that the first sentence tells us that *Babysitters*, who are the subject, do something, and this is called the active voice. In the next sentence *The children*, who are the subject, don't do anything; something happens to them. We call this the passive voice.

A

- Ask students to read the gapped sentences carefully to find which verb from the box matches the meaning. Tell them then to look at the picture to find out whether to write the affirmative or negative form of the passive voice. Point out that they also have to decide whether the subject is singular or plural and whether to write *am*, *is* or *are*.
- Ask students to do this exercise individually, but check the answers as a class.

Answers
1 is closed
2 aren't provided
3 are cared for
4 aren't allowed
5 are rented

B

- Ask students to look back at the grammar box to see how to form questions and short answers in the passive voice. Point out that all the answers should be in the Present Simple and remind them to see if each subject is singular or plural.
- Ask students to do this exercise individually, then check the answers as a class.

Answers
1 Are ... provided, they aren't
2 Am ... allowed, you aren't
3 Is ... served, it is
4 Are ... equipped, they are
5 Is ... included, it is

4 Listening

- Explain that students will hear a boy and his parents talking about their holiday. Tell them they will have to listen carefully to hear which activities each person did.
- Ask students to try to find all the answers to complete the table the first time they listen. Play the tape once without stopping.
- Ask them to check their answers as they listen again, then play the tape a second time. Check the answers as a class. (See page 127 for tapescript.)

Answers

	Gary	Mum	Dad
hiking	✗	✓	✓
mountain biking	✓	✓	✓
rollercoaster ride	✓	✗	✗

5 Speaking

- Ask students to make some notes about what activities and kinds of accommodation are provided at their perfect holiday centre, and then to work in pairs to tell each other about their centre, encouraging them to explain why they chose those things.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask some pairs to tell you what activities are provided, then write their answers on the board. Ask other pairs to tell you which kinds of accommodation are provided and list these on the board.

Extra class activity

Have a class vote to see which activities and types of accommodation are most popular and which are least popular. Write their suggestions on the board and see if they can group them together by finding similarities between them.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Explain that the nouns *hiking*, *scenery* and *staff* don't have a plural form. We use a singular verb form with *hiking* and *scenery* (ie Hiking is ... The scenery is ...) but we usually use a plural verb form for *staff* (ie The school staff are ...) because this means a group of people.
- Ask students to write five sentences of their own using as many Star Words as they can. This exercise can be set for homework.

Extra activity for early finishers

Reading
See photocopiable material on page 150.

Lesson 38
Horrible hotels!

Grammar: passive voice (past simple)
Vocabulary: confusing words, text-related adjectives
Reading: completing a complaint form
Listening: sequencing pictures
Speaking: describing a bad hotel

Lead-in

- If the Star Words activity from Lesson 37 was set for homework, ask some students to read their sentences to the class.
- Point out that this lesson begins with an e-mail about a horrible hotel and check that students remember the meaning of *horrible*. Ask them if they have ever stayed in a hotel and which services the hotel provided.

1 Reading

A

- Ask students to read the e-mail silently to find out what the only good thing was about the hotel.
- Check the answer as a class, asking students to give a reason for their answer.

Answer the food (*The food tasted all right, however. That was the only thing which we liked!*)

B

- Ask students to read the complaint form first to see what information they need to find in the e-mail. Then ask them to read the e-mail again carefully to find the missing words, reminding them to underline the places where they find their answers.
- Students can do this exercise individually, then check the answers as a class.

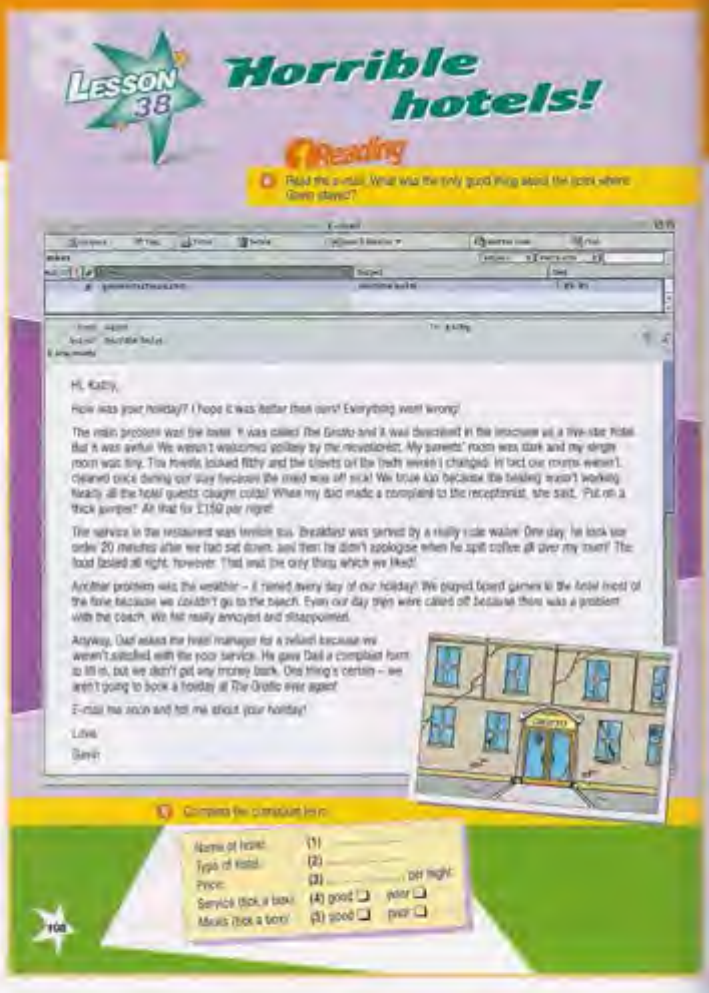
Answers
1 The Grotto (*It was called* The Grotto ...)
2 five-star (*... it was described in the brochure as a five-star hotel.*)
3 £150 (*All that for £150 per night!*)
4 poor (*... our rooms weren't cleaned once during our stay .../The service in the restaurant was terrible too.*)
5 good (*The food tasted all right, ...*)

- Ask the following questions to check students' understanding of the e-mail.
  1 Where did Gavin's family read about the hotel? (in a brochure)
  2 What was wrong with Gavin's parents' room? (It was dark.)
  3 What did the receptionist tell Gavin's dad to wear? (a thick jumper)
  4 What did the waiter spill over Gavin's mum? (coffee)
  5 Why did the family play board games in the hotel? (It rained everyday and they couldn't go to the beach.)
  6 Will the family go back to *The Grotto*? (No)

2 Vocabulary

A

- Point out that all the words appeared in the e-mail on page 108. Tell students to look back at the e-mail to find the words in context if they aren't sure about the meanings.
- Ask students to do the exercise in pairs, but check the answers as a class.



Answers
1 called off
2 maid
3 refund
4 spilt
5 brochure

Extra class activity

Ask students to write their own sentences with the words which were the wrong answers in Vocabulary A to show that they understand how to use them.

B

- Tell students to read the gapped sentences first so they understand the meanings before they try to find the missing words. Point out that all of the words are in the e-mail on page 108.
- Ask students to do the exercise individually, then swap books with a partner to check the answers. Check the answers as a class.

Answers
1 poor
2 filthy
3 certain
4 disappointed
5 thick

3 Grammar

Passive Voice (Past Simple)

- Read the grammar box to the class and then ask students to read the cartoon silently and tell you which verbs are in the passive voice (*were served, was made, weren't allowed*).

Vocabulary

A Circle the correct words.

1 The trip was called off / filled in, as we stayed at home.
2 The receptionist / maid didn't bring any clean towels.
3 Frank wanted a refund / complaint from the manager.
4 The waiter spilt / apologised soup all over George.
5 In the flyer / brochure the hotel looked very small.

B Complete the sentences with the words below.

1 The service at the hotel was really _____.
2 I can't use this towel – it's _____.
3 One thing in _____ – we won't come back!
4 The food looked good, but I felt _____ after I tried it because it was cold.
5 Take a _____ coat if you go skiing.

Grammar

Passive Voice (Past Simple)

We form the Past Simple of the passive voice with **was/were** and the past participle of the main verb.

Affirmative	Negative
I was served	I wasn't served
you were served	you weren't served
he/she/it was served	he/she/it wasn't served
we/you/they were served	we/you/they weren't served

Questions
Was I served?
Were you served?
Was he/she/it served?
Were we/you/they served?

Short answers
Yes, I was. / No, I wasn't.
Yes, you were. / No, you weren't.
Yes, he/she/it was. / No, he/she/it wasn't.
Yes, we/you/they were. / No, we/you/they weren't.

C Complete the sentences with the passive voice in the Past Simple.

1 Kate's holiday _____ (book) by the travel agent in North Street.
2 We _____ (welcome) in the hotel by the hotel manager.
3 Our room _____ (not clean) every day.
4 _____ meals _____ (serve) in the rooms?
5 My uncle _____ (not satisfy) with the room.

D Complete the paragraph with the verbs below. Use the passive voice in the Past Simple.

Last year, my aunt stayed at the Hotel Grey. She couldn't take her dog – pets (1) _____. Guests (2) _____ at 6 o'clock by the maid when she started cleaning the rooms. Breakfast (3) _____ at the hotel, but it was only a cup of tea and toast. My aunt had booked a single room with a view, but she (4) _____ a room at the back of the hotel without a view. She (5) _____. It was the only single room in the hotel!

Listening

Listen to Betty talking about a week she and Walter like pictures in the correct order.

a ____ b ____ c ____ d ____ e ____

Speaking

Imagine you stayed at a very bad hotel. Tell your partner what was wrong with it.

Star Words

100

- Write these verbs on the board and then ask students to tell you what difference they notice between the Past Simple form and the Present Simple form of the passive voice (in the Past Simple we use *was/were* and in the Present Simple we use *is/are*). Remind students that both tenses in the passive voice use the past participle of the main verb.

A

- Explain that students must see if the subject of each sentence is singular or plural and whether the sentence is affirmative, negative or a question. Remind them that all the answers must be in the Past Simple.
- Ask students to do this exercise individually, then check the answers as a class.

Answers
1 was booked
2 were welcomed
3 wasn't cleaned
4 Were ... served
5 wasn't satisfied

B

- Ask students to read the whole paragraph first to decide which verb from the box matches each gap. Remind them again to use the Past Simple.
- Students can do this exercise individually, then check the answers as a class.

Answers
1 weren't allowed
2 were woken up
3 was served
4 was put
5 was told

Teaching tip

The passive voice is quite difficult for students to form correctly at first because it uses familiar structures in new ways. It's important to point out their mistakes, but make sure students are reassured that these mistakes can be expected and that they will get the passive voice right with practice.

4 Listening

- Explain that students have to listen to a woman talking about a hotel and write the numbers 1-5 next to the letters a-e to put the pictures in the correct order.
- Ask them to look carefully at the pictures first to see what each one shows and then to listen for clues which go with the pictures.
- Ask students to write as many answers as they can the first time they listen, then play the dialogue once without stopping.
- Ask them to check their answers and write any that they missed as they listen again, then play the dialogue a second time. If students have difficulty understanding any part of the dialogue, play these particular parts once more to make sure they understand completely. Check the answers as a class. (See page 127 for tapescript.)

Answers a3 b1 c5 d2 e4

5 Speaking

- Ask students to work in pairs to tell each other about a stay at a very bad hotel. Tell them that they don't have to talk about a real experience, but that they should imagine all the things that can go wrong at a hotel.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask one student from each pair to tell the class the most horrible thing about the hotels they talked about.

Star Words

- Tell students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask students to work in pairs to write their own definitions for any six of the Star Words. Then ask one student from each pair to read out one of their definitions for the rest of the class to guess the word. Continue asking each pair to give a definition for a different word until they have covered all the Star Words. If a Star Word was not chosen by any pair, ask all the pairs to attempt it and then compare their definitions as a class.

Extra activity for early finishers

Reading

See photocopiable material on page 150.

Lesson 39
The best way to travel

Grammar: comparative and superlative
Vocabulary: plane-related words, word groups
Reading: replacing missing sentences
Speaking: describing differences between two pictures
Writing: writing sentences about plane journeys

Lead-in

- Ask students to read the lesson title and tell you what they think is the best way to travel (plane, car, train, etc) and why.
- Explain the meaning of *flight attendant*, and ask students whether they have ever flown in a plane, and if so, where they flew to.

1 Reading

A

- Ask students to read the interview silently to find out what Dean especially likes about his job.
- Check the answer as a class, asking students to give a reason for their answer.

Answer meeting the passengers (*I really enjoy meeting the passengers.*)

B

- Ask students to read the interview again carefully and tell them to look for clues about where to put the sentences which have been removed. Tell them to think about the general meaning of the parts of the interview where the gaps are, and to decide if the sentences make sense with whatever is before and after the gaps.
- Ask students to do the exercise individually, reminding them to give reasons for each answer. Check the answers as a class.

Answers
1 b (*We* means the flight attendants, and this is about what flight attendants do.)
2 d (The previous sentence is also about the age of flight attendants.)
3 a (The sentences before and after the gap are about people feeling nervous or frightened of flying.)
4 c (The previous sentences talk about jet lag on a long flight, which is tiring. *This* refers to jet lag.)

- Ask the following questions to check students' understanding of the interview.
  1 What do flight attendants sell during the flight? (duty-free goods)
  2 How old must you be to be a flight attendant? (19)
  3 When are passengers most nervous? (when the plane takes off and when it lands)
  4 What do holidaymakers like talking about? (their new experiences)
  5 What does Dean usually do after a long flight? (He goes straight to a hotel and tries to sleep before the next flight.)

2 Vocabulary

A

- Ask students to complete the exercise individually by matching the stickers from the back of their books to the words.
- Point out that all the words appear in the interview on page 110 and that students can read them again in context to help them understand the meanings.


Lesson 39
The best way to travel
1 Reading
What do flight attendants do?
Are any special qualities or qualifications needed?
Do you ever feel nervous about flying?
What's the best thing about your job?
What's the worst thing about your job?

- Check the answers as a class, making sure that students have put the stickers in the correct places.

B

- Ask students to match the words in the box with the words that are about the same type of thing. Ask them to decide what the subject of each group is or what the common meaning is.
- Ask students to do the exercise in pairs, but check the answers as a class.

Answers
1 take off (verbs which tell us what planes do)
2 sympathetic (adjectives to describe somebody who cares and listens to your problems)
3 jet lag (nouns related to long journeys)
4 terrified (adjectives which mean scared)
5 holidaymaker (people who are travelling)

3 Grammar

Comparative and Superlative

- Ask students to read the cartoon silently and ask them which superlative Jim uses (*the best*) and which adjective this comes from (good). Then ask them which comparative Tonic uses (*braver*) and which adjective this comes from (brave). Explain that Jim's passenger says *the best*, because there are more than two pilots in the world. Then tell them that Tonic uses the comparative form of *brave* with *than* to compare himself with the passenger.
- Ask students to read the grammar box carefully and tell them to study the comparative and superlative forms of the short and long adjectives and learn them by heart for the next lesson. Point out that *good* and *bad* are irregular adjectives.

2 Vocabulary

A Match the stickers with the words.

1 luggage
2 flight attendant
3 seat belt
4 boarding pass
5 cockpit
6 pilot

B Complete the word groups.

1 land, fly, _____
2 kind, understanding, _____
3 time zone, long flight, _____
4 scared, frightened, _____
5 passenger, traveller, _____

3 Grammar

Comparative and Superlative

We use the comparative form to compare two people, animals or things. We often use the word **than** after the comparative form.
We use the superlative form to compare more than two people, animals or things.

Short adjectives

Adjective	Comparative	Superlative
long	longer	the longest
nice	nicer	the nicest
big	bigger	the biggest
easy	easier	the easiest
good	better	the best
bad	worse	the worst

This flight is **better than** last year's flight.
You've **the nicest** flight attendant I have ever met.

Long adjectives

Adjective	Comparative	Superlative
tiring	more tiring	the most tiring
important	more important	the most important
frightened	more frightened	the most frightened

My mum is **more frightened** of planes than I am.
That was **the most tiring** journey I've ever had.

A Look back at the interview and missing sentences. Underline all the examples of the comparative and circle all the examples of the superlative.

B Complete the sentences with the comparative or the superlative form of the adjectives.

1 My luggage is _____ (heavy) than yours.
2 These are _____ (expensive) seats on the plane.
3 _____ (long) flight that I've been on was to Australia.
4 Plane journeys are _____ (exciting) than car journeys.
5 _____ (bad) thing about plane journeys is when the plane takes off.

4 Speaking

Look at the pictures with your partner and talk about the differences. Use the comparative form of the adjectives below to help you.

better crowded interesting noisy cosy

5 Writing

Write sentences in your notebook about the best and worst things about plane journeys.

Star Words

cockpit flight attendant land/land/land pilot passenger plane seat belt transatlantic take off terrified

111

TRAVEL AND HOLIDAYS 1 (TEEN 3)

A

Ask students to do this exercise individually, then check the answers as a class.

Answers

Comparative (Students should underline the following.)
more frightened
more interesting
more tiring
harder

Superlative (Students should circle the following.)
The most important
The youngest
the best
the worst
the worst
the easiest

B

- Ask students to read each gapped sentence carefully to see if they should use the comparative or the superlative.
- Students can do this exercise individually, but check the answers as a class.

Answers

1 heavier
2 the most expensive
3 The longest
4 more exciting
5 The worst

Extra class activity

Ask students to make as many sentences as they can to compare travelling by plane with travelling by car.

4 Speaking

- Ask students to work in pairs to talk about the differences between the two pictures. Remind them to use the comparative form of the adjectives in the box and to take turns to speak.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one of the differences they found.

5 Writing

- Explain that students should use the superlative form to write about the best and worst things about plane journeys in general. Tell them that they can use some of the adjectives from Speaking and ideas from the interview on page 110 to help them.
- This exercise can be set for homework.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Play a word game. Ask students to take turns to think of one of the Star Words. Then the rest of the class should ask yes/no questions (eg Is it a noun?, Is it a person?) to try to guess which word they are thinking of. The student who guesses correctly takes the next turn to think of another Star Word.

Extra activity for early finishers

Reading

See photocopiable material on page 151.

Lesson 40
Summer holiday fun!

Grammar: adverbs of manner
Vocabulary: odd one out
Reading: comprehension questions
Listening: multiple matching
Speaking: describing a picture

Lead-in

- If the writing exercise from Lesson 39 was set for homework, ask some students to read their sentences to the class.
- To make sure students have learnt the comparative and superlative forms of short and long adjectives from Lesson 39, write the list of adjectives on the board then ask students to write the comparative forms in their notebooks. Check their answers as a class, and ask students to tell you the superlative forms of each adjective.

1 Reading

A

- Ask students to read Emily's tips silently to find out what you can make when it's hot.
- Check the answers as a class, asking students to give reasons for their answers.

Answer iced drinks (*Make your own iced drinks and stay cool in the heat.*)

B

- Ask students to read the questions first to see what information they need to find.
- Tell them to read Emily's tips again carefully to find the answers. Remind them to underline the places in the tips where they find them.
- Students can do the exercise individually. Check the answers as a class.

Answers

1 You'll fall over. (*Go slowly at first, so you don't fall over too much.*)
2 sausage rolls (*– my favourites are sausage rolls ...*)
3 a book or a comic (*You'll also need a book or comic to read ...*)
4 pebbles and shells (*... why not go to the beach and collect some pebbles and shells? Paint them beautifully and then make unusual jewellery ...*)
5 three (*All you need is ice, sugar and fruit.*)

- Ask the following questions to check students' understanding of the tips.
  1 Who are Emily's tips for? (people who are spending the summer holidays at home while their friends are going on holiday)
  2 What can you take to sit on in the park? (a blanket)
  3 How can you make extra pocket money? (by selling some jewellery)
  4 What is Emily's favourite fruit for iced drinks? (strawberry)
  5 What can you watch early in the morning? (the sunrise)

Extra class activity

Ask students what they like doing alone, or with other people, during the school holidays. Ask which activities they can do indoors and which ones they can do outdoors.

2 Vocabulary

- Remind students to think about which words in each group are the same in some way.
- Students can do this exercise in pairs to discuss their choices.
- Check the answers as a class, asking students to give reasons for their answers.

Answers

1 bruise (You can find a *pebble* or a *shell* on a beach. You get a *bruise* when you fall over.)
2 blender (An *ornament* and a *paperweight* are things to decorate your home. You can mix food in a *blender*.)
3 seaside (The sun comes up at *sunrise* and goes down at *sunset*. The *seaside* is a place.)
4 flavour (A *spot* is a *place*. The *flavour* of something is the way it tastes.)
5 sausage roll (An *iced drink* and a *milkshake* are drinks. A *sausage roll* is a kind of food.)
6 pocket money (A *ring* is a piece of *jewellery*. *Pocket money* is money that children have to buy things.)

3 Grammar

- Ask students to read the cartoon silently and to tell you which words are adverbs (*hard, well*). Explain that these are irregular adverbs of manner and that *hard* describes the way they (don't) work, while *well* describes the way they eat. Ask students if they know which adjectives they come from (hard, good).
- Tell students to read the grammar box silently and to pay particular attention to the spelling rules for regular adverbs ending in *-ly*.

A

Ask students to do this exercise individually, then check the answers as a class.

Answer six (Students should underline the following.)
slowly
hard
carefully
beautifully
quickly
lazily

B

Ask students to read the gapped sentences carefully to decide which adjective from the box matches the meaning. Tell them to look back at the spelling rules in the grammar box to remember how to form the adverbs if necessary.

Answers
1 slowly
2 carefully
3 noisily
4 brightly
5 quickly
6 beautifully

4 Listening

Ask students to read the statements 1-4 before they listen, and check that they understand what each of them means.

- Explain that they will hear a letter *A*, *B*, *C* or *D* before each person starts speaking and that they have to match the correct letter to each statement. Tell them that they should try to find all the answers the first time they listen. Play the tape once, pausing after each speaker to give students time to write the answers.
- Ask them to check their answers as they listen again, then play the tape a second time without stopping. Check the answers as a class. (See page 127 for tapescript.)

Answers 1B 2D 3A 4C

5 Speaking

- Ask students to work in pairs to talk about what they can see in the picture. Remind them to use the adverbs in the box and to take turns to speak. Point out that they can also use some of the ideas from Emily's tips on page 112.
- Go round the class while students are speaking to make sure they are using correct grammar and vocabulary.
- Ask each pair to tell the class one sentence about the picture.

Star Words

- Ask students to read the list of Star Words silently and to find and underline them in the lesson.
- Ask them to look at the list of Star Words again and then to close their books.
- Write the following anagrams on the board and ask students to tell you the words.

aideses furoval kimshelak ilyfleabutu ilysoni
ilyzal nursies rubies wellrejey coptek menyo

Answers
seaside flavour milkshake beautifully noisily
lazily sunrise bruise jewellery pocket money

Extra activity for early finishers

Reading

See photocopiable material on page 151.

Review 8
Travel and Holidays

Revision strategies

- Congratulate students on completing all the lessons in the Student's Book.
- Explain to them that the exercises in this review are revision of the material they have learnt in Lessons 36-40. Remind them that the review is not a test and that they should ask you about any grammar or vocabulary items they are still not sure about.
- Before students do the exercises, go through the points below as a reminder of what has been covered in the last five lessons. They can do the exercises individually, but check the answers as a class. If students have any difficulty remembering words tell them to look back at Lessons 36-40.

Vocabulary revision

- Check that students remember the possessions from Lesson 36 by asking them what kinds of things people take on holiday with them and what they are useful for.
- To check that students remember the odd one out words from Lesson 37 write *double room*, *guest*, *hiking*, *offer* and *range* on the board and ask students to tell you a word which is similar in some way. Then write *rollercoaster*, *staff*, *scenery*, *surround* and *stay* (noun) on the board and ask students to make sentences using each one, or explain its meaning.
- Make sure they remember the phrasal verbs from Lesson 37 by asking them to make sentences with *care for*, *get together*, *look forward to*, *pay out* and *sleep in*.
- Check that they remember the hotel-related words from Lesson 38 by asking them to tell you words for people who work there and some of the things that guests might do if things go wrong.
- Write *holidaymaker*, *jet lag*, *sympathetic*, *take off* and *terrified* on the board, then ask students to add two words to each of these to make word groups and to explain what the words in each group have in common, as they did in Lesson 39. Ask them what people and things they can see on a plane.
- Check that students remember the odd one out words from Lesson 40 by writing *bruise*, *blender*, *seaside*, *flavour*, *sausage roll* and *pocket money* on the board and asking students to make sentences with or explain the meaning of each one. Then write *pebble*, *ornament*, *sunrise*, *place*, *iced drink* and *ring* and ask students to say a word which is similar in some way.

Grammar revision

- Write *I enjoy swimming.* on the board and remind students that *swimming* is a gerund. Ask them how gerunds are formed (by adding *-ing* to the verb) and ask them which other verbs they could use instead of *enjoy* to make sentences with *swimming*.
- Ask students to tell you which verbs are followed by the infinitive with to. Then do the same with adjectives. Ask them to make some sentences using a gerund or an infinitive.
- Make sure students remember when to use the passive voice and how we form this in the Present Simple and the Past Simple. Ask them to tell you some sentences using the passive voice about things which are done for guests in a hotel and some things which were done for them the last time they went on holiday.
- To check that students remember how to form the comparative and superlative forms of regular short and long adjectives, write *long*, *nice*, *big*, *easy*, *tiring* and *important* on the board and ask students to make the comparative and superlative forms. Then write *good* and *bad* and ask a student to come up and write the other forms, reminding them that these are irregular. Ask some students to say sentences comparing two things using the comparative form with *than*.

- Write *quick*, *gentle*, *beautiful*, *noisy*, *hard* and *good* on the board and ask students to make the adverbs of manner. Make sure they understand why we use adverbs of manner by asking them to make sentences with some of these adverbs to show how something is done.

1 Vocabulary

A

Explain to students that they should match the words 1-6 with the words a-f to make phrases.

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

B

Ask students to match the numbers in the picture with the words.

Answers a6 b4 c5 d8 e7 f2 g1 h3

C

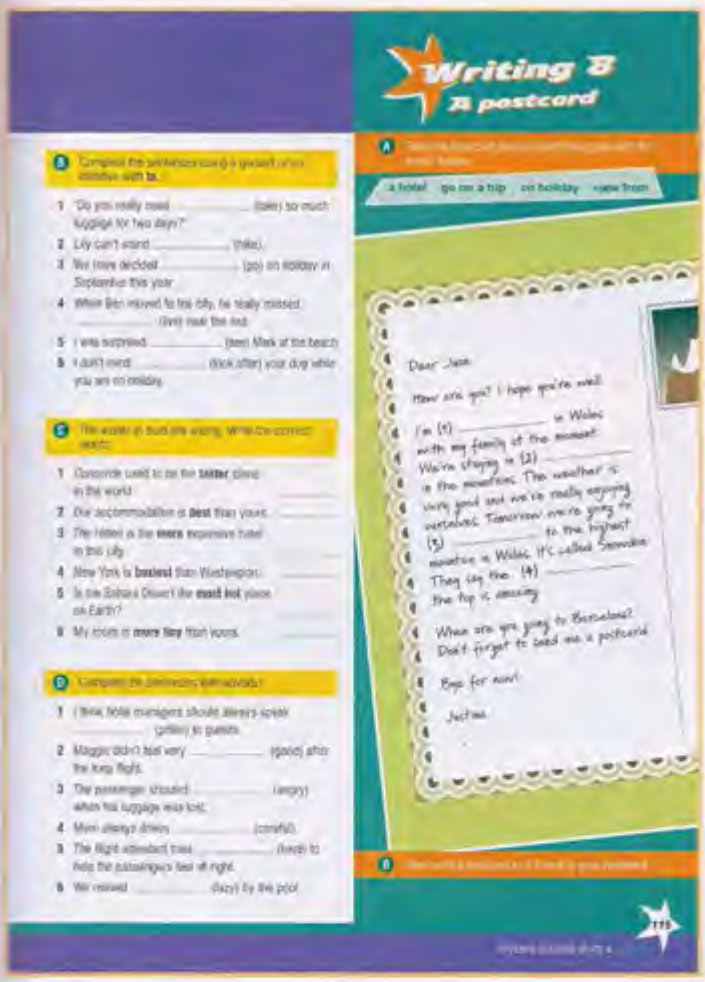
Ask students to find three words from the box to match each heading.

Answers

Planes	Hotels	Activities
jet lag	guest	hiking
pilot	manager	mountain biking
seat belt	single room	sailing

D

Ask students to read the gapped sentences carefully to decide which verb matches the meaning.



Answers
1 afford
2 pack
3 spill
4 take off
5 satisfy

E

Ask students to read the sentences carefully to decide which word matches the meaning of each one. Remind them to check their answers by reading each sentence silently, first with the option they think is correct, then with the option they think is wrong.

Answers

1 seaside	3 out	5 land
2 rollercoaster	4 phrases	6 complaint

2 Grammar

A

- Explain that all the sentences and questions are in the passive voice. Tell students to decide which word is the subject of each sentence and then to find a form of the verb *to be* and the past participle of the main verb.
- Tell them to check whether each sentence is affirmative, negative or a question.

Answers
1 Was this milkshake made by you?
2 These hotel rooms are booked online.
3 These binoculars were not bought by me.
4 Are guidebooks sold here?
5 The text messages were sent by Kim.

B

Tell students to look back at Lesson 36 to remember which verbs go with a gerund and which ones go with an infinitive, if necessary.

Answers

1 to take	3 to go	5 to see
2 hiking	4 living	6 looking after

C

Ask students to read each sentence carefully to decide whether the comparative or superlative form of each adjective matches the meaning, and then to write this correctly. If necessary, students can check the correct forms in Lesson 39.

Answers

1 fastest	3 most	5 hottest
2 better	4 busier	6 tinier

D

Ask students to look back at the spelling rules in Lesson 40 to remember how to form regular adverbs, if necessary. Point out that some of the answers are irregular adverbs.

Answers

1 politely	3 angrily	5 hard
2 well	4 carefully	6 lazily

When students have completed the review, if there are still any areas of difficulty or confusion, spend some time going over the points concerned again.

Writing 8
A postcard

A

Ask students to read Justine's postcard carefully and to look for clues about where to put the words which have been removed. Tell them to think about the general meaning of the parts of the postcard where the gaps are, and to decide if the phrases match the meaning and fit grammatically with whatever is before and after the gaps.

Answers

1 on holiday	3 go on a trip
2 a hotel	4 view from

B

- Write a paragraph plan on the board, following the order of the paragraphs in A.

Paragraph 1	Begin with short opening sentences greeting your friend.
Paragraph 2	Say where you are, who you are with, where you are staying, how the weather is, what you are going to do there.
Paragraph 3	End the postcard with a question about your friend's holiday.

- Ask students to use the paragraph plan from A to write their postcard. This can be set for homework. Make sure the writing task is corrected and feedback is given before students do Test 8.

Your students are now ready to prepare for Test 8 in the Test Book. They should revise the grammar and Star Words presented in Lessons 36-40, and Review 8.

NOTE
See page 121 for project instructions.

The Shooting Stars
Episode 8

Lead-in

- Go over any mistakes students made in Test 8 and make sure they understand the points they got wrong. If there are still any areas of confusion, tell students to look back at the relevant lesson and go over the points again with them.
- Ask students what they remember about Episode 7. (See summary below.)
- If students have trouble remembering what happened in Episode 7, ask them the following questions.
  1 What does Emily ask her dad to do? (tell people about the concert on TV)
  2 Why is Mr Teal in a helicopter? (to give a live report on the concert)
  3 Who films the Shooting Stars? (TV cameramen)
  4 How does Brad feel when he sees all the people? (sick)
  5 Is the concert a success? (Yes – it's a great success.)

Episode 7 summary

Emily asks her dad to tell people about the concert on TV. He gives a live report about the charity concert from a helicopter above the park and TV cameramen film the Shooting Stars. A lot of people come to the concert and Brad feels sick. Emily and Brad are very nervous and Lizzie tells them to stop staring at the people. Lizzie thanks the people for helping the starving children of Africa. The concert is a great success.

The story

- Ask students to look at the pictures and to read the story silently as they listen. Play the tape to the end of the episode and ask which people are visiting the school (the Prime Minister, Mr Teal and a cameraman from Greenfield News).
- After students have listened to and read the story, ask them to read it aloud. Allocate the roles of the narrator, Ken, Brad, Lizzie, Emily, Paul, Natalie, the Head teacher and the Prime Minister to nine students for Boxes 1-4 and the roles of Ken, Brad, Lizzie, Emily, Mr Teal, the Prime Minister and the Head teacher to another seven students for Boxes 5-8. If necessary, repeat the story with different students playing the parts until every student has played a role.

- Explain that students are going to listen to the Shooting Stars' song again and fill in the missing words. Tell them that you will play the song twice.
- Before they listen, ask students to read through the song and see if they can remember any of the missing words from when they heard it in the story. Ask them to think about what kinds of words might go in the gaps, for example, the first word is likely to be an adjective because it tells us how the person was taught to be.
- Play the song once and see how many words students have managed to find.
- Play the song again. Remind students to check the answers they have written and to try to find the others.
- Play the song one more time for students to sing along to.

Answers

1 polite	5 best
2 everything	6 band
3 singers	7 amazing
4 trip	8 love

B

- Ask students to answer the comprehension questions. Tell them that they can look back at the story to find the answers if necessary.
- Ask students to do this exercise individually, then check the answers as a class.

Answers

1 They have a party at school. (In Box 1, The Shooting Stars have a party at school to celebrate their success.)
2 Paul (Paul says, *Your concert was the best concert I've ever seen!*)
3 a Young Achievers' Award (The Prime Minister says, *I want to present you with this Young Achievers' Award.*)
4 Mr Teal (Mr Teal says, *Whose idea was the concert?*)
5 the head teacher (The Head teacher says, *I'm very proud of you.*)

- Ask the following questions to check students' understanding of the episode.
  1 Who asks if the Shooting Stars were scared? (Natalie)
  2 Who says the concert was more exciting than the Teen Stars competition? (Ken)
  3 Where did Brad get the idea for the concert from? (an advert asking people to sponsor a child in Africa)
  4 Who does Lizzie especially want to say thank you to? (their parents)

C

Ask students to answer the questions, encouraging them to give reasons for their answers to 1 and 4. Let them discuss their answers as a class to share their ideas and opinions.

Extra class activity

Have a class quiz to see what students can remember from the whole story. Divide the class into teams to answer the following questions about each episode.

1 In Episode 1, why do the children decide to have a concert? (to help the starving children of Africa)
2 In Episode 2, what is Ken trying to make? (leaflets for the concert)
3 In Episode 3, whose computer does Lizzie want to use to finish the leaflets? (her dad's)
4 In Episode 4, what silly thing does Lizzie's dad do? (He leaves the dinner in the oven and doesn't tell Lizzie.)
5 In Episode 5, what does Mr Evans give the Shooting Stars? (their costumes)
6 In Episode 6, why are the Shooting Stars worried? (Ken's mum forgot to give the leaflets out.)
7 In Episode 7, how does Emily's dad tell people about the concert? (He gives a live report from a helicopter for TV.)
8 In Episode 8, who gives the band an award? (the Prime Minister)

NOTE

Students are now ready to do Project 8 on page 121. Explain that they will be making a page in a brochure about a hotel. Ask them to look in magazines or newspapers to find some pictures of a hotel and hotel facilities or to draw them and bring them to class, as they will need these for their project.

Scissors, large sheets of card and glue are needed for students to make brochure pages in Project 8. You might also like to bring some pictures of hotels for any students who forget to bring them.

Project 8
Holiday brochure

- Ask students to read the sentences on the poster, which give information about the hotel.
- Provide card and glue, and tell students to stick their pictures on the card.
- Ask them to write a name for their hotel, then to write sentences beside each picture to tell people about the facilities. Remind them to use the words they have learnt to describe hotels.
- Ask students to show their brochure pages to the class and read them out. Have a vote to see which hotel most students would like to stay in.
- Stick their brochure pages on the classroom wall.

Notes on plays

Introduction

Super Star 2 Student's Book contains three plays, which are designed to be performed at the end of each school term. Each play has been specially written to include vocabulary, grammar and functional language which is taught in the following lessons:

Play 1	**At the airport**	Lessons 1-12
Play 2	**Brad's dress**	Lessons 1-24
Play 3	**The old man**	Lessons 1-38

Sets and props

The plays involve minimal scene changes, so they can be performed in the classroom or as a special performance on the school stage for parents and friends.

Only a few simple props and costumes are required, and students can be encouraged to make these at home. (Photocopiable cut-out designs for some of the props and costumes are on pages 156-159 of the Teacher's Book.)

Ask for help from parents if possible. Some of them may like to help with costumes.

Cast

Each play involves the main characters from the Student's Book (Lizzie, Emily, Ken and Brad) as well as some of their family members and people they meet.

Encourage everyone in the class to participate in the plays. Less confident students can be given minor roles and encouraged to take part in background scenes or chorus roles. Any students not comfortable with a speaking role could be involved with props and scenery.

Allocate roles sensitively, according to each student's ability, so that they can develop confidence in speaking English and feel proud of their achievements.

As the same main characters are involved in each play, ensure that different students are given the chance to play these larger roles each time.

Rehearsals

Allow time for at least two rehearsals before the performance. These could be included as part of your usual lessons or you might like to do extra lessons for rehearsals.

During the first rehearsal, play the recording of the whole play for students to listen to as they follow the script. Then play the tape again in sections so it starts to become familiar to students, and ask them to read the lines aloud in turns. Make sure everyone has a chance to read different parts of the script before you allocate roles.

After you have allocated roles, students should practise their lines at home. Tell them to listen to the play on their Student's CD to help them practise their lines with the correct word stress and pronunciation. Encourage them to practise in front of a friend (or a mirror if they are too shy).

At the next rehearsal, ask students to read out their parts in position, repeating each section a few times if necessary, until they are able to perform their roles confidently.

Ask students to try to learn their parts by heart. Tell them to remember where they need to stand and what to do when they go on stage.

Scripts

The scripts for the plays are on pages 122-127 of the Student's Book.

Ask students to underline or highlight their lines for the role they are going to play.

Encourage them to improvise expressions, movements and even add extra lines to the script.

Play 1

At the airport

The story

The Shooting Stars are waiting at the airport for Brad's dad to arrive from New York. He is coming to visit for two weeks. They begin to get impatient when they realise that Mr Simmonds' flight has been delayed. Lizzie suggests that they pass the time by sitting down and playing a bit of music. A teenager who is waiting to board a plane is impressed by their music and asks where he can buy a CD of theirs. Luckily, Emily has got one in her bag and she gives it to him. The teenager's dad says that he'll buy him a guitar in New York. After playing music for a while, the Shooting Stars realise that Brad's dad has already arrived and has been sitting nearby listening to them play. He tells Brad that he's very impressed with his guitar playing and the Shooting Stars' songs, then he takes them all out for breakfast.

Characters

Brad	Man
Emily	Teenager
Ken	Woman
Lizzie	Announcer
Mr Simmonds	Crowd

Props and materials

- a cardboard sign with the heading FLIGHT ARRIVALS and 08.00 – NEW YORK – DELAYED written below; also some other, slightly later, times and city names below this, with ON TIME or DELAYED alongside them
- a cardboard sign with the words AIRPORT CAFE
- tables and chairs
- a guitar (see pages 156-157)
- a bag for Emily, with a CD in it

Preparing the set and props

Students can make Brad's guitar using the cut-out design (see pages 156-157). They can stick this onto a sheet of card, colour it and then cut out the shape. Encourage students to make imaginative suggestions about how to make the props and scenery.

Ask students to set the stage as follows:
- the AIRPORT CAFE sign on the back wall
- a table with four chairs near the centre stage, another table and chairs at the side of the stage

If the play is performed on a stage, the first scene can take place in front of the curtain so the second set can be ready on stage when the curtain opens. Otherwise you could bring a large sheet for two students to hold up in front of the set as a makeshift curtain. Another student can hold up the FLIGHT ARRIVALS board.

Costumes

The student playing the part of Brad should carry the guitar.
No special costumes are needed. All the actors should be casually dressed.

Play 2

Brad's dress

The story

Brad's mum is about to give a charity dance performance and the Shooting Stars are backstage at the concert hall. Brad is jumping around, pretending to be a dancer, when he accidentally spills his milkshake all over his mum's dress. Mrs Simmonds has only got 30 minutes before the performance starts, so Brad rushes home with Ken to collect her spare dress.

However, Brad finds the dress in the washing machine and it is still wet. Ken suggests that Brad put the dress on over his clothes in order for the sun to dry it while they walk back. When they get to the concert hall everybody laughs at Brad wearing the dress, but the dress is dry and Mrs Simmonds is able to perform.

Characters

Brad	Mrs Simmonds
Emily	Director
Ken	Stage manager
Lizzie	Chorus

Props and materials

- a clothes rack with clothes hanging on it
- two paper/plastic cups with the word *milkshake* written on them
- a chair
- a drawing of a fridge
- two dance dresses
- a radio

Preparing the set and props

If a real clothes rack is not available, clothes can be hung on hangers over the backs of chairs, or students can make a drawing of a clothes rack on a large sheet of paper or card.

Ask students to set the stage as follows:

- the clothes rack against the back wall
- a drawing of a fridge stuck onto a large sheet of card
- a radio
- the two paper cups offstage for Ken and Brad to bring on in Scene 1
- a chair offstage for Scene 1, then placed in front of the curtain for Scene 2
- one dress out of sight offstage

If the play is performed on a stage, Scenes 1 and 3 can take place on the stage then the second scene can take place in front of the curtain. Otherwise you could bring a large sheet for two students to hold up in front of the set as a makeshift curtain during Scene 2.

Costumes

The student playing the part of Mrs Simmonds should wear a dance dress. The student playing the part of Brad should put on the other dance dress on top of his own clothes in Scene 2.

No other special costumes are needed. All the other actors should be casually dressed.

Play 3

The old man

The story

The Shooting Stars are waiting at the bus stop for the school bus when an old man with a walking stick sits down beside them. Suddenly a boy called Joel rides past on his skateboard and snatches the old man's walking stick. The Shooting Stars don't want to leave the old man alone unable to get home, so they try to call his daughter to pick him up, but there is no answer. They decide to take the old man with them to school. When they get to school they find Joel and get the old man's walking stick back. They also discover that their teacher, Mrs Kent, is the old man's daughter. She tells Joel to say sorry to her father. To thank the Shooting Stars for their help, she tells them that they can begin their summer holidays a day early. They say goodbye to the old man and then go to the beach.

Characters

Brad	Man
Emily	Woman
Ken	Mrs Kent
Lizzie	Joel
Old man	Children

Props and materials

- a cardboard sign with the words GREENFIELD SCHOOL
- a drawing of a school gate
- a walking stick
- a bench
- a skateboard
- a small notebook or address book
- a mobile phone
- cut-out design of bus stop sign (see page 159)

Preparing the set and props

Students can make the bus stop sign using the cut-out design (see page 159). They can stick this onto a sheet of card, colour it and then cut out the shape and attach this to a pole (eg a broom handle). They can make a drawing of a school gate on a large piece of paper or card and the GREENFIELD SCHOOL sign.

Ask students to set the stage as follows:

- the drawing of the gate on the back wall with the GREENFIELD SCHOOL sign above it
- the bench should be in front of the curtain with the bus stop sign propped against it: the student who plays the woman at the bus stop could also hold this at the side of the bench

If the play is performed on a stage, the first scene can take place in front of the curtain so the second set can be ready on stage when the curtain opens. Otherwise you could bring a large sheet for two students to hold up in front of the set as a makeshift curtain. At the end of Scene 1, put the bus stop sign backstage and leave the bench on stage for the school playground scene.

Costumes

The student playing the old man could have flour or talcum powder on his hair to make it look grey and could have lines drawn on his face with make-up to make him look old. He should hold the walking stick at the start of Scene 1 and he should have the notebook in his pocket.

The student playing Emily should have a mobile phone.

Joel should enter the stage on a skateboard.

The children should all wear the same colour of clothes to represent their school uniform, which could simply consist of a white shirt or T-shirt and dark coloured skirts or trousers.

The student who plays the teacher should be formally dressed.

No other special costumes are needed. All the other actors should be casually dressed.

Tapescripts

Lesson 1

I've got one son and his name is Clive. He's thirty-eight years old. His wife's name is Sue and they've got a daughter called Nicola – she's my granddaughter. Nicola is seven years old now. It was her birthday yesterday. I've got a daughter too. She's younger than Clive and her name is Molly. Molly is twenty-seven years old. Her husband is called Pete and they've got a son. He's only a baby. His name is William and he's one year old. I've got a grandson and a granddaughter! I'm very lucky.

Lesson 2

Fiona That music's really loud! You know I'm trying to write a letter.
Jack What? I can't hear you.
Fiona You can't hear me because the music's too loud!
Jack OK, OK. Wait a minute. Is that better?
Fiona Yes! You know it gets on my nerves when you play loud music. And I hate The Potatoheads.
Jack Well, you get on my nerves too because you complain all the time. Who are you writing to, anyway?
Fiona I'm not telling you.
Jack Why? Are you keeping it a secret?
Fiona No, but ... don't take it. It's my letter.
Jack I've got it now. *Dear Bella, I'm writing to you because I've got a problem with my brother* ... This is about me!
Fiona Give that letter back to me now!
Jack *He's younger than me and he's very silly. We argue all the time and* ...
Fiona Don't read it, it's my letter!
Jack Who's Bella?
Fiona No one.
Jack You don't know anyone called Bella. Oh, now I understand. This is a letter to one of your magazines! And you think that I'm a problem!
Fiona OK, you're right. Now give me back the letter, or I'll never forgive you.
Jack Why do you want the letter back?
Fiona Because I want to finish it!

Lesson 4

I'm reading the book *Charlotte's Web*. It's about a gentle pig called Wilbur and his friend Charlotte, a spider. The story begins when eight-year-old Fern asks her father not to kill a little pig. He gives her the pig and she calls it Wilbur. She takes care of Wilbur and gives him lots of food. He gets bigger and bigger. One day, Fern's father decides to sell Wilbur. Fern's uncle buys him. Fern's uncle takes Wilbur to his farm. Wilbur has a terrible day because it is raining and he feels miserable. The next day, he hears a friendly voice. A large spider is talking to him. The spider is Charlotte, and they become friends. Later, Wilbur hears that Uncle Homer wants to kill him. He is very upset, but Charlotte says she will help him. You must read the book to find out what happens next. It's a marvellous story.

Lesson 7

Mum Hi, Dan. How was school today?
Dan OK. We've got a new teacher.
Mum Really? What's she like?
Dan She's really nice, but I don't think she likes us very much.
Mum Why not?
Dan Well, David Platt put a mouse in her bag.
Mum Oh! What a silly thing to do!
Dan I know. But it was only a joke.
Mum What happened?
Dan Well, we were having a history lesson. Suddenly the mouse jumped out of the bag and frightened Miss Collins.
Mum And then what happened?
Dan The mouse jumped onto the classroom floor and we all tried to catch it. We were making a lot of noise. Then the head teacher came in!
Mum Oh no! What did he say?
Dan He was really angry. He shouted 'Sit down and be quiet!' Then he left.
Mum And what about Miss Collins?
Dan David Platt said sorry, but she wasn't very happy.
Mum David Platt is always naughty. If you ask me, ...

Lesson 9

Diana Hi, Paul. Did you see the film *The School of Rock* on television last night?
Paul No, I didn't. What time was it on?
Diana At nine o'clock.
Paul I was watching football at nine. What was the film about?
Diana It's about a man and he teaches some of the pupils in his class to play rock music. That's why it's called The School of Rock. It was really funny.
Paul Well, you know, I think I have seen it. Now I remember. I saw it at the cinema last year. It's a very funny comedy.
Diana That's right. It was very successful at the cinema. I'd like to see it again.
Paul OK, I'll go to the video club and see ...

Lesson 10

A Learning languages is not interesting. I hate learning vocabulary and doing lots of grammar exercises. In class I want to go to sleep! Mum asks me, 'What have you learnt today?' and I answer, 'Nothing'.

B Subjects like maths and science are easier than foreign languages. I've studied German for three years and I still can't speak it very well! It's really hard. I spend hours doing my homework, but it doesn't help much!

C I don't think learning languages is difficult. I've been fluent in Spanish since I was little. And I've learnt German, French and Greek here at university. Some people say Greek has a difficult alphabet, but I've learnt it easily.

D Learning languages is great! I really enjoy it. It means you can communicate with people in other countries. When I'm on holiday I can have conversations with the local people. I really love learning languages.

Lesson 12

Welcome to Blackfern. I'm Sir Harry Blackfern. I'm going to show you my house today and I'll tell you some ghost stories too.

Well, Blackfern House is nearly three hundred years old. Sir William Blackfern built it in 1710. It has got 22 rooms. There are ten bedrooms, five living rooms, a large kitchen and lots of bathrooms.

Follow me everyone. Here we are on the third floor. This is where the servants used to sleep. This is the most haunted room in the house. It's Anne Sugden's bedroom. People say they can see her ghost here at night. They believe that the first Lady Blackfern pushed her and she fell out of this window when she was only 19 years old. Maybe you'll hear her voice from the chimney or the roof tonight!

This way please. Sir William's ghost walks in this hall and in the cellar at night. He makes a lot of noise. He opens and closes doors but nobody has ever seen him.

Well, here we are in the kitchen and it's time to eat. Does anyone have any questions? I'll be happy to tell you more ...

Lesson 14

Mum Tessa, come and hang the clothes out, please.
Tessa OK, OK Mum – in a minute. Why does she always ask me to do it?
Grandma Why are you complaining?
Tessa Because I hate doing housework, Grandma – especially the washing.
Grandma But the washing machine does all the work. When I was a girl we didn't have a washing machine and we couldn't wash our clothes, towels and things quickly. It took a whole day to wash them.
Tessa A whole day?
Grandma Yes. Monday was washing day and sometimes I stayed at home to help my mother.
Tessa How awful!
Grandma And on Tuesdays, my mother used to sweep all the floors in the house. Then she used to wash them with a mop.
Tessa Didn't you have a vacuum cleaner?
Grandma No, we didn't.
Tessa What about cooking? Was that difficult too?
Grandma Yes, it was.
Tessa Well, did you go out to eat at restaurants instead?
Grandma No, we didn't. We couldn't order a pizza or go to a restaurant like you can now. Only people with lots of money were able to go to restaurants in those days and my family didn't have lots of money.
Tessa Did you help your mother with the cooking?
Grandma No. My sister was able to cook better than me, so she did most of it. I used to do the washing-up afterwards.
Tessa And when did you have time to do your homework and watch television?
Grandma Watch television? We didn't have a television.
Tessa No television!
Mum Tessa! Where are you?

Lesson 15

A **Old lady** Be careful with that – it's very old.
Man That's OK – I've got it.
Old lady Could you put it near the door? Then I can see the time when I come in.
Man Yes, OK.
Old lady I hope it's still working. What time does it say now? Six o'clock? Yes, that's right.

B **Old lady** Careful – don't drop it! It will break easily.
Man Don't worry. I know it's bad luck to break one of these
Old lady Could you put it on the wall, please? I want it near the window – then I'll be able to see myself properly.

C **Old lady** That goes in here, in the living room. Is it very heavy?
Man Yes, it is. What about the books? I can help you put them in it.
Old lady Don't worry about those – they're still in boxes.

D **Old lady** Could you put that in the kitchen, please?
Man Yes, OK.
Old Lady I like to listen to music when I'm cooking, you see. I hate TV, but I can't live without music!
Man I know what you mean. I've got one in my car and I listen to it all the time.

E **Man** Where shall I put this?
Old lady Could you take it upstairs, please? It goes next to my bed. I usually read before I go to sleep.
Man Yes, you need light near you when you read. It's better for your eyes.

Lesson 16

John Have you ever been to London?
Simon Yes, once, when I was seven years old. I had a horrible experience there.
John Why? What happened?
Simon Well, I was with my mum at an Underground station. Lots of people were waiting for the train and my mum said, 'You must stay next to me. I don't want you to get lost.' Anyway, the train came and lots of people got off. Then my mum got on the train and I was following her, but suddenly the train doors closed!
John Oh no! The doors closed! And you weren't on the train?
Simon No! My mum was shouting to me through the window, but I couldn't hear what she was saying. Then the train left and I was on my own at the station.
John Were you scared?
Simon Yes! I started to cry. I didn't know what to do. Then a woman came up to me and said, 'Are you lost?' 'Yes,' I said. 'My mum's on the train.' She was very kind and she told me, 'Don't worry – we'll find your mum.'
John And then what happened?
Simon Well, we waited at the station and my mum came back on another train. I was really happy to see her!

Lesson 18

Interviewer Today I'm talking to Martin Yates. Martin is sixteen and he's a pupil at Havingdale School. Now, Martin, you have organised a special club at your school. Can you tell us about it?
Martin Yes. There are eighteen of us in our club. It's called *Town Helpers* and we want to make our town a nicer place to live in.
Interviewer I see. What do you do exactly?
Martin Well, we do many things. For example, we help pick up litter in the park and we also go shopping for people when they can't go out because they are very old or ill.
Interviewer Do you think people care enough about the town?
Martin Not really. We don't have to use cars to get to town because there are lots of buses. But most people use their cars because they are idle and lazy.
Interviewer What can we do to make the town a nicer place?
Martin I think we mustn't use cars to get to work. We can take the bus or ride bicycles instead. Also, we can be kind and helpful to other people.
Interviewer Thank you, Martin.

Lesson 20

Rick Look in the guidebook – we're now in the centre of York. It's great, Tracy.
Tracy You're right, Rick. It's beautiful. I'm glad we came. Shall we have lunch now?
Rick No, it's too early, Tracy.
Tracy Ok. Let's go into The Museum Gardens, then. What do you think, Sharon?
Sharon Gardens? I don't really want to go there. Can we go to The Shambles instead?
Tracy Oh, come on, Sharon. The book says the gardens are really pretty and we can go to the museum there too. Anyway, what's The Shambles?
Sharon The Shambles is one of the most famous streets in York. It's very narrow and the houses are hundreds of years old!
Rick Is that where the doors are really small?
Sharon Yes, because people in the past used to be very short! Come on, it'll be really interesting.
Rick OK, Sharon. It sounds good. But I want to see the gardens first and Tracy wants to too.
Sharon OK. You and Tracy go to the gardens and I'll meet you here in an hour. I'll go and look around the market.
Tracy OK. The Shambles sounds good and I'd like to see it. Rick and I will go to the Museum Gardens and you go to the market. Then we can all go to The Shambles together.
Rick That's perfect. See you later, Sharon.

Tapescripts

Lesson 21

Grace What's that article about, Jim?
Jim It's about a man called Captain Scott. He was one of the first people to go to Antarctica.
Grace That sounds interesting.
Jim It is. But it's also very sad. Captain Scott and his men set off from Britain in June 1910. They sailed to Antarctica in their ship, the Terra Nova.
Grace And then what happened?
Jim Well, Scott wanted to get to the South Pole before anyone else. After they arrived in Antarctica, they travelled on foot to the South Pole.
Grace And did they get there first?
Jim No! A man called Roald Amundsen got there before them! When Scott and his men arrived, they were very sad because they realised they were second.
Grace And what happened next?
Jim Well, it was awful. Scott and his men were cold and tired and they didn't have enough food. Then there was a terrible snow storm.
Grace Did they get back to the ship?
Jim No, they didn't. They all died.
Grace That's very sad. But how do we know what happened?
Jim Well, the people who went to rescue them found Captain Scott's diary. All the details of their journey were in there.

Lesson 23

A I love insects like ants and small beetles. They're sweet and they don't really bother people. But I hate some insects. For example, stick insects. I saw one in my garden once and it was really horrible.

B Insects? Yuk! They're all horrible. I don't even like butterflies. My brother's completely different from me. He loves weird creatures. He likes picking up creatures like caterpillars and spiders! I don't know how he can do it!

C I know that most people hate insects, but I'm really interested in them. Ants, for example, are amazing. They're really clever the way they work together in big groups. And both bees and ants show each other how to find food. I think insects are brilliant.

D I'm not very keen on insects, but I never hurt them. I mean, they're alive just like us. Insects like flies seem horrible and nasty, but that doesn't mean we can kill them. I think that's wrong. Insects are a part of the world we live in.

Lesson 25

A visit to Sunnydale Farm is a great day out for all the family. There is lots to do for both adults and children. Now that it's spring, we've got some beautiful baby animals on the farm including piglets and lambs. Children will love playing with them!

We've also got horses which children can ride. You can enjoy life on a farm and help to feed the pigs, collect eggs or milk the cows in the barn. You can also drive a tractor and help plough the fields.

Why not visit our farm shop at the end of the day? We sell fresh eggs which our own chickens lay, and cheese and yoghurt which we make from our own cows' milk. And if all the fresh air makes you hungry, there's also a café which sells sandwiches and traditional farmhouse desserts.

Sunnydale Farm is open every day from nine in the morning until five in the afternoon.

We're looking forward to your visit!

Lesson 26

Darren That film on TV last night was great, wasn't it?
Wendy I don't know. I didn't watch any TV yesterday.
Darren Why not?
Wendy Well, Mum and Dad think I watch too much TV – they got really annoyed last night. Guess what they've decided?
Darren What?
Wendy I can only watch TV at the weekend!
Darren They can't be serious, can they? That's terrible!
Wendy I know! They say they want me to do other things in the evening.
Darren What things?
Wendy They say I can read, play games, take exercise – you know, things like that. My dad says he's going to teach me how to play chess!
Darren Chess! That's boring! What about computer games? You can still play those, can't you?
Wendy Computer games? I haven't got a computer!
Darren Oh! Well, maybe your parents are right.
Wendy What do you mean?
Darren Well, TV isn't very good for you, is it? And you can still watch it at the weekend. I think you'll enjoy it more now.
Wendy That's easy for you to say, Darren. You can watch TV all the time.
Darren That's true. My mum and dad don't mind. Well, why don't you come to my house to watch TV?
Wendy Good idea! Is there anything good on tonight?

Lesson 27

Hi. I'm Kate. I love using my brain, so this is a great hobby for me. I've also got a broken leg at the moment, so I'm spending lots of time indoors and this is something which I can do in the house. My cousin likes this game too and we play every evening. He's really good at it so I often have to think hard when we play.

Hello. My name is Gavin. My hobby is a bit dangerous, but it's good fun. I love flying, so this is ideal for me. It's an expensive hobby because I have to have special equipment and I have to hire a plane every time I want to jump.

I'm Paula. Hi. I have to have a great imagination for this hobby. The only other things I need are a pen and some paper! I can really show my feelings. For example, when I'm sad, I describe how I feel and then I feel better.

I'm Charlie. My hobby is brilliant. I can do it indoors or outdoors and I don't need much equipment. When I do this, I forget everything else and concentrate on what I'm doing and the colours I'm using. Some of my pictures aren't very good, but that's because I'm still learning.

Lesson 30

Fred Hi, Dawn. I went to the new leisure centre at the weekend.
Dawn Did you? What's it like?
Fred It's good, but it's a bit expensive.
Dawn What did you do?
Fred I went skiing on the dry ski slope.
Dawn Wow! How much did it cost?
Fred It was 12 pounds for a one-hour session. But I had to hire skis and boots too, and that was another 8 pounds.
Dawn So it was 20 pounds for everything?
Fred That's right.
Dawn Aren't there any discounts for children?
Fred Yes, but only from Monday to Friday – not at the weekend.
Dawn Oh, I see. Was it fun, anyway?
Fred Well, yes, but it was a bit scary.
Dawn Was it more difficult than skiing on snow?
Fred I don't know. I've never skied on snow. But it was very busy because it was Saturday afternoon. There were too many people on the slope, really.
Dawn Is there only one slope?
Fred No, there's an easy slope for people who can't ski well and there are two more difficult ones. I stayed on the easy one!

Dawn I might try it. Why don't we go this week? How about Wednesday night?
Fred Well, I may be busy ...
Dawn Please! I know how to ski so I can teach you a few things.
Fred OK. Phone me on Tuesday night and we'll arrange it.
Dawn Great!

Lesson 31

Interviewer Stewart. Do you look after your body?
Stewart Well, yes and no. I've got a lot of energy and I do a lot of sport. I play football in the park nearly every day. But I love sweets and chocolate, which aren't very good for me.
Interviewer You've got nice skin, Tricia. How do you look after it?
Tricia I suppose I'm lucky. But I'm sensible about my diet, which I think helps. I love salads and I also drink lots of water. But if I don't wash my face regularly, I'll probably get lots of spots!
Interviewer Pete. Do you worry about your health?
Pete No, I eat a lot of meat – too much, probably – but I love it! My mum says I don't eat enough vegetables. But I feel all right. I take regular exercise – I run about two kilometres every morning before school. It really wakes me up and it's a great way to start the day!
Interviewer You're a dentist, Helen. Have you got any advice for teenagers?
Helen Of course, it's important to brush your teeth at least twice a day. But I always tell teenagers that fizzy drinks are really bad for their teeth. If they don't drink or eat things with lots of sugar in them, they will have very healthy teeth – and that means an attractive smile!

Lesson 33

Lisa The aerobics class was hard today, wasn't it?
Tony Aerobics is always hard! That's why it improves your fitness!
Lisa Mm, you're probably right. And I missed last week's class.
Tony Maybe that's why it was harder for you today.
Lisa Yes, you have to do it once a week really.
Tony What are you going to do now?
Lisa I'm going to go on the exercise bike.
Tony Oh, I never go on that.
Lisa Why not? It's really easy – you can cycle and read a magazine at the same time!
Tony Yes, but it's really boring cycling indoors. I prefer cycling outside on my bike.
Lisa What are you going to do?
Tony I think I'll lift some weights for an hour.
Lisa Oh no! I hate weights.
Tony I like using the weights. It helps to strengthen my arms.
Lisa Well, I don't want to be strong. I only want to burn some calories.
Tony I'll see you afterwards then. Do you want to have a drink in the café at four o'clock?
Lisa OK – I'll definitely be ready for a drink then! See you at four, then.

Lesson 35

Kate Hi Dan! It's Kate. How are you?
Dan Hello, Kate. Well, I've just found out I've got lice in my hair, so I'm not very happy at the moment! I don't know what to do.
Kate Don't worry. I know a remedy for lice. It's on a leaflet I've got called Heal Yourself.
Dan Heal Yourself? That sounds interesting. Do you mean I won't have to go to the chemist's?
Kate Of course not. You can buy this remedy at the supermarket and treat yourself at home.
Dan Great. What is it?
Kate Mayonnaise.
Dan Mayonnaise?
Kate Yes. You put it all over your hair and leave it for two hours. The lice suffocate and die. Then you wash your hair with shampoo.
Dan Are you sure about this? It sounds a bit weird. Doesn't it smell? Will it drip everywhere?
Kate Well, you can borrow my shower cap! And smelly hair is nicer than lice!
Dan I suppose you're right. Do you think you can come to my house and help me?
Kate Sure. I'll buy the mayonnaise on the way!

Lesson 37

Mum I'm really enjoying this holiday. What about you, Gary?
Gary Yes, Mum, it's great. I love all the activities which are provided.
Dad So what did you do today, Gary?
Gary I went mountain biking, Dad.
Dad I know that. We all went mountain biking!
Mum And I was better than you and Gary!
Dad Well, it was my first time. I'd never ridden a mountain bike before!
Mum At least you didn't fall off! Well, Gary, what did you do this afternoon?
Gary I went for a ride on the rollercoaster. It was brilliant! You should try it, Dad.
Dad No way! I'm too old for rollercoasters.
Mum Why not? It will be fun. Let's go on it tomorrow.
Dad I'll think about it. But I think I enjoy hiking more.
Gary Did you go hiking then?
Dad Yes, your mum and I were hiking for three hours! It was tiring but the scenery was really beautiful.
Mum Yes, Gary. It was lovely. You can come with us tomorrow if you like.
Gary OK. But you have to agree to go on the rollercoaster with me!

Lesson 38

At first everything seemed lovely. I arrived at the hotel at 7 o'clock in the evening and I was welcomed very politely by the receptionist. I went up to my room and then I decided to have a bath. But there wasn't any hot water! In fact the water was freezing. Then I picked up the towel to dry my hands and it was horrible. It was filthy! After I had dressed again I decided to telephone the receptionist and complain. She wasn't helpful at all – in fact, she was very rude. I was extremely angry. So I put on my coat, picked up my bag, went downstairs and left! The receptionist looked really surprised!

Lesson 40

A I like relaxing on holiday. I love lying lazily on the beach with my favourite comic. Sometimes my family and I take a picnic with us and we spend the whole day at the beach. I never get bored when I can swim and sunbathe.

B I get up early every day for school, so on holiday I usually sleep in a lot. I go to bed late and get up late. Sometimes I spend the whole morning in bed! Then I go to the pool in the afternoon and have another sleep when I get back!

C I hate doing nothing on holiday. I like getting up early when everyone else is still in bed and going for a walk on the beach. I look carefully for the nicest shells and pebbles. When we go home, I keep them in my room and they help me to remember my holiday.

D I help in my dad's shop in the summer – it's fun. He makes and sells jewellery. Tourists like his shop – it's very popular. I like helping because Dad gives me extra pocket money which I am saving to buy some rollerblades.

Key to Super Star 2 Workbook

Lesson 1

1 Vocabulary

A

1 grandchildren
2 complain
3 relative
4 babysit
5 son
6 daughter

B

1 only
2 leave
3 door
4 have
5 shares

C

1 wife
2 any more
3 on their own
4 move house
5 own
6 grandson
7 granddaughter
8 In fact

2 Grammar

A

1 is
2 lives
3 wants
4 doesn't complain
5 babysits
6 play
7 watch
8 doesn't like

B

1 Does, drive
2 Do, tell
3 Does, get
4 Does, work
5 Do, visit
6 Do, live

C

1 Yes, he does.
2 No, I don't.
3 No, they don't.
4 Yes, he does.
5 No, she doesn't.
6 Yes, she does.

Lesson 2

1 Vocabulary

A

1d, 2c, 3a, 4e, 5b

B

			1 F	R	2 I	E	N	D	S	H	I	P
					G							
		3 F			N							
		O		4 W	O	R	R	Y				
		R			R							
5 A	R	G	U	M	E	N	6 T					
		I					R					
		V					U					
		E					S					
							T					

C

1 confident
2 miserable
3 kind
4 calm
5 sensible
6 nasty

2 Grammar

A

1 are, doing
2 'm writing
3 's not talking
4 's ignoring
5 's making

B

1 Is John getting on his brother's nerves?
2 Are Mum and Kerry arguing?
3 Is Linda making new friends at school?
4 Is Mrs Bird complaining again?
5 Are the children eating?

C

1 Yes, he is.
2 Yes, they are.
3 No, she isn't.
4 Yes, she is.
5 No, they aren't.

Lesson 3

1 Vocabulary

A

1 Would you like
2 Yes, please
3 That's all right
4 Here you are
5 Thank you

B

1 crazy
2 upset
3 turn
4 mend
5 bother

C

1 clever
2 generous
3 polite
4 helpful
5 rude
6 cool
7 bad-tempered
8 hard-working

2 Grammar

A

1 go
2 don't have
3 spend
4 live
5 travel
6 aren't sitting
7 is raining
8 are taking

B

1 Emma usually wakes up
2 Today, Emma is sleeping
3 Emma usually catches the bus
4 Today, Emma is running
5 Emma usually plays
6 Today, Emma is mending

C

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

Lesson 4

1 Vocabulary

A

1 extraordinary
2 gentle
3 cruel
4 importance
5 marvellous

B

1b, 2d, 3e, 4a, 5c

C

1 treat
2 suffer
3 feel
4 refuse
5 dislike
6 believe

2 Grammar

A

1 is treating
2 smells
3 think
4 is crossing
5 love
6 is telling

B

1 I'm speaking
2 do you own
3 belongs
4 I'm looking after
5 Do you feel
6 needs
7 I want
8 I think

C

1 Is, reading
2 Do, remember
3 Do, hate
4 Is, taking care of
5 Do, prefer
6 Do, believe

Lesson 5

1 Vocabulary

A

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

B

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

C

1 came up to
2 enormous
3 scared
4 go away
5 ground
6 grateful
7 thank you
8 kindness

2 Grammar

A

1 lived
2 invited
3 wanted
4 didn't talk
5 didn't play
6 said
7 took
8 had
9 became
10 forgave

B

1 rescued
2 Did
3 did
4 was
5 attacked
6 say

C

1 Did Mum give you any advice?
2 Did the ant bite your foot?
3 Did Phil hide in the branches?
4 Did her friend fall in the river?
5 Did Bill whisper sorry?
6 Did Jill drop her bag?

Lesson 6

1 Vocabulary

A

1 punish
2 absent
3 attend
4 well-behaved
5 Maths

B

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

C

1 university
2 first
3 way
4 warm
5 absent
6 However

2 Grammar

A

1 used to go
2 Did, use to punish
3 didn't use do be
4 used to hit
5 Did, use to study
6 used to be

B

1 used to be
2 used to teach
3 used to have
4 used to give
5 used to write

C

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

Lesson 7

1 Vocabulary

A

1d, 2e, 3a, 4c, 5b

B

1 wave
2 caretaker
3 bell
4 corridor
5 pick, up
6 gate

C

1 nervous
2 recognised
3 knocked
4 went in
5 find out

2 Grammar

A

1 were having
2 were playing
3 were watching
4 was showing
5 was shouting
6 were trying

B

1 was sleeping
2 were not/weren't reading
3 was not/wasn't watching
4 was mending
5 was talking, were singing
6 were running

C

1 Was the head teacher smiling?
2 Were the pupils doing a test yesterday afternoon?
3 Were your parents talking to your teacher yesterday evening?
4 Was she studying French at ten o'clock this morning?
5 Was Janet walking home from school?
6 Were you speaking to Harriet when the teacher was not/wasn't looking?

Lesson 8

1 Vocabulary

A

a1, b3, c4, d5, e2

B

1 course
2 talk
3 Biology
4 nature
5 luckily
6 sting

C

1 countryside
2 summer camp
3 mountains
4 brilliant
5 wooden
6 project

2 Grammar

A

1 stung
2 didn't walk
3 Were you having
4 was talking
5 was riding
6 gave

B

1 took
2 were walking
3 looked for
4 found
5 didn't recognise
6 said
7 was explaining
8 flew

C

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

Lesson 9

1 Vocabulary

A

1 proud
2 worried
3 clumsy
4 professional
5 patient

B

1 arrange
2 trick
3 concentrate
4 magician
5 successful
6 pleasure

C

1 performance
2 stage
3 audience
4 areas
5 listeners

2 Grammar

A

1 have heard
2 have read
3 have watched
4 has attended
5 has learnt
6 has bought
7 have seen
8 has had

B

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

C

1 for
2 since
3 for
4 since
5 for
6 since

Lesson 10

1 Vocabulary

A

1 exercise
2 tutor
3 fluent
4 include
5 improve

B

1 communicate
2 online
3 Russian
4 clear
5 cassette

C

1 comfort
2 conversations
3 dream
4 CD-ROM
5 student

2 Grammar

A

1 have, studied
2 have not/haven't been
3 Have, learnt
4 have, visited
5 has not/hasn't said

B

1 ever
2 never
3 yet
4 never
5 yet
6 ever

C

1 Yes, I have. / No, I haven't.
2 Yes, I have. / No, I haven't.
3 Yes, (s)he has. / No, (s)he hasn't.
4 Yes, they have. / No, they haven't.
5 Yes, I have. / No, I haven't.
6 Yes, (s)he has. / No, (s)he hasn't.

Lesson 11

1 Vocabulary

A

Key to Super Star 2 Workbook

B
1 originally
2 definitely
3 rented
4 missed
5 lost
6 settled in

C
1 city centre
2 go back
3 regularly
4 Scottish
5 hire

2 Grammar

A
1 shared
2 Have, decorated
3 have, chosen
4 have decided
5 bought
6 has not/hasn't painted

B
1 Sophia has not lived in Scotland all her life.
2 Have you ever met a foreigner?
3 Jason moved to Berlin three years ago.
4 Has Hilary already sold her old house?
5 Did you stay with your aunt?
6 We have just bought a house with a swimming pool.

C
1 have gone
2 has, gone
3 have, been
4 has been
5 Has, gone

Lesson 12

1 Vocabulary

A
1 ghost
2 hall
3 cellar
4 servants
5 roof
6 chimney

B
1 haunted
2 offer
3 murdered
4 scary
5 discount
6 web site

C
1 in
2 of
3 on
4 to
5 for

2 Grammar

A
1 Will
2 Shall
3 Will
4 Will
5 Shall
6 Will

B
1 Will, carry
2 won't see
3 Will, put
4 will be
5 Will, rescue

C
1 will see
2 won't hear
3 will make
4 will give
5 won't see
6 will tell

Lesson 13

1 Vocabulary

A
1 cloudy
2 boiling
3 rainy
4 foggy
5 freezing

B
1 bungalow/house
2 block of flats
3 floor
4 stairs
5 lift
6 balcony

C
1 basement
2 view
3 huge
4 upstairs
5 fly
6 downstairs

2 Grammar

A
1 are decorating
2 are not/aren't going
3 Is, having
4 are swapping
5 Are, renting
6 is not/isn't coming

B
1 is not/isn't going to change
2 is going to be
3 am going to stay
4 is going to spend
5 are going to cook
6 are going to watch

C
1 Yes, she is.
2 Yes, we are.
3 No, they aren't.
4 No, he isn't.
5 Yes, you are.
6 No, you aren't.

Lesson 14

1 Vocabulary

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

B
1 appliances
2 washing machine
3 fridge-freezer
4 ice
5 vacuum cleaner
6 dirt

C
1c, 2d, 3e, 4a, 5b

2 Grammar

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

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

C
1 Will, be able to wash
2 were, able to fix
3 won't be able to mend
4 were, able to finish
5 Are, able to do

Lesson 15

1 Vocabulary

A
1 removal men
2 vans
3 pack
4 bookcases
5 boxes

B

		1 R	A	2 D	I	O		
	3 B			O				
4 C	U	P	B	O	A	R	5 D	
	N			R			O	
	C			B			L	
	H			E			L	
				L				
				6 L	A	M	P	

C
1 furniture
2 gave away
3 set off
4 realise
5 empty

2 Grammar

A
1 can't
2 can
3 can
4 can't
5 can't
6 can

B
1 Can I play with your doll?
2 Could we use your van tomorrow?
3 Could you help me pack at the weekend?
4 Could you ask Linda for her new address?
5 Can we listen to the radio?
6 Can I give away your old books?

C
1b, 2d, 3a, 4e, 5c

Lesson 16

1 Vocabulary

A
1c, 2e, 3a, 4b, 5d

B
1 bank
2 skeleton
3 platform
4 souvenir
5 the, underground
6 statue

C
1 get lost
2 ring
3 spend
4 Get on
5 get off

2 Grammar

A
1 must
2 must
3 mustn't
4 must
5 mustn't
6 must

B
1 must go
2 must buy
3 must find
4 mustn't spend
5 mustn't forget

C
1 must run
2 must buy
3 mustn't cross
4 mustn't take
5 must stop

Lesson 17

1 Vocabulary

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

B
1 library
2 return
3 traffic jam
4 parking ticket
5 windscreen
6 fine

C

1 S							2 P	
O							L	
3 C	H	A	S	E			A	
I					4 S		N	
A		5 A	R	R	E	S	T	
B					A			
6 L	I	T	T	E	R			
E					C			
					H			

2 Grammar

A
1 had to pay
2 Did, have to search
3 had to pick up
4 didn't have to go
5 Did, have to take
6 didn't have to get up

B
1 has to be
2 have to work
3 had to go
4 had to rescue
5 will have to move

C
1 have
2 spend
3 have
4 pay
5 had
6 has

Lesson 18

1 Vocabulary

A
1d, 2c, 3a, 4e, 5b

B
1 corner
2 escalator
3 narrow
4 show off
5 prove
6 trouble

C
1 choose
2 avenue
3 pavement
4 bumped into
5 grabbed

2 Grammar

A
1 mustn't park
2 doesn't have to go
3 don't have to return
4 mustn't run
5 doesn't have to wait
6 mustn't make

B
1b, 2a, 3a, 4c, 5b, 6c

C
1c, 2d, 3e, 4a, 5b

Lesson 19

1 Vocabulary

A
1 stadium
2 concert hall
3 ice rink
4 perform
5 leisure centre
6 train

B
1 meeting
2 town hall
3 mayor
4 tennis courts
5 nurse

C
1 suggestions
2 opinion
3 compete
4 facility
5 patients

2 Grammar

A
1 where
2 where
3 who
4 which
5 who

B
1 where
2 which
3 who
4 who
5 where
6 which

C
1 who
2 which
3 where
4 which
5 who

Lesson 20

1 Vocabulary

A
1 archaeologist
2 sites
3 buildings
4 objects
5 pottery

B
1 bones
2 exhibition
3 market
4 leather
5 fact

C
1 smell
2 dressed
3 coins
4 centre
5 ride

2 Grammar

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

B
1 many
2 much
3 many
4 many
5 much
6 much

C
1 few
2 many
3 lots
4 much
5 little
6 lot

Lesson 21

1 Vocabulary

A
1 continents
2 temperatures
3 creatures
4 land
5 scientists

Key to Super Star 2 Workbook

B
1d, 2c, 3e, 4a, 5b

C
1 permanently
2 human
3 extremely
4 climate
5 survive

2 Grammar

A
1 A
2 the
3 the
4 an
5 the
6 a

B
1 the
2 a
3 The
4 a
5 the

C
1 –
2 a
3 the
4 an
5 the
6 –
7 the
8 the

Lesson 22

1 Vocabulary

A
1 Nests
2 build
3 shelter
4 bushes
5 remain

B
1 shady
2 ideal
3 wild
4 untidy
5 necessary
6 attractive

C

					W				
					I				
					L				
					D				
					L				
2 R	U	B	B		I	S	H		
					F				
3 S	4 P	A	C		E				
	O								
	5 N	U	6 T		S				
	D		O						
			A						
			S						
			T						

2 Grammar

A
1 Neither
2 Both
3 neither
4 either
5 both
6 either

B
1 all
2 None of
3 all
4 all
5 all
6 None of

C
1 both
2 None of
3 Neither
4 either
5 All
6 or

Lesson 23

1 Vocabulary

A
1 tarantula
2 deadly
3 stick insects
4 rainforest
5 exotic
6 spectacular

B
1 tourist
2 scorpion
3 rope
4 display
5 Bees

C
1 Caterpillars
2 colourful
3 handle
4 weird
5 life
6 out

2 Grammar

A
1 too many
2 too many
3 too much
4 too many
5 too much

B
1 too many
2 isn't enough
3 haven't got enough
4 too many
5 haven't got enough

C
1b, 2a, 3e, 4c, 5d

Lesson 24

1 Vocabulary

A
1 lifeguards
2 shore
3 blood
4 danger
5 attacks
6 waves

B
1 sea urchin
2 jellyfish
3 starfish
4 eel
5 seaweed

C
1 weak
2 drown
3 surf
4 world
5 bite

2 Grammar

A
1 had woken up
2 had made
3 had arrived
4 had been
5 had taken
6 had imagined

B
1 Had, drowned
2 had found
3 Had, sailed
4 had not/hadn't had
5 Had, stopped
6 had not/hadn't been

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

Lesson 25

1 Vocabulary

A
1 farms
2 noisy
3 farmers
4 traditional
5 milk
6 collect

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

C
1 field
2 sow
3 bull
4 mud
5 plough

2 Grammar

A
1 did not/didn't eat, had not/hadn't laid
2 had milked, got up
3 had rained, was
4 did not/didn't feel, had not/hadn't fixed
5 was, had put

B
1 woke up
2 was
3 realised
4 had already escaped
5 got
6 had already run
7 hadn't seen
8 picked up

C
1 Had
2 forgotten
3 knew
4 given
5 had

Lesson 26

1 Vocabulary

A
1b, 2c, 3e, 4a, 5d

B
1 turn on
2 news
3 screen
4 aerial
5 channel
6 annoyed

C
1 take
2 Admit
3 stare
4 keep
5 ban

2 Grammar

A
1 will
2 can't I
3 is
4 do
5 don't
6 aren't

B
1 have you
2 aren't they
3 isn't it
4 are you
5 didn't she
6 did they

C
1 weren't they
2 didn't he
3 does she
4 wasn't it
5 won't you
6 don't they

Lesson 27

1 Vocabulary

A
1d, 2e, 3a, 4c, 5b

B
1 imagination
2 took up
3 extreme sports
4 caught on
5 risks
6 give up
7 technology
8 try out

C
1 brainy
2 sporty
3 intelligent
4 energetic
5 active
6 creative

2 Grammar

A
1 How
2 where
3 What
4 Who
5 When

B
1a, 2b, 3c, 4c, 5b, 6a

C
1 Who
2 When
3 How
4 Whose
5 Why

Lesson 28

1 Vocabulary

A
1 hipsters/trousers
2 crop top
3 sandals
4 jumper
5 tights
6 socks

B

1 S						2 P		
T						L		
3 R	O	W		4 C		A		
I				H		I		
5 P	A	T	T	E	R	N	E	D
E				C				
D				K				
				E				
		6 M	O	D	E	L		

C
1 fashion
2 aching
3 boots
4 place
5 collection

2 Grammar

A
1 did you sit
2 dad is a really famous designer
3 were the models wearing
4 designed the clothes
5 did you leave early
6 dress is yours

B
1 Neither is
2 So did
3 So was
4 Neither did
5 So will
6 Neither does

C
1 So do I.
2 So have we.
3 Neither do I.
4 So does mine.
5 So do you.
6 Neither am I.

Lesson 29

1 Vocabulary

A
1 youth
2 event
3 reason
4 anniversary
5 pastimes
6 badges

B
1 volunteer
2 prevent
3 elderly
4 neighbourhood
5 needs

C

		1 W						
		H						
2 P	R	E	P	A	R	E	D	
		E						
		L						
		3 C	A	M	P	I	N	G
4 C		H						
L		A		5 B				
6 U	N	I	F	O	R	M		
B		R		O				
				K				

2 Grammar

A
1 should find
2 should join
3 should come
4 Should, take
5 shouldn't go

B
1 should help
2 should take up
3 should give
4 shouldn't leave
5 shouldn't be

C
1 Yes, he should.
2 No, they shouldn't.
3 Yes, she should.
4 Yes, you should.
5 No, she shouldn't.

Lesson 30

1 Vocabulary

A
1e, 2c, 3b, 4d, 5a

B
1 squash
2 racket
3 refreshments
4 terrace
5 vegetarian
6 appetite

C
1 pleasant
2 in
3 toddler
4 session
5 range
6 a heated

2 Grammar

A
1 might give up
2 might try
3 might be
4 might book
5 might enjoy

B
1 may
2 might
3 may not
4 might
5 might not

C
1 The swimming pool might be busy because it's Saturday.
2 Sheila may not know how to ski.
3 Janice might join the leisure centre.
4 Tony may be late for his badminton lesson.
5 It might not be a good idea to play squash.

Key to Super Star 2 Workbook

Lesson 31

1 Vocabulary

A

1 brush
2 blink
3 recommend
4 twice
5 unwell
6 pimple

B

1 suntan lotion
2 skin
3 body
4 rays
5 face

C

1 energy
2 protect
3 rush
4 sensitive
5 sore

2 Grammar

A

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

B

1 will damage
2 eat
3 don't brush
4 will have
5 will prevent
6 visit
7 don't look after
8 will be

C

1 watch
2 clean
3 damage
4 doesn't eat
5 Will, go out

Lesson 32

1 Vocabulary

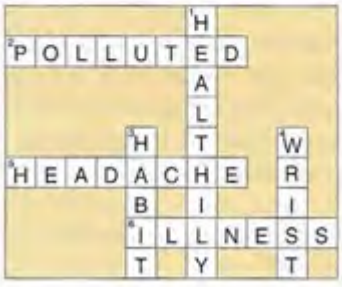
A

1 long
2 elbows
3 knees
4 backache
5 stiff

B

1 cough
2 temperature
3 earache
4 chest
5 stomach ache

C



2 Grammar

A

1 run
2 wouldn't
3 saw
4 Would
5 did

B

1 would
2 were
3 Would
4 weren't
5 had

C

1 lived
2 wouldn't enjoy
3 had
4 wouldn't have
5 weren't
6 would go

Lesson 33

1 Vocabulary

A

1 fitness
2 strengthened
3 muscles
4 workouts
5 calories
6 exercise bike

B

1 period
2 treadmill
3 stages
4 warm-up
5 breathing

C

2 Grammar

A

1 in
2 on
3 at
4 at
5 in
6 on

B

1 in front
2 Opposite
3 next
4 between
5 in
6 behind

C

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

Lesson 34

1 Vocabulary

A

1c, 2a, 3d, 4e, 5b

B

1 accident
2 pan
3 fire
4 burns
5 bandages

C

1 ambulance
2 Crutches
3 itchy
4 dizzy
5 stretcher
6 ribs

2 Grammar

A

1 up
2 down
3 into
4 out of
5 through
6 over
7 under

B

1 along
2 towards
3 out of
4 into
5 to
6 from

C

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

Lesson 35

1 Vocabulary

A

1d, 2b, 3a, 4e, 5c

B

1 toothpaste
2 get rid of
3 pill
4 squeeze
5 Hiccups
6 treat

C

1 olive oil
2 soap
3 shampoo
4 ointment
5 remedies

2 Grammar

A

1 themselves
2 yourself
3 myself
4 ourselves
5 herself
6 myself

B

1 Your skin
2 You
3 My uncle
4 The children
5 I
6 We

C

1 herself
2 myself
3 yourself
4 ourselves
5 themselves

Lesson 36

1 Vocabulary

A
1 go away
2 can't afford
3 can't stand
4 pass
5 mention

B
1 hairdryer
2 guidebook
3 laptop
4 binoculars
5 text, message

C
1 possessions
2 mobile phone
3 DVD
4 postcards
5 phrase

2 Grammar

A
1 Packing
2 staying
3 sailing
4 Sending
5 going
6 Waiting

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

C
1 travelling
2 to go
3 to see
4 meeting
5 trying

Lesson 37

1 Vocabulary

A
1 rollercoasters
2 get together
3 give
4 allowed
5 staff
6 lifetime

B
1c, 2e, 3a, 4b, 5d

C
1 hiking
2 slide
3 slept in
4 surrounded by
5 stay

2 Grammar

A
1 are
2 equipped
3 owned
4 isn't
5 cared
6 cooked

B
1 aren't allowed
2 is surrounded
3 are made
4 Are, provided
5 are cleaned
6 aren't included

C
1 Are fresh flowers delivered to the hotel every day?
2 Am I invited to the meeting at the hotel?
3 Are train tickets sold at the travel agent's?
4 Are dogs allowed at the hotel?
5 Is breakfast served in the main dining room?

Lesson 38

1 Vocabulary

A
1c, 2e, 3d, 4b, 5a

B
1 brochure
2 refund
3 filthy
4 manager
5 disappointed
6 satisfy

C
1 get
2 fill
3 go
4 call
5 make

2 Grammar

A
1 were given
2 was told
3 wasn't booked
4 was found
5 were taken

B
1 weren't served
2 were tidied
3 was stolen
4 was spilt
5 wasn't filled in

C
1 Were Mr and Mrs Jones given a refund?
2 Was the holiday brochure sent on Monday?
3 Was the meal ordered for you by the receptionist?
4 Was Stan told about the noisy road next to the hotel?
5 Was a complaint made because the hotel was filthy?

Lesson 39

1 Vocabulary

A
1b, 2e, 3c, 4a, 5d

B
1 pilot
2 qualifications
3 cockpit
4 takes off
5 terrified

C

2 Grammar

A
1 most modern
2 smallest
3 bigger
4 busiest
5 older

B
1 more
2 most
3 worse
4 the biggest
5 frightened

C
1 more interesting
2 the most exotic
3 the best
4 harder
5 more exciting
6 better

Lesson 40

1 Vocabulary

A
1 seaside
2 brightly
3 lazily
4 iced
5 pebbles
6 sunset

B
1c, 2e, 3a, 4d, 5b

C
1 ornament
2 bruise
3 pocket money
4 ring
5 flavour

2 Grammar

A
1 clumsily
2 generously
3 gently
4 high
5 horribly
6 kindly
7 lazily
8 painfully

B
1 badly
2 miserably
3 well
4 carefully
5 loudly

C
1 slowly
2 quickly
3 brightly
4 noisily
5 fast

Key to Super Star 2 Workbook

Word searches

Lessons 1-5

G	R	S	O	M	W	S	K	A	D	V	I	C	E	Z
I	S	O	N	F	I	D	I	F	O	R	G	I	V	E
M	K	L	Q	P	F	S	N	A	R	Y	C	B	H	G
P	O	L	I	T	E	W	D	Z	S	G	K	O	C	E
O	Z	E	B	R	B	G	N	A	U	T	D	S	R	N
R	U	D	E	U	O	S	E	L	F	I	S	H	Q	E
T	Y	U	I	S	T	R	S	W	F	G	A	A	K	R
A	B	N	M	T	H	F	S	X	E	E	H	R	I	O
N	G	R	A	T	E	F	U	L	R	N	R	E	N	U
C	R	U	E	L	R	B	U	J	Q	T	E	P	D	S
E	A	E	D	Y	B	J	J	E	A	L	O	U	S	G
V	D	A	U	G	H	T	E	R	X	E	M	E	R	A

Lessons 6-10

L	B	P	E	R	F	O	R	M	A	N	C	E	T	C
I	L	R	Q	E	W	T	Y	U	J	N	B	N	M	O
N	U	O	F	G	A	T	T	E	N	D	Z	T	G	U
C	C	U	N	I	V	E	R	S	I	T	Y	R	M	R
L	K	D	A	G	E	X	V	F	O	S	H	A	C	S
U	I	D	T	A	V	E	F	C	S	T	I	N	G	E
D	L	N	U	T	U	R	E	N	P	Z	L	C	O	J
E	Y	K	R	E	P	C	Y	A	O	M	B	E	L	L
F	L	U	E	N	T	I	P	U	N	I	S	H	L	K
S	U	C	C	E	S	S	F	U	L	T	S	D	E	R
D	F	E	R	Y	T	E	P	A	T	I	E	N	T	X
A	B	S	E	N	T	Y	I	M	P	R	O	V	E	P

Lessons 11-15

F	T	A	L	N	G	B	E	L	O	R	A	D	I	O
R	J	D	I	S	C	O	U	N	T	E	G	N	Y	X
E	F	I	F	H	T	O	W	E	L	N	C	Z	I	L
E	R	S	T	E	Q	K	J	E	S	S	L	O	P	C
Z	I	H	R	E	R	C	B	A	L	C	O	N	Y	U
I	N	W	S	T	E	A	W	F	H	J	U	M	L	P
N	H	A	L	L	N	S	E	S	V	T	D	U	A	B
G	W	S	P	E	T	E	L	F	J	B	Y	S	M	O
X	G	H	G	I	L	A	C	C	E	N	T	W	P	A
P	N	E	I	G	H	B	O	U	R	C	K	E	L	R
H	J	R	O	O	F	Z	M	Q	O	D	N	E	M	D
I	P	R	O	V	I	D	E	S	A	R	A	P	W	J

Lessons 16-20

L	I	B	R	A	R	Y	A	M	X	P	J	R	X	S
F	A	C	I	L	I	T	Y	P	B	A	E	R	Y	O
B	U	I	L	D	I	N	G	H	C	V	O	E	Z	U
D	P	A	P	O	S	T	B	O	X	E	B	S	K	V
B	E	Q	C	L	S	Y	Z	N	B	M	F	I	N	E
U	F	M	A	R	K	E	T	E	B	E	R	D	B	N
S	G	S	D	M	T	Z	L	B	A	N	O	E	E	I
S	U	G	G	E	S	T	I	O	N	T	H	N	N	R
T	C	E	T	T	O	G	T	X	K	U	B	T	C	D
O	O	J	U	O	L	S	T	A	D	I	U	M	H	O
P	I	K	V	O	H	P	E	R	V	Q	U	E	U	E
L	N	W	I	L	Q	G	R	A	B	W	C	E	M	T

Lessons 21-25

W	E	S	P	E	C	T	A	C	U	L	A	R	J	F
I	F	I	E	L	D	E	R	H	G	A	F	A	E	A
L	O	F	R	E	M	O	V	E	M	I	I	L	R	R
D	T	L	A	N	D	P	E	I	J	B	M	N	L	M
L	R	S	S	C	I	E	N	T	I	S	T	F	Y	H
I	A	H	E	F	A	R	M	Y	A	R	D	O	F	O
F	C	O	C	R	E	A	T	U	R	E	E	R	I	U
E	T	R	A	D	I	T	I	O	N	A	L	E	S	S
P	O	E	F	K	P	U	V	L	G	H	G	S	H	E
J	R	I	G	B	A	R	N	C	E	X	O	T	I	C
U	N	B	E	L	I	E	V	A	B	L	E	L	L	Y
L	A	N	C	A	T	E	R	P	I	L	L	A	R	J

Lessons 26-30

W	P	L	A	I	N	S	L	A	U	T	P	E	C	C
E	I	B	C	I	I	E	C	R	E	A	A	N	H	A
M	Y	H	T	M	J	F	H	V	V	K	T	E	A	T
S	O	C	I	A	L	L	I	F	E	E	T	R	N	C
P	U	R	V	G	N	I	K	N	N	U	E	G	N	H
O	T	E	E	I	E	Q	T	Y	T	P	R	E	E	O
R	H	A	R	N	S	E	S	S	I	O	N	T	L	N
T	C	T	P	A	S	T	I	M	E	H	E	I	F	M
Y	L	I	H	T	R	A	C	K	E	T	D	C	P	O
P	U	V	J	I	P	S	A	N	D	A	L	S	S	D
M	B	E	V	O	L	U	N	T	E	E	R	L	U	E
N	A	O	I	N	T	E	L	L	I	G	E	N	T	L

Lessons 31-35

F	U	T	O	O	T	H	P	A	S	T	E	P	K	H
W	E	I	G	H	T	S	R	C	P	I	H	L	L	Y
N	S	Q	M	I	O	I	E	C	O	O	B	A	E	U
L	H	E	A	L	D	K	F	I	T	N	E	S	S	I
B	A	L	W	C	C	H	J	D	W	J	V	T	G	P
A	M	B	U	L	A	N	C	E	S	K	N	E	E	I
C	P	O	R	F	L	P	O	N	R	T	X	R	H	M
K	O	W	U	T	O	I	U	T	E	G	K	S	N	P
A	O	K	L	S	R	Y	G	R	S	K	I	N	A	L
C	M	I	K	Q	I	R	H	E	A	D	A	C	H	E
H	R	S	O	P	E	R	A	T	I	O	N	P	C	K
E	N	E	R	G	Y	T	L	P	R	O	T	E	C	T

Lessons 36-40

P	P	O	S	L	P	I	L	O	T	S	T	A	F	F
H	O	L	I	D	A	Y	M	A	K	E	R	D	P	H
R	C	M	N	U	J	L	U	G	G	A	G	E	T	A
A	K	A	G	Y	K	B	R	I	L	S	V	T	A	I
S	E	I	L	J	E	T	L	A	G	I	J	S	P	R
E	T	D	E	F	A	F	F	O	R	D	N	C	A	D
R	M	B	R	O	C	H	U	R	E	E	T	E	R	R
E	O	D	O	U	B	L	E	R	O	O	M	N	T	Y
F	N	A	O	W	Q	S	T	F	I	L	O	E	M	E
U	E	F	M	A	N	A	G	E	R	P	U	R	E	R
N	Y	H	F	L	O	V	A	R	I	E	T	Y	N	Y
D	L	I	G	U	I	D	E	B	O	O	K	W	T	E

Key to Super Star 2 Test Book

Test 1

1 Vocabulary

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

B
1 extraordinary
2 feels sorry
3 hard-working
4 upset
5 grateful
6 selfish

C
1 kindness
2 relatives
3 lies
4 advice
5 argument
6 emergency

2 Grammar

A
1 is complaining
2 tastes
3 bothers
4 is suffering
5 are visiting
6 smells

B
1 felt
2 argue
3 take
4 treated
5 didn't

C
1 like
2 admire
3 turned
4 was
5 forgive
6 was

3 Reading

B
1 argues
2 important
3 others
4 Nina
5 glad

Test 2

1 Vocabulary

A
1 absent
2 patient
3 fluent
4 attended
5 however
6 concentrate

B
1 summer camp
2 gate
3 wasp
4 performance
5 tutor
6 corridor

C
1 improve
2 contact
3 impress
4 wave
5 recognise
6 pick up

2 Grammar

A
1 didn't use to punish
2 used to give
3 Did, use to do
4 used to play
5 didn't use to be
6 Did, use to like

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

C
1 Have you met our new caretaker yet?
2 We haven't worn uniforms to school for two years.
3 Henry has arranged his first public performance.
4 The tutor has been worried about the course.
5 Have you ever fallen off a horse?

3 Writing

Students' own answers

Test 3

1 Vocabulary

A
1 cupboard
2 washing machine
3 radio
4 lamp
5 dishwasher
6 broom

B
1 doorbell
2 hall
3 basement
4 bookcase
5 balcony
6 neighbour

C
1 van
2 cellar
3 boiling
4 vacuum cleaner
5 servant
6 definitely

2 Grammar

A
1 was
2 carry
3 be
4 ring
5 mend
6 cook

B
1 has been
2 has lived
3 Have you cooked
4 didn't clean
5 were cold

C
1 Shall I make lunch?
2 John is having as party.
3 Is it going to rain?
4 They aren't bringing the dishwasher.
5 We're going to visit a haunted house.
6 I don't think she will give away her dolls.

3 Reading

B
1e 2c 3d 4b 5a

Test 4

1 Vocabulary

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

B
1 post box
2 car park
3 town hall
4 traffic lights
5 phone box
6 concert hall

C
1 ring
2 souvenir
3 bench
4 exhibition
5 site
6 suggestions

2 Grammar

A
1 where
2 which
3 who
4 which
5 where
6 who

B
1 much
2 a little
3 many
4 a few
5 much
6 many

C
1 mustn't
2 had to
3 had
4 mustn't
5 must

3 Writing

Students' own answers

Test 5

1 Vocabulary

A
1 penguin
2 seal
3 squid
4 berry
5 rubbish
6 rainforest

B
1 weird
2 permanently
3 exotic
4 creature
5 collect
6 nest

C
1 temperature
2 wildlife
3 caterpillar
4 farmhouse
5 waves
6 jellyfish

2 Grammar

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

B
1 been
2 had
3 Had
4 Had
5 seen

Key to Super Star 2 Test Book

C
1 John
2 a
3 an
4 work
5 Antarctica
6 weird

3 Reading
B
1T 2T 3T 4F 5F

Test 6
1 Vocabulary
A
1 news
2 racket
3 remote control
4 satellite dish
5 socks
6 aerial

B
1 vegetarian
2 toddler
3 series
4 sandals
5 neighbourhood
6 pastime

C
1 active
2 brainy
3 creative
4 elderly
5 pleasant
6 annoyed

2 Grammar
A
1b 2c 3a 4c 5b 6a

B
1 is wearing a patterned cardigan
2 does Mary like
3 used the diving
4 has got a great imagination
5 has Julie taken up
6 was Stephanie wearing yesterday

C
1 should
2 Neither
3 might
4 So
5 should

3 Writing
Students' own answers

Test 7
1 Vocabulary
A
1 skin
2 ointment
3 calorie
4 membership
5 energy
6 chest

B
1 spot
2 elbow
3 ambulance
4 knee
5 wrist
6 operation

C
1 strengthen
2 protect
3 treat
4 rush
5 damage
6 heal

2 Grammar
A
1 takes, will strengthen
2 doesn't squeeze, will get better
3 Will, burn, use

B
1 have
2 would
3 broke
4 wanted
5 were
6 would

C
1a 2b 3c 4b 5a

3 Reading
B
1C 2B 3A/D 4A/D 5D

Test 8
1 Vocabulary
A
1 flight attendant
2 apartment
3 scenery
4 noisily
5 rollercoaster
6 disappointed

B
1 seat belt
2 binoculars
3 guidebook
4 refund
5 sunrise
6 guest

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

2 Grammar
A
1 Were the beds changed in your/our apartment?
2 Are the children allowed to get any pocket money?
3 Was he given a refund for his filthy room?
4 Are guests' suitcases carried to their rooms?
5 Was tea spilt all over Mum's dress?
6 Was a complaint form filled in by the rude guest?

B
1 to go
2 of riding
3 to see
4 having
5 to give
6 getting

C
1 happily
2 lazily
3 easier
4 faster
5 the nicest

3 Writing
Students' own answers

End-of-year Test
1 Vocabulary
A
1 knee
2 temperature
3 tights
4 rude
5 selfish

B
1 creative
2 successful
3 brainy
4 sporty
5 generous

C
1 remote control
2 dishwasher
3 ambulance
4 traffic warden
5 creatures

D
1 pick, up
2 bump into
3 turn, down
4 take care of
5 take off

2 Grammar
A
1 It smells
2 are you reading
3 was giving
4 use to
5 Have you tried

B
1 will
2 Are
3 read
4 don't have to
5 who

C
1 like
2 will laugh
3 sweep
4 would book
5 Will, find

D
1 are served
2 were punished
3 surfing
4 being
5 the hottest

3 Reading
B
1 Because he booked a few months in advance.
2 Yes, because he was fluent in English.
3 It was interesting.
4 No, because it gave him a backache.
5 Because she wants to show Kate her photos.

4 Writing
Students' own answers

Key to extra activities for early finishers

Lesson 1
1 Vocabulary

F	S	A	S	H	A	R	E	I	W	I	O	P
M	L	G	O	Q	G	J	D	S	L	R	W	E
G	R	A	N	D	D	A	U	G	H	T	E	R
B	O	A	Q	N	W	M	D	K	Y	P	O	E
G	N	E	G	J	D	E	T	Y	A	J	L	L
R	L	M	S	A	Y	U	O	P	K	S	N	A
A	Y	V	E	U	M	B	A	H	T	U	M	T
N	C	O	M	P	L	A	I	N	E	B	N	I
D	H	Q	U	I	L	B	S	C	V	B	R	V
S	I	N	H	R	A	Y	I	O	W	I	F	E
D	L	M	D	U	J	S	L	U	F	B	V	S
N	D	Q	D	G	H	I	O	P	L	H	J	U
K	D	A	U	G	H	T	E	R	Y	D	J	I

Lesson 2
Vocabulary

					H	A	P	P	Y			
				A	N	G	R	Y				
					C	O	N	F	I	D	E	N	T
M	I	S	E	R	A	B	L	E				
			S	I	L	L	Y					
					S	E	N	S	I	B	L	E
			C	A	L	M						
						S	H	Y				

Lesson 3
Reading
Students' own answers

Lesson 4
Reading

					C	A	B	D	R	I	V	E	R	
					C	L	A	S	S	I	C			
I	M	P	O	R	T	A	N	C	E					
						C	R	U	E	L				
	D	I	S	L	I	K	E							
						B	E	L	I	E	V	E		
		T	E	M	P	E	R							
		E	X	T	R	A	O	R	D	I	N	A	R	Y
			R	E	F	U	S	E						
					S	T	O	R	M					
U	N	H	A	P	P	Y								

Lesson 5
Vocabulary

	S									
R	E	S	C	U	E					
	L									
	F					D				
	I			E	N	O	R	M	O	U	S
	S					V				
W	H	I	S	P	E	R				
			H							
			O							
			U							
			T	W	I	G				
						U				
						N				

Lesson 6
Reading
1 punish
2 subject
3 law
4 heating
5 cane
6 earn

Lesson 8
Reading

A	I	I	L	T	A	L	K	E	P	V	Z
B	X	N	Y	R	A	W	L	C	W	P	T
U	L	S	U	M	M	E	R	C	A	M	P
N	A	T	U	R	E	F	Y	G	S	A	L
I	S	R	A	H	U	R	B	I	P	B	A
V	E	U	D	S	Q	K	I	B	P	M	N
E	R	C	T	N	L	F	O	R	E	S	T
R	J	T	Y	E	B	D	L	C	M	T	Y
S	Z	O	A	E	P	W	O	U	A	I	K
I	P	R	R	Z	P	O	G	A	J	N	L
T	I	P	E	E	R	T	Y	S	H	G	A
Y	M	F	T	I	U	L	A	K	E	Y	I

Lesson 9
Grammar
1 has taught
2 has seen
3 has, started
4 have learnt
5 have arranged
6 has, invited

Lesson 10
Reading
1 includes
2 conversation
3 contacts
4 communicate
5 fluent
6 comfort

Lesson 11
Grammar
1d 2c 3g 4a 5f 6e 7b

Lesson 12
Reading

O	A	D	D	S	L	T	U	P
W	E	I	F	M	R	O	N	Q
N	G	S	E	R	V	A	N	T
E	C	C	E	L	L	A	R	G
R	H	O	B	K	H	W	V	H
H	A	U	N	T	E	D	F	O
A	I	N	J	C	X	W	G	S
L	Z	T	Y	A	D	B	W	T
L	U	X	U	R	I	O	U	S

Lesson 14
Vocabulary

P	O	L	L	U	T	I	O	N	D	
Q	P	W	O	M	O	P	D	D	I	
A	L	S	K	D	W	H	U	H	S	
F	R	I	D	G	E	B	S	K	H	
Z	M	X	N	V	L	T	T	G	W	
W	A	S	H	O	I	D	G	K	A	
F	V	W	J	E	R	I	T	B	S	
S	H	E	E	T	B	R	U	S	H	
N	Y	E	B	W	C	T	O	U	E	
S	O	P	N	C	L	E	A	N	R	

Lesson 15
Reading

			L	A	M	P						
			B	O	O	K	C	A	S	E		
	R	E	M	O	V	A	L	M	E	N		
		R	A	D	I	O						
			V	A	N							
			H	U	G							
	N	E	I	G	H	B	O	U	R			
			D	O	L	L						
			C	U	P	B	O	A	R	D		
		U	P	S	T	A	I	R	S			
D	O	O	R	B	E	L	L					

Lesson 16
Reading

		S	O	U	V	E	N	I	R
		Q							O
		U							A
	T	R	A	F	F	I	C		D
B		R							
U	N	D	E	R	G	R	O	U	N D
S									I
S		S	K	E	L	E	T	O	N
T		T							O
O		A							S
P	L	A	T	F	O	R	M		A
		U							U
		E							R

Lesson 17
Reading

	L											
F	I	N	E									
	B											
	R			M		W						
	A			E		I						
C	R	I	M	I	N	A	L					
	Y			B		D						
				E		S						
				R		C	O	N	D	U	C	T	O	R
						R						
	G	A	R	D	E	N	E	R				
						E						
			F	O	U	N	T	A	I	N		

Key to extra activities for early finishers

Lesson 19

Reading

	council	hospital	stadium	concert hall	town
athlete			✓		
mayor	✓				
musician				✓	
patient		✓			
resident					✓

Lesson 20

Grammar

1 many
2 a lot of
3 a few
4 much
5 a little

Lesson 21

Reading

Students' own answers

Lesson 22

Reading

1 untidy
2 attract
3 shady
4 remove
5 outside
6 regulary

Lesson 24

Grammar

1 My brother became a surfing champion because he won a competition.
2 It was raining, so I didn't go to the beach.
3 I can't swim because I have got a broken leg.
4 It is winter, so the sea is very cold.
5 My mother has saved many lives because she used to be a lifeguard.
6 I almost drowned yesterday, so I am very weak.

Lesson 26

Grammar

1 is
2 has
3 aren't
4 can
5 does
6 will

Lesson 27

Vocabulary

1d 2a 3e 4c 5b

Lesson 28

Reading

I	P	V	R	I	T	R	A	I	N	E	R	S
L	U	W	S	C	R	O	P	T	O	P	E	A
E	M	I	A	S	O	C	K	S	G	A	R	N
A	R	N	I	J	U	M	P	E	R	J	T	D
T	J	E	A	N	S	A	W	T	S	E	R	A
H	I	P	S	T	E	R	S	T	F	N	I	L
E	D	I	C	A	R	D	I	G	A	N	W	S
R	A	R	S	W	S	E	L	A	T	R	C	O

Lesson 29

Reading

			W	H	E	E	L	C	H	A	I	R
	P							E				
	R							L				
	E		C	H	A	L	L	E	N	G	E	
	V							B				
N	E	I	G	H	B	O	U	R	H	O	O	D
	N				A			A				
	T				D			T			J	
					G		R	E	A	S	O	N
P	R	E	P	A	R	E	D				I	
	V										N	
	E											
	N											
	T											

Lesson 31

Vocabulary

1 sensitive skin
2 immune system
3 suntan lotion
4 balanced diet
5 fizzy drink

Lesson 32

Grammar

Students' own answers

Lesson 33

Grammar

1 on
2 at
3 in front of
4 opposite
5 in
6 behind

Lesson 34

Reading

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

Lesson 35

Grammar

1 herself
2 myself
3 ourselves
4 yourself
5 themselves
6 itself

Lesson 36

Grammar

1 walking
2 to send
3 speaking
4 to go
5 drying
6 to reach

Lesson 37

Reading

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

Lesson 38

Reading

Y	W	J	N	Q	R	L	B	I	A	P	R	O	B	L	E	M	G	R
M	A	N	A	G	E	R	S	H	F	A	P	O	L	O	G	I	S	E
A	C	B	R	O	C	H	U	R	E	R	F	T	P	R	E	Q	A	K
I	O	T	E	H	E	A	T	I	N	G	I	O	P	Q	W	A	T	M
D	M	I	F	L	P	R	H	S	H	T	V	Y	B	R	D	S	I	S
E	P	R	U	U	T	P	D	E	S	V	E	Q	S	Z	C	K	S	M
C	L	C	N	Z	I	G	N	S	E	S	S	V	E	W	F	J	F	E
U	A	O	D	C	O	A	C	H	R	T	T	A	H	G	I	U	I	A
V	I	G	E	V	N	T	D	K	V	H	A	W	F	U	L	U	E	X
F	N	H	O	K	I	S	T	M	I	I	R	W	P	Y	T	R	D	N
M	T	E	R	B	S	A	V	G	C	M	Q	A	Q	T	H	T	E	B
O	W	E	R	V	T	C	E	K	E	T	M	R	N	A	Y	I	S	T

Lesson 39

Reading

F	R	I	G	H	T	E	N	E	D					
L					I									
I			S	Y	M	P	A	T	H	E	T	I	C	
G					E				O					
H					Z				L					
T		P	I	L	O	T			I					
A		A			N				D					
T		S			E			L	A	N	D			
T		S				J			Y					
E		E				E			M					
N		N				T			A					
D		G				L			K					
A		E		S	E	A	T	B	E	L	T			
N		R				G			R					
T														

Lesson 40

Reading

Students' own answers

Key to Star Words photocopiable material

Lesson 5

1 advice, grateful
2 glad, easy-going
3 selfish, emergency
4 attack, rescue
5 kindness, whisper

Lesson 6

1 recite
2 however
3 obedient, well-behaved
4 punish
5 college, university
6 PE
7 absent
8 attend

Lesson 7

1 head teacher
2 wave
3 playing field
4 bell
5 recognise
6 entrance
7 gate
8 caretaker
9 corridor
10 pick, up

Lesson 14

1 washing machine
2 towel
3 dishwasher
4 sheet
5 freeze
6 vacuum cleaner
7 dirt
8 sweep
9 appliance
10 broom

Lesson 15

1 bunch, address
2 lamp, cupboard
3 doorbell, radio
4 van, give, away
5 bookcase, sort out

Lesson 18

P	O	W	I	G	R	A	B	
A	D	F	Q	U	T	H	O	
B	U	M	P	I	N	T	O	
B	C	A	R	P	A	R	K	
N	A	R	R	O	W	P	S	
S	T	E	P	S	T	E	H	
G	U	E	Q	T	O	U	E	
U	A	V	U	B	I	S	L	
R	A	B	E	O	D	J	F	
E	R	O	U	X	L	G	S	
P	A	V	E	M	E	N	T	

Lesson 20

1 S		2 A			3 O	B	J	E	4 C	T
I		R							O	
T		C							I	
5 E	X	H	I	6 B	I	T	I	O	N	
		A		U						
		E		I		7 M				
		O		8 L	E	A	T	H	E	R
		L		D		R				
		O		I		K				
		G		N		E				
		I		G		9 T	O	O	L	
		S								
10 P	O	T	T	E	R	Y				

Lesson 23

1 weird
2 spectacular
3 caterpillar
4 scorpion
5 bee
6 stick insect
7 handle
8 rainforest
9 moth
10 exotic

Lesson 26

1 social life
2 admit
3 remote control
4 channel
5 satellite dish
6 the news
7 annoyed
8 series
9 screen
10 aerial

Lesson 30

1 toddler
2 racket
3 in advance
4 vegetarian
5 squash
6 pleasant
7 diving board
8 badminton
9 session
10 ski slope

Lesson 33

1 W												
O												
R						2 F	I	T	N	3 E	S	S
K		4 S								X		
O		T			5 M	U	S	6 C	L	E		
U		R			E			A		R		
7 T	R	E	A	D	M	I	L	L		C		
		N			B			O		I		
		G			E			R		S		
8 M	A	T			R			I		E		
		H			S			E		B		
	9 W	E	I	G	H	T	S			I		
		N			I					K		
					P					E		

Lesson 35

C	M	O	H	I	T	H	R	P	O
H	E	C	I	L	O	P	E	M	S
E	T	A	C	T	O	T	H	G	N
M	H	L	C	P	T	R	E	A	T
I	R	C	U	G	H	P	A	O	S
S	O	A	P	M	P	I	L	L	M
T	A	O	S	H	A	M	P	O	O
S	T	L	L	A	S	R	L	M	I
I	M	O	I	N	T	M	E	N	T
H	A	L	O	T	E	T	H	A	P

Lesson 36

1 guidebook
2 phrase
3 afford
4 possession
5 text message
6 can't stand
7 binoculars
8 hairdryer
9 pass
10 laptop

Lessons 1-40

P	A	E	S	U	C	C	E	S	S	F	U	L	S	
A	I	G	P	R	E	V	E	N	T	R	U	A	Q	
S	B	R	O	C	H	U	R	E	A	I	S	T	U	
S	E	A	R	C	H	Y	T	X	D	E	F	T	I	
T	F	E	T	Q	R	H	H	A	U	N	T	E	D	
A	Z	X	Y	H	P	A	R	O	L	D	J	N	S	
T	U	T	O	R	B	N	O	N	T	S	V	D	O	
U	G	R	A	N	D	D	A	U	G	H	T	E	R	
E	A	A	B	K	C	L	T	K	D	I	I	C	E	
I	J	O	E	L	E	E	L	M	U	P	S	E	T	
N	A	R	R	O	W	B	F	L	A	V	O	U	R	
S	A	D	R	I	N	A	D	V	A	N	C	E	Y	
T	X	I	Y	Z	F	I	T	C	H	Y	I	U	J	
R	K	N	E	E	R	B	O	O	K	C	A	S	E	
U	L	A	W	K	E	P	I	L	O	T	L	S	L	
C	G	R	A	T	E	F	U	L	T	R	L	G	L	
T	M	Y	T	V	Z	F	I	E	L	D	I	U	Y	
O	R	F	O	D	I	I	C	H	J	N	F	E	F	
R	E	C	O	G	N	I	S	E	O	Q	E	S	I	
E	N	G	L	H	G	M	A	T	I	G	H	T	S	
B	T	D	I	S	H	W	A	S	H	E	R	P	H	

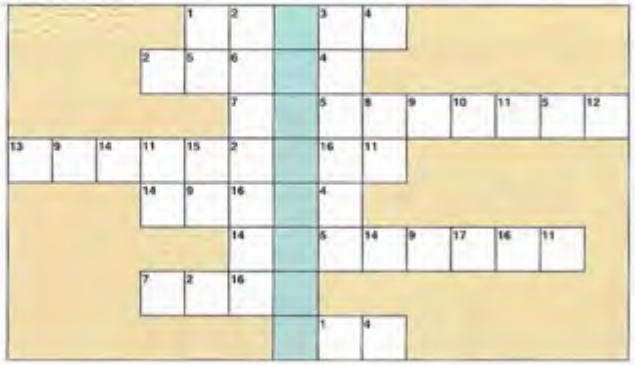
Extra activities for early finishers

Lesson 1
Vocabulary
Find ten words from Lesson 1 of *Super Star 2 Student's Book*.

F	S	A	S	H	A	R	E	I	W	I	O	P
M	L	G	O	Q	G	J	D	S	L	R	W	E
G	R	A	N	D	D	A	U	G	H	T	E	R
B	O	A	Q	N	W	M	D	K	Y	P	O	E
G	N	E	G	J	D	E	T	Y	A	J	L	L
R	L	M	S	A	Y	U	O	P	K	S	N	A
A	Y	V	E	U	M	B	A	H	T	U	M	T
N	C	O	M	P	L	A	I	N	E	B	N	I
D	H	Q	U	I	L	B	S	C	V	B	R	V
S	I	N	H	R	A	Y	I	O	W	I	F	E
O	L	M	D	U	J	S	L	U	F	B	V	S
N	D	Q	D	G	H	I	O	P	L	H	J	U
K	D	A	U	G	H	T	E	R	Y	D	J	I

Lesson 2
Vocabulary
Complete the puzzle using the secret code. Find the extra word.

1 H
2 A
3 P
4 Y
5 N
6 G
7 C
8 F
9 I
10 D
11 E
12 T
13 M
14 S
15 R
16 L
17 B

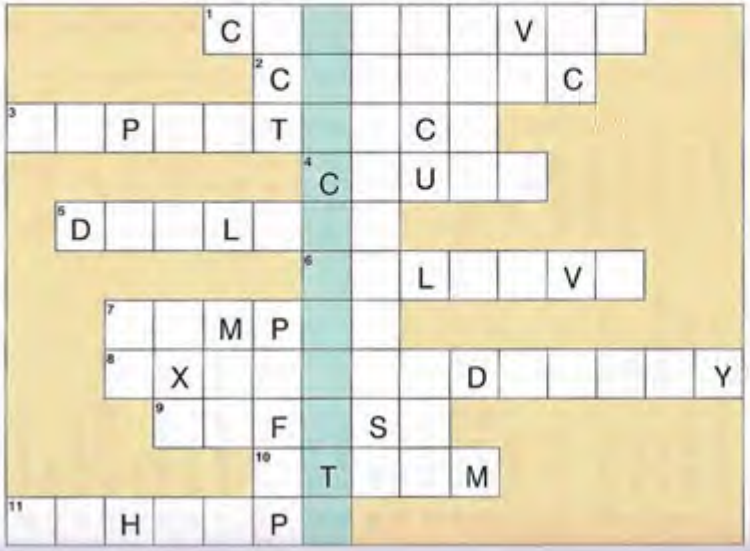


Lesson 3
Reading
See how many words of three letters or more you can make using the letters in **computer game**. Use a dictionary to help you find words, then check your score.

....
....
....
....
....
....
....
....

10 words:	good
11 - 20 words:	very good
20 words +:	excellent

Lesson 4
Reading
Complete the puzzle. Find the extra words.



Lesson 5
Vocabulary
Complete the crossword.

Across

2 This is another word for **save**.

4 This is the opposite of **tiny**.

5 This is how you can speak quietly.

7 This is a small part of a tree.

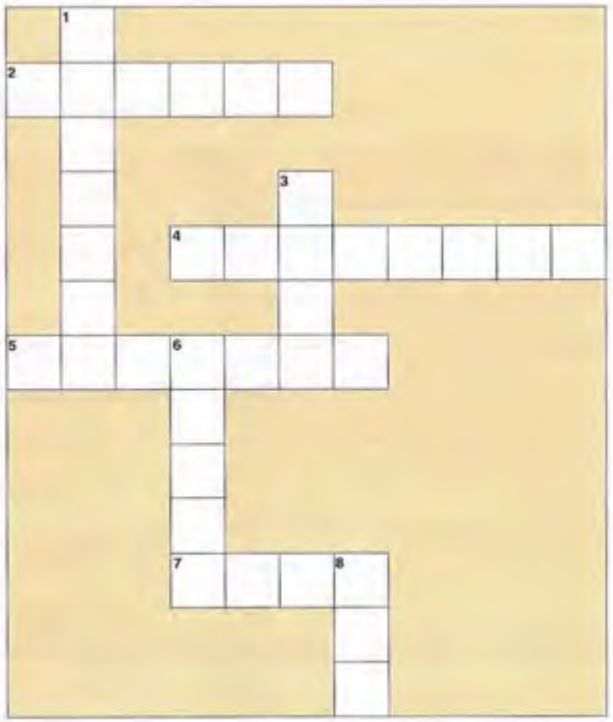
Down

1 This kind of person doesn't think about other people.

3 This is a white bird.

6 This is how you can speak loudly.

8 A hunter uses this to shoot animals



Lesson 6
Reading
Complete the sentences with words from the article on page 20 of *Super Star 2 Student's Book*.

1 A way to ..... pupils was to hit them with a cane.

2 I think Maths is a difficult ..... .

3 The ..... says that teachers mustn't hit pupils.

4 Schools didn't have ..... and pupils were sometimes cold.

5 Teachers used to hit naughty pupils with a ..... .

6 In the past, poor children had to help their parents ..... money.

Lesson 8
Reading
Find twelve words from the letter on page 24 of *Super Star 2 Student's Book*.

A I I L T A L K E P V Z
B X N Y R A W L C W P T
U L S U M M E R C A M P
N A T U R E F Y G S A L
I S R A H U R B I P B A
V E U D S Q K I B P M N
E R C T N L F O R E S T
R J T Y E B D L C M T Y
S Z O A E P W O U A I K
I P R R Z P O G A J N L
T I P E E R T Y S H G A
Y M F T I U L A K E Y I

Lesson 9
Grammar
Complete the sentences with the verbs in brackets. Use the Present Perfect Simple.

1 Mrs Thomas ..... (teach) magic tricks for five years.
2 My mother ..... (see) many successful performances at the theatre.
3 The show ..... already ..... (start).
4 I ..... (learn) ten new magic tricks since yesterday!
5 We ..... (arrange) to practise tomorrow.
6 He ..... just ..... (invite) his friends to the magic show.

Lesson 10
Reading
Complete the sentences using words from the advert on page 28 of *Super Star 2 Student's Book*.

1 The new language course ..... books and CDs.
2 It's sometimes difficult to have a ..... in a foreign language.
3 My sister ..... all her customers by e-mail.
4 We ..... in German when we speak on the phone.
5 My brother is ..... in four languages!
6 Have you ever studied in the ..... of your own home?

Lesson 11
Grammar
Match.

1 Tom has already	a made a lot of friends since she moved here.
2 Have you ever	b been to London, but we want to go there one day.
3 I've just	c been to Scotland?
4 Anna has	d finished his homework. It was easy.
5 Have you	e lived in New York for twenty years. They love the city.
6 My relatives have	f met your neighbours yet?
7 We've never	g moved into my new house and there are boxes everywhere.

Lesson 12
Reading
Find eight words from the advert on page 36 of *Super Star 2 Student's Book*.

O	A	D	D	S	L	T	U	P
W	E	I	F	M	R	O	N	Q
N	G	S	E	R	V	A	N	T
E	C	C	E	L	L	A	R	G
R	H	O	B	K	H	W	V	H
H	A	U	N	T	E	D	F	O
A	I	N	J	C	X	W	G	S
L	Z	T	Y	A	D	B	W	T
L	U	X	U	R	I	O	U	S

Lesson 14
Vocabulary
Find eleven words from Lesson 14 of *Super Star 2 Student's Book*.

P	O	L	L	U	T	I	O	N	D
Q	P	W	O	M	O	P	D	D	I
A	L	S	K	D	W	H	U	H	S
F	R	I	D	G	E	B	S	K	H
Z	M	X	N	V	L	T	T	G	W
W	A	S	H	O	I	D	G	K	A
F	V	W	J	E	R	I	T	B	S
S	H	E	E	T	B	R	U	S	H
N	Y	E	B	W	C	T	O	U	E
S	O	P	N	C	L	E	A	N	R

Lesson 15
Reading
Complete the puzzle. Find the extra words.

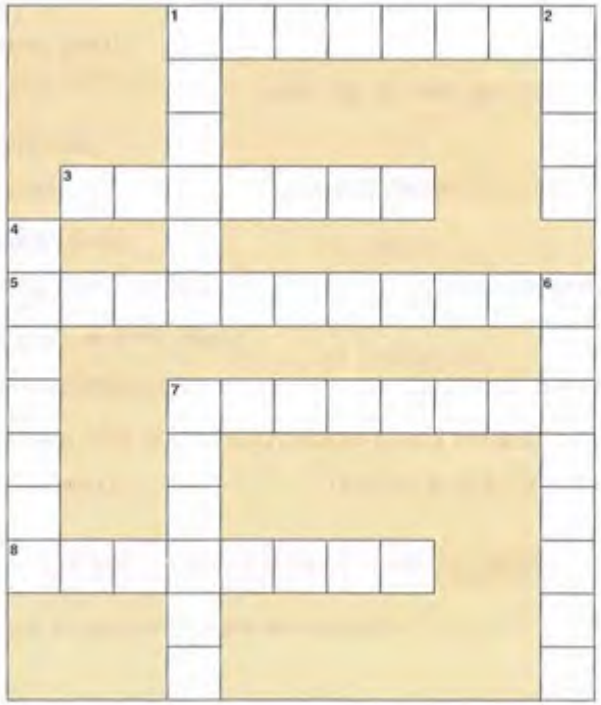
Lesson 16
Reading
Complete the crossword.

Across

1 You buy one of these to remember a place.
3 The cars which are on the road.
5 You can travel quickly in the city on this.
7 All the bones in your body.
8 This is where you wait for the Underground.

Down

1 A place in the city where there are lots of shops.
2 Where cars drive.
4 A place where you get off the bus.
6 You can go to the museum to see the bones of this.
7 You can sometimes see this in a square.



Extra activities for early finishers

Lesson 17
Reading
Complete the puzzle with the words below.

conductor ~~**criminal**~~ **fine** **fountain** **gardener** **library** **member** ~~**windscreen**~~

Lesson 19
Reading
Complete the table. Tick (✓) one person to match each place.

	council	hospital	stadium	concert hall	town
athlete					
mayor					
musician					
patient					
resident					

Lesson 20
Grammar
Complete the sentences with the words below.

a few **a little** **a lot of** **many** **much**

1 There weren't ..... people at the museum today because it was sunny and people didn't want to be indoors.

2 Archaeologists found ..... coins on the site – the most they've ever seen!

3 I've only been to York ..... times because I live a long way away.

4 Was there ..... information about the Vikings on the Internet?

5 There is ..... time left to see the exhibition, but we must hurry!

Lesson 21
Reading
See how many words of three letters or more you can make using the letters in **highest temperature**. Use a dictionary to help you find words, then check your score.

....
....
....
....
....
....
....
....

10 words: good
11 - 20 words: very good
20 words +: excellent

Lesson 22
Reading
Complete the sentences with words from the fact sheet on page 64 of *Super Star 2 Student's Book*.

1 The garden looks very u _ _ _ _ _ because there are leaves everywhere!

2 Let's make a pond to a _ _ _ _ _ _ wildlife to our garden.

3 'Put the plant in a sunny place.' 'No, this plant grows better in s _ _ _ _ places.'

4 Please r _ _ _ _ _ your rubbish from my garden!

5 It's a lovely day. Do you want to sit o _ _ _ _ _ _ in the garden?

6 Both birds and animals visit my garden r _ _ _ _ _ _ _ _.

Lesson 24
Grammar
Put the words in the correct order to make sentences.

1 won / became / my / a / because / champion / a / brother / he / competition / surfing.

.....

2 it / so / raining / was / go / I / beach / to / the / didn't

.....

3 can't / leg / I / because / swim / have / I / broken / a / got

.....

4 is / it / the / very / winter / sea / cold / so / is

.....

5 mother / my / because / saved / has / many / to / lifeguard / lives / she / be / used / a

.....

6 am / I / yesterday / drowned / weak / so / almost / I / very

.....

Lesson 26
Grammar
Complete the sentences.

1 This isn't an interesting programme, ... it?

2 Kate ..... banned TV from her house, hasn't she?

3 Paul's parents are really strict, ... they?

4 We ..... watch TV all day, can't we?

5 Your dog doesn't really watch the news, ... he?

6 Meg ..... fix our satellite dish, won't she?

Lesson 27
Vocabulary
Match the synonyms.

1 brainy	a active
2 energetic	b begin
3 give up	c danger
4 risk	d intelligent
5 take up	e stop

Extra activities for early finishers

Lesson 28
Reading
Find ten words from the dialogue on page 80 of *Super Star 2 Student's Book*.

I	P	V	R	I	T	R	A	I	N	E	R	S
L	U	W	S	C	R	O	P	T	O	P	E	A
E	M	I	A	S	O	C	K	S	G	A	R	N
A	R	N	I	J	U	M	P	E	R	J	T	D
T	J	E	A	N	S	W	N	T	S	E	R	A
H	I	P	S	T	E	R	S	T	F	N	I	L
E	D	I	C	A	R	D	I	G	A	N	W	S
R	A	R	S	W	S	E	L	A	T	R	C	O

Lesson 31
Vocabulary
Complete the sentences with phrases from Vocabulary A.

1 Babies shouldn't sunbathe because they have ..... .

2 Colin has got a strong ..... so he is never ill.

3 Bridget forgot to put on ..... and now her skin is red and sore.

4 To stay healthy I must have a ..... .

5 A ..... contains chemicals which are bad for your teeth.

Lesson 29
Reading
Complete the crossword.

Across

1 Some people with special needs use this to move around.

4 This is something which is difficult to do.

5 This is the area all around your home.

8 This is why something happens.

9 You are this when you are ready for everything.

Down

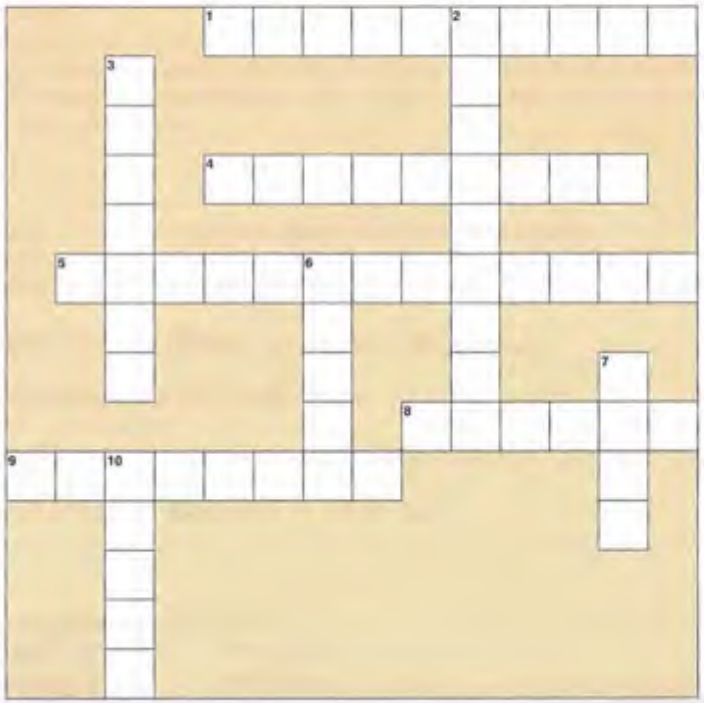
2 You do this when you have fun for a special reason.

3 This means when you stop something from happening.

6 This is a kind of sign on a scout uniform.

7 You must do this when you start going to a club.

10 This is a special thing which people can take part in.



Lesson 32
Grammar
Complete the sentences with examples of your own using the second conditional.

1 If I lived in ..... .
.....
2 If I were ..... .
.....
3 If I had ..... .
.....
4 I'd have a party if ..... .
.....
5 I'd be very happy if ..... .
.....
6 I'd feel ill if ..... .
.....

Lesson 33
Grammar
Complete the sentences with the words below.

at behind in in front of on opposite

1 Tony goes to the gym ..... Tuesdays.
2 My yoga class starts ..... 7 pm exactly.
3 I could see my friend in the aerobics class because she was standing ..... me.
4 There's a new gym ..... my house. I only have to cross the road to get there.
5 My new instructor will teach aerobics ..... the winter.
6 The exercise bikes are ..... the treadmills.

Lesson 34
Reading
Match.

1 black	a addict
2 broken	b accident
3 electronic game	c eye
4 frying	d pan
5 stomach	e ribs
6 car	f ache

Lesson 35
Grammar
The words in bold are wrong. Write the correct words.

1 The girl went to the doctor by **yourself**. .....
2 I was enjoying **itself** until I got hiccups! .....
3 We covered **yourselves** with cold tea, and the sunburn healed quickly. .....
4 Buy some mayonnaise. Then you can treat the lice by **himself**, Dennis. .....
5 The boys dripped olive oil all over **ourselves** because they didn't use shower caps. .....
6 Hugh didn't need to go the chemist's. His sore throat got better by **herself**. .....

Lesson 36
Grammar
Complete the sentences with the verbs below. Use a gerund or an infinitive with *to*.

dry **go** **reach** **send** **speak** **walk**

1 When I'm on holiday I enjoy ..... instead of going everywhere by car.
2 I promise ..... you a postcard next time I go to Paris.
3 Ben is good at ..... foreign languages, but he's never been to a foreign country.
4 I can't afford ..... by plane, so I'm going by train instead.
5 I can't stand ..... my hair with a hairdryer.
6 The bus takes ages ..... the village.

Lesson 37
Reading
Match.

1 double	**a** biking
2 experienced	**b** café
3 mountain	**c** range
4 terrace	**d** room
5 water	**e** slide
6 wide	**f** staff

Lesson 38
Reading
Find fifteen words from the e-mail on page 108 of *Super Star 2 Student's Book*.

Y	W	J	N	Q	R	L	B	I	A	P	R	O	B	L	E	M	G	R
M	A	N	A	G	E	R	S	H	F	A	P	O	L	O	G	I	S	E
A	C	B	R	O	C	H	U	R	E	R	F	T	P	R	E	O	A	K
I	O	T	E	H	E	A	T	I	N	G	I	O	P	Q	W	A	T	M
D	M	I	F	L	P	R	H	S	H	T	V	Y	B	R	D	S	I	S
E	P	R	U	U	T	P	D	E	S	V	E	Q	S	Z	C	K	S	M
C	L	C	N	Z	I	G	N	S	E	S	S	V	E	W	F	J	F	E
U	A	O	D	C	O	A	C	H	R	T	T	A	H	G	I	U	I	A
V	I	G	E	V	N	T	D	K	V	H	A	W	F	U	L	U	E	X
F	N	H	O	K	I	S	T	M	I	I	R	W	P	Y	T	R	D	N
M	T	E	R	B	S	A	V	G	C	M	Q	A	Q	T	H	T	E	B
O	W	E	R	V	T	C	E	K	E	T	M	R	N	A	Y	I	S	T

Lesson 39

Reading

Complete the crossword.

Across

1 This is another word for **afraid**.

3 This is a person who is kind and understanding.

5 A person who flies a plane is called this.

6 Planes do this when they come down at an airport.

8 You must put this on when you travel to keep you safe.

Down

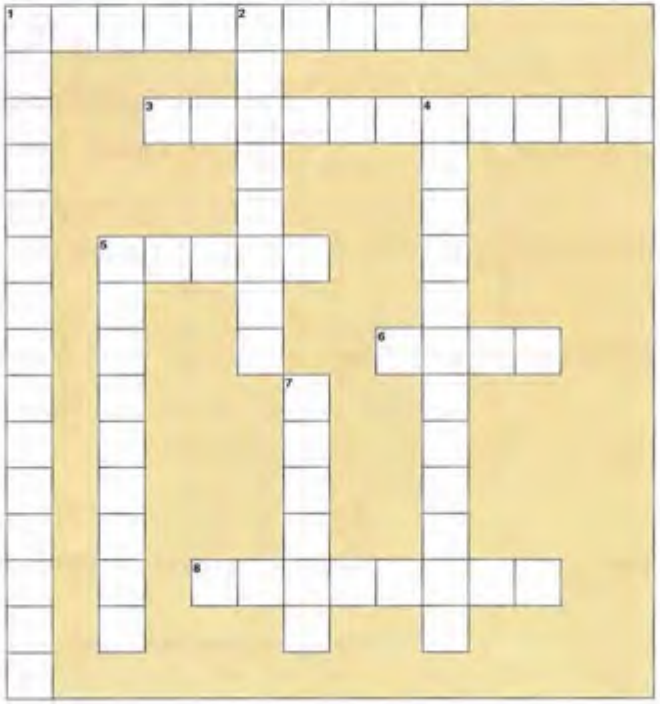
1 A person who takes care of people on a plane is called this.

2 This is an area where the time is the same everywhere.

4 This is a person who is on holiday.

5 This is a person who rides on a plane, train or bus.

7 After a long flight you might suffer from this.



Lesson 40

Reading

See how many words of three letters or more you can make using the letters in **summer holiday**. Use a dictionary to help you find the words, then check your score.

....

....

....

....

....

....

....

....

....

....

....

....

10 words: good
11 - 20 words: very good
20 words +: excellent

Lesson 5

Complete the sentences with Star Words.

1 Jerry gave his sister some good ..... and she was very ..... for it.

2 I'm ..... to have an ..... friend like Lisa.

3 The boy is ..... because he never helps anyone in an ..... .

4 The cat wanted to ..... the little bird but the man wanted to ..... it.

5 Bill said 'Thanks for your .....' when he got his present, but his friend didn't hear him and said, Don't ..... !

Lesson 6

Write Star Words.

1 This is to say something out loud. .....

2 This is another way to say **but**. .....

3 Good students are this. ....., ...

4 Teachers do this to bad pupils. .....

5 These are places to study after high school. ....., ...

6 This is sport lessons at school. .....

7 This is another way to say **not here**. .....

8 This is to be somewhere and take part in something. .....

Lesson 7

Complete the sentences with Star Words.

1 The ..... was very angry with two pupils in my class because they were rude to the teacher.

2 When I was little, my mum used to ..... goodbye to me every morning when I went to school.

3 We can't play on the ..... because it is raining.

4 The ..... rings at the end of every lesson.

5 I often ..... children on the bus because they go to the same school as me.

6 The school canteen is next to the main ..... .

7 I meet Jane at the school ..... every morning.

8 The ..... looks after the whole school.

9 Our classroom is at the end of a very long ..... .

10 My dad used to ..... me ..... from school every day but now I take the bus.

Lesson 14

Write Star Words.

1 You put clothes in this to wash them. .....

2 You dry your body with this. .....

3 This machine cleans plates and cups. .....

4 We lie on this on a bed. .....

5 To make something very cold. .....

6 This machine cleans the carpets. .....

7 This is on the floor and it isn't clean. .....

8 To clean the floor. .....

9 Any kind of machine which helps with the housework. .....

10 This cleans the floor, but it isn't a machine. .....

Lesson 15

Complete the sentences with Star Words.

1 John took my ..... of flowers to the wrong ..... . He went to the next street!

2 I put the ..... in the ..... because we don't need it anymore. There are lots of lights in here.

3 They didn't hear the ..... because they were listening to loud music on the ..... .

4 Ben can't drive his huge, old ..... in the city and that's why he wants to ..... it ..... .

5 My ..... is a mess! I'll have to ..... all these new books.

Lesson 18

Find the Star Words.

P	O	W	I	G	R	A	B
A	D	F	Q	U	T	H	O
B	U	M	P	I	N	T	O
B	C	A	R	P	A	R	K
N	A	R	R	O	W	P	S
S	T	E	P	S	T	E	H
G	U	E	Q	T	O	U	E
U	A	V	U	B	I	S	L
R	A	B	E	O	D	J	F
E	R	O	U	X	L	G	S
P	A	V	E	M	E	N	T

Lesson 20

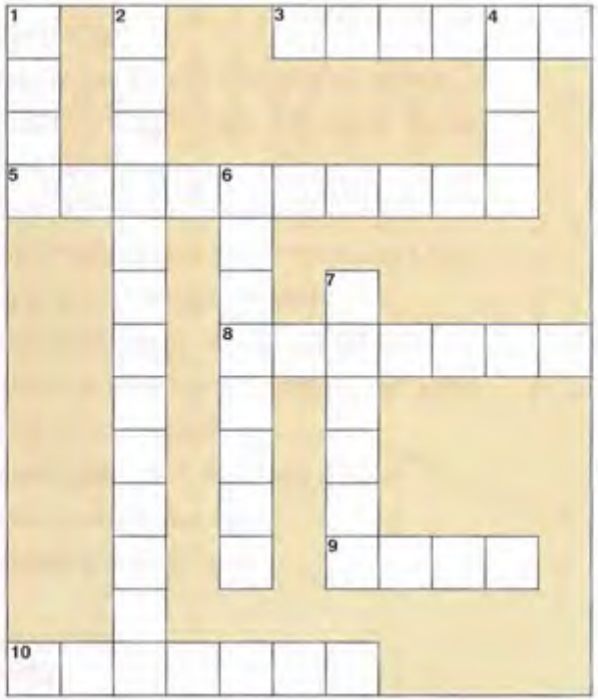
Complete the crossword.

Across

3 Something that can be found at a site.
5 A place where you can find out interesting information.
8 This is made from the skin of animals.
9 Something archaeologists use to work.
10 Old plates and bowls.

Down

1 A place where things from the past are found.
2 A person who finds things from the past.
4 You can buy things with this.
6 This has a roof and walls.
7 A place where you can buy things.



Lesson 23
Write Star Words.

1 This is another word for **strange**. .....
2 This is another word for **amazing**. .....
3 This is a creature which will become a butterfly. .....
4 This creature can kill you. .....
5 This is a black and yellow insect. .....
6 This is a very thin insect. .....
7 This is when you touch something with your hands. .....
8 This is a place where there are lots of trees and rain. .....
9 This is an insect like a butterfly. .....
10 This means something unusual and interesting from a place far away. .....

Lesson 26
Complete the paragraph with Star Words.

I've got a lot of friends so I have a good **(1)** ..... . Sometimes we stay at home and watch TV together, but I **(2)** ..... that we don't always agree about who holds the **(3)** ..... to change the **(4)** .....! I want to get a **(5)** ....., then I can see what's happening on **(6)** ..... from other countries. I'm **(7)** ..... with my TV at the moment because it doesn't work very well. Every time I sit down to watch my favourite **(8)** ....., the picture on the **(9)** ..... is awful. I think the problem is with the **(10)** ..... on the roof.

Lesson 30
Write Star Words.

1 This is a young child. .....
2 You hit a ball with this. .....
3 This means at some time before you do something. .....
4 This is a person who doesn't eat meat. .....
5 You hit a ball on a wall to play this. .....
6 This is a synonym for **nice**. .....
7 You jump off this into a swimming pool. .....
8 This is a game like tennis, but you don't hit a ball. .....
9 This is the time when you do an activity. .....
10 This is the part of a mountain where people ski. .....

Lesson 33
Complete the puzzle with Star Words.

Lesson 35

Find the Star Words.

C M O H I T H R P O
H E C I L O P E M S
E T A C T O T H G N
M H L C P T R E A T
I R C U G H P A O S
S O A P M P I L L M
T A O S H A M P O O
S T L L A S R L M I
I M O I N T M E N T
H A L O T E T H A P

Lesson 36

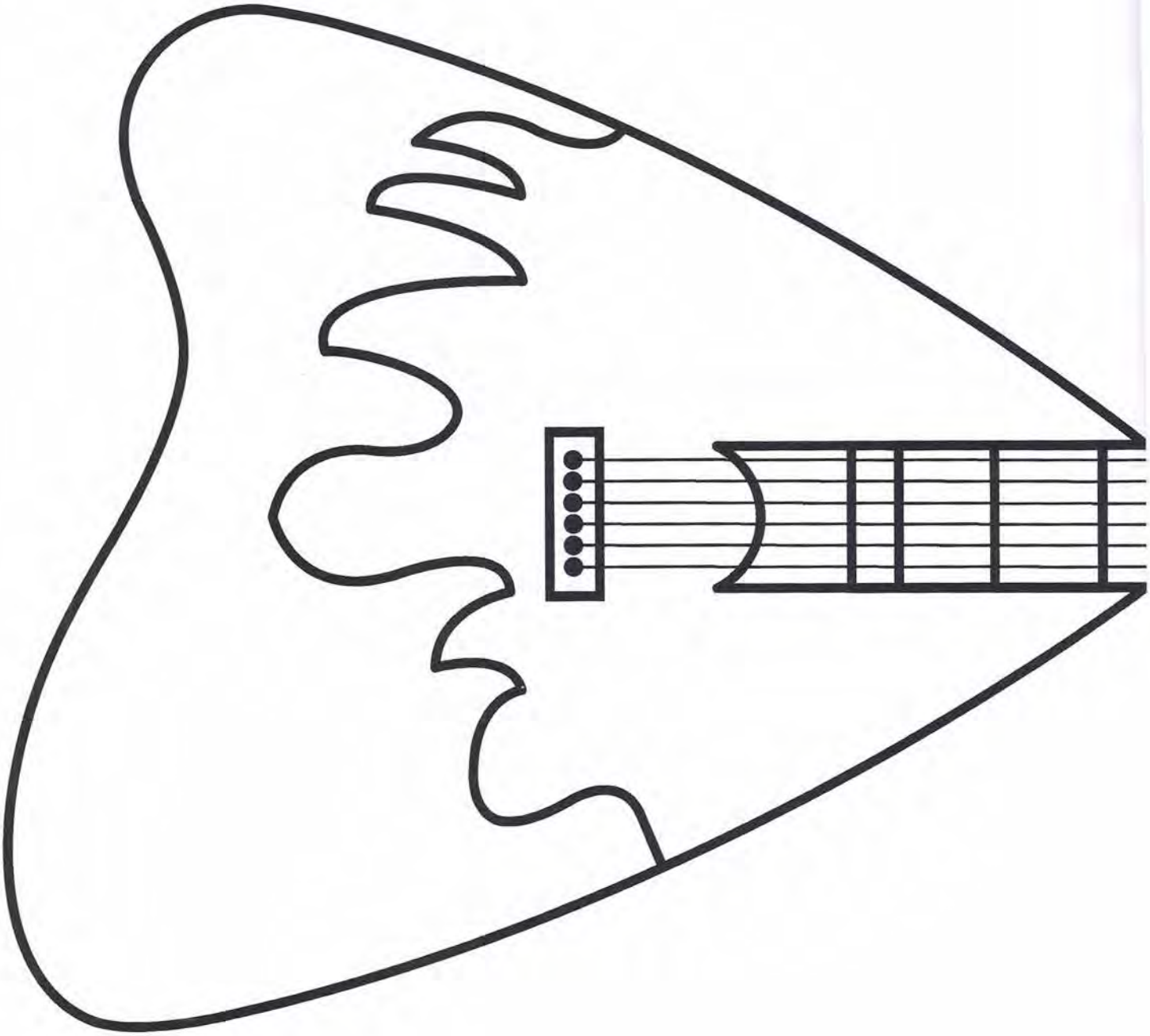
Write Star Words.

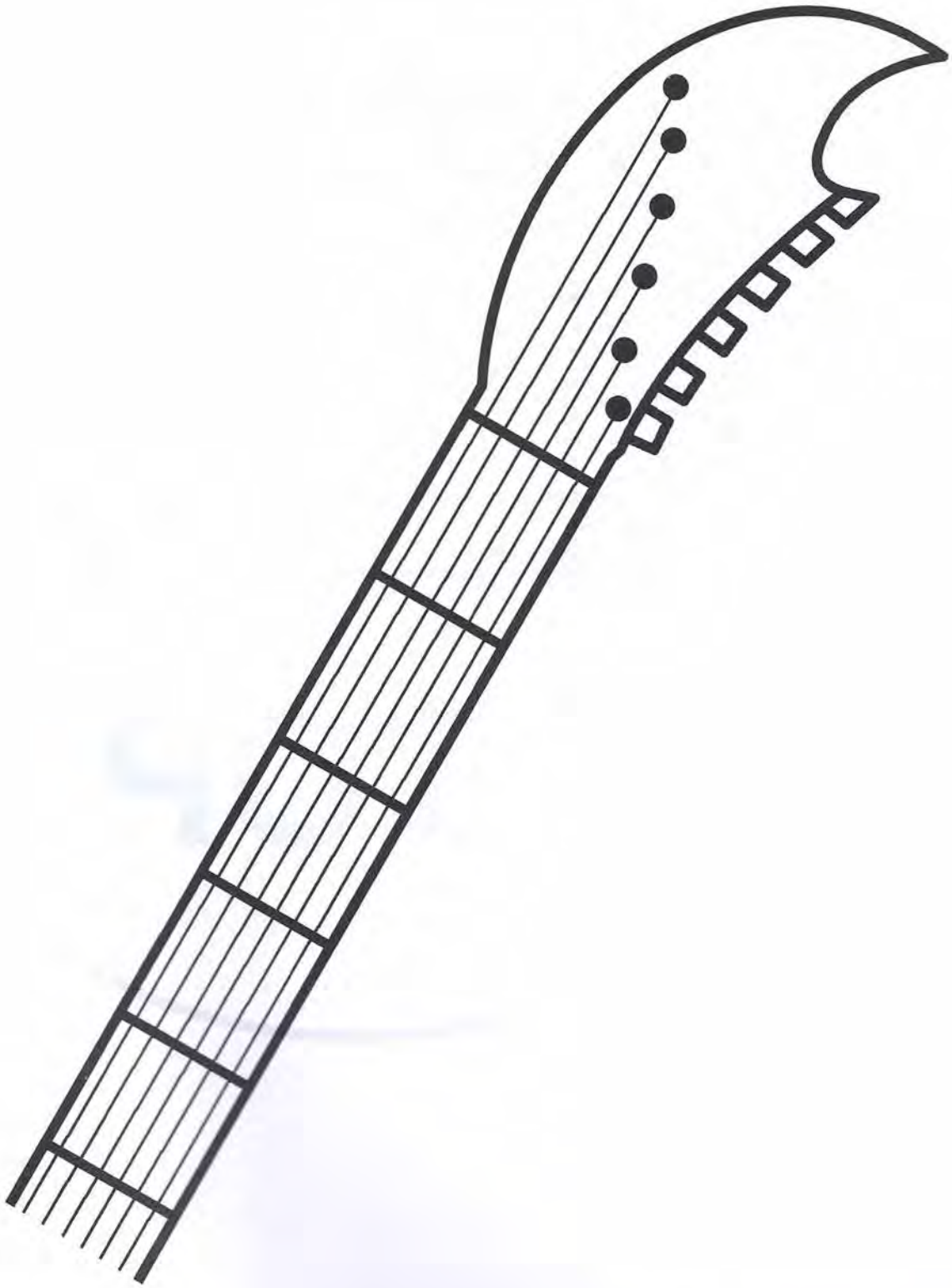
1 We take a g _ _ _ _ _ _ _ _ with us on holiday to find out information about the place we are visiting.
2 A p _ _ _ _ _ is two or more words which mean something when we use them together.
3 When you don't have enough money to buy something, you can't a _ _ _ _ _ it.
4 A p _ _ _ _ _ _ _ _ _ is something which you own.
5 You can send a t _ _ _ m _ _ _ _ _ _ on your mobile phone.
6 When you hate something, you c _ _ _ s _ _ _ _ it.
7 You can see far away with b _ _ _ _ _ _ _ _ _.
8 A h _ _ _ _ _ _ _ _ dries your hair quickly.
9 Time might p _ _ _ slowly on very a long journey.
10 A l _ _ _ _ _ is a computer which you can carry easily.

Lessons 1-40

Find one Star Word from each lesson of *Super Star 2 Student's Book*.

P A E S U C C E S S F U L S
A I G P R E V E N T R U A Q
S B R O C H U R E A I S T U
S E A R C H Y T X D E F T I
T F E T Q R H H A U N T E D
A Z X Y H P A R O L D J N S
T U T O R B N O N T S V D O
U G R A N D D A U G H T E R
E A A B K C L T K D I I C E
I J O E L E E L M U P S E T
N A R R O W B F L A V O U R
S A D R I N A D V A N C E Y
T X I Y Z F I T C H Y I U J
R K N E E R B O O K C A S E
U L A W K E P I L O T L S L
C G R A T E F U L T R L G L
T M Y T V Z F I E L D I U Y
O R F O D I I C H J N F E F
R E C O G N I S E O Q E S I
E N G L H G M A T I G H T S
B T D I S H W A S H E R P H





Super Star is an exciting new three-level course specially written for young learners.

Super Star 2 Teacher's Book accompanies *Super Star 2 Student's Book*. It is a complete step-by-step guide for teachers. Each lesson from the Student's Book is reproduced in the Teacher's Book for easy reference, and its easy-to-follow layout provides busy teachers with a valuable teaching aid.

Super Star 2 Teacher's Book contains

- clear and concise lesson plans for all lessons, reviews and episodes in the Student's Book.
- keys to all the exercises in the Student's Book.
- extra reading comprehension questions for each lesson.
- suggestions for extra class activities and extra activities for early finishers.
- tips for the teacher.
- tapescripts for the listening exercises in the Student's Book.
- notes on topic-related writing activities.
- notes on topic-related projects.
- practical advice on how to put on the plays with guidance on rehearsals, stage management, choosing the cast and making costumes and props.
- photocopiable material for early finishers and Star Word exercises.
- keys to the Workbook and Test Book for easier marking.

***Super Star* 2, a complete elementary package:**

Super Star 2 Student's Book with CDs
Super Star 2 Workbook
Super Star 2 Teacher's Book
Super Star 2 Test Book
Super Star 2 Class Cassettes/CDs

NEW EDITIONS
English Language Teaching

ISBN 960-403-307-7
9 789604 033072