

English World

Teacher's Guide

7

A2+



MACMILLAN

Liz Hocking

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Scope and sequence

| Unit | Reading | Reading comprehension | Working with words | Grammar |
|--|--|--|--|--|
| 1 Magazines Page 7 | <i>The portrait project</i> a magazine article including an interview | literal questions; gapfill; thinking skills; scanning; personal response | word classes; suffix <i>-tion</i> ; spelling: <i>ss</i> sounding <i>sh</i> | present tenses: present simple <i>They work for a magazine.</i> present continuous <i>Today they are reporting on a new project.</i> |
| 2 City life Page 17 | <i>The man at the fountain</i> a descriptive narrative | multiple choice; thinking skills; adjective recognition; scanning; personal response | present participle adjectives; prefixes and suffixes; spelling: doubling final consonant before suffixing | past tenses: past simple + past continuous <i>While Philippe was watching him, the man pointed his camera.</i> <i>while</i> and <i>when</i> |
| 3 Life at the edge Page 27 | <i>Endangered animals in the north</i> an information text | literal questions; meanings of headings; thinking skills; definitions; personal response | adjectives with suffixes <i>-al</i> and <i>-y</i> ; spelling: words with <i>ie / ei</i> | future: <i>will</i> predictions <i>In three days' time they will set out.</i> future: <i>going</i> to plans / intentions <i>They are going to count the otters.</i> |
| 4 Advertisements Page 37 | <i>Adventure sports centre</i> an advertisement | literal questions; adjective definitions; word choice; word classes; thinking skills; personal response | words ending <i>-ent / -ence</i> and <i>-ant / -ance</i> ; spelling: words with <i>ou / oo</i> | present perfect <i>He has recently broken his arm.</i> <i>She hasn't tried the vertical slide.</i> |
| 5 Great lives Page 47 | <i>Victoria, Queen of the United Kingdom</i> a biography | true/false questions; definitions; thinking skills; scanning; personal response | suffixes: <i>-ment / -ness</i> spelling: words with <i>gu</i> | comparative adjectives: <i>as ... as, not as ... as, -er than</i> <i>Victoria was not as free as other children.</i> |
| 6 What a character! Page 57 | <i>Mr Duffy's workshop</i> a description of a character | literal questions; noun phrases; thinking skills; words in context; personal response | words ending <i>-ate</i> ; word classes; spelling: words with silent <i>c</i> | articles: <i>a, an, the</i> , zero article <i>Flowers filled the courtyard. An old peach tree was in the corner. Near the tree was a door.</i> |
| 7 This is what to do Page 67 | <i>Ben and Bella's Brilliantly Healthy Beefburgers</i> a recipe with instructions | literal questions; discussion of writing style; matching/ordering sentences; personal response | past participle adjectives; prefix <i>pre-</i> ; spelling: words ending <i>-ture</i> | zero conditional <i>If you heat water to 100° Celsius, it boils.</i> |
| 8 A point of view Page 77 | <i>Wildlife World</i> a blog | true/false questions; style discussion; definitions; scanning; thinking skills; personal response | negative prefixes: <i>in- / im-</i> ; homophones; spelling: words with <i>ci / ti</i> | first conditional with <i>if / unless</i> <i>You will see different animals if you visit the zoo.</i> <i>Unless people are given information, they will go on visiting zoos.</i> |
| 9 How the body works Page 87 | <i>How we see</i> an explanatory text | literal questions; multiple choice; thinking skills; vocabulary; personal response | suffixes: <i>-ible / -able</i> ; gerunds; spelling: words ending <i>-sion</i> | the passive: present, past, present perfect, future <i>The eye is protected by the eyelid.</i> <i>The eye was / will be / has been damaged.</i> |
| 10 Later that day ... Page 97 | <i>A helping hand</i> a narrative story | true/false questions; thinking skills; vocabulary; synonyms and antonyms; personal response | extra information in clauses; suffix <i>-ous</i> ; spelling: words ending <i>-er / -re</i> | present perfect simple and continuous <i>for / since</i> <i>She has been interested in photography for a long time.</i> <i>She has been taking photos since her seventh birthday.</i> |
| 11 Sports reports Page 107 | <i>A match with a difference</i> a newspaper sports report | multiple choice; thinking skills; definitions; matching paragraphs to summaries; personal response | compound nouns; hyphenated words; spelling: words with <i>-tch</i> | reported speech <i>Someone shouted that the balloon was landing on the pitch.</i> |
| 12 On stage Page 117 | <i>Danger on the railway</i> a playscript based on a classic text | literal questions; thinking skills; synonyms; Who said it?; personal response | adverbial phrases; suffix <i>-ive</i> ; spelling: words with modified <i>a</i> after <i>w</i> | second conditional <i>If a train came along the line now, it would crash.</i> |
| Grammar extra pages 127–130 | | Project pages 131–135 | | |

| Grammar in use | Writing Individual writing (WB) | Listening and speaking |
|---|--|--|
| stative verbs <i>I live in ... / I go to ... school. / I like / I've got ...</i> | features of interviews SB: an interview with Holly WB: an interview with Ross | Conversation practice: introducing yourself Listening comprehension: a description of family members and the jobs they do Individual speaking (WB): talking about your family |
| used to <i>I used to go to school.</i> | features of descriptive writing SB: a square at night WB: a square in the rain | Conversation practice: first person memories: <i>I used to ...</i> Listening comprehension: a recount of childhood from a grandma Individual speaking (WB): a family member's childhood |
| present continuous for future events <i>I'm meeting my cousin in the morning.</i> | study skills note taking and drafting SB: a paragraph about the sea otter WB: a report about the giant panda | Conversation practice: plans for the week Listening comprehension: a description of a planned trip to London Individual speaking (WB): personal future plans |
| present perfect with <i>for, since, just</i> and <i>yet</i> <i>They've just scored.</i> <i>Have they won the match yet?</i> <i>Joe has been in the team for six weeks / since May.</i> | features of persuasive writing SB: handout for a basketball final WB: handout for a school competition | Conversation practice: a dialogue about tasks done / not done yet Listening comprehension: an interview with a basketball team captain Individual speaking (WB): talking about what you have done / haven't done this week |
| superlative adjectives; irregular comparative / superlative adjectives <i>good, better, best; bad, worse, worst</i> | features of biographies SB: a biography of Elizabeth I WB: a biography of a relative | Conversation practice: a personal dialogue about favourite things to do: <i>the most interesting, the best, etc.</i> Listening comprehension: an extract from a TV programme Individual speaking (WB): your best project |
| verb + <i>-ing</i> <i>I enjoy working.</i> verb + infinitive <i>I want to study.</i> | features of portraying character SB: a description of Mrs Duffy WB: a description of George | Conversation practice: a dialogue about future career plans: <i>I don't like working indoors. I want to be a mountain guide.</i> Listening comprehension: a monologue about future career plans Individual speaking (WB): future career plans |
| quantifiers with countable / uncountable nouns: <i>some, any, a lot of, lots of, much, many, a few, a little</i> | features of writing instructions SB: instructions for making fish burgers WB: instructions for making scrambled eggs | Conversation practice: a dialogue about things in local shops / shopping centre Listening comprehension: conversations from different shops Individual speaking (WB): talking about a favourite shop |
| modal verbs: <i>may, might, can, could, should, ought to, must</i> <i>We ought not to build on the open spaces.</i> <i>This park may be lost forever.</i> | features of expressing a point of view SB: an opinion of mobile phones WB: an opinion of homework | Conversation practice: talking about buildings Listening comprehension: a council's plans for new buildings Individual speaking (WB): talking about new buildings in your town or city |
| question tags <i>It's busy, isn't it?</i> <i>She doesn't look busy, does she?</i> | features of explanations SB: an explanation of how the lungs work WB: an explanation of getting ready and travelling to school | Conversation practice: a dialogue about a market Listening comprehension: an interview with a market stall holder Individual speaking (WB): talking about a local market or one visited elsewhere |
| present perfect with <i>ever / never</i> contrasted with past tense <i>Have you ever tried Morris dancing?</i> <i>I've never seen it.</i> | features of story plots SB: writing the next part of the narrative story WB: planning and writing a story with a simple plot | Conversation practice: a dialogue about festivals and celebrations around the world Listening comprehension: a conversation at a festival Individual speaking (WB): talking about a festival |
| defining relative clauses with <i>which, who, that, where, when</i> <i>There are some streets where cars are banned.</i> | features of newspapers and magazines SB: a newspaper sports report WB: a newspaper report about a person | Conversation practice: a dialogue about methods of transport Listening comprehension: train information announcements Individual speaking (WB): recounting a journey |
| modals: <i>have to, had to, don't have to, must, mustn't</i> <i>I had to edit the video.</i> <i>We must finish the project.</i> <i>We mustn't send it off late.</i> | features of playscripts SB: writing the play scene from a different viewpoint WB: writing the next scene of the play | Conversation practice: a dialogue about tasks to be done Listening comprehension: an email Individual speaking (WB): talking about past, present and future tasks |

Introduction

English World is a 10-level course which takes learners from their first words in English through to final public examination standard in the key skills of reading, writing, listening and speaking.

The course features a clear and strong syllabus of grammar structures that are essential to learners of English and combines it with aspects of first-language methods. This combination of first- and second-language approaches to teaching offers students the opportunity to develop language skills that are taught to native speakers while learning and improving their knowledge of grammar and correct usage. The grammar structures are reinforced with comprehensive practice and testing, both of which are provided in the course.

English World enables students to gain a firm foundation in key skills:

- to increase their level of fluency in speaking
- to achieve evident competency in writing and listening
- to gain a good knowledge and understanding of a wide range of fiction and non-fiction text types

The course aims to produce speakers and writers of English who are both confident and accurate. Throughout *English World*, students are given training in different study skills which will help them to raise their standard of work and their level of attainment. A good grounding in these skills gives students the knowledge they need to work productively when working independently and to take responsibility for their own learning.

The standard that students are expected to reach by the end of the course should enable them to approach final exams with confidence and prepare them for further study of English, to use English in the study of another subject or to use English in everyday life or in the workplace.

Components of the course

- Student's Book
- Workbook
- Exam Practice Book (EPB)
- Dictionary
- Class Audio CD
- Teacher's DVD
- Student's CD-ROM
- Teacher's Guide

Student's Book (SB)

The book has 12 units. Each unit is made up of 7 lessons:

Lesson 1: Reading

Lesson 2: Reading comprehension

Lesson 3: Working with words

Lesson 4: Grammar

Lesson 5: Grammar in use

Lesson 6: Writing features; Writing together

Lesson 7: Listening and speaking

The key skills practised in *English World* prepare students for a broad range of tasks, including exam-type tasks, and each unit links to the Exam Practice Book. Use of supplementary skills books should not be necessary if students cover the complete syllabus included in *English World*.

Homework tasks are suggested for every lesson of the Student's Book. This is usually independent work in the Workbook or further independent work from the Student's Book.

Four teenage characters feature in the Student's Book. Students listen to their discussions, conversations and dialogues as they go to different places and meet different people. The characters' everyday conversations give learners exposure to contemporary English, spoken by their peer group, using functional language in a natural way. The characters introduce learners to aspects of English culture and give cohesion to the numerous listening activities and act as models for speaking in a variety of situations.

Projects

A different project is provided for every pair of units. The type of project and the subject matter is based on one of the previous two units. They are intended for independent work but notes to assist teachers are given on pages 172–174.

Workbook (WB)

Units have 7 pages of exercises for independent work:

- 1 Reading comprehension
- 2 Vocabulary
- 3 Working with words
- 4 Grammar
- 5 Grammar in use
- 6 Writing task
- 7 Listening and speaking
- 8 *Check-out* self-test page

Revision pages

Two pages of revision exercises appear after every other unit in the Workbook, giving practice of work covered in the two preceding units.

Word list

Pages 122–125 of the Workbook list key words from the reading texts, vocabulary pages and spelling for each unit. All of these words are included in Dictionary 7.

Student's CD-ROM

All the reading texts and dialogues are on the CD-ROM provided with the Workbook. Students can listen again to improve understanding, reading skills, pronunciation and intonation, and to check and revise.

Exam Practice Book (EPB)

All four skills and use of English are examined after every second unit. The format follows the task types that students will encounter in external exams and familiarises students with the range of questions that they will have to answer. The tasks reflect the material of the Student's Book so that learners can focus on the examination task itself and check how well they have taken in the vocabulary they have been using.

There are two longer papers: one that may be taken half way through the year and another to be set at the end of the year. There are progress charts at the end of the book so that students, teachers and parents can check where progress has been made in each of the skills during the year as well as lists of important tips on how to study and prepare for exams.

SB links to EPB

The practice papers are written to be set after every second unit. However, particular SB lessons are marked with a link to the EPB, showing the Test and Question numbers that examine that lesson's work. This enables teachers to:

- see how particular work is tested in the EPB
- allow particular sections of the paper to be done as a shorter test if necessary, where a longer test is not possible or appropriate

Dictionary

The *English World 7* dictionary has been written specifically to support students' learning in this level. It is a bridge between the style of the upper primary dictionary written for *English World 6* and a standard secondary dictionary, such as the *School Dictionary*, which students should use in studying *English World 8-10*.

The dictionary contains all new words in *English World 7* and all the vocabulary from *English World 1-6*.

Teacher's DVD

The Teacher's DVD contains:

- the complete Student's Book so that teachers can use the material on an interactive whiteboard in class
- the Student's Book audio files: all reading texts, dialogues and listening comprehension material

- the EPB audio files for listening comprehension tests
- video training sessions to assist teachers in classroom management and good teaching methods and practice

Methodology

The units

As the course progresses, the units develop and increase students' knowledge and skills in language use, grammar, vocabulary, reading and writing. Each unit assumes that what has been taught in the preceding units has been learned and understood. The units do not stand alone as individual packages of work, unrelated to the rest.

The lessons

The lessons are designed to be taught in the order they appear. Each lesson develops strands from preceding lessons. The order has been conceived to support students' learning in a strategic way therefore it is appropriate to teach them consecutively.

All the material shown for one lesson should be taught in the order it is presented. Each lesson is intended to cover 40 minutes of teaching. A very rough guide is given at the start of each lesson to show the approximate amount of time that is intended for each activity. The guide is not intended to be completely inflexible. However, the guidelines are given to help teachers cover all the material and to include a variety of activities and a variety of skills in each teaching period.

The approach to teaching

The lessons have been written for interactive teaching in the classroom: the teacher leads the lesson actively by guiding the class at every stage, encouraging frequent responses from students and establishing a regular practice of communication between students in lessons.

Each lesson has a particular skill focus but there are opportunities to use a variety of different activities and key skills in teaching it. In all lessons, students are encouraged to listen actively to their teacher and to each other, and to speak purposefully. Reading is a part of all lessons and many activities include writing of notes or short answers as well as the lessons that focus on writing as a specific technical and creative skill.

The following pages show the methodology for a complete unit, one page at a time so that users can see:

- the order of the key skills in each unit
- the methods and key stages for teaching each lesson
- detail of how the stages should be approached
- other notes and information about methodology in the lesson

Lesson 1 Check-in and Reading

The Check-in page prepares students for the unit theme and topic.

Students read the Check-in page before they start Lesson 1 of the unit in their SBs.

Note: Work through all parts of this page in order.

Illustrations set the context visually.

discussion and thinking skills

The topic is presented in clear statements.

Tasks and questions help the students to think about it.

thinking skills and personal response

Key features of the text type are summarised.

Key vocabulary to check before reading is given.

dictionary practice

Magazines

Check-in
You can buy magazines about all kinds of different topics: sport, fashion, music, films and film stars, news and TV.
List the names of magazines that you know.
How often do you read a magazine? Which one?
Do you like it? Why? / Why not?
If you could read another magazine, what would it be?

You are going to read pages from a magazine for young people.

Reading

- A **magazine article** about the start of the *Portrait* project for school students. The article is set out in **columns**.
- The article includes an **interview**. The interview is set out like a **play**.

How is a play set out?

- These words are in the article.
technology volunteer create session construct imagination

What do they mean? Check in your dictionary.

Vocabulary and spelling

- Learn words to do with working on a **group project**.
- Learn about words ending **-tion**.
- Learn about spelling **words with ss sounding sh**.

Have you ever done a project in a group?
What was it? Who did you work with?

Grammar

- Practise **present tenses**: present simple, present continuous.
- Practise verbs usually used in the **simple form**.
- Practise when to use **make** or **do**.

Writing

- Learn about the **structure of an interview**.
- Write an interview using the structure.
- Work out questions and answers for an interview.

Listening

- Listen to Holly and Ross's discussion about starting their project.
- A **dialogue** in which Ross finds out about Ross.
- Ross tells his **friends** about his family.

How do you say any new friends at school?

Reading

- Talk to your friends: find out about them.
- Tell the class about **your family**.

How many people are there in your family at home?

Language and grammar in the unit is clearly listed.

The tasks for each skill area are listed.

Simple questions invite a personal response to ideas in the unit.

thinking skills

More about the Check-in page

Check-in for students:

- Students should read the page as an independent homework task in preparation for Lesson 1: Reading text.
- They should complete any tasks and note answers to questions and bring them to the lesson.
- They should check the meanings of the key vocabulary for the Reading text.

Check-in for teachers:

- These steps prepare students for the work they are going to cover in the unit so the teacher can make sure the class is aware of the spread of the work at the beginning.
- At the start of Lesson 1, teachers should go through the page with the class, eliciting answers from individuals and checking the key vocabulary.
- This activity acts as a warm-up to the first lesson as well as an introduction to the unit as a whole.

Lesson 1 Reading

The text is the main reading for the unit and is the skill focus for the lesson. All skills for each part of the lesson are shown below in italics.

The text creates a context which links the following lessons.

Before reading

1 discussion of the text type
speaking listening

Reading

2 reading the text
reading listening
3 vocabulary
dictionary skills

After reading

4 general questions
speaking listening

5 reading practice
reading listening

The image shows a simulated newspaper page with the following content:

- Header:** "Reading" with a magnifying glass icon.
- Section 1:** "Do you like... Art? Technology?" with photos of Will Jones and Patsy Parker. Text: "Will Jones and Patsy Parker report on how these subjects need to..."
- Section 2:** "The portrait project" with a photo of Professor John Brown. Text: "City Hall was buzzing with excitement last week. More than fifty enthusiastic volunteers came for the start of a new arts and technology project for school students." It includes two columns of text describing the project's goals and the students' involvement.
- Section 3:** "Patsy Parker interview" with a photo of Patsy Parker. It contains a Q&A transcript about her role in the project.
- Section 4:** "Portrait of our town" with a photo of a street scene.

The text is produced to look like a text from a real publication or other source.

The key grammar structures appear in a natural context.

The text is the model for the Writing.

Before reading

1 Discussion of the text type

Students learn the characteristics of different text types. There is a different text type in every unit. Students learn to recognise different text types and the kind of language they should contain. Students may have studied some of these text types at primary level. In *English World 7*, key text types are revised and developed further, with more complex features being introduced.

Reading

2 Reading the text

The text is recorded so that teachers can use it in the lesson to give a correct model or listen to it as lesson preparation before reading to the class. Whichever method is chosen, students listen and follow a correct reading of the text before they do any further work on it.

3 Vocabulary

Students are supported in the lesson by a specially written dictionary which contains words they may need to find or check to help them get a general understanding of the text.

After reading

4 General questions

Suggested questions are given in the Teacher's Guide to check a broad understanding of the text. The homework task requires students to re-read alone and to check all new vocabulary before they go on to comprehension activities in the next lesson.

5 Reading practice

After following the text once, students practise reading aloud in the classroom.

Lesson 2 Reading comprehension and vocabulary

The SB Reading comprehension page has a consistent format and contains a variety of activities based on the preceding reading text and practising different skills, shown in italics below.

Note: It is important to work through **all** the activities on the page **in order**.

1 re-reading the text

2 literal questions or a similar activity to check understanding of the text
scanning listening speaking

3 vocabulary work
close reading for meaning words in context dictionary skills

4 discussion groups/pairs
critical thinking listening speaking

5 skills practice, e.g.
scanning vocabulary use

6 individual response
thinking skills writing

Interactive comprehension lessons

1 Re-reading the text

The text should always be re-read at the start of the comprehension lesson (unless Lessons 1 and 2 are being taught in the same teaching session). This refreshes students' memories, and gives the class extra reading practice and the opportunity for individuals to practise reading aloud.

2 Literal questions

The teacher should ask, or let a student read out, each question and elicit an answer. The class should be asked whether the answer is correct or not and to give a different or better answer if appropriate. This keeps the whole class involved and helps to check whether individuals or the whole class have misunderstood parts of the text. If necessary, everyone should look back to the text to check. The skills students need to develop are the accurate understanding of the question and being able to find the appropriate answer in the text. These questions are not a memory test.

For variety, the first activity is sometimes different, for example, true/false. Whatever the activity, it indicates how well students have understood the text and should be conducted through the same interactive method as the literal questions.

3 Vocabulary work

Students should be encouraged to guess meanings from context by looking at the surrounding sentences, and to use a dictionary to check or find definitions as necessary. This gives the opportunity for individual or pair work and a change of pace in the lesson. Answers should always be checked orally with the whole class.

4 Discussion groups

The discussion work focuses on questions which require a close understanding of the language in the text and a broad understanding of the overall meaning of it. Students may need to infer answers from information that is given in the text or to deduce answers from whatever information they can find. Some questions ask students to give their own views and opinions about aspects of the text. All of these discussion questions should be done in pairs or groups so that students acquire the skill of listening to suggested ideas, agreeing and adding further suggestions or disagreeing and giving evidence for a different answer.

The teacher can monitor the quality of work by holding a whole-class discussion following the group work. This activity is explained further in *Approaches to teaching* on page 22 of this Introduction.

5 Skills practice

This task can be completed interactively in class or if time is short, set as an extra homework task.

6 Your views: Individual response

This activity gives students the chance to give their own response to aspects of the text they have read. It can be developed into a more or less significant element of student's work in the unit.

It could be started in class, inviting several individuals to respond. If there is time, more students could be invited to put forward opposite views and responses so that different opinions are discussed. Then the whole class writes their views in complete sentences in their copy books. This could be a homework task which may then be checked by the teacher on a regular basis.

Alternatively, students may be asked to write their answers in their copy books and responses be requested by the teacher at the start of the next lesson as a warm-up activity.

This work could be developed more extensively: students could write a short paragraph in response to each question. The work could be kept in a folder and built up to form a personal review of the texts and the ideas contained in them. Able students may be encouraged to extend themselves and write their responses freely.

WB Reading comprehension

This page gives students further practice in the key comprehension skills using different tasks and approaches. This work should be done independently.

The tasks are straightforward and it is expected that students will be able to understand them with little or no explanation from the teacher.

Vocabulary

Some words have more than one meaning. Read the sentences below then circle the correct meaning.

1. organizing
2. going fast by taking short cuts

Write the correct definition from Exercise 1 for running in these sentences.

1. Tears were running down the girl's face.
2. The children were running across the playground.

Write the correct definition for present tense to each sentence.

1. We give Grandma a present on her birthday.
2. Sam did not present his project today because he was ill.
3. Ben was not present for the match because he was ill.
4. In the past, people travelled by horse but in the present, they use cars.

Read each sentence in Exercise 3. Circle present in the sentence where it is pronounced differently.

Write the correct meaning of get in each of the sentences.

1. We must get to the train when it arrives in London in 5 minutes.
2. Anna and Lily often play together and they get on very well.
3. Sam is getting on well with his project - it's going to be good!

Match the verbs from the text with the verb that has a similar meaning.

Choose three of the words from the box and use them in sentences of your own.

1 Magazines

Reading comprehension

Read The portrait project again.

Write T (true) or F (false).

1. The Portrait project brings together Art and Technology.
2. Professor John Brown is running Nempson University.
3. In the project, students create a portrait of the place where they go to school.
4. Professor Brown told the students that they must decide what to do first.
5. After the first session the students rushed for the clock.
6. In the second session Professor Brown talked about producing the portrait.
7. The students had to choose who they wanted to work with.
8. Professor Brown put up message boards to help students find each other.

Correct the false statements.

Answer the questions about the interview with Laura. Write short answers.

1. How often are the students going to meet?
2. What three things is Laura interested in?
3. What does Laura do every Monday?
4. What films does she like?
5. Where does she not like going?

Write the name of the person who...

1. told the students about the project
2. was interested in Laura
3. is interested in graphic design
4. is interested in photography
5. was interested in photography

Write the names of the two people who...

1. reported the project
2. don't like the dentist
3. studied in Pella
4. go to meet the Professor

WB Vocabulary

This page gives further practice in vocabulary from the reading text and includes extra words not included in the SB Reading comprehension page.

This vocabulary work may be completed after Lesson 2 or Lesson 3 (Working with words) or divided between them.

Lesson 3 Working with words

Information is clearly set out with examples.
reading listening

Practice is given for each new language point.
listening speaking

Work is divided into short sections.

Spelling rules are clearly set out.

New words are modelled and practised.
listening pronunciation

Simple practice reinforces the rules.

More about SB Working with words

Working with words pages cover common features of word formation and spelling in English. The syllabus assumes that students have studied the basic spelling patterns in English in their primary work.

These pages should be worked through interactively in class with the teacher eliciting responses and examples from the students at every opportunity to ensure that all the work has been understood.

If students appear very confident with word formation, teachers may omit some short sections if they wish. Alternatively, they may cover all the work briefly and focus more closely on sections that need more practice.

WB Working with words
These exercises give further practice in applying the rules and using new words, spelling and language features.

Lesson 4 Grammar

The Grammar page follows a format which gradually builds up students' understanding of the structure. It gives practice in controlled stages to build confidence and leads to independent work.

Note: It is important to work through the activities on the page **in order**.

1 A short text focuses on the structure and sets it in a meaningful context.

reading listening

2 The grammar structure is highlighted for ease of teaching.

3 Literal questions or a similar activity check understanding.

speaking listening

4 Pair work gives active practice of the structure.

reading speaking listening


5 Further class practice using the structure in a variety of activities.

speaking listening

Grammar

1 Read.
Will Jones and Patsy Parker are reporters. They work for "Teen Talk", a popular magazine for young people. They report on all sorts of things, such as sport, fashion, music, books and films. They often meet interesting people and interview them.

Today Will and Patsy are at City Hall, where they are reporting on a new project called A portrait of our town. They are interviewing Professor John Brown, who is running the project. Professor Brown teaches English at Hampton University but he is not teaching today. He is explaining the Portrait project to Will and Patsy.



2 Answer these questions.

- 1 What do Will and Patsy do?
- 2 What do they report on?
- 3 Who do they often meet?
- 4 Who are Will and Patsy interviewing today?
- 5 Why are they interviewing Professor Brown?
- 6 Where does Professor Brown work?
- 7 What does he teach?
- 8 What is Professor Brown talking about with Will and Patsy?

3 Ask and answer. Use the present simple.

- 1 Which magazine - Will and Patsy - work for?
A: They work for "Teen Talk."
B: They work for "Teen Talk."
- 2 Who - they - often - interview?
- 3 What - they - write about?
- 4 Patsy - report on fashion?
- 5 Who - they - meet?
- 6 Where - Professor Brown - teach?
- 7 he - teach - Russian?
- 8 What - he - teach?

4 Look at the picture above. Correct the sentences.

- 1 Professor Brown is interviewing the reporters.
- 2 Professor Brown is recording the interview.
- 3 The young reporters are speaking.
- 4 Will Jones is making notes.
- 5 Professor Brown is wearing glasses.
- 6 Professor Brown and Will are wearing jackets.
- 7 Patsy is holding the microphone.
- 8 Will is looking at Patsy.

5 Write and talk. Answer the questions. Then discuss your answers.

- 1 What do you do every day?
- 2 What do you often do at the weekend?
- 3 What do you never do?
- 4 What are you doing now?
- 5 What are you wearing today?
- 6 How are you feeling today?

Remember!

- Use the present simple for things that happen regularly.
- Use the present continuous for things that are happening now.
- At the moment he is watching his favourite programme.
- Think of some more sentences using the present simple and the present continuous.

6 Grammar box gives the rules clearly summarised with examples.

reading listening speaking

Interactive grammar

1 The short text

Pre-reading questions should be asked to familiarise the class with the context before one or more students read out the text.

2 The grammar structure

The target structure should be taught actively to prepare students for pair work later in the lesson. Suggestions are given in the lesson notes.

3 Literal questions

Literal questions and answers or a similar activity practise the structure as well as checking that students have understood the text as a whole.

4 Pair work

Pair work enables all students to practise actively and this is an important part of the grammar work. Students may be familiar with this practice from their primary course. If you are not familiar with the technique and especially if your students are not familiar with it, a step-by-step plan for developing this work in the classroom is given on page 22.

5 Further practice

Different exercises give further practice using a variety of approaches.

6 Grammar box

The rules and examples from the grammar pages are set out in the Grammar reference section at the end of the WB.

Grammar

1

Look at the picture and complete the sentences. Use the verbs in the box. Use the present continuous.

will read write work interview report

- 1 Patsy Parker _____ some fashionists.
- 2 _____ she _____ today?
- 3 She _____ the interview.
- 4 The fashionists _____ towards _____.
- 5 They _____ it fast.
- 6 Will Jones _____ on the watch.

Complete the sentences with the verbs in the box. Use the present simple.

will read write work interview report

- 1 Will and Patsy _____ for a magazine.
- 2 _____ they often _____ interesting people?
- 3 Patsy always _____ smart clothes to work.
- 4 Professor Brown _____ at the university.
- 5 Sarah _____ to the same school as Holly.
- 6 Ross and Jack _____ in the same part of town.

Complete the sentences with the verbs in brackets. Use the present simple or the present continuous.

- 1 Today the students _____ about the portrait project. (learn)
- 2 Be quiet! I _____ to do my homework. (try)
- 3 Holly often _____ shopping with her mother. (go)
- 4 The children _____ usually _____ to reporters. (speak)
- 5 The score is 3-1. Our team _____! (win)
- 6 _____ Ross _____ doing puzzles and quizzes? (enjoy)

Remember!

We usually use the long forms of verbs when we are writing.

We usually use the short forms of verbs when we are speaking.

Write the long forms of the verbs.

- 1 I'm reading. I am reading.
- 2 She's a student. _____
- 3 You're late. _____
- 4 He doesn't play. _____

Write the short forms of the verbs.

- 5 We are waiting. We're waiting.
- 6 They do not swim. _____
- 7 I am studying. _____
- 8 We do not understand. _____

WB Grammar: writing

All the work from the SB classroom lesson is formally practised in written form as an independent homework task.

Lesson 5 Grammar in use

The Grammar in use page focuses on language and structures used in everyday English in oral or less formal written contexts. The pages follow the activities of four teenagers as they work on their town project (see Unit 1). The lesson allows students to practise all their skills and grammar actively.

Note: It is important to work through **all** the activities on the page **in order**.

The young characters feature on this page.

1 Students listen and follow a colloquial conversation with high-lighted grammar.

reading listening

2 Literal questions test students' understanding.

reading speaking listening

3 Students practise the grammar using different approaches.

speaking listening

The screenshot shows the 'Grammar in use' page for Lesson 5. It features a dialogue between four teenagers (John, Laura, Holly, and Ben) discussing their town project. The dialogue includes colloquial expressions like 'What's the point?', 'I mean, what are we going to do?', and 'I hate sport, I prefer fashion and going shopping'. Below the dialogue are three exercises: 1. Answer three questions (literal questions about the dialogue), 2. Complete the sentences with verbs from the box (using the present simple), and 3. Complete the sentences with words from the boxes (using phrasal verbs). The page also includes a 'Grammar extra' section with a list of phrasal verbs and a writing task.

The note explains the part of the project the characters are doing.

The photo sets the scene for the conversation.

4 Grammar rules are clearly summarised with examples.

reading listening speaking

5 Grammar extra focuses on verbs and phrasal verbs.

reading listening speaking

Active grammar

The dialogue

1 Students hear the dialogue with colloquial expressions used appropriately and with correct intonation and expression. If you wish, they may practise the dialogue themselves in this lesson or as a warm-up to another lesson.

The highlighted grammar makes the language use clear.

Understanding the dialogue

2 Questions, or another activity to test understanding, are always on the Student's Book page. The answers to these questions are always found in the text that the students have read.

Grammar practice

3 The practice exercises should also be done orally: elicit an answer and check with the class if it is correct or not. If appropriate, give another student a chance to correct a wrong answer. Students note the correct answer in their SBs.

Grammar rules

- 4 Remind the class of the grammar rule or go through it in detail if necessary.
- 5 Grammar extra introduces students to the concept of phrasal verbs with multiple meanings.

The screenshot shows the 'Grammar in use' page for Lesson 5. It features a dialogue between four teenagers (John, Laura, Holly, and Ben) discussing their town project. The dialogue includes colloquial expressions like 'What's the point?', 'I mean, what are we going to do?', and 'I hate sport, I prefer fashion and going shopping'. Below the dialogue are three exercises: 1. Answer three questions (literal questions about the dialogue), 2. Complete the sentences with verbs from the box (using the present simple), and 3. Complete the sentences with words from the boxes (using phrasal verbs). The page also includes a 'Grammar extra' section with a list of phrasal verbs and a writing task.

WB Grammar in use: writing

This practises informal language in written form, focusing on dialogue.

Lesson 6 Writing

The Writing pages are a three-stage process which supports students in understanding the kind of text they are to write and the features they should include in it in order to complete the final stage accurately.

Note: It is important to work through the three stages in order.

Stage 1
This page summarises the features. Students have seen these in the Reading text and Check-in page.

Each feature is clearly explained.

Learning is reinforced by tasks and questions on the page. These also prepare students for *Writing together* on the next page and for independent WB writing tasks.
speaking reading writing

Writing **Stage 1**

Features of interviews

In an interview, one person asks questions and the other gives answers.

The people in an interview
The person who asks the questions is the **interviewer**. The person who answers is the **interviewee**.

In the magazine article on page 14:
Who asks the interviewee?
Who was the interviewee?

Interview questions
The interviewer asks the interviewee for information. The questions often begin with question words: what → where → when → how → who → why.

Look at Jack's profile. There are eight pieces of information.
Write the question for each piece of information.

Profile

| | |
|-----------------|---|
| name: | Jack |
| age: | 18 |
| where he lives: | West Hill, Newport |
| school: | Stacy High School |
| interviewer: | Patry |
| interviewee: | Jack |
| hobbies: | reading, listening to music, playing video games |
| likes: | fast food, listening to music, playing video games, listening to music, playing video games |
| dislikes: | long car journeys, long car journeys |

Questions

Example
An interview is set out like a play. Look at the extract from the magazine article. The names of the interviewer and interviewee. The words they say are on the left and on the right.

Patry: When school do you go to?
Laura: I go to West Hill Academy.
Patry: Have you got any hobbies or interests?
Laura: Yes, I like playing basketball.

Stage 2
The whole class writing task is accomplished by the students and teacher working together.

Writing together **Stage 2**

Patry is interviewing Holly. As a class you are going to write the information below to write up the interview.

Read Holly's personal profile.

| | |
|------------------|--|
| name: | Holly |
| age: | 16 |
| where she lives: | Stacyville, Newport |
| brother: | Stacy, aged 8 |
| sisters: | Nancy, aged 6; Daisy, aged 5 |
| school: | Central High School |
| interviewer: | Patry |
| interviewee: | Holly |
| hobbies: | reading, listening to music, playing video games |
| likes: | fast food, shopping |
| dislikes: | long car journeys, long car journeys |

Things to think about

For Holly, the interviewer:
Use the questions on page 14.
Use the information in Holly's profile to write your questions.
Write the questions in full sentences.

For Holly, the interviewee:
Use the information in Holly's profile to write the answers to Patry's questions.
Use the extra information about Holly's likes and dislikes. What did she like on pages 8 and 12?
Write the answers in complete sentences.

Remember:
Set out the interview like a play.
The interviewer's questions are on the left.
The interviewee's answers are on the right.

Write the interview.

Individual writing

First, the teacher goes through the page with the class explaining how the task will be approached.
listening reading

Next the teacher works with the class to complete the task on the board, going through all the stages from making notes to the complete correct piece. For a detailed explanation of the process, see p22-23.
speaking writing

Stage 3
Students complete this page as a homework task, working alone. Assessment guidance is given in the lesson notes. For more detail, see p23.

The teacher takes the class through the WB page, checking understanding of the task which requires students to complete the same writing process independently.
listening writing

Individual writing: writing an interview **Stage 3**

You have read an interview between Patry and Laura. Now write an interview between Patry and Rosa.

Read Rosa's personal profile.

| | |
|------------------|--|
| name: | Rosa |
| age: | 14 |
| where she lives: | West Hill, Newport |
| school: | Stacy High School |
| interviewer: | Patry |
| interviewee: | Rosa |
| hobbies: | art, swimming, basketball |
| likes: | animals, all animals, but particularly my cat, Daisy |
| dislikes: | zoo, people who are cruel to animals |

Things to think about

Remember the questions Patry will ask.
Write the questions on the left.
Use the information in the profile to write Rosa's answers. Look carefully at her profile. Think of any questions Patry could ask.

Write notes here

Use the information in the profile to write Patry's questions. Look carefully at her profile. Think of any questions Patry could ask.

Write notes here

Use the extra information about Rosa. Use the questions on page 14.
What did he tell her?

Write notes here

Remember to set out the interview like a play.
The names of the interviewer and the interviewee are written on the left and the right.
Remember the interview between Patry and Laura.

Patry: Why did you go to the zoo?
Rosa: I thought it was really interesting.

Lesson 7 Listening and speaking

This page contains two listening activities and two speaking activities.

Note: It is important to work through **all** the activities on the page **in order**.

2 Vocabulary helps students understand the dialogue.
reading

3 The photos present the topic on which tasks on the page are based.
speaking listening

5 Colloquial expressions that students should notice are indicated.
reading listening

7 Listening comprehension activities are included in every unit.
listening

1 The dialogue speakers are shown on the page.

4 The dialogue acts as a model for the class speaking activity.
listening speaking

6 Group discussion lets students hold their own conversation on the topic.
speaking listening

8 The individual speaking task is signalled.
writing speaking

Interactive listening and speaking

- The dialogue speakers** are shown to set the context for the dialogue.
- Vocabulary** for the dialogue is shown in a box and teachers should go through the words with the class. These help to give students an idea of what the conversation will be about. The words will also help students when they hold their own discussion following the model dialogues.
- The photos** will support students in listening and in their own speaking and students should spend some time looking at the photos and discussing them before they listen.
- The dialogue** should be played to the class without a pause so students listen to the complete conversation which gives them a model for their own conversation.
- Colloquial expressions** are included in all dialogues and when students have listened once, they are encouraged to read them and take notice of them through different activities.
- Group discussion** in the class takes place in small groups or pairs. For a general approach to developing pair work, see p21–22. They should try to use the vocabulary and phrases from the boxes.
- Listening comprehension** work gives students experience of the kind of task listening they will eventually meet in exams.
- The individual speaking** task appears in the WB and teachers should go through it with the class, using the prompts on the page and ensuring the class understands how to answer the questions, make notes and write a short presentation from the answers and notes.

Using the WB page

Students write out their presentation on paper in full sentences from notes made on this page.

They read their presentation to the class concentrating on speaking audibly and clearly with good expression.

Students are not expected at this level to deliver a talk in full sentences by speaking only from notes.

For this kind of speaking task, it is not appropriate for students to learn their presentations by heart. The aim is to develop fluency in speaking rather than recitation skills.

The WB presents a dialogue in written form, practising colloquial expressions and grammar.

writing

Listening and speaking

Complete the dialogue. Use the verbs and expressions from the boxes.

It sounds ... **lucky you!** **me, too!** **From** **at all**

Lucy: Where do you live, Holly?

Holly: I live in a flat near the station.

Lucy: How many brothers or sisters?

Holly: No, I have a brother and two sisters.

Lucy: How often do you go to school? Which school?

Holly: I go to Central High School. I like it. It's a great school. We have a swimming pool, a library and a theatre.

Lucy: Do you go swimming?

Holly: No, I don't like swimming. I go to the library every week, though. I like reading books.

Lucy: What sort of books?

Holly: I like mystery stories best.

Lucy: Oh, I like them too.



Individual speaking

Think about your family. Who lives in your home?

Make notes about your family. Use the questions below or use your own ideas.

- Who is in your family? Write one name on the first line in each box.
- Who goes to work? What jobs do they do? Write the jobs under the names.
- Who goes to school? Write the name of the school under the names.
- What are the people in your family interested in? Add notes to the boxes.
- What things do they like? Add notes to the boxes.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

Write sentences about the people in your family. Use your notes in the boxes.

Talk to the class for one minute. Tell them about your family.

The second part of the page gives students a structure for their individual speaking task.

writing speaking

WB Check-out page

This page reminds students of the work they have covered in all skill areas in the unit.

It contains a few short tasks. These do not represent a test. They are included to help students assess how well they have learned and taken in all aspects of the unit.

Students should be able to complete this page independently within ten minutes.

If they cannot remember something or are not sure of the answer, they should look back in the unit and learn again.

When students are satisfied that they are familiar with the work and have completed the page, they tick the box at the end to check out of the unit.

It is preferable for students to complete this page and for the teacher to check that the class has completed all the tasks before moving on to the next unit.

The Unit notes suggest that this activity form a complete lesson in which students check their own progress and tasks, make some presentations of completed work individually and in groups.

Teachers may wish to go through these pages in detail with different students from time to time to check individuals' self-monitoring and class progress.

Check-out 1

Reading

- You read a magazine article.
 - What was the title of the article?
 - What was the full name of the project?
- There was an interview between two people.
 - Who were they?
 - Who was the interviewee? Who was the interviewer?

Vocabulary

- You learned 20 words about working on a group project. Look at page 122 in this book. Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- Is a suffix added to the end of the word or the beginning of a word?
- Make these verbs into nouns. Write the nouns. Use the suffixes -ion or -ment. Check Student's Book page 11 if you are not sure and learn the words.
 - present
 - excite
 - argue
 - imagine
- Complete these words with sh or ss. If you are not sure, check in your dictionary.
 - se__ion
 - fa__ion
 - impre__ion
 - mi__ion
 - cu__ion

Grammar

- Maise is talking about her family. Complete the paragraph. Use he, work, live, think, like.

I live _____ with my family in the centre of the city. My dad _____ an engineer. Usually, he _____ in the city but right now, he _____ in France so he _____ all kinds of _____ his job is interesting but I _____ not interested in engineering. I _____ puzzles and quizzes but we both _____ shopping things.

Writing

- Complete these features of an interview.

An interview is set out like a _____. The names of the speakers are on the _____. The words they say are on the _____. The interviewer _____ the questions. The interviewee _____ the questions.
- Have you made a neat copy of your interview? Is it in your folder?

Listening and speaking

- Have you listened again to Jack and Ross?
- Did your friend ask you about your home and family, and things you like?
- Did you ask your friend?
- Have you talked for one minute about your family?

Dictionary 7

To support students through *English World 7*, the dictionary contains new words which did not appear in the primary levels.

New vocabulary comes from three sources in each unit:

- the Reading text, which is the principal source
- the Grammar in use dialogue
- the Writing pages

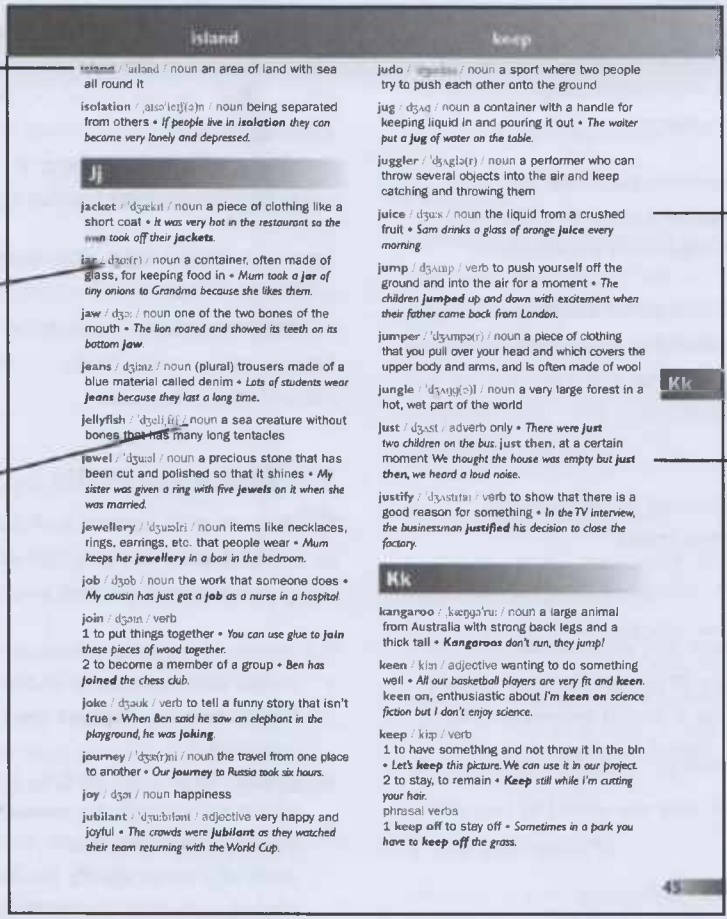
In addition, Dictionary 7 contains all the vocabulary from *English World 1–6* to:

- give practice in using a full dictionary with all entries listed alphabetically
- allow students to check words they have seen before but may have forgotten
- allow students to check words that they did not previously learn at the primary level

The entry word is in bold coloured type for easy reference.

The phonetic spelling is given for accuracy in pronunciation.

The word class is given in full.



The definition is given in simple language.

Example sentences are given with the entry word highlighted.

The exact form of word that is needed in level 7 is given as an entry, therefore not all words in a word family are given.

Level 7 entries include only the meaning/s needed for level 7 work. Level 1–6 entries include only the meaning that was previously learned, therefore not all possible meanings of every entry are given.

The more complex features of a standard dictionary (including words with more than one meaning) and how to use these features productively are taught and practised in *English World 8*, taking examples from the *Macmillan School Dictionary* as a standard secondary level dictionary.

Approaches to skills and teaching methods for *English World*

I Reading

The act of reading is essentially an *individual* one. As adults we read, for example, a novel or a newspaper to 'ourselves'. Rarely is reading a shared activity.

To be a successful reader, however, students must be trained to use a range of strategies that enable them to understand a text on various levels, and to analyse and challenge what they read. To this end, *English World* uses **shared reading** as a strategy to train students to become *active* readers.

Throughout the course, students will encounter a wide variety of text types and be encouraged to *interrogate* them in terms of **meaning, structure, purpose** and **audience**.

Before actually reading the text, however, *questions* are suggested to engage students' **interest** and to give them the opportunity to contribute their own **ideas** and **experiences**.

The comprehension questions will then guide students through **literal, inferential** and **personal/evaluative** responses to the text.

2 Comprehension

To *comprehend* a text fully, students need to be given the opportunity to approach it on different levels.

Literal comprehension

Literal comprehension explores **ideas** and **information** that are *explicitly* stated in the text. This type of comprehension should never be dismissed as 'too easy', as a sound understanding at the literal level is the basis for the higher order reading skills.

At this level of comprehension, students are asked to recognise *details* in the text, e.g.:

- locate and identify facts
- recognise main ideas
- order incidents
- recognise comparisons
- recall

Inferential comprehension

At this level of comprehension, students use their literal understanding of the text together with the **clues** it provides, their **intuition** and **personal experience**. In this way they acquire a deeper understanding of what they have read.

Questions for inferential comprehension are generally included in the group discussion activities and usually begin with:

What do you think ...?

Why do you think ...?

How do you know ...?

What does ... tell you?

Students should be trained to recognise that questions posed in this way cannot be answered by finding explicit details in the text. They require students to look beyond the literal meaning to **interpret** and **predict**. Teachers should encourage students to cite **evidence** from the text which they have used to infer their answers.

Personal/evaluative comprehension

At this level of comprehension, students are asked to relate what they have read to their own **experience** and/or make **personal judgments** about the text. This kind of question is often included in the *Your views* section, e.g.:

Did you find the text interesting/funny/frightening/sad/informative? etc.

What would you have done ...?

What questions would you like to ask ...?

Teachers should encourage students to **justify** their answers, e.g.:

I found it interesting because ...

I would have ... because ...

I would ask ... because ...

3 Thinking skills

It is important to understand that what has come to be known as *thinking skills* has been an integral part of good practice for many years and is not just a recent add-on.

Put simply, it requires teachers to:

- create an atmosphere in the classroom where all students feel at ease to **express** their opinions and **contribute** to the discussion
- **guide**, rather than control, the discussion session giving ample opportunity for **reviewing** what has been said; keeping the discussion **on track**; sometimes taking the opposite point of view to **clarify** students' thinking; ensuring what is said is supported by **reasons** and **examples**

It requires students to:

- think for themselves – to **question, analyse, challenge** and **respond** to what they have read
- to **have, express** and **justify** their opinions
- to see **discussion** as a way of **understanding issues** and **respecting the viewpoints** of others through **speaking** and **listening**
- to be prepared to **change their point of view** if what they have heard through discussion prompts them to do so

Thinking skills are included in the Check-in page where students are required to apply their knowledge and experience to the topic they are about to study. They are particularly evident in

the inferential and deductive element of the group discussion questions that appear in every comprehension lesson.

4 Study skills

Studying effectively requires practice and the ability to use **appropriate strategies** and **tools** for a given task. The Study skills units throughout the course concentrate on **transferable skills** needed across the whole curriculum, e.g.:

- research and note taking
- preparing for and giving a class presentation
- efficient and appropriate use of a dictionary and thesaurus
- structured and effective planning (an integral part of each unit)

All the Study skills units are designed to make students more **effective learners**.

In some cases in the upper levels, the Study skills reading passage **will not be a model** for the writing outcome but will require students to use the **tool** to accomplish the writing task.

Throughout level 7, dictionary work, which is an essential study skill, appears in every unit and follows a distinct syllabus which familiarises students with dictionaries as a resource for helping with spelling and writing as well as vocabulary.

5 Spelling

Should spelling be 'caught' or taught? In other words, if students read a lot does that mean they will be good spellers (*caught*)? Or, if students follow a structured spelling course, is the outcome likely to be a sounder knowledge and faster progression (*taught*)?

Based on extensive research, it is now concluded that very careful readers will see improvement in spelling while less focused readers will not. Even 'careful' readers, however, need the back-up of a structured approach to become truly competent spellers.

Levels 1 to 8 of *English World* delivers a structured spelling course beginning with a phonic approach and developing into areas of blends, digraphs, letter strings, spelling rules, etc. These sections of the course lend themselves to class teaching and student participation and should be used as the basis for introducing students to the vagaries of English spelling.

The ability to spell or not, however, is a very individual thing. Some students will struggle with certain words and rules, while others will have difficulty in other areas. With this in mind, it is a good idea to:

- keep a personal log of recurring mistakes from students' written work and use this for weekly spelling tests, rather than a set of random words students have not attempted to use

- encourage students to keep their own log of their spelling mistakes that they can refer to when doing written work
- use the two-tier marking system (See *Assessment* p23) so that students can clearly see if spelling is a problem whilst not undermining their confidence in other areas of their written work

6 Grammar

Presentation of grammar in context

Examples of structures being taught in a unit first appear in the main reading text. They are then looked at more closely in the Grammar and Grammar in use lessons. On the Grammar pages, examples of the structures being taught are clearly presented in a short text. On the Grammar in use pages, structures being taught are presented in a short dialogue. The structures taught in the Grammar in use dialogues are those which are most likely to occur in informal speech.

Practice

Exercises in the Student's Book are mainly active, oral activities. There are many opportunities for communicative pair and group work, which allow all students to practise the structures being taught. Exercises in the Workbook are written activities, which may be done in class or as homework and which allow students to consolidate their understanding of the grammatical structures covered in the unit.

Grammar reference

In the Student's Book, grammar boxes explain usage and give examples of grammar points. These boxes may be used for teaching new structures or can be used purely for reference. At the end of the Workbook there is an extensive Grammar reference section with explanations, examples and paradigms. There is also an irregular verb table with examples of how parts of speech are used in the formation of tenses.

7 Pair work

Working in pairs gives every student the chance to communicate in English. It is the simplest way to cut down teacher talking time and increase student talking time. It also benefits less confident students who may feel uncomfortable speaking in front of the whole class.

If students are new to the concept of pair work, introduce it gradually. Choose simple activities and limit the time the students work in their pairs – perhaps as little as one or two minutes at first. As they become accustomed to the idea of pair work, you can increase the amount of time you allow them although it is usually wise to set a clear time limit so that students know when they need to have completed the task.

Assessing pair work

While students are working in their pairs, walk around the classroom and listen to them. Help and encourage where necessary but do not interrupt too much – this is their chance to communicate with each other – and do not correct every mistake you hear, however tempting this may be! Limit your corrections to big mistakes. For example, if the purpose of the exercise is to practise question forms and students are clearly having difficulty with the correct construction, help them with this but do not worry about other minor errors. You might notice that a number of pairs are making the same mistakes. Rather than interrupting them, you could make a note of the errors and, when the pair work is finished, deal with these with the whole class.

Setting up pairs

The quickest and easiest method of setting up pairs is to ask students to work with classmates sitting nearest to them. If students always work in the same pairs, activities can be started efficiently without wasting time. Most students will feel comfortable working with a familiar partner.

Sometimes, however, you may want to vary the pairs to give a fresh stimulus to pair activities. How can this be done quickly and easily?

- 1 Pairs of cards** Prepare cards or slips of paper on which are written related items, e.g. opposites (*hot/cold, huge/tiny*), infinitives of irregular verbs and their past tenses (*buy/bought, see/saw*), countries and their capital cities (*Russia/Moscow, Norway/Oslo*), countries and their languages (*Spain/Spanish, Egypt/Arabic*), animals and their young (*cat/kitten, horse/foal*), etc. Mix up the cards and hand them out at random to the students, who must then find the other half of their pair.
- 2 String pairs** Cut string into lengths of about one metre (one piece of string for each pair). Put all the lengths of string together in a bunch. Grasp the strings in the centre and hold them up high. Students take the ends of the strings. You release the strings. Each student forms a pair with whoever is holding the other end of his/her string.

8 Group work

In order to give every student an opportunity to contribute, groups should not be too big. About six students per group is usually best. It is useful to appoint a group leader who will be responsible for conducting the activity and making sure that every member of the group makes a contribution. You might also want to appoint a secretary, whose job is to keep track of the activity and report back to the whole class. Make sure that every member of the group has a chance to take on these two roles so that louder, more confident students do not always dominate a group. As with pair work, it is a good idea to set a time limit for

any group activity and to make sure that students complete the activity within the allotted time.

9 Writing

Throughout the course, **reading** and **writing** are closely linked in a carefully structured process.

The reading passage almost always provides the **model text type** that students will reproduce in their writing activity (see *Study skills* p21 for exceptions).

Writing – Stage 1: Writing features

Students are given the opportunity to study the **key features** of that particular text type, e.g.:

| Text type | Features |
|-----------------------|--|
| instructional writing | clear introduction layout short, clear sentences imperative verbs precise language |

The key features are clearly set out so that students can learn about them and refer to them as needed. Where appropriate, short tasks accompany the features to help students absorb the points.

Writing – Stage 2: Writing together

In the second part of the writing lesson, the teacher and students collaborate to produce a writing outcome of the given text type. Questions, prompts and suggestions are given to focus students' thinking. These give the teacher the opportunity to work with students on a model writing task so that the theory that has been learned in *Writing features* may be put into practice with teacher guidance.

The aims of Writing together

The main aim is to take the work of writing itself away from the class so that they can concentrate on the form of the writing and their ideas. Teachers should prompt the class to produce sentences by working through the notes on the page. The teacher writes these sentences on the board so that the piece is gradually produced by working through the notes. This helps to demonstrate to students that:

- notes can help them to write a complete piece
- following a structure makes writing much easier
- the task is achievable if they follow the instructions

By re-reading and reviewing the writing together (see below), students learn that:

- a piece of writing can be improved by
 - checking it fulfils the task and amending
 - spotting mistakes

- does not take very much time to do
- this final stage of the process is worth doing

Methodology in Writing together

- 1 Guide** Teachers should not expect that from the very beginning of the course the class will deliver a near-perfect piece, sentence by sentence. Teachers may need frequently to remind students of the form and style of the piece they are attempting and to refer back to the features they have learned.
- 2 Encourage** It is important that students have confidence in making suggestions, so whatever response is given to a particular prompt, teachers should aim to be encouraging and affirming, even if the response is not quite accurate. It is preferable to use the response to ask another question or give prompts to help students think further and add more.
- 3 Explain** Suggestions should not be corrected by the teacher unless they are completely inappropriate and indicate that the entire class has misunderstood the task or the features or both, in which case the teacher should give further explanation.
- 4 Focus on writing** Teachers may wish to correct minor mistakes in grammar as the piece is written on the board. However, it is very important that this lesson focuses on writing and does not become a grammar lesson.
- 5 Review** When the class has completed the task to a satisfactory standard in terms of form and content, the teacher should re-read the piece with the class to see whether:
 - it fulfils the task set
 - there are any errors of grammar or vocabulary that need to be corrected
- 6 Improve** Teachers should ask the class if the writing fulfils the task and whether any improvements can be made in the style or content of the piece. Suggestions should be accepted if the teacher and the class agree it is a real improvement. Teachers should ask the class to look at all the grammar, spelling and punctuation to see if there is anything that needs to be corrected. When all the corrections have been made, the class should have in front of them a complete demonstration of the task which will help them to complete the third stage of the writing on their own.

Writing lesson – Stage 3: Independent Workbook writing

The third part of the writing lesson is the writing task in the WB which requires a writing outcome of the same text type using the same features. The goal here is that students tackle this writing task **independently**, but this may not be possible in the initial stages of the course. Individual teachers are best

placed to assess how much support is needed for this task, and should work towards independent writing at a pace they judge appropriate for their students.

10 Assessment

The TG gives guidance on **assessing** the writing outcome. Assessing pieces of written work where students are required to draw on their knowledge of the **technical** aspects of the language, e.g. spelling, punctuation etc., and also their **creative** abilities is no easy task.

To ensure that both a student's technical and creative abilities are given equal weight, it is suggested that written work is assessed on both levels:

- 1 Give a mark out of ten for spelling / punctuation / grammar and label this mark T (technical).
- 2 Give a mark out of ten for structure / style / imaginative content and label this mark C (creative).
- 3 Combine these marks for the overall mark.

In this way:

- teachers can look at and assess the various aspects of a student's work
- students can assess, for example, that their technical ability is good but their appreciation of appropriate style and structure needs work, or vice versa

11 Listening

Listening in every lesson

Although only one lesson per unit is entitled *Listening and speaking*, students are exposed to a variety of listening activities across each unit. In every lesson, they listen to their teacher and to each other. Most lessons provide opportunities for pair work and this increases the number of voices students are exposed to. Group work increases it still further. If you can vary the pairs or groups from time to time, students will become accustomed to hearing an even wider variety of voices (see *Pair and group work* on p21–22 for suggestions as to how to do this).

Recorded texts

English World provides students with a wealth of recorded material. The main reading text in every unit appears on the Class Audio CD. This gives students the opportunity to hear a wide variety of voices (male, female, young and old) and, as the course progresses, to become familiar with different accents: regional accents from the UK as well as varieties of English from the wider English-speaking world, for example, American, Canadian, Australian, Indian and more.

Additionally, the entire Student's Book audio is presented on the Student's CD-ROM. This enables students to access the recordings independently in order to improve their understanding of the texts and dialogues.

Recorded dialogues

Grammar in use lessons feature dialogues spoken by young people of the same age as the students. By listening to these dialogues, students will become familiar with the intonation patterns of conversational English and also be exposed to colloquial speech and idiomatic language.

Varied activities

Listening and speaking lessons provide students with two types of listening activity:

- 1 Conversation practice** Students listen to a conversation between two or more characters. Photographs and word prompts help them to follow and understand the conversation. They are then required to do more detailed work on the conversation, for example listening for particular idiomatic phrases and placing them in their contexts. These listening exercises provide the stimulus for pair or group conversations.
- 2 Listening comprehension** Students listen for a purpose (task listening). In these listening comprehension activities students may hear monologues, dialogues or conversations between three or more people. They listen first for general understanding (gist) and then for detail. Students are presented with a variety of activities here to aid understanding, for example, straightforward comprehension questions, true or false exercises, correcting statements which are known to be false, matching speakers and statements, multiple-choice questions. Whatever the activity, it is important that students have time to look through the exercise first so that they have a clear idea of what they are listening for.

12 Speaking

Speaking in every lesson

There are opportunities for speaking in every lesson of a unit. It is possible to reduce teacher talking time and increase student talking time simply by asking students to read out questions and rubrics instead of the teacher. Introducing pair work on a regular

basis also increases opportunities for students to speak. There are many activities in *Grammar* and *Grammar in use* lessons, for example, which have been written specifically with pair work in mind. Students are frequently asked to personalise their responses and express their own opinions. If students can do this in pairs or small groups before reporting back to the class, the time they spend speaking is greatly increased.

Dialogues

Dialogues in *English World* play an important role in encouraging fluent speech. In *Grammar in use* lessons the serial story in dialogue form gives students the opportunity to practise grammatical structures which are frequently found in speech. Students are also introduced to conversational expressions which are recycled in later activities in both the Student's Book and the Workbook. In this way students gradually build up an extensive bank of idiomatic expressions which will enrich their spoken English.

Speaking activities

Listening and speaking lessons include two types of speaking activity:

- 1 Conversation practice** Students hear a conversation between two or more people. Photographs and useful vocabulary help them to follow the conversation and also serve as a stimulus for their own conversations conducted in pairs or small groups.
- 2 Individual speaking** Activities in the Workbook help students to prepare presentations which they will later give to the class. Questions or other prompts stimulate their ideas, which they write down in note form. At first, students are asked to develop their notes into sentences on which to base their presentations. As their confidence and fluency increases, they are encouraged to give their presentations based purely on their notes. Different ways of starting and ending their presentations are given at first. As students progress, they are asked to think of their own ways of introducing and concluding their talks.

Before beginning Unit 1

If possible, ask students to look at pages 4–7 as an independent preparation task for Unit 1. They should read pages 4–7.

Tell students to note short answers to the questions and tasks on page 7. Tell them to look up or check understanding of the words for Reading. Explain that these are some of the new words they will learn in Unit 1, not all of them.

Pages 4 and 5

If it is not possible for your students to look at pages 4–7 before starting the book, tell the class to look at these pages at the start of the first lesson.

Explain that they will meet these school students in Unit 1 and follow their activities in Grammar in use in each of the following units.

Ask the class to look at Laura's personal information card. Read out the first descriptor on the left: *age* and ask a student to read Laura's information: *15*. Continue with the other descriptors and ask different students to read the information for each one.

Do the same with Jack's card.

If you wish, let two volunteers read out the descriptors for Holly and Ross and ask different students to read out the information as before.

If you wish, check understanding of the information by asking a few questions around the class, e.g. *How old is Holly? What does Jack like? What does Laura not like? Does Ross have a pet? What is it and what is it called?* etc.

Page 6

Give the class time to look at the page and read the speech bubbles silently.

Explain that these characters sometimes give help and advice about the work students will cover during the year.

Page 7

If students have not been able to read this page before starting Unit 1, follow the guidance notes that are given below but go through them more slowly.

Give students time to look up new Reading words in their dictionaries.

Ask questions around the class, giving students time to think of their answers if necessary, before asking for responses.

Note At the end of Unit 1 and all subsequent units, give the next Check-in page as an independent homework assignment. Students should read and understand the information and complete all the tasks, writing their own notes for their answers to be given orally in class when you begin the next unit.

In this unit, students:

- read and understand a magazine article including an interview
- develop a close understanding of the article, its function, purpose and vocabulary
- form and use words with suffix *-tion*; pronounce and spell correctly words with *ss* sounding *sh*
- use present simple and present continuous tenses
- use stative verbs
- use phrases with *make* and *do*
- learn the features of writing an interview; write an interview
- listen to a monologue about family members and the jobs they do
- present a monologue about their family

Lesson 1 Check-in; Reading SB p7-9

Lesson aims

- to prepare for the topic of *Magazines* and other aspects of work in Unit 1 through the Check-in page
- to read and gain a good general understanding of a magazine article and an interview

SB skills: discussion; reading for general understanding; oral comprehension; vocabulary work

WB practice: Unit 1 vocabulary list (p122)

Time division: a rough guide to a 40-minute lesson

- ▶ Check-in - 10
- ▶ Reading - 10
- ▶ Vocabulary check - 5
- ▶ General questions - 5
- ▶ Reading practice - 10

Point out the unit title and give students a few moments to look at the pictures. Ask the class if they recognise the kinds of magazine shown in the pictures, e.g.:

Do you know any magazines that look like these? Which ones?

Do you think any of these magazines look interesting? attractive? Which ones?

Check-in

- 1 Read the first statement about magazines.

Task box Elicit and write on the board all the magazine titles students know of, for anyone of any age.

Ask the other questions around the class. Elicit responses from as many students as possible.

- 2 Read the last statement to the class.

Reading

- 1 Read the information about the magazine article and how it is set out. Ask: *What else has information set out in columns?* Students should remember that newspapers are set out in columns. They may also mention dictionaries and encyclopaedias.

- 2 Read about the interview and how it is set out.

Task box Encourage students to explain how a play is set out: *the name of the character is written first; the words the character says come next.* Students should remember this as they are likely to have studied several short plays in the primary level.

- 3 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

Read out the work that will be covered in the unit.

Task box Ask the questions about doing projects.

Aim to elicit responses from half the class concerning project work.

Grammar

- 1 Read out the work that will be covered in the unit. Ask students if they find correct use of these present tenses easy or difficult.
- 2 Elicit a phrase or sentence for each of the verbs *make* and *do*. Explain to the class that they are going to learn new phrases using these verbs.

Writing

Read out the writing tasks in the unit. Explain that students will learn how an interview is written before they have to write one themselves.

Listening

- 1 Read out the listening tasks that are included in the unit.
- 2 Ask: *Who are Jack and Ross? two of the students on the Introducing ... pages*

Task box Ask the question about meeting new friends. Elicit as many answers as possible.

Speaking

Read out the work that will be covered in the unit.

Task box Elicit answers to the question.

Note: In asking the Listening and Speaking questions, aim to elicit responses from the other half of the class so that most students have given a response to at least one item on the page.

Reading: The portrait project SB p8–9

Before reading

Pre-reading questions

- 1 Which page is the interview on? **page 9** How do you know? Elicit from the class that the text is set out with the names of the two people first and the words they say afterwards.
- 2 Tell the class to scan the top of page 8. Ask: Which two subjects do you think are talked about in the report? **Art, Technology**
- 3 What are the names of the reporters? **Will Jones, Patsy Parker**
- 4 Which other people do you think are included in this magazine article? **Holly, Ross, Laura (their photos appear on page 9)**

Reading

- 1 Play track 1.1 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 1, p175 for words that students can check in Dictionary 7.

Note: Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. This reading lesson aims to achieve a broad, general understanding of the text. It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 What is the name of the project? **A portrait of our town**
- 2 Who is the project for? **school students**

- 3 How did Professor Brown help the students to find out about each other? **He put up message boards with the beginnings of sentences on. Students wrote responses on paper and stuck them on the board.**
- 4 Which students did Patsy chat to? **Holly Carter and Ross Lawrence**
- 5 Who did Patsy interview? **Laura Hardy**

Reading practice

- 1 Ask different students to read sections of the text aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the article (track 1.1). They re-read the article carefully and check meanings again as necessary. Explain that words listed for Unit 1 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p10

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the magazine article and interview
- to give a personal response to the content of the article

SB skills: reading for detail; oral comprehension; scanning; dictionary; critical thinking

WB practice: re-reading; written comprehension: true/false, short answers to literal questions; vocabulary: words with more than one meaning; synonyms

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up – 3 | ▶ Activity 2 – 7 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 10 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 5 | |

Warm-up

- Ask about the characters: *What are the names of the students doing The portrait project?*
- Ask about details, e.g. *How old is Ross/Laura? Who likes swimming and music? Who likes doing puzzles and quizzes? Who goes to North Park College?*
- Students may look back at SB p4 and p5 to help them answer.

Before starting this page, read The portrait project again or play track 1.1.

Activity 1

- 1 Ask the literal comprehension questions. This activity enables the teacher to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 art, technology
- 2 Will Jones and Patsy Parker
- 3 at the City Hall
- 4 Professor John Brown
- 5 film, photography, recordings of voices, sounds and music, different kinds of writing and art
- 6 12–16
- 7 to write responses on small pieces of paper and stick them on the board
- 8 do a portrait of their part of the city (or just their local neighbourhood)
- 9 people
- 10 every Monday (once a week)

Activity 2

- 1 Give the class time to read the words in the box and the first sentence. Ask volunteers to read these aloud if you wish.
- 2 Let another volunteer complete the first sentence.
- 3 Ask the rest of the class if they agree. If there is disagreement, elicit any alternative answers. If necessary, students should check the meanings in a dictionary. Prompt the class to agree on the correct answer.
- 4 Continue in the same way with the other sentences.

Note: Students should have checked meanings of all these words for homework. If several incorrect answers are suggested, advise students to look at the meanings again before they try to complete the WB pages.

Answers 1 present 2 get on 3 technology
4 portrait 5 sessions 6 include 7 volunteer

Activity 3

- 1 Students work in pairs or small groups to discuss answers to these questions. See Introduction p21–22 for advice on setting up and running pair or group work if you are not familiar with the technique.
- 2 Explain to the class that the answers to these questions are not directly in the text. Students will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 If your class is confident with group discussion, let them discuss all the questions within the time limit. Alternatively, ask the groups to discuss one question at a time within a given time limit.

- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

The basic answer is given first. If students do not offer more, they have still answered correctly. Some students may give more detail and, where appropriate, examples are given after the basic answer.

- 1 *Students wanted to read about the project and find out more about it.*
detail: *The students were interested in what the professor said because he gave them lots of ideas and the project sounded exciting. There was a rush because everyone wanted to get a leaflet at once.*
- 2 *Holly was making lots of new friends and she likes making new friends.*
- 3 *Laura was the first student who volunteered to take part in the project.*
detail: *The reporters, Will and Patsy, wanted to include the views of one of the students and an interview was a good way to do it. An interview is set out differently to the rest of the article so the page looks more interesting.*
- 4 *Laura thinks Jack is probably looking at the message board or talking to people. Jack is probably friendly and likes meeting people.*
detail: *He is probably interested in other people because he is looking at the message board to see what they have said.*
- 5 *Students' own opinions based on their understanding of the text. They should suggest: Laura and Jack get on well together. As evidence: Laura and Jack wanted to do the project together. Laura described Jack in a friendly way so it sounds as if they like being together.*

Activity 4

- 1 This activity may also be done in pairs. Students scan the text and find words they agree on.
- 2 Elicit answers. Ask students to check meanings in their dictionaries if it is clear a word has not been correctly understood.

Note: If you are short of time in the lesson, this activity may be done for homework.

Answers 1 university, school, academy
2 discuss, chat 3 construct, create, produce

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p4)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 1T 2F 3F 4T 5F 6T 7T 8F

Exercise 3 2 ... is running *the project* 3 ... the place where they *live*. 5 ... rushed for the *leaflets*.
8 ... *find out* about each other

Exercise 4 1 once a week 2 photography, film, computers 3 goes to computer club 4 surfing
5 to the dentist

Exercise 5 1 Professor Brown 2 Laura 3 Jack
4 Professor Brown 5 Laura 6 Holly

Exercise 6 1 Will Jones, Patsy Parker 2 Patsy, Holly
3 Holly, Ross 4 Laura, Jack

WB: Vocabulary (WB p5)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 b

Exercise 2 1 flowing 2 going fast by taking steps quickly

Exercise 3 1 gift 2 show 3 here 4 this time, now

Exercise 4 Sentence 2

Exercise 5 1 climb into 2 like being with someone
3 make progress

Exercise 6 1 invite 2 create 3 find out 4 report
5 respond

Exercise 7 Students' own sentences

Lesson 3 Working with words SB p11

Lesson aims

- to practise categorising words into classes
- to recognise and use the suffix *-tion*
- to pronounce and spell correctly words with ss sounding *sh*

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: definitions; suffix *-tion*; spelling words with ss or *sh*

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Making new words – 15

▶ A Word classes – 10

▶ C Spelling – 10

Warm-up

- 1 If students have completed their work from *Your views* on SB p10, ask two or three students to read out their responses.
- 2 If this work has not yet been completed, do the following alternative activity.

Definitions Ask students to tell you the word from the text that matches definitions that you give them. If they cannot identify the correct word straight away, let them scan the text. If they still cannot find it, give the first letter. Choose words from the first twenty in the unit word list at the back of this book, e.g.:

extremely interested in something and excited about it:

enthusiastic

a person who does a task or action from their own free

choice: **volunteer**

to talk about something with one or more people: **discuss**

liked by a lot of people: **popular**

to make a choice about something: **decide**

A Word classes

Activity 1

- 1 Read out the task to the class.
- 2 Ask a volunteer to read out the words in the box.
- 3 Read out the first question. Let students work in pairs or small groups to find the words. Give them a short time to do this then elicit the nouns. Check with the other groups whether the answer given is correct and complete.
- 4 Read out the second question. Remind the class that they should consider all the words as the answers may include a word they have listed for the answer to question 1. Elicit the verbs. Check with the other groups.

- Read the third question. Give the groups a short time to work out the answer. Ask a group to give the word. Ask the other groups if they agree.
- Read the fourth question. Groups think of the answer. Let them check in the dictionary if they wish to. After a short time, elicit the word as a verb: **present** /pri'zent/. Ask what it means: **to show, to set out**. Ask for the word as a noun: **present** /'preznt/. Ask what it means: **a gift, something you give to someone**.

Answers 1 session, technology, volunteer, portrait
2 volunteer, present, get on, include 3 volunteer
4 present

B Making new words

Information box Read the information point to the class. Write the example words *station, nation* on the board. The class reads.

Activity 1

- Read the information in the rubric about adding *-tion* to root words. Ask a volunteer to read the speech bubble. Make sure the class remembers what a root is.
- Ask volunteers to read each pair of words. Check for accurate pronunciation.
- Point out the second speech bubble about spelling changes to some words when *-tion* is added.
- Ask a volunteer to read out the root words that end *-e*. Ask another volunteer to read out the words with *-tion* added. Tell the class to notice the spelling: the *e* is dropped before *-tion* is added.
- Elicit the answer to each question. Students write the correct word classes at the head of each list.

Answers 1 verb 2 noun

Activity 2

- Read out the task to the class.
- Give the groups a moment to think which words from the list were used in the report. They may scan the report to find or check if they cannot remember.

Answers imagination, animation

Ask a volunteer to read the speech bubble.

Ask the class if they can remember what the beginning that can be put in front of a word is called: a prefix.

C Spelling

ss sounding sh

Information box Read the information point. Ask a volunteer to read the example sentence.

Activity 1

- Ask different volunteers to read out the words. Check pronunciation. The class reads the words together.
- Read the first question. Make sure the class understands that they must find a root word that is part of one of the words in the box, not one of the words in the box. Elicit the answer. Check with the class.
- Ask the next question, making sure the class knows that the answer is a word within a word. Elicit the answer. Check with the class.

Answers 1 discuss 2 press

Activity 2

- Read out the task.
- Ask volunteers to read out the definitions.
- Students work in pairs or groups. Give them a short time limit. Encourage them to try to match the words to the definitions first, then to check in their dictionaries if they need to.
- Check answers together in the usual way.

Answers 1 impression 2 discussion 3 procession
4 mission

WB: Working with words (WB p6)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 portrait 2 volunteer 3 session
4 decide 5 present 6 include 7 get on

Exercise 2 1 equipment 2 invitation 3 presentation
4 imagination 5 argument 6 animation

Exercise 3 1 invitation 2 animation 3 imagination
4 argument 5 equipment 6 presentation

Exercise 4 1 mission 2 fashion 3 cushion
4 discussion 5 impression 6 rushing 7 Russian
8 brushes

Exercise 5 1 cushion 2 brushes 3 discussion
4 rushing 5 Russian 6 fashion 7 mission
8 impression

Lesson 4 Grammar SB p12

Lesson aims

- to read and understand a short text using present tenses
- to understand and practise correct use of present simple and present continuous tenses

SB skills: reading; grammar accuracy; talking about the present

WB practice: sentence completion using present simple/present continuous; writing long/short forms

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 3
- ▶ Activity 1 – 5
- ▶ Activity 2 – 5
- ▶ Activity 3 – 7
- ▶ Activity 4 – 5
- ▶ Activity 5 – 10
- ▶ Remember! – 5

Warm-up

Ask questions of different students using the present simple and present continuous. Choose questions that students can answer easily, e.g.:

What time do lessons begin every day?

What time do lessons end?

Who teaches you Science/Maths?

Do you learn Spanish in school?

What language are you studying in this lesson?

Which book are we using today?

How many students are sitting in the classroom now?

Activity 1

- 1 **Pre-reading questions** Point out the picture of the three people. Ask:
Where did you see these people before? In the Reading text: The portrait project
Who are they? two reporters and the professor (who is organising the project)
- 2 Ask two students to read a paragraph each of the text.
- 3 After reading, ask about the verbs:
What tense are the verbs in paragraph 1? present simple
What tense are the verbs in paragraph 2? present continuous
- 4 Point out: paragraph 1 says what Will and Patsy do every day; paragraph 2 says what they are doing today.

Activity 2

Ask the literal questions to check understanding and to practise correct use of the tenses. The answers can be found in the text.

Answers

- 1 Will and Patsy are reporters and they work for *Teen Talk* magazine.
- 2 They report on sport, fashion, music, books and films.
- 3 They often meet interesting people.

- 4 * Today they are interviewing Professor John Brown.
- 5 They are interviewing Professor John Brown because he is running the project *A portrait of our town*.
- 6 Professor Brown works at the university.
- 7 He teaches English.
- 8 Professor Brown is explaining the *portrait* project to Will and Patsy.

Activity 3

- 1 If you wish, go through the whole activity together.
- 2 Alternatively, or as well, let students work in pairs, taking turns to ask questions using the prompts and answering.
- 3 Go around as students work and listen so you can check their questions and answers for accuracy.
- 4 Ask a few pairs to stand up and say one or two of the questions and answers.

Answers

- 2 Who do they often interview? They often interview interesting people.
- 3 What do they write about? They write about (all sorts of things such as) sport, fashion, music, books and films.
- 4 Does Patsy report on fashion? Yes, she does.
- 5 Who do they meet? They meet Professor Brown.
- 6 Where does Professor Brown teach? He teaches at the City University.
- 7 Does he teach Russian? No, he doesn't.
- 8 What does he teach? He teaches English.

Activity 4

- 1 Students use the picture to correct the sentences. They may do this work in pairs. They take turns to read a sentence then let their partner decide if it is correct or not. If incorrect, the second student must correct it.
- 2 Give them a time limit to do this work.
- 3 Go around listening to check for accuracy.
- 4 Ask different pairs to read each sentence and correct it while the rest of the class listens. After each pair of sentences, ask the other students whether the corrected sentence is right.

Answers

- 1 The reporters are interviewing Professor Brown.
- 2 Will Jones is recording the interview.
- 3 Professor Brown is speaking.
- 4 Patsy Parker is making notes.
- 5 Professor Brown is not wearing glasses.
- 6 Professor Brown is wearing a jacket.
- 7 Patsy is holding a notebook.
- 8 Will is looking at Professor Brown.

Activity 5

Discussion: Students write answers individually then discuss in pairs or small groups, asking questions and listening to the answers.

Class/group game: Students write their answers on paper (with their name on). The teacher collects the papers then gives a description of the person based on the answers, e.g. *This person gets up early every day.*

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences. Remind the class that the Grammar reference at the back of their Workbooks has all the grammar rules together and they can check anything they are not sure of in those pages.

Divide the class into pairs or groups. Ask them to think of one sentence for each tense. Explain that the sentences must include other words or phrases that show whether the action is a regular event or something that is happening now.

Give them a time limit. Elicit sentences from the groups. Ask other groups whether each sentence is correct or not. Ask them if they can correct any mistakes.

WB: Grammar (WB p7)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 is interviewing 2 Is ... making 3 is recording 4 are smiling 5 are holding 6 is ... reporting

Exercise 2 1 work 2 Do ... meet 3 wears 4 teaches 5 does ... go 6 do ... live

Exercise 3 1 are learning 2 am trying 3 goes 4 do ... speak 5 is winning 6 Does ... enjoy

Exercise 4 1 am 2 is 3 are 4 does not 5 're 6 don't 7 'm 8 don't

Lesson 5 Grammar in use SB p13

Lesson aims

- to listen to, read and understand a short conversation about planning a project
- to understand and practise using stative verbs
- to understand and practise phrases with *make* and *do*

SB skills: listening, reading, speaking, grammar accuracy; talking about favourite activities; understanding and using colloquial expressions

WB practice: sentence completion with stative verbs; using *have got*; sentence completion using *make* or *do*

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 4 | ▶ Activity 3 – 5 | ▶ Grammar extra – 6 |
| ▶ Activity 1 – 6 | ▶ Activity 4 – 8 | |
| ▶ Activity 2 – 5 | ▶ Remember! – 6 | |

Warm-up

Play *Who is it?* Write on the board: *is good at, likes, hates, is interested in.*

Divide the class into 4–6 groups. Each group chooses a person in the next group and completes statements using the verbs and phrases, e.g. *This person is good at sport. He/She likes English but hates Maths. He/She is interested in music and computer games.*

Give groups a short time limit. They take turns to read out their sentences. Other groups guess who the person is.

Activity 1

- 1 Pre-listening questions** Point out the characters and the project note. Ask:
What are the names of the four characters? (If they have forgotten, let them look back to pages 4 and 5.) **Laura, Holly, Ross, Jack**

What are the characters going to work on together in a group?

The portrait project

Why are they meeting together now? They are planning what they are going to do.

- 2** Play track 1.2. Students listen and follow in their books.
- 3** Point out the verbs in bold. Explain that these are usually used in the present tense and less often in the present continuous.

Activity 2

- 1** Ask the literal questions to check understanding and practise using stative verbs.
- 2** Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 The teenagers are in the City Hall and they are planning their project.
- 2 Jack and Laura think that the project is a great idea.
- 3 They need to make a list (of things they are going to include).
- 4 Laura likes computers and photography. She has got a video camera.
- 5 Ross loves sport.
- 6 Holly hates sport.

Activity 3

- 1** Read out the task and ask a volunteer to read the verbs.

- 2 Make sure the class understands that these verbs are some of those that are normally used only in the present simple form.
- 3 Let students complete this work in pairs. Give them a time limit.
- 4 Elicit answers from different pairs. Others listen and check their own work.

Answers 1 sounds 2 knows 3 thinks 4 like, prefer
5 does, mean 6 need

Activity 4

- 1 Ask different students to read out the questions.
- 2 Ask what tense the verbs are in: **the present simple**.
- 3 Students work in groups of six or fewer. They take turns to ask one question each and to give one answer each. Go around listening as they speak.
- 4 If there is time, ask different groups to ask a question for one group member to answer while the rest of the class listens.

Remember!

Go through the stative verbs. Ask a volunteer to read the example.

Either, give students time to think of some sentences working in pairs or groups, or simply elicit sentences from around the class. Alternatively, set this up as an independent written task in addition to the WB exercises, asking students to choose a certain number of verbs and to compose a sentence for each one.

Grammar extra (SB p127)

Explain that some object phrases use *make* and some use *do*. It is necessary to learn these and become familiar with the correct use.

Activity 1

- 1 Students should be able to make good guesses at the answers as the phrases were used in the Reading text. Give students time to look at the first sentence. Ask a volunteer to suggest the correct complete sentence.
- 2 Continue with the other sentences.

Answers 1 make 2 do 3 make 4 do 5 make

Cartoon

- 1 Point out the cartoon. Ask a pair to read the two speech bubbles.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *make* or *do*, e.g. *She's making a decision about ice cream / about choosing an ice cream*, etc.

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each word.

- 2 Elicit sentences from as many pairs/groups as possible.

WB: Grammar in use (WB p8)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 thinks 2 do ... remember 3 sounds
4 includes 5 does ... cost 6 understands

Exercise 2

Read it through with the class asking volunteers to read all the bubbles, or read them yourself except for the two bubbles with the example sentences. Make sure students understand that all the sentences are grammatically correct but they will hear *have got* being used by speakers of British English.

Exercise 3

1 have, has, has, have, have, Have 2 have got, has got,
Has ... got, has ... got, has got, have ... got

Exercise 4 1 make a list 2 do a project

3 make friends 4 make a decision 5 does ... homework

Lesson 6 Writing SB p14–15

Lesson aims

SB

Stage 1: to check understanding of the features of an interview

Stage 2: to write an interview as a whole class

WB

Stage 3: to prepare in class for writing an interview independently

SB skills and WB practice: interview writing

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Ask students what they know about reporters:

Where can you read, see or hear work done by reporters?

Elicit, e.g. **newspapers, magazines, radio, TV, the internet**.

What kind of things do reporters write or talk about?

Elicit, e.g. **news events, sports, film stars, famous people, scientific discoveries, travel**, etc.

Explain to the class that reporters find out facts and they often conduct interviews as a way of getting facts and writing them down for people to read.

Stage 1 Features of interviews

Tell the class that they are going to learn about writing an interview. First, they are going to look at what is in an interview and how it is written.

Ask a volunteer to read the information in the box at the top. Wherever possible, ask volunteers to read sections of information to the class. Tell the class they must follow this part of the lesson carefully, otherwise they will find the next tasks more difficult.

► The people in an interview

- 1 Read, or ask a student to read, the two sentences then ask the questions in the Activity box. Students may look back to the magazine article if they have forgotten the names.
- 2 Check that everyone agrees with the answers.

Answers interviewer: Patsy; interviewee: Laura

► Interview questions

- 1 Read, or ask a student to read, the two sentences about question words then point out the Activity box below and read the instructions.
- 2 Ask a volunteer to read each descriptor on the left and another to read the information on the right.
- 3 Students work in pairs or groups and write the correct question to produce each piece of information. If necessary, do the first one together.
- 4 Give the class a time limit then elicit a question for each piece of information.
- 5 Students write the questions in their copy books.

Answers

- 1 What is your name?
- 2 How old are you?
- 3 Where do you live?
- 4 Have you got any brothers or sisters?
- 5 What school do you go to?
- 6 What are you interested in?
- 7 What things do you like?
- 8 What things do you dislike?

► Layout

- 1 Ask a volunteer to read about how an interview is set out. Make sure the class understands. Point out the short extract and go through how it is set out.
- 2 Ask two volunteers to read out Patsy's questions and Laura's answers. Remind the class that plays and interviews do not use speech marks, even though the actual words spoken are on the page.

Stage 2 Writing together

Explain to the class that you are going to write an interview together on the board. Read the task in the box.

Activity 1

- 1 Ask two volunteers to read each descriptor and each piece of information in Holly's profile.
- 2 Remind the class that the information is in note form and there are no complete sentences.

Activities 2 and 3

- 1 Read all the instructions for the interviewer and the interviewee.
- 2 Remind the class of the questions they wrote from Jack's profile on SB p14. Ask a volunteer to read the first one. Ask what Holly's answer should be.
- 3 Start the interview on the board with this first question and answer. Continue in the same way for questions 2–5.
- 4 Ask the class what question Patsy should ask about interests/hobbies. Write it on the board. Elicit the answer: **design, doing puzzles and quizzes.**
- 5 Point out Patsy's question in the bubble and ask a student to read it. Tell the class to look at Holly's profile and find extra information about her hobbies and interests. Students should be able to say that she is interested in design and especially designing clothes. Ask what the answer to Patsy's question is: **I like designing clothes.** Explain that you are going to include this extra question and answer in the interview. Write them on the board. Elicit any other extra questions and answers.
- 6 Ask what the next two questions should be and write them on the board: *What things do you like? What things do you dislike?* Elicit the answers from Holly's profile.
- 7 Point out what Holly says in the speech bubble. Tell the class to look back at SB p9 and p13 to see what Holly said about what she loves and hates. Include this extra information in her interview answers.
- 8 Ask a pair to read the interview to the class. Ask: *Are all the replies correct? Should anything be added to them? Are more questions needed?*
- 9 Make any changes or corrections then re-read. See Introduction p23 for detail of the editing and proofreading process in class. See below for an example outcome.

Writing together example outcome

Examples of additional ideas are in italics.

Patsy: What is your name?

Holly: My name is Holly.

Patsy: How old are you?

Holly: I'm 14.

Patsy: Where do you live?

Holly: I live in Hampton town centre

Patsy: Have you got any brothers or sisters?

Holly: I've got a brother called Micky. He's nine. My sister, Nancy is 9, too. They're twins. I've got a little sister called Tammy. She's 6.

Patsy: Which school do you go to?

Holly: I go to Central High School.

Lesson 7 Listening and speaking SB p16

Patsy: What are you interested in?
Holly: I'm interested in design and I like puzzles and quizzes.
Patsy: What do you like designing?
Holly: I like designing clothes for girls, especially dresses and shoes.
Patsy: What things do you like?
Holly: I like fashion and I like shopping. And I love making new friends!
Patsy: What things do you dislike?
Holly: I don't like cold weather at all and I really don't like wet, cold weather. And there's one more thing.
Patsy: What's that?
Holly: I really hate sport!

Stage 3 WB: Individual writing (WB p9)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Point out Ross's profile.
- 2 If you wish, let a student read it out.
- 3 Point out the question words.
- 4 Tell the class to think of eight interview questions. They can be different to the SB interview. Remind able students to think of extra questions.
- 5 Remind the class to think about how to set out the interview. They should look at SB p14 again if they need a reminder.
- 6 Tell the class they may do a first draft in their copy books or on paper and then re-read and make corrections. They should give in a neat, checked copy on paper for marking and to be kept in a writing folder.

Writing folders

It is a good idea to give students folders in which to keep their marked work. This encourages them to see their writing as something of value which is to be kept and not lost or discarded. It also helps both teacher and student to keep track of progress, and allows the student to look back and learn from previous mistakes.

Assessment

In assessing the work, look for an interview which:

- has at least eight questions
- has sensible replies using the profile information
- is correctly set out as a play

Higher level students should include different and/or extra questions and answers based on other information in the profile or from the unit.

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about plans for a future career

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up – 5 | ▶ Listening comprehension – 10 |
| ▶ Conversation practice – 18 | ▶ Individual speaking – 7 |

Warm-up

Ask one or two pairs of students to read the interviews they wrote between Patsy and Ross as Stage 3 of the Writing lesson.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Jack and Ross**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do you think Jack and Ross are talking about?* Explain that the words in the box will help them to answer. Elicit, e.g. **They are talking about where they live / about their brothers and sisters / about their families**, etc.

Activity 2

Play track 1.3. Students listen to the conversation between Jack and Ross to check their ideas in Activity 1.

Audioscript

Track 1.3 Activities 2 and 3

Jack: Do you live in an apartment or a house?
Ross: I live in a new apartment. It's between the park and the river.
Jack: It sounds great. Have you got any brothers or sisters?
Ross: Yes. I've got a brother and a sister.
Jack: Are there many people in your family?
Ross: I've got a grandma and grandpa, two aunts, four uncles and eight cousins.
Jack: Eight cousins? Lucky you! I've only got one. Are you interested in sport?

Ross: Yes, I go swimming every week.
 Jack: Me, too! Are you good at it?
 Ross: I'm quite good at it. But I'm better at drawing.
 Jack: What do you draw?
 Ross: Animals and birds mostly. I like all kinds of creatures.
 Jack: I'd love to see some of your drawings. Hmm ... Do you ever draw spiders?
 Ross: Spiders? No, not usually!
 Jack: Good, because I really don't like them at all.

Activity 3

- 1 Read out the two questions.
- 2 Play track 1.3 again. Elicit the answers to the questions.

Answers

Ross has eight cousins but Jack only has one.
 Jack and Ross both go swimming.

Activity 4

- 1 Students speak in pairs. One student asks questions using the pictures and word prompts and the other answers. Then they change over.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Explain that Ross is going to talk about people in his family. Students should listen carefully and write down the family members he mentions.
- 2 Play track 1.4. Students write.

Audioscript

Track 1.4 Activities 1 and 2

There are five people in my family. We live in an apartment next to the park. My mum is a teacher and my dad is a dentist. My brother, Harry, is 16. He is very interested in planes but he doesn't want to be a pilot. He wants to be a space engineer and build rockets! He likes sport and so do I. We play basketball together. My sister Amy is 10. She is very good at languages and she is learning English and French. She wants to be a reporter. She likes writing stories and poems.

At the moment my cousin, Jim, is living with us. He's 18 and he is studying at the university. He's really good fun and I like him a lot. He's working very hard this term because he's got lots of exams. He's studying science and he wants to be an astronaut.

Answers mum, dad, brother, sister, cousin

Activity 2

- 1 Give the class time to look at the small pictures.
- 2 Play track 1.4 again. Students tick the pictures of the jobs they hear mentioned.

Answers teacher, pilot, reporter, astronaut, dentist, space engineer

Activity 3

Ask, e.g.: *Does Ross's family sound interesting? Why or why not? Would you like to do any of the jobs Ross mentioned?*

WB: Individual speaking (WB p10)

Exercise 1

- 1 Explain that students are going to talk about their own families, like Ross did.
- 2 Ask a volunteer to read out the words for family members.

Exercise 2

- 1 Ask a volunteer to read the questions.
- 2 Tell the class they should use these questions to help them write notes.
- 3 Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 4 If they would like help, they should follow the questions and note one or two words for each answer for each person.
- 5 Explain that if they make all the notes, they will find it easy to write sentences about their family.

Exercise 3

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their families. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for Individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 1 as a complete lesson*, p37).

- If you do not plan to run a Check-out lesson, set the Homework task.

WB: Listening and speaking (WB p10)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Holly: live
Laura: Have ... got
Holly: have got
Laura: Lucky you, do ... go
Holly: go, think, have got
Laura: It sounds, Are ... interested
Holly: ... at all, go, like
Laura: do ... like
Holly: Hmm ... like
Laura: me too!

WB: Check-out 1 (WB p11)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 1 without using an additional lesson

- Students complete the Check-out page for homework.
- Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.

- Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 1 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 1 answers

Reading 1 a The *portrait* project b A portrait of our town 2 a Patsy, Laura b Laura c Patsy

Vocabulary 2 the end 3 a presentation
b excitement c argument d imagination 4 a session
b fashion c impression d mission e cushion

Grammar live, is, works, is working, is, living, thinks, am, like, like

Writing 1 play, left, right, asks, answers

Homework after Check-out 1

Students read the Check-in page for Unit 2 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

In this unit, students:

- read and understand a short story with a strong setting
- develop a close understanding of the story, its plot, setting and vocabulary
- use the present participle as an adjective; pronounce and spell correctly words with double consonant before a suffix
- use the past simple with the past continuous tense
- use the verb *used to* in the third person
- use phrases with *make* and *take*
- learn the features of describing a setting; write a description of a setting
- listen to a conversation and a monologue about activities people used to do
- present a monologue about a family member's childhood

Lesson 1 Check-in; Reading SB p17–19

Lesson aims

- to prepare for the topic of *City life* and other aspects of work in Unit 2 through the Check-in page
- to read and gain a good general understanding of a descriptive story

SB skills: discussion; reading for general understanding; gist questions; dictionary work

WB practice: Unit 2 vocabulary list (p122)

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------|-------------------------|
| ▶ Check-in – 10 | ▶ General questions – 5 |
| ▶ Reading – 10 | ▶ Reading practice – 10 |
| ▶ Vocabulary check – 5 | |

Point out the unit title and give students a few moments to look at the pictures. Ask the class if they can guess where the cities are. They can guess which continents and suggest countries if they have any ideas. The pictures show: view of the River Vltava and bridges, Prague, Czech Republic (background picture), Abu Dhabi, UAE and Tbilisi, Georgia.

Check-in

- 1 Read the first statements about cities.

Task box *City-based school:* Ask the first question of individuals around the class. Find out the opinion of the class by holding a vote and asking how many students like living in the city.

Country or small town school: Ask the second question of individuals around the class. Hold a vote to find out how many students would like to live in a city.

Make a quick list of cities that students have visited. Ask several volunteers to say which cities they would like to visit and their reasons. Write them on the board. Ask how many other students would like to visit the same cities.

- 2 Read the last statement to the class.

Reading

- 1 Read the first point explaining the past tense. Remind students that most stories are written in the past tense because they are telling the reader about events that happened in the past.
- 2 Check the vocabulary with the class. Explain that the vocabulary in the story describes a particular place so some words are likely to be new.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

- 3 Read the next statement.

Task box Elicit adjectives from around the class. List 8–10 on the board.

Tell the class to read and check that they are all adjectives.

Ask a few volunteers to use different adjectives in a phrase, e.g. **a red car, a tall man**, etc.

Ask which words in the list above are adjectives: **dusty, broad**.

- 4 Read the last statement about the senses of sight, sound and smell.
- 5 Tell the class that a setting (the place where something happens) is not just what you can see. A setting also has sound and smell.
- 6 Ask what places they think have a lot of sound, e.g. **a railway station, a factory**.
- 7 Ask about smell both pleasant and unpleasant. Students might suggest: **a garden, a restaurant, a rubbish bin**, etc.

Task box Ask students what they especially see, hear or smell where they live. Some students may live in busier areas than others. Find out if students from quiet areas notice many sounds or smells.

Vocabulary and spelling

Read out the work that will be covered in the unit.

Task box Check students remember what a suffix is: **an ending that is added to another word**. Elicit or remind them of other examples, e.g. **-ed, -ing, -er**. Ask if they can say what a prefix is: **a beginning that can be put in front of another word**.

Grammar

- 1 Read out the work that will be covered in the unit.
- 2 Write *When I was little I used to ...* on the board and ask if anyone can complete it.

Writing

- 1 Read out the writing tasks in the unit.
- 2 Explain that the places around us change during the day and in the seasons and the same place can seem different at different times.

Listening

Read out the listening tasks that are included in the unit.

Task box Let as many students as possible respond. Students may enjoy talking about their favourite lessons and teachers or games they used to play.

Speaking

- 1 Read out the work that will be covered in the unit.
- 2 Point out they will all have the chance to talk more about their primary schools.

Reading: *The man at the fountain*

SB p18–19

Before reading

Pre-reading questions

- Use these questions or any of your own.
- 1 *Look at the pictures: What is the setting for the story?* Students should recognise that it is a large town/city setting.
 - 2 *What time of day do you think it is? **sometime during the day***
 - 3 *What is the weather like? **hot and sunny***
 - 4 *Look at the text: Is there much speaking in the story? How do you know?* Students should recognise that there is not much speaking. They should notice that speech marks do not occur often and they are for single sentences each time.

Reading

- 1 Play track 1.5 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them

yourself. See Word list, Unit 2, p175 for words that students can check in Dictionary 7.

Note: Check vocabulary only as necessary to achieve a broad understanding of the story. Students will have the opportunity for a detailed vocabulary check as part of their homework task.

After reading

General questions

Use the following questions or any of your own to check for broad understanding.

*Who did Philippe notice in the square? **the thief (whose picture is in the newspapers)***

*Where was the thief? **at the fountain***

*What animals were part of the fountain? **fish, horses***

*Which building particularly interested the thief? **the bank***

*What did Philippe decide to do? **follow the thief***

Reading practice

- 1 Ask different students to read sections of the text aloud. Alternatively, and to give more opportunity for reading practice, let students read in pairs or small groups, taking a paragraph or several lines each.
- 2 Ask if there are any sentences or phrases that students have not understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the story (track 1.5). They re-read the story carefully and check meanings again as necessary. Explain that words listed for Unit 2 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 *Reading comprehension* SB p20

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the story
- to give a personal response to the main character and the plot of the story

SB skills: reading for detail; oral comprehension answers and discussion; scanning; dictionary; critical thinking

WB practice: re-reading; written comprehension: cloze, short answers to literal questions, inferential questions; vocabulary: descriptive verbs and nouns

EPB link: Test 1, Reading Q1, Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 2 – 8

▶ Activity 4 – 5

▶ Re-reading – 5

▶ Activity 3 – 9

▶ Your views – 3

▶ Activity 1 – 7

Warm-up

Ask the class to think of as many adjectives as they can to describe their city or the largest nearby town. Either do this as a whole class and see how many adjectives they can suggest in a two-minute time limit, or let them work in pairs for two minutes and then ask different pairs to tell you their words. Remind them to think of good points as well as bad ones that can be described by an adjective.

Before starting this page, read *The man at the fountain* again or play track 1.5.

Activity 1

- 1 Ask the multiple-choice questions to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers 1 seller 2 roses 3 recognise
4 the fountain 5 white marble 6 the bank
7 their bus 8 gone

Activity 2

Set up and run small discussion groups. Follow the procedure for Reading comprehension, Activity 3 on p28.

Example answers

- 1 Students may suggest logical reasons deduced from the text, e.g. *He was in disguise so he was difficult to recognise. He was mingling with the tourists so he was not easily noticed. Lots of people were in the square and people were coming and going all the time, so one particular person would not stand out from the rest.*
- 2 Students should deduce: *The thief did not want to be noticed and was using the tourists to hide among them.*
- 3 *His cousin called to him just as he was going to get closer.*
- 4 Students should infer: *Philippe is worried that the thief has a bad reason for being interested in the bank. Perhaps the thief is planning to steal from the bank.*
- 5 Accept reasoned answers, e.g. *Perhaps the thief did know Philippe was watching him so he left the square when the ice-cream seller was in front of him and darted away from the square. Alternatively: The thief probably did not know because the story doesn't say anything about the thief looking at Philippe.*
- 6 Students' own answers. Encourage a variety of ideas, e.g. *Philippe wanted to tell the police where the thief went, especially because he believed the thief was going to rob the bank. Perhaps Philippe thought he could catch the thief himself.*

Activity 3

- 1 While students underline the adjectives, write the sentences on the board.
- 2 Check together. If you wish, invite volunteers to underline the adjectives on the board.

Answers white, Broad, massive, wooden, blue, gold, vast

Following tasks

- 1 If there is time, ask students to write the sentences in their copy books leaving out the underlined adjectives. If you are short of time, rub the adjectives off the board and move on to step 2.
- 2 Ask a volunteer to read the sentences without adjectives. Students should recognise that the description sounds different and not just because it is shorter. They should be able to say that the description without the adjectives does not tell the reader the large size of the building and does not suggest that it is important and special.
- 3 Ask the class to look at the sentences and elicit a response.

Answers massive, vast; meaning: very big

Activity 4

- 1 This activity may be done in pairs. Students scan the text and find words they agree on.
- 2 Elicit answers.

Note: If you are short of time in the lesson, this activity may be done for homework.

Answers 1 newspapers, cold drinks, snacks, ice creams, flowers 2 chatting, laughing, taking photos, throwing seeds to the pigeons 3 fish, horses, pigeons 4 bus, chariot, cart

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p12)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 1 bustling 2 dusty 3 fumes 4 clicking
5 glistened 6 square 7 columns 8 duke 9 frowned
10 pigeons

Exercise 3 2 newspapers, cold drinks, snacks, flowers,
ice creams 3 under the trees 4 He was in disguise.
5 the police 6 the tourists 7 huge, leaping fish 8 his
cousin 9 a duke 10 An ice-cream seller pushed his cart
and stopped in front of the fountain.

Exercise 4 1 his cousin 2 selling newspapers
3 to a match 4 I can't tell. 5 yes 6 I can't tell.

WB: Vocabulary (WB p13)

This page may be completed after Lesson 2 or Lesson 3.

Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 verbs: strut, hum, hiss, drift, spurt, gape,
mingle, click, glisten, coo, cruise
nouns: entrance, movement, shade, snack, pigeon,
cascade, scent, chariot

Exercise 2 movement

Exercise 3 1 cruise 2 dart 3 drift 4 mingle
5 spurt 6 strut

Exercise 4 1 glisten 2 coo, hiss, click, hum

Exercise 5 1 snack 2 shade 3 pigeons
4 chariots 5 scent 6 cascade

Exercise 6 1 bustling 2 gaping 3 elegant 4 broad
5 startled 6 magnificent

Lesson 3 Working with words SB p21

Lesson aims

- to study the use of the present participle as an adjective
- to learn about root words, suffixes and prefixes
- to pronounce and spell correctly words with doubling before suffixing

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: present participle as adjective; prefixes; doubling before suffixing

EPB link: Test 1, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Making new words – 10

▶ A Language development

▶ C Spelling – 10

– 15

Warm-up

- Ask two or three students to read out their responses to *The man at the fountain* that they wrote for *Your views*.

A Language development

Adjectives: the present participle

Read the title giving the adjective form: *the present participle*. Check that students know it is the verb + *-ing*.

Activity 1

- 1 Ask students to look at the sentence and underline the present participle. Write the sentence on the board and ask a volunteer to underline the correct word: *galloping*.
- 2 Ask a student to read the two sentences. If you wish, write them on the board.
- 3 Read the information point about combining sentences.
- 4 Ask a volunteer to read the single sentence. If you wish, write it on the board.
- 5 Compare the single sentence with the two sentences.
- 6 Read the second information point and underline the adjective on the board. Explain that this single word now describes the horses' action to the reader and that is why a separate sentence about the action is not needed.

Activity 2

Ask a volunteer to read the phrases. Check students understand all the words.

Activity 3

- 1 In pairs, students discuss and write sentences. Remind them to find the phrases in the text and to check their sentences.
- 2 Elicit correct sentences.

Answers

- 1 The waiting passengers pushed their way onto the bus.
- 2 The cooing pigeons strutted hopefully around the benches.
- 3 Water spurted from their gaping mouths.

B Making new words

More about root words, suffixes and prefixes

Read each information point to the class and ask students to read the examples. At the end, tell the class to close their books. Ask students to tell you a few root words (words that cannot be broken into parts). Ask what a suffix is. Ask what a prefix is.

Activity 1

- 1 Ask a student to read the word *disappeared*.
- 2 In pairs, students agree their answers.
- 3 Check answers with the class and find out if any students made mistakes.

Answers root word: appear; prefix: dis-; suffix: -ed

C Spelling

Doubling before suffixing

Read out the spelling feature: *doubling before suffixing*. Explain that sometimes when a suffix is added to a word, the final letter of the root word is doubled.

Information box Read the information. Write the example words on the board. Make sure that students notice the short e before the l. Point out the double l in the words with the suffixes added.

Contrast *travel* (with the short e) with *greet* (with a long ee sound and no doubling with a suffix), e.g. *greeted*, *greeting*.

Activity 1

- 1 Students work in pairs and write past tenses.
- 2 Check answers, including spelling, together.

Answers quarrelled, cancelled, referred

- 3 Students match the verbs to the definitions. They should try to do this without using a dictionary.

Answers 1 cancel 2 refer 3 quarrel

Read the information about the suffix -y. Write the examples on the board.

Read about the exception: *gallop*, *galloping*.

Read about the stress in *cover* and how the r is not doubled. Contrast the pronunciation of *refer* and *cover*.

WB: Working with words (WB p14)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1

- 2 The falling water splashed into the pool.
- 3 Ben could hear the laughing boys.
- 4 Running children hurried to the school.
- 5 Can you hear the roaring lions?

Exercise 2

- 2 The ringing phone was answered by the man.
- 3 Harry was frightened of the hissing snake.
- 4 The drowning man was saved by the rescue team.
- 5 Andy tried to catch the falling glass.

Exercise 3 1 disagree 2 redo/undo 3 disbelieve
4 rewrite 5 untie/retie 6 unfair

Exercise 4 1 cutter 2 traveller 3 wanderer

Exercise 5 1 referred 2 discovered 3 cancelled
4 stopped 5 cooked

Exercise 6 1 carefully 2 slowly 3 finally 4 quickly
5 generally

Exercise 7 1 hitting 2 quarrelling 3 dropping
4 galloping 5 wondering

Lesson 4 Grammar SB p22

Lesson aims

- to read and understand a short text using past tenses
- to understand and practise correct use of past simple and past continuous tenses
- to practise correct use of these tenses with *while* and *when*

SB skills: reading; grammar accuracy; talking about past events and past events happening at the same time

WB practice: sentence completion using past simple/past continuous; *when* and *while*

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 2

▶ Activity 3 – 7

▶ Activity 6 – 8

▶ Activity 1 – 4

▶ Activity 4 – 5

▶ Remember! – 5

▶ Activity 2 – 5

▶ Activity 5 – 4

Warm-up

Write these verbs from the text on the board: *bustling*, *spot*, *notice*, *drift*, *mingle*, *recognise*, *coo*. Ask students to tell you which verb matches each meaning you say:

mingle – to mix in with

notice – to realise that someone or something is present by seeing, hearing or feeling them

recognise – to see somebody and know who it is

spot – to notice by looking carefully

bustling – busy and full of movement

Activity 1

- Pre-reading questions** Point out the picture. Ask:
Who is the boy in the picture? Philippe, from the story 'The man at the fountain'
Who is he watching? the thief
Why is he watching the thief? because the police are looking for him and Philippe wants to know what he is going to do
- Read or ask two students to read a paragraph each of the short text.
- After reading, tell students to look at paragraph 1. Ask:
*Which tense is used for an action that is completed in the past? **past simple** Which tense is used for an action that was happening for some time in the past? **past continuous***
- Point out paragraph 2. Ask: *Which tense is used after 'when'? **past simple** Which tense is used after 'while'? **past continuous***
- Explain that the past simple and past continuous with *when* and *while* are common in English for talking about past events that happened at about the same time.

Activity 2

Ask the literal questions which students should be able to answer easily, referring quickly back to the text to check if necessary.

Answers

- It was busy.
- They were taking photos, buying cold drinks and sitting on benches.
- It was sunny/hot because people were buying cool drinks and sitting in the shade.
- He was making his way across the square.
- Students' own answers*
- He was mingling with the tourists and taking photos of the square.
- He took a photo of the bank.
- Students' own answers*

Activity 3

- Point out the example and ask a pair of students to read the question and answer.
- Go through the whole activity together or let students work in pairs. Listen as they work then ask a few pairs to stand up and say the questions and answers.

Alternatively, if all your students need support for achieving accuracy, go through the activity together then let students practise again in pairs.

Answers

- What did Philippe see? He saw that the square was bustling with visitors.
- Where were the visitors sitting? They were sitting on benches in the shade of the trees.
- How did the fountain look? It looked magnificent.
- Did Philippe recognise the thief? Yes, he did.

- What did the man start to do? The man started to photograph one of the buildings.
- What did Philippe think? Philippe thought the man was photographing the bank.

Activity 4

- Students cover the text and try to correct the sentences from memory.
- Ask different individuals to answer and check with the rest of the class that they agree.
- Let everyone check back in the text if necessary.

Answers

 Corrected words in *italics*:

- A lot of tourists ...
- ... to escape *the sun*
- ... *cool* drinks
- The thief* was mingling ...
- ... was *selling* newspapers ...
- ... was *taking a photo* of the bank

Activity 5

- Give the class time to look at the first two sentences. Ask a volunteer to suggest how these sentences can be made into one but using *when* or *while*. If the class seems uncertain, remind them that *when* can start the sentence as well as appear in the middle.
- Either continue the activity with the whole class working together or let students work out the sentences in pairs. Alternatively, work together first then repeat in pairs.

Answers

- When Philippe entered the square, he saw a crowd of visitors.
- Philippe was watching the tourists when he spotted the thief.
- While Philippe was crossing the square, he noticed the man.
- Philippe watched the man carefully while he was taking photos.

Activity 6

- Students write answers to the questions individually then compare them with a partner or in a group. Give them a time limit to compare their answers.
- Ask students from different pairs/groups to answer each of the questions.
- Ask if anyone has different answers to any of the questions.

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences. Remind the class that the Grammar reference at the back of their Workbooks has all the grammar rules together and they can check anything they are not sure of in those pages.

Divide the class into pairs or groups. Ask them to think of three more sentences using the past simple and the past continuous with *while*. Remind them that the past continuous is used for the action that was already happening and the past simple is used for the action that interrupts this action.

Give them a time limit. Elicit sentences from the groups.

Ask other groups whether each sentence is correct or not. Ask them if they can correct any mistakes.

WB: Grammar (WB p15)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 knew, was 2 stood 3 did ... want
4 took 5 slid 6 sold 7 rose 8 did ... go

Exercise 2 1 was bustling 2 Were ... enjoying
3 were clicking 4 was ... selling 5 was wearing
6 were looking 7 was flying 8 was glistening

Exercise 3 1 entered, saw 2 was watching, noticed
3 was mingling, spotted 4 was photographing, pointed
5 thought, was behaving 6 ran, decided 7 knew, was
watching 8 tried, was following

Lesson 5 Grammar in use SB p23

Lesson aims

- to listen to, read and understand a short conversation about past events
- to understand and practise *used to*
- to understand and practise phrases with *make* and *take*

SB skills: listening, reading, grammar accuracy; talking about students' town or city in the past; understanding and using colloquial expressions

WB practice: *used to*: sentence completion, questions and negatives; sentence completion using *make* or *take*

EPB link: Test 1, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up - 4 | ▶ Activity 3 - 5 | ▶ Grammar extra - 6 |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 8 | |
| ▶ Activity 2 - 5 | ▶ Remember! - 6 | |

Warm-up

- Remind the class of the Check-in question: *What do you remember about your primary school?*
- Tell them to think about the question then ask questions around the class, e.g.:
 - *Who used to read you stories in school?*
 - *What time did lessons use to finish?*
 - *What used to be your favourite lesson?*
 - *Who used to fetch you from school?*
- Elicit answers from different students. It is not necessary to insist on students using the target structure in their replies. It is enough to listen to the meaning of the questions and respond.

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
*What project are the four characters doing together? **The portrait project - A portrait of our town***
*What can they use to create their portrait? **anything they choose***
*What are the friends going to talk about and what are they using? **the castle - using video***
- 2 Play track 1.6. Students listen and follow in their books.
- 3 Point out the verbs in bold. Explain that *used to* is used to talk about actions that happened regularly in the past but not now.

Activity 2

- 1 Ask the literal questions. Students may check back in the text to check detail.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 It was built 1,000 years ago.
- 2 The Duke of Hampton used to live there.
- 3 It used to stand outside the town.
- 4 Now it stands in the town centre because the town has grown.
- 5 It used to be a prison at one time.
- 6 About 200 prisoners used to live and work there.
- 7 Today part of the castle is a museum and part of it is a hotel.
- 8 It used to be frightening and gloomy but now it is lively, colourful and lots of fun.

Activity 3

- 1 Go through the example with the class then this activity can be done with students talking in pairs.

Lesson aims
SB
Stage 1: to review the features of descriptive writing
Stage 2: to work collaboratively to plan and produce a description of the square at night
WB
Stage 3: to prepare in class for writing a description of a setting independently; to plan and produce a description of the square in the rain
SB skills and WB practice: recognising and using the features of describing a setting
EPB link: Test 1, Writing Q1
Time division: a rough guide to a 40-minute lesson
 ▶ Warm-up - 5
 ▶ Stage 2 - 20
 ▶ Stage 3 - 5

Lesson 6 Writing SB p24-25

WB answers

Exercise 1 1 used to be 2 used to cross 3 used to sell 4 used to ride 5 used to make 6 used to have

Exercise 2

2 Did there use to be a park by the river?
 3 Where did the castle use to stand?
 4 How often did the children use to visit their grandparents?
 5 Did they use to live on a farm?
 6 What did you/we use to play with when you/we were little?

Exercise 3

2 No, we didn't use to go ...
 3 No, he didn't use to be ...
 4 No, she didn't use to play ...
 5 No, he didn't use to live ...
 6 No, they didn't use to cry ...

Exercise 4 1 took ... notice 2 make ... mistakes 3 take a holiday 4 take a photo 5 made ... escape

WB: Grammar in use (WB p16)

- These exercises should be completed independently as a homework task.
- Activity 2**
- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each word.
 - 2 Elicit sentences from as many pairs/groups as possible.

- Cartoon**
- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
 - 2 Ask for a suggestion for a sentence about the situation in the picture using *make* or *take*, e.g. *The girl isn't taking any notice of the little boy.*

Answers 1 take 2 took 3 made 4 take 5 made

2 Continue with the other sentences.
 complete sentence.
 the first sentence. Ask a volunteer to suggest the correct should remember these. Give students time to look at 1 Some of these phrases were in the story and students familiar with the correct use.
 use *make*. It is necessary to learn these phrases and become use *make* or *do*. Explain that some object phrases use them. They are going to look at when to use *take* and when to remind the class that they have already looked at phrases

Grammar Extra (SB p127)

- Read each example.
 Point out the box. Read out the rules and ask a student to read each example.
 Exact some other examples, e.g. ask students what they used to do when they were little.
 Ask students to work in pairs and to write down one or two sentences. Ask several pairs to read them out.

- Remember!**
- present: bigger and noisier.*
 e.g. under *past: used to be smaller, used to be quieter*; under board.
 Ask the class for their ideas and make notes on the board.
 Write *past* and *present* as headings on each side of the board.
 in pairs.
 3 Give the class a time limit to write answers to the questions and present of their town or city.
 2 Explain to the class that they are going to compare the past and present of their town or city.

- Activity 4**
- Answers**
- 2 It used to belong ...
 - 3 The castle always used to feel ...
 - 4 Nobody used to enjoy ...
 - 5 Few tourists used to come ...
 - 6 The town used to be poor ...
- 2 Go around listening as they work, and then go through the sentences with the whole class.

Warm-up

Ask students to think of some old traditional stories that they may all remember. Write the titles on the board. If they need prompting remind them of *Little Red Riding Hood*, *The Snow Queen*, *Sleeping Beauty*, etc. Add any suggestions of your own.

Ask the class what sort of places they think of for these stories. Elicit the settings, e.g. *the forest*, *an ice palace/snowy plains*, *an old castle*.

Ask the class to say why the settings are important. They should be able to suggest: *They help the reader to imagine the place. They make the story more interesting and stronger.*

Explain that in this lesson you are going to look at the setting for a modern story.

Stage 1 Features of descriptive writing

Read the information in the box at the top to the class. Check understanding of *imagine: to see pictures or think of ideas in your mind*.

Ask students to explain what the information in the box means, e.g. *What does the writer want the reader to imagine?* Prompt students to answer in their own words, e.g. **The writer wants the reader to read the story and to see the place where the events happen.**

► Past tenses

- 1 Read about the use of the past tenses.
- 2 Ask a volunteer to read the examples.
- 3 Point out the Activity box. Ask students to find the past tense of the verbs that were used in the story (SB pp18–19). They should check any tenses they are not sure of in the text.

Answers Past simple: 1 noticed 2 hurried 3 knew
4 glistened 5 wore
Past continuous: 1 was standing 2 was mingling
3 was selling 4 was darting 5 were sitting

► Aspects of the scene

- 1 Ask a volunteer to read the first sentence. Explain aspects if necessary: *a particular part or feature of something*.
- 2 Ask students to suggest 'aspects' of their classroom that they could describe, e.g. the board, the notice boards, the windows, the view from the windows, etc.
- 3 Read the first element of the scene: the square. Ask what aspects of it the writer describes. Elicit: **the stalls, the people, the pigeons**.
- 4 Continue with the other elements of the scene.

► Adjectives

- 1 Ask: *What is an adjective? a word that describes/tells you about a noun*

- 2 Ask students for examples of adjectives.
- 3 Ask volunteers to read the examples from the text.
- 4 Point out the Activity box. In pairs, students scan the text to find the adjectives that describe each noun from the text.

Answer 1 never-ending 2 oily 3 tinkling 4 white
5 powerful/galloping 6 magnificent

► Adjectival phrases

- 1 Ask *What is a phrase? a group of words that expresses an idea but is not a complete sentence*
- 2 Read the first sentence.
- 3 Ask volunteers to read the examples.
- 4 Ask students to suggest other adjectival phrases modelled on the examples, i.e.:
 - a) with (-ing) (noun) If necessary, suggest further examples, e.g. *the sky with shining stars*.
 - b) (adjective) and (adjective) (noun) If necessary, explain with further examples, e.g. *a black and white cat, a fat and jolly clown*.

Answers Students may suggest descriptive phrases, e.g. children with smiling faces; a tall and silent man.

Note: There are no right or wrong answers to this activity. The aim is to understand the structure of the phrases and to create others following the same structure.

► Similes

- 1 Explain that writers in English often use a simile /'sɪmli/ to describe an object. A simile compares an object with something else to help the reader imagine the first object. Remind students that similes can take two forms, i.e.:
... *that shone like gold*
... *as white as fallen snow*
- 2 Point out the Activity box. Do this together. Ask for ideas for what pigeons could be compared to, e.g. *pigeons that cooed like happy mothers / that strutted like important people*.
- 3 Continue with the other nouns.

Example answers

- 2 *horses that galloped like the wind*
- 3 *the flag flapped like the wing of a graceful bird*

Note: There are no right or wrong answers to this activity. The aim is simply to create a descriptive phrase that makes the object real in the reader's mind.

► See, hear, smell

- 1 Explain that sound and smell can also be an important element of a scene.
- 2 Ask students to describe what they can see / hear / smell in the classroom.
- 3 Read the first sense: see. Ask a volunteer to read the example from the text: *blue-grey fumes*.

- Continue with the other senses.
- Point out the Activity box. Students scan the text for other descriptions for sight, sound and smell.

Example answers

1 beautiful statues 2 engine hummed 3 oily fumes

Stage 2 Writing together

Explain to the class that you are going to write a description together on the board. Read the task in the box. Check students understand it.

Activity 1

- Ask students what they think the square would be like at night.
- If necessary, elicit some differences in the square between daytime and night, e.g. street lights? shadows? quiet?

Activity 2

- Ask each of the questions and make notes on the board according to the most popular or strongest suggestion from the class.
- Encourage students to extend the description notes through their own suggestions, e.g. the newspaper stand – as well as either *open* or *closed*, what else can students say about it (*wooden/old*, etc.)? Record their suggestions on the board.

Activity 3

Make notes on suggestions for sounds.

Activity 4

Make notes on suggestions for smells.

Activity 5

- Explain the task: a description in three paragraphs.
- Point out the adjective box. Ask students to check unfamiliar words in the dictionary or give definitions yourself. Remind them to think of these words as they construct the sentences.
- Using the notes on the board, elicit sentences from the class describing the square at night following the three-paragraph plan.

When you have completed a first draft:

Ask students to look through the adjective box. Can they use any of the adjectives to improve their description? Help the class to improve the writing by adding in new words or changing for better choices.

When you have made improvements:

Ask one or more volunteers to read the paragraphs through. Class checks for any other errors or improvements.

Stage 3 WB: Individual writing (WB p17)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with

the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- Read out the task.
- Remind Students of the SB Writing features page.
- Point out the questions and remind students to make short notes.
- Point out the box of useful words. Read through the words with the class if you wish.
- Remind students to write about sounds and smells as well as sights.

Assessment

In assessing the work, look for:

- a well-structured piece of writing with clearly defined paragraphs
- use of descriptive devices, e.g. interesting adjectives, adjectival phrases
- descriptions of sounds and smells as well as sights

Higher level students may be able to include similes in their descriptions.

Lesson 7 Listening and speaking SB p26

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about the childhood of an older member of their family

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 1, Listening Q1, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up – 5 | ▶ Listening comprehension – 10 |
| ▶ Conversation practice – 18 | ▶ Individual speaking – 7 |

Warm-up

- Ask two or more students to read their responses to *Your views* on SB p20, or choose a word game (see p170).

Conversation practice

Activity 1

- Point out the photo and ask which characters are having a conversation: **Jack and Ross**.

- 2 Give the class time to look at the pictures. Point out the list of school subjects and ask a volunteer to read these out.
- 3 Ask another volunteer to read the words in the box.
- 4 Ask: *What are Jack and Ross talking about?* Elicit, e.g. **They are talking about their old school / about what they used to do/play/wear / about their favourite subjects/teacher**, etc.

Activity 2

Play track 1.7. Students listen to the conversation between Jack and Ross to check their ideas in Activity 1.

Audioscript

Track 1.7 Activities 2 and 3

Ross: Which primary school did you use to go to, Jack?

Jack: I used to go to Mill Road School. It's near my house. How about you?

Ross: I went to Park Lane School.

Jack: That's the big school near the park, isn't it?

Ross: Yes, that's right.

Jack: What were your teachers like?

Ross: They were great. My favourite teacher was Mrs Hobbs. She used to teach us music and art. They were my best subjects.

Jack: I used to like maths.

Ross: Really? I was terrible at maths. I didn't use to like it at all.

Jack: Did you use to wear a uniform?

Ross: Yes, and I used to hate it, too!

Jack: Why?

Ross: Because I had to wear short trousers.

Jack: That's funny! Poor you! What sports did you do at primary school?

Ross: I used to play football but these days I like basketball better.

Jack: We had a swimming pool at my school. I used to swim once a week.

Ross: Wow! Lucky you!

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 1.7 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 Students speak in pairs. One student asks questions using the pictures and word prompts and the other answers. Then they change over. Point out the starting question first.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Tell the class they are going to listen to Jack's grandma talking about her childhood (the time when she was a child) and the things she used to do.

- 2 Play track 1.8. Students listen.

Activity 2

- 1 Either ask different students to read each statement or give the class time to read them silently.
- 2 Play track 1.8 again. Students listen and write *T* or *F*. Be prepared to play the track again for students to check their answers if necessary.
- 3 Go through the answers together.

Audioscript

Track 1.8 Activities 1 and 2

When I was a little girl, I didn't live in the city like I do today. I used to live in a small village near the sea. I loved it there. In the summer my two brothers and I used to spend all day playing on the beach and swimming. We only went home when we were hungry! My father had a small boat and sometimes we used to go with him when he went fishing at weekends. Once a year, on my mother's birthday, we used to sail to a little island and have a picnic. My father used to make a fire and cook the fish that he had caught.

We didn't go to the beach in winter. It was too cold and wet and windy. I loved winter evenings. We used to sit by the fire and listen to the storm outside. My grandmother used to tell us stories. We didn't have a television. I used to read a lot and listen to music on the radio. We didn't have computers or mobile phones like young people today. Life was very different then but I was very happy.

| | | | | | | | | |
|----------------|----|----|----|----|----|----|----|----|
| Answers | 1F | 2T | 3T | 4F | 5T | 6T | 7F | 8T |
|----------------|----|----|----|----|----|----|----|----|

Activity 3

Ask, e.g. *Does her childhood sound fun? What do you think was good/bad about it? Was it different to your childhood? How? Which is better?*

WB: Individual speaking (WB p18)

Exercise 1

- 1 Read through the task with the class. Explain that they can choose any older person in their family to ask about their childhood. If this is not possible, they may ask another older person they know well.
- 2 Explain that the ideas for questions are given to help them but they may use their own ideas if they wish. If they would like help, they should use the words and phrases in the box to help them write six questions.

Exercise 2

- 1 Tell the class they should ask the person the questions and make notes for the answers as they did for the interview tasks in Unit 1.

- Encourage more able students to use their own ideas to prepare other questions beforehand and to ask follow-on questions when they are talking to the person.

Exercise 3

- Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.
- Remind them that they won't need to include the questions when they are telling the class about the person's childhood. Their presentation should just consist of the information from the answers.

Exercise 4

- Create opportunities during the next few lessons for students to take turns making their presentations about their family member's childhood. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 2 as a complete lesson*).

- If you do not plan to run a Check-out lesson, set the Homework task (see p50).

WB: Listening and speaking (WB p18)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box

WB answers

Exercise 1

Laura: use
 Holly: How about you?
 Laura: went
 Holly: were ... like
 Laura: lovely, favourite, used
 Holly: wear
 Laura: liked
 Holly: Lucky you, horrible

Laura: Really
 Holly: ugly
 Laura: Poor you, was
 Holly: hate
 Laura: Me too

WB: Check-out 2 (WB p19)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 2 without using an additional lesson

- Students complete the Check-out page for homework.
- Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 2 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 2 answers

Reading 1 a the square b a fountain 2 a smell
 b hear c see

Vocabulary 2 a disappeared b running c adjective
 3 help, -ful, un- 4 a travelled b referred c discovered
 d quarrelled

Grammar 1 were taking, arrived, was walking, shouted
2 Jack: used to, use to Ross: didn't use to, used to
3 Take, make

Writing 1 past, adjectives, hear, smell

Homework after Check-out 2

Students read the Check-in page for Unit 3 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision I (Units 1 and 2) (WB p20–21)

WB answers

Exercise 1 1 was speaking, arrived 2 finished, rushed 3 goes, is ... sitting, is listening 4 think, sounds 5 likes, prefer 6 was standing, saw 7 did ... notice, was watching 8 ran, felt

Exercise 2

- 1 Years ago tourists didn't use to visit ...
- 2 The magnificent building used to belong ...
- 3 As a child Philippe used to come ...

Exercise 3

- 1 Who is Patsy interviewing?
- 2 Where does he teach?
- 3 What do the boys enjoy doing?
- 4 Who did he speak to?
- 5 Did the man run away?
- 6 Was he wearing a disguise?
- 7 Where were some people sitting?

Exercise 4 1 portrait 2 scent 3 create 4 snack
5 find out 6 entrance 7 discuss 8 broad 9 bustling

Exercise 5 1 enthusiastic 2 run 3 disguise
4 popular 5 movement 6 spot

Exercise 6 1 invitation 2 argument 3 production
4 equipment 5 imagination 6 construction

Exercise 7 1 make 2 does 3 do ... make
4 take 5 will ... make 6 to take 7 made 8 to take

In this unit, students:

- read and understand information texts
- develop a close understanding of two information texts, their different styles, purposes and vocabulary
- form and use adjectives with suffixes *-al*, *-y*; pronounce and spell correctly words with *ei/ie*
- use future *will* for predictions and *going to* for plans and intentions
- use the present continuous for future meaning
- use phrases with *catch*
- learn the stages of researching and writing information; write information from notes
- listen to a monologue about a planned trip to London
- present a monologue about their personal future plans

Lesson 1 Check-in; Reading SB p27–29

Lesson aims

- to prepare for the topic of *Endangered animals* and other aspects of work in Unit 3 through the Check-in page
- to read and gain a good general understanding of two different information texts

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 3 vocabulary list (p122)

Time division: a rough guide to a 40-minute lesson

▶ Check-in – 10

▶ General questions – 5

▶ Reading – 10

▶ Reading practice – 10

▶ Vocabulary check – 5

Point out the unit title and give students a few moments to look at the pictures.

Ask the class what parts of the world the pictures show. Elicit:

the **Arctic** and a **desert region**. Ask what the weather is like there. Ask what things they can identify in the pictures (camel, seal, fox).

Check-in

1 Read the first statement.

Task box Elicit facts students know or have found out about the Arctic Ocean.

In answer to the pair of questions, elicit: **some deserts are cold; a desert is an area that has less than 250mms of rainfall or snowfall in a year; there are more than 20 major deserts.**

Note the names of all the deserts that students have found.

2 Read the last statement to the class. Check they understand *endangered*.

Reading

- 1 Read the three points. Ask students if they can guess what kind of animal a sea otter is.
- 2 Check they understand *threaten: to put in danger*.

Task box Ask about a paragraph. Students should remember this so prompt them if no one in the class can answer, e.g. *What is a paragraph made up of?* **sentences** *What are they about?* **a topic/subject**. Elicit that a paragraph is a group of sentences about a particular subject. Normally, a new paragraph is started when a new subject is introduced.

- 3 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read the first line of information.

Task box Students should remember: **a habitat is an area where an animal lives and where it finds what it needs to support its life.**

- 2 Read the other information about suffixes and spelling.

Grammar

- 1 Read out the work that will be covered in the unit. Ask students if they find correct use of these future meanings easy or difficult.
- 2 Explain that in English a verb can be part of a set phrase. The meaning of the verb is different depending on the other word or words in the phrase. Tell the class they are going to learn phrases with *catch* and they will learn phrases with other verbs during the year.

Writing

Read out the writing tasks in the unit. Remind them that note-taking is a very important skill for recording information quickly.

Listening

- 1 Read out the listening tasks that are included in the unit.

Task box Ask different students if they make plans for future events, arrangements and who they discuss them with. Aim to elicit responses from any students who have not already answered another question.

Speaking

Read out the work that will be covered in the unit.

Task box Ask as many volunteers as possible to say what they like to do at the weekend. Aim to get responses from students who did not answer about making future plans.

Reading: *Endangered animals in the north* SB p28–29

Before reading

Pre-reading questions

Tell the class: *One page is from a nature magazine; one page is from an information book about nature. Which do you think is which? How do you know?*

- Students should recognise that the page about the polar bear is set out so that the information is clear and easy to follow with headings for each paragraph. This is the style of an information book.
- The page about the sea otter has some information separated into boxes but there are no headings. The appearance of the page is more colourful with different shapes and features to make the page attractive to look at. This is the style of a magazine which might be looked through more quickly.

Reading

- 1 Play track 1.9 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 3, p175 for words that students can check in Dictionary 7.

Note: Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. This reading lesson aims to achieve a broad, general understanding of the text. It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 Which ocean is the home of the polar bear? **the Arctic**
- 2 What is the main threat to the polar bear? **loss of habitat**
- 3 What is special about the polar bear's feet? **they are partly webbed**
- 4 Which ocean does the sea otter live in? **the Pacific**
- 5 What is the biggest threat to the sea otter? **oil spills**
- 6 What is special about the sea otter's fur? **It has thicker fur than any other animal**

Reading practice

- 1 Choose a method of re-reading that suits your class or a method that you have not used before or often.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

- 1 Students listen again to the two information texts (track 1.9). They re-read the texts carefully and check meanings again as necessary. Explain that words listed for Unit 3 at the back of their Workbooks can be found in their dictionaries.
- 2 Tell the class to finish their presentations from Lesson 7 of Unit 2 if they have not already done so and to bring them to the next lesson.

Lesson 2 *Reading comprehension* SB p30

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of two different information texts
- to give a personal response to the content of the information

SB skills: reading for detail; oral comprehension; scanning; dictionary; critical thinking

WB practice: re-reading; categorising statements and notes; vocabulary: definitions,onyms, cloze

EPB link: Test 2, Reading Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 2 – 5

▶ Your views – 3

▶ Re-reading – 5

▶ Activity 3 – 10

▶ Activity 1 – 7

▶ Activity 4 – 7

Warm-up

- Ask two or three confident students to make their Speaking presentations from Unit 2 to the class.
- Ask the class some simple questions to see how much they were able to remember, e.g. *Who did (name of student) tell you about? Where did (Mona's aunt) use to go to school?* etc.
- Remind the rest of the class to have their presentations ready for the next lesson.

Before starting this page, read *Endangered animals in the north* again or play track 1.9.

Activity 1

- 1 Ask the literal comprehension questions. This activity enables the teacher to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers The questions may be gone through quite quickly and students may give short answers. However, occasionally you may wish to check that students can answer in full sentences. The full answer is given as well as the short answer (in bold italics).

- 1 It is ***covered in sea ice***.
- 2 They live ***on the sea ice in winter and at the edge of the land in summer***.
- 3 They have very ***thick fur***.
- 4 They hunt ***seals***.
- 5 The park has been created in ***Russia***.
- 6 They were hunted ***for their very thick fur***.
- 7 They spend their lives ***on the water***.
- 8 They are ***1–1.5m long*** and ***weigh 20–40kg***.
- 9 They live on sea creatures like ***snails, crabs and shellfish***.
- 10 If a sea otter is covered in oil, ***its fur cannot keep it warm and it dies of cold***.

Activity 2

- 1 Ask a volunteer to read the subheadings.
- 2 Give the class a minute or two to look at the phrases.
- 3 Ask a volunteer to match the first phrase to a subheading. Check the answer with the rest of the class.
- 4 Continue with the other phrases.

Answers 1 habitat 2 appearance 3 diet 4 threats
5 reproduction

Activity 3

Set up and run small discussion groups. Follow the procedure for Reading comprehension, Activity 3 on p28.

Example answers

- 1 Students should suggest: *1 loss of sea ice because of climate change*. More able students may also add: *Polar bears hunt on the sea ice, they do not easily live off the land, so without sea ice, they die from lack of food*. 2 *pollution and oil spills*.
- 2 *They wait by air holes in the ice until a seal comes up to breathe, then they try to seize the seal in their jaws*.
- 3 Students should deduce: *Polar bears need an area that is free from industry and risks of pollution and oil spills*.
- 4 Students should deduce: *Other parts of the Arctic are polluted by industry and oil spills*.
- 5 Students' own answers. They should point out that the numbers of sea otters have increased since hunting was banned. Whether or not they think this is a good thing is a matter of personal opinion about the place of wildlife in the world.
- 6 *More oil fields are being opened up in the north Pacific region and this brings increased risk of oil spills which can kill thousands of sea otters*.

Activity 4

- 1 This activity may also be done in pairs. Students read the words and match them to the definitions.
- 2 Elicit answers. Ask students to check meanings in their dictionaries if it is clear a word has not been correctly understood.

Note: If you are short of time in the lesson, this activity may be done for homework.

Answers 1 climate 2 survive 3 floe 4 entire
5 webbed 6 float 7 pollution 8 waterproof
9 guarantee

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p22)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 polar bear: Its feet are partly webbed. It waits for its food to come to the surface. It has powerful jaws. The cubs are born in a den.

sea otter: Its back feet are fully webbed. It dives for its food. It uses small stones as tools. It does not make a den. It often sleeps in a group. Its fur is waterproof.

Exercise 3 Habitat – sea ice; Appearance – white fur; Diet – seal meat; Reproduction – cubs born in den; Threats – climate change

Exercise 4 Habitat – rocky coasts of the North Pacific; stays 1km from the shore

Appearance – thick, waterproof fur; 1–1.5m long
Diet – searches under boulders; snails, crabs, shellfish
Reproduction – pups born at sea; bob safely on the surface
Threats – new oil fields, oil spills

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 10

▶ A Making new words – 18

▶ B Spelling – 12

Warm-up

Ask three or four individuals to read their responses to one or more questions in *Your Views* on SB p30.

A Making new words

Adjectives with the suffix *-al*

Information box Read the statement about adding the suffix *-al* to some nouns.

Ask individuals to read the example words. Write them on the board. Point out the spelling change (*y* to *i*)

Ask a volunteer to read the sentence with the noun phrase in context.

Activity 1

- 1 Ask individuals to read the six words.
- 2 Students work in pairs to write the root words. Remind them to check spelling.
- 3 Check answers including spelling of *nature* and *continue*.
- 4 Ask which root word is a verb? **continue**

Answers 1 music 2 nature 3 season 4 coast
5 continue 6 fact

Activity 2

- 1 Students complete the words.
- 2 Ask individuals to read them aloud.

Activity 3

- 1 Students work in pairs. They read the definitions and find the word in the previous two activities for each one.
- 2 Check answers together.

Answers 1 comical 2 normal 3 coastal 4 final
5 factual 6 several 7 continual

Adjectives with the suffix *-y*

Information box Read the statement about adding the suffix *-y* to some nouns.

Ask individuals to read the example words. Write them on the board.

Ask a volunteer to read the sentence with the noun phrase in context.

Activity 4

- 1 In pairs, students write the adjectives.
- 2 Point out the speech bubble and remind them to check words if they are not completely sure they have the correct answer.

WB: Vocabulary (WB p23)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 shore 2 oil spill 3 whiskers 4 raft
5 tanker 6 seal

Exercise 2 1 seize 2 extinct 3 insulate 4 ban
5 patiently 6 threaten

Exercise 3 1 female 2 fully 3 melt 4 uncertain

Exercise 4 1 cub 2 pup 3 mammal 4 den
5 polar

Exercise 5 1 snowdrift 2 newborn 3 bobbing
4 harmful 5 chests 6 prey

Lesson 3 Working with words SB p31

Lesson aims

- to form and use adjectives with suffixes *-al*, *-y*
- to pronounce and spell correctly words with *ei/ie*

SB skills: dictionary use; vocabulary development; spelling; pronunciation

WB practice: adjectives ending with suffixes *-al*, *-y*; spelling words with *ei/ie*

EPB link: Test 2, Grammar and Vocabulary Q4, Q5

- 3 Check answers together, especially the spelling of *furry*, *smoky*, *nutty* and *starry*.

Answers 1 furry 2 dusty 3 dirty 4 powdery
5 smoky 6 nutty 7 starry 8 handy

B Spelling

Words with *ei/ie*

Information box Read the rule about words with *ei/ie* where the sound is *ee*.

Ask a volunteer to read the example sentence from the magazine article.

Read the rule for when the sound is not *ee*.

Ask a volunteer to read the example word and sentence from the text.

Activity 1

- Students work in pairs and complete the words with *ei* or *ie*. Remind them to think of the rule.
- Check answers together and write the correct words on the board, pointing out how the rule works for *receive*.

Answer 1 grief 2 receive 3 chief 4 thief
5 briefcase

Activity 2

- Students work in pairs and write the words from Activity 1 next to the correct definitions.
- Alternatively, ask students to work alone then check answers together.

Answers 1 receive 2 chief 3 thief 4 briefcase
5 grief

Activity 3

- Ask the class how these two words should be completed. Remind them of the rule in the Information box if necessary.
- In pairs, students think of a sentence to answer the question. Tell them to use the two words in their answer.

Answers height, weight The height of a female polar bear is 2m and her weight is 250kg.

Look out!

Point out the exceptions to the rules: *seize* and *friend*.

WB: Working with words (WB p24)

This page should be completed independently for homework.

Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 a industrial b factual c musical
d coastal e electrical f natural

1 musical 2 electrical 3 industrial 4 natural
5 coastal 6 factual

Exercise 2 The meanings of the adjectives should be indicated in students' sentences.

Exercise 3 a silky b thirsty c scary d funny
e hungry f stony

1 hungry 2 scary 3 furry 4 thirsty 5 stony 6 funny

Exercise 4 1 chief, grief, received 2 thief, briefcase,
Seize 3 height, friend, weight

Lesson 4 Grammar SB p32

Lesson aims

- to read and understand a short text using *will* and *going to*
- to understand and practise correct use of *will* and *going to*

SB skills: reading; discussion; grammar accuracy; talking about future plans

WB practice: *will* and *going to*: sentence completion, questions, short answers

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|-----------------|
| ▶ Warm-up – 2 | ▶ Activity 3 – 7 | ▶ Remember! – 6 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 7 | |
| ▶ Activity 2 – 5 | ▶ Activity 5 – 8 | |

Warm-up

Put up a world map. Ask one or more volunteers to point out the countries that border the Arctic Ocean and to name them.

Ask a volunteer to point out the North Pacific.

Activity 1

- Pre-reading questions** Point out the map and the picture of the otter. Ask:
Which country do you think the text is about? Japan
Where is Japan? In the north west Pacific (Ask a volunteer to point Japan out on the world map available, if possible.)
Which animal do you think will be mentioned in the text? the sea otter
- Ask two students to read a paragraph each of the text.
- After reading, ask: *Which paragraph tells you about things that people are planning or intending to do? the second* *Which paragraph tells you about events which will happen in the future? the first*

Activity 2

Ask the literal questions to check understanding and to practise correct use of the tenses. The answers can be found in the text.

Answers

- 1 The team will set out in three days' time.
- 2 Wildlife experts, photographers and film-makers will be in the team.
- 3 They will travel to the south-east coast of Hokkaido.
- 4 They hope they will see sea otters.
- 5 They are going to spend a month on the coast.
- 6 They are going to count otters, observe their behaviour and film them.

Activity 3

- 1 If you wish, give students a time limit to talk in pairs about each question then elicit answers from around the class.
- 2 Alternatively, work with the whole class at once. Encourage them to think about the questions and give logical answers.

Activity 4

- 1 Use pair work to give all students a chance to practise the language actively. Go around listening as they work and monitor for any problems.
- 2 If you wish, go through the activity with the whole class, eliciting questions and answers from individuals, and use the class work as an opportunity to correct any inaccuracies that you noticed while listening to pairs.

Answers

- 1 Are they going to have a holiday? No, they are going to work.
- 2 How hard are they going to work? They are going to work very hard.
- 3 How long are they going to spend on the coast? They are going to spend a month there.
- 4 What are they going to observe? They are going to observe the otters' behaviour.
- 5 What are they going to film? They are going to film the otters and other wildlife.
- 6 Are they going to count the otters? Yes, they are.

Activity 5

- 1 Students talk in pairs and exchange ideas.
- 2 Give them a time limit then ask around the class. You can also ask individuals to tell you about their partner's plans.

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences. Check that students have understood the different uses of *will* and *going to*.

Ask volunteers to suggest more sentences using *will* or *going to*. Check with the rest of the class that each sentence is correct.

WB: Grammar (WB p25)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 Will ... survive 2 will live 3 will ... hunt
4 will melt 5 will become 6 will threaten

Exercise 2 1 is going to observe 2 are going to spend
3 are going to drive 4 are going to learn 5 am going to do
6 is going to find

Exercise 3

- 1 What are they going to film?
- 2 How will they travel?
- 3 Are they going to count the otters?
- 4 Is it going to be very hard work?
- 5 Who will lead the team?
- 6 When will you finish your project?

Exercise 4 2 they aren't 3 it won't 4 I am 5 it isn't
6 they won't 7 they will 8 I'm not

Lesson 5 Grammar in use SB p33

Lesson aims

- to listen to, read and understand a short conversation including future plans
- to understand and practise the present continuous for future meaning
- to understand and practise phrasal verbs with *catch*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: writing sentences using present continuous for future events; sentence completion using phrasal verbs with *catch*

EPB link: Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

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|------------------|------------------|---------------------|
| ▶ Warm-up – 4 | ▶ Activity 3 – 5 | ▶ Grammar extra – 6 |
| ▶ Activity 1 – 6 | ▶ Activity 4 – 8 | |
| ▶ Activity 2 – 5 | ▶ Remember! – 6 | |

Warm-up

Write verbs on the board, e.g. *pollute, introduce, reproduce, protect*.

Ask the class what the nouns are: *pollution, introduction, reproduction, protection*.

Write nouns on the board, e.g. *smoke, dirt, industry, nature, fur, beauty*.

Ask the class what the adjectives are: *smoky, dirty, industrial, natural, furry, beautiful*.

Activity 1

- Pre-listening questions** Point out the characters and the project note. Ask:
*Which place did the friends video last time? **the castle***
*Where are they now? **by the river***
*Why have they chosen it? **because it is a local beauty spot (a pretty place in the town)***
*How are they going to record the river? **with photos***
- Play track 1.10. Students listen and follow in their books.
- Point out the continuous tenses in bold. Read the sentences in which they appear and point out the time phrases. Explain that the verb is in the continuous form but it refers to a time in the future.

Activity 2

- Ask the literal questions to check understanding and practise using the present continuous for future meaning in some of the answers.
- Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- They have come to take photos.
- No, there aren't.
- They are starting next month.
- There's something wrong with the camera.
- No, they can't take them tomorrow because Jack and Laura are going to London.
- She's meeting her cousin in the morning and she's staying all day.
- Students' own answers
- It was bad to drop the camera because it could have been broken (but fortunately it started working again).

Activity 3

- Ask volunteers to read out the diary notes for each person.
- Point out the example.
- Students work in pairs, taking turns to ask and answer. Give them a time limit.
- Ask different pairs to ask and answer while the class listens and checks.

Answers

- What's Ross doing on Tuesday? He's playing basketball.

- What are Jack and Laura doing on Monday? They're going to London.
- What's Holly doing on Tuesday? She's meeting her cousin.
- What's Ross doing on Saturday? He's swimming at the sports centre.
- What are Jack and Laura doing on Sunday? They're revising for an exam.
- What's Holly doing on Sunday? She's working on her project.
- What's Ross doing on Friday? He's helping his father.
- What are Jack and Laura doing on Wednesday? They're going to the dentist.

Remember!

Point out the box. Read through the explanation. Ask volunteers to read the example sentences. Point out that the speakers are talking in the present about arrangements that are going to happen in the future.

Ask students to think of more sentences of their own using the present continuous for future meaning. If you wish, ask questions around the class, e.g. *What are you doing tonight / at the weekend?* etc.

Grammar extra (SB p127)

Ask a volunteer to read the bubble. Explain that *catch* can be used in different phrases. In these phrases, *catch* has different meanings.

Activity 1

- Ask a different volunteer to read out the first sentence.
- Ask if anyone can explain what the phrase in bold means. If necessary, help the class to work out the meaning and express it in their own words.
- Continue with the other sentences.

Example answers

- to see something for a moment or two
- became infected with a cold
- be in time to get onto the train
- started to burn
- were noticed by Sue

Cartoon

- Point out the cartoon. Ask a volunteer to read the speech bubble.
- Ask the class to think of a sentence for the situation in the picture using *catch*. Elicit a few suggestions, e.g. *He didn't / couldn't catch the bus / He hasn't caught the bus / He wanted to catch the bus.*

Activity 2

Students may think of their own sentences in pairs or as an extra homework task if you are short of time.

WB: Grammar in use (WB p26)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 to the sports centre 2 reporting on the basketball team 3 on Friday 4 Holly 5 drawing a portrait 6 everyone 7 taking photos 8 No, they are recording them.

Exercise 2 Students' own answers. Check for correct tense.

Exercise 3 1 catch the bus 2 caught ... eye 3 Has ... caught a cold 4 caught a glimpse 5 caught fire

Lesson 6 Writing SB p34–35

Lesson aims

SB

Stage 1: to understand the stages in researching and writing a piece of information

Stage 2: to work collaboratively to plan and produce a piece of information from notes

WB

Stage 3: to prepare in class for writing a piece of information independently; to write a piece of information from notes

SB skills and WB practice: using notes to produce a continuous piece of prose

EPB link: Test 2, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Divide the class into groups or pairs. Ask each group to think of two facts about polar bears and two facts about sea otters.

Ask the first group to read their facts. Note them on the board.

Ask if any group has a different fact or facts. Ask the groups to read it/them out and note them on the board.

Continue until no group has any new fact to read out.

Count up the number of facts the class remembered about the two animals.

Stage 1 Features of note taking and drafting

In this section, students are guided through the process from researching a topic to producing a final piece of work. Read out the task in the box at the top. Check students understand.

Stage 1 – research

- 1 Read the statement.
- 2 Ask what research students have done (possibly for other subjects). Note a few topics.
- 3 Ask: *Do you use the web? Do you find it useful? Why? Why not?*

Stage 2 – making notes

- 1 Read the two sentences about notes.
- 2 Ask: *What do you notice about the notes? They are not complete sentences. There are lists, key words, etc.*

Stage 3 – ordering your notes

- 1 Ask: *Why is it important to put notes in a certain order?* Elicit/ Explain: **to plan what the finished piece of work will look like; to put all the information about one aspect of the topic together; so they don't miss anything out and have to tack it on at the end.**
- 2 Point out the five sections. Ask students to tell you which notes belong in the first section (where it lives). Elicit: **around Arctic, N. Canada, Alaska, Greenland, Norway, Russia; winter – land and sea ice; summer – land.**
- 3 Continue by matching the rest of the notes to the other four sections.

Answers 2 appearance, size, weight 3 hunts
4 breeding 5 threats

Stage 4 – writing the first draft

- 1 Read the sentence.
- 2 Ask a volunteer to read the paragraph. Class follows.
- 3 Ask the class to look at the paragraph and compare it with the notes in Stage 2.
- 4 Ask: *What do you notice about the first draft compared to the notes? The first draft is in full sentences. It follows the plan in stage 3.*

Stage 5 – proofreading

- 1 Ask volunteers to read out the checklist.
- 2 Ask: *If you handed in their your first draft and missed out Stage 5, would the work be the best you could do?* Students should realise that the work would probably have mistakes in it that they could have corrected.

Stage 6 – the final draft

- 1 Read the sentences.
- 2 Ask: *Why do you think it is important to give a piece of work a title and write neatly?* Students should be able to say that the title tells the reader what the information is about. They should write neatly so that their work looks tidy and can be read easily.

Stage 2 Writing together

Explain to the class that you are going to write an information text together on the board. Read the task in the box at the top of the page.

Activity 1

- 1 Point out the notes. Make sure students understand that Stage 1, which is research to find the information, has already been done. The notes record facts about the sea otter. All the information they will need is in the notes.
- 2 Read the notes to the class. Students follow the notes in their books.

Activity 2

- 1 Read the task to the class. Point out the *Remember!* box.
- 2 Elicit that the second stage of the process is: ordering the notes.
- 3 Use the headings in Stage 3 on SB p34 to guide students to a sensible order. Make a note of the order on the board.
- 4 Elicit the next stage of the process: *writing the first draft*. Ask for suggestions from the students to craft sentences. Make sure they do this from the notes.

Note: Emphasise to the class that they should not turn back to the Reading text for sentences. Explain that an important part of this lesson is to practise the process together of making notes from a complete paragraph of well-ordered clear information.

Doing this activity correctly in class will help them to complete their WB writing task on their own.

- 5 When the paragraph on the board is complete, ask students to proofread it. They should check for punctuation, grammar and spelling mistakes. They should check that the paragraph is complete. Ask: *Is all the information there? Have any notes been missed out?*
- 6 Edit the draft with the class in the usual way, discussing suggestions and implementing those that everyone agrees are improvements.
- 7 Let a volunteer read the finished piece of writing.

Stage 3 WB: Individual writing (WB p27)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Introduce the task.
- 2 Read through the notes with the class.
- 3 Remind students of the six stages in researching and writing a piece of information (SB p34).
- 4 Tell the class to give in their first draft and their final copy for checking. Remind students that SB p34 will help them when they do the task alone.

Assessment

In assessing the work, ask students to submit both first drafts and final copy. Look for:

- correct information written in full sentences
- information written in a sensible order
- evidence that the first draft has been proofread and corrections made in the final copy

Lesson 7 Listening and speaking SB p36

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about future plans

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 2, Listening Q1, Q2, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Listening comprehension – 10

▶ Conversation practice – 18

▶ Individual speaking – 7

Warm-up

- Ask the class, without looking in their books, if they can remember who was taking the photos at the beauty spot for the *portrait* project: **Laura**.
- Ask if they can remember what else Laura is interested in: *computer technology, films, cartoons, the internet*.
- Ask: *Jack said he and Laura were going somewhere. Can you remember the place? London* What do you think Laura will do when she's in London? Elicit ideas, e.g. **go to a film, take photos**, etc.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Laura and Ross**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What sort of activities do the photos show?* Elicit answers.
- 5 Ask: *When do you do these activities?* Establish that these are weekend or after-school activities.
- 6 Ask: *What are Laura and Ross talking about?* Elicit: **plans for doing things at the weekend**.

Activity 2

Play track 1.11. Students listen to the conversation between Laura and Ross to check their ideas in Activity 1.

Audioscript

Track 1.11 Activities 2 and 3

Laura: So ... what are you doing at the weekend, Ross?

Ross: Well, on Saturday morning I'm playing in a basketball match.

Laura: Really? What team are you in?

Ross: Oh, it's just my school team. We're not very good!

Laura: Oh dear! Well, good luck anyway. Are you doing anything else?

Ross: I'm going to the sports centre with some friends on Sunday.

Laura: Oh! Jack's going there on Sunday, too. He's swimming, I think.

Ross: Really? Me, too. How about you? What are you doing?

Laura: Well, on Saturday I'm going to London.

Ross: Wow! Lucky you!

Laura: I know. I can't wait. Mum's taking Jack and me. We're going by train.

Ross: What are you doing in London?

Laura: In the morning we're looking at some of the sights. Then we're having lunch at a restaurant and in the afternoon we're seeing a film.

Ross: Aren't you going shopping?

Laura: No, we won't have time.

Ross: I'm going shopping tomorrow afternoon. I hate shopping but I've got to get some new trainers.

Laura: Well, have a nice weekend.

Ross: Thanks. You, too.

Activity 3

- 1 Ask a volunteer to read the rubric. Explain that they only have to spot two of the things that Laura and Ross are doing.
- 2 Play track 1.11 again. Elicit answers around the class.

Answers Laura: going to London / looking at the sights / having lunch at a restaurant / seeing a film
Ross: playing in a basketball match / going to the sports centre / swimming / shopping for new trainers

Activity 4

- 1 Students work in pairs and take turns to ask about each other's plans. Point out the starting sentence.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Ask the class how many London sights they can name. Listen to their suggestions. Tell them they will hear Laura talking about some London sights.
- 2 Play track 1.12. Ask which sights are in the pictures.

Audioscript

Track 1.12 Activities 1 and 2

On Saturday I'm going to London with my mum and my brother, Jack. We're going by train and we'll have to leave very early in the morning because there are lots of things that we want to do.

First of all we're having a ride on the London Eye. This is a huge wheel which stands next to the River Thames. You go into a glass pod and the wheel moves round very slowly. You go higher and higher and higher. Mum says there are fantastic views of London. You can see everything if the weather's fine so I hope Saturday will be a sunny day. One of the famous sights which you can see from the London Eye is Buckingham Palace. This is a huge palace where the queen lives when she is in London.

You can see Big Ben, too. It's on the other side of the river. Big Ben is a tall tower with a clock at the top. Another famous place which you can see from the Eye is the Tower of London. This is a very old castle, which stands by the river. I hope we'll have time to visit it because it's really interesting. Near the Tower of London there is a famous bridge across the river. It's called Tower Bridge. It's got two towers and sometimes the bridge opens when tall ships need to go through. After our ride on the London Eye, we're taking boat trip along the river. I think we're going to have a wonderful day!

Answers (left to right) Buckingham Palace, a boat on the River Thames, the Tower of London, Tower Bridge, the London Eye, Big Ben.

Activity 2

Play track 1.12 again. Students number the pictures in order.

Answers 2 6 4 5 1 3

Activity 3

Ask the class if they think Laura's visit sounds interesting. Which things would they like to do? Have any of them visited London? Have any of the class visited sights in another city?

WB: Individual speaking (WB p28)

Exercise 1

Explain that students are going to talk about their own plans. Read through the task.

Exercise 2

- 1 Ask a volunteer to read the questions.
- 2 Tell the class they should use these questions to help them write notes.
- 3 Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 4 If they would like help, they should follow the questions and note one or two words for each answer for each person.
- 5 Explain that if they make all the notes, they will find it easy to write sentences about their plans.

Exercise 3

- 1 Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.
- 2 Encourage more able students to add in more detail than is asked for in the basic questions.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their future plans. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 3 as a complete lesson*).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (see p62).

WB: Listening and speaking (WB p28)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Holly: So, are ... doing

Jack: Well, am spending

Holly: Are ... playing

Jack: 'm swimming

Holly: What else

Jack: are going

Holly: Lucky you, are ... getting

Jack: is taking, How about you

Holly: am buying, am meeting, is going

Holly: You, too

WB: Check-out 3 (WB p29)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 3 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 3 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 3 answers

Reading 1 a polar bear, sea otter b the Arctic
2 paragraphs; habitat, appearance, diet, reproduction,
threats

Vocabulary 2 a industrial b handy c factual
d starry e electrical 3 a receive b height c grief
d thief e seize

Grammar 1 a is going to b will 2 present
continuous; is visiting 3 tick: a cold, a train, a glimpse

Writing 1 should not, must, a paragraph

Homework after Check-out 3

Students read the Check-in page for Unit 4 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

In this unit, students:

- read and understand an advertisement for a sports centre
- develop a close understanding of the style and language of the advertisement, its purpose and vocabulary
- form and use words ending *-ent/-ence* and *-ant/-ance*; pronounce and spell correctly words with *ou/oo*
- use the present perfect tense
- use the present perfect tense with *just/yet* and *for/since*
- use phrases with *bring*
- learn the features of persuasive writing; write a persuasive leaflet
- listen to a conversation and an interview about tasks/events that have/have not been done or happened yet
- present a monologue about tasks they have/have not done yet

Lesson 1 Check-in; Reading SB p37–39

Lesson aims

- to prepare for the topic of *Advertisements* and other aspects of work in Unit 4 through the Check-in page
- to read and gain a good general understanding of the style and language of an advertisement

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 4 vocabulary list (p122–123)

Time division: a rough guide to a 40-minute lesson

▶ Check-in – 10

▶ Reading – 10

▶ Vocabulary check – 5

▶ General questions – 5

▶ Reading practice – 10

Point out the unit title and give students a few moments to look at the pictures. Ask: *Do you like looking at advertisements? Why or why not? Do these advertisements look interesting? What products are they advertising?*

Check-in

- 1 Read the first statement.

Task box Elicit and write on the board all the places students can think of where adverts appear, e.g. *on TV, in newspapers, on websites, in leaflets*.

Ask the first question. Students should be able to suggest: **to encourage and persuade people to buy something or to do something**. Make sure students understand *persuade*.

Ask around the class where students see advertisements most often and what they are for.

Ask the last question. Students may know that *advertisement* is often shortened to *advert* or even to just *ad*. Both of these forms of the word are used in informal English and *advert* is very common.

- 2 Read the last statement to the class.

Reading

- 1 Read the first three points. Make sure students understand *eye-catching: attractive and easily noticed*.
- 2 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the work that will be covered in the unit.
- 2 Explain to the class that they already know words with these spelling patterns but they are going to learn some new words and revise the patterns.

Task box Elicit adjectives. Students have learned a wide variety of these including: *fantastic, great, brilliant, terrific, amazing, wonderful, magnificent*.

Grammar

- 1 Read out the work that will be covered in the unit. Tell the class that they will be able to revise and practise the present perfect and when to use it.
- 2 Explain that there are several phrasal verbs using *bring*. Write *bring back* on the board. Ask if anyone can make up a sentence using it.

Writing

Read out the writing tasks in the unit. Ask if they have ever read a notice in school advertising an activity or an event. Explain that they are going to learn how to write one well.

Listening

Read out the listening tasks that are included in the unit.

Task box Ask the question around the class. Elicit responses from as many students as possible.

Speaking

Read out the work that will be covered in the unit.

Task box Ask how many students keep a checklist of what they've done or not done. Explain that it is a good way of ensuring that tasks are not forgotten and are done on time.

Reading: Adventure Sports Centre SB p38–39

Before reading

Pre-reading questions

- 1 *Do these pages look interesting? Why?* Students should be able to point out that there are a lot of action pictures; the text is divided up into boxes and speech bubbles; there is print of various sizes; the key words are large.
- 2 *Is the advertisement attractive?* Students should point out that it is very colourful and there are a lot of happy, smiling faces.
- 3 *Is the purpose of the advertisement clear?* Students should point out that the subject of the advertisement, the *Adventure Sports Centre*, is written in large letters which are immediately noticeable. The pictures show what kind of centre it is.

Reading

- 1 Play track 1.13 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 4, p175–176 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 *How many sports can you do at the Adventure Sports Centre?* **six**
- 2 *What is first at the Adventure Sports Centre?* **safety**
- 3 *Who is there to help you with the activities?* **qualified trainers**
- 4 *Is the centre open every day?* **No, it is not open on Monday.**

- 5 *How long is it open for?* **from 10–6, and 7–9 for members only**

Reading practice

- 1 Ask different students to read sections of the text aloud, for example, the labels and captions on the pictures, different boxes of information, the speech bubbles.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the advertisement (track 1.13). They re-read the advertisement carefully and check meanings again as necessary. Explain that words listed for Unit 4 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p40

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of an advertisement
- to give a personal response to the content of the advertisement

SB skills: reading for detail; oral comprehension; dictionary; language analysis; critical thinking

WB practice: re-reading; labelling; written comprehension: short and long answers to literal questions; vocabulary: definitions; exact meaning of phrases

EPB link: Test 2, Reading Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 2

▶ Activity 2 – 7

▶ Your views – 3

▶ Re-reading 5

▶ Activity 3 – 10

▶ Activity 1 – 7

▶ Activity 4 – 6

Warm-up

- 1 Divide the class into groups. With books closed, ask them to list the six activities that were featured in the advertisement for the Adventure Sports Centre. Give them a time limit.
- 2 Ask the first group to say their activities. Ask if any group had a different answer.
- 3 List everything they say then let the class open their books and check.

Before starting this page, read Adventure Sports Centre again or play track 1.13.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the advertisement.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 an Adventure Sports Centre
- 2 six
- 3 the suspended bridge gives you a bird's eye view; the bungee jump lets you swoop like a bird; in indoor skydiving you fly
- 4 the Adventure Sports Club
- 5 eight
- 6 three: send a letter, phone or email
- 7 six
- 8 1km
- 9 protective clothing, safety equipment, trainers
- 10 expert, qualified

Activity 2

- 1 Ask a volunteer to read the adjectives in the box.
- 2 Students work in pairs to match the adjectives to the definitions. Ask them to try to do the activity without looking in their dictionaries. Tell them they may check the words they are unsure of and correct the matching if necessary.
- 3 Ask different individuals to read each definition and give the correct adjective.

- Answers** 1 unforgettable 2 electrifying 3 unique
4 unbelievable 5 exhilarating

Activity 3

- 1 Work with the whole class together on this activity. Some questions they should be able to answer easily.
- 2 Help them towards the answers to questions that ask them to give their opinion about why certain words are used.

Example answers

- 1 a present participle b Students should realise that the *-ing* form is a present tense so it suggests that the feelings are happening now and the reader can feel this too by going to the Centre straight away. c Listen to students' ideas and encourage them to discuss the questions and put different viewpoints. If necessary, point out that *wild* is a sudden change so it surprises the reader. The lion is a wild animal – interesting and different, like the Centre's activities.
- 2 a *un* b The words repeat the same sound so the words stand out.

- 3 a *join, get, swoop, fly, learn, challenge, be* b The verbs tell the reader to do something and by using the form for instructions, they are trying to persuade the reader to do it.

Activity 4

Set up and run small discussion groups. Follow the procedure for Reading comprehension, Activity 3 on p28.

Example answers

Listen to students suggestions for all of these questions. Accept sensible views even if it is not exactly as the example answer.

- 1 Students' own opinions. If they need prompting ask:
Would they encourage you to join?
- 2 *Some people might think the activities are dangerous so they want to know that they are as safe as possible.*
- 3 *So readers know they will get help to do the activities.*
- 4 Students' own suggestions, e.g. *knee/elbow pads, a helmet, etc.*
- 5 *people who like to be active, to do something different, scary, etc.*

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p30)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

- Exercise 2** 1 indoor skydiving 2 climbing wall
3 aerial runway 4 vertical slide 5 bungee jump
6 suspended bridge

- Exercise 3** 1 10% 2 half price entry 3 Tuesday–
Sunday evenings, 7–9 4 in the wind tunnel
5 membership of the Sports Park complex 6 a Club bag
and T-shirt 7 one 8 ten 9 North Avenue 10 1km

Exercise 4

- 1 He thought he couldn't climb so high but he could.
- 2 She wants to go indoor skydiving in the wind tunnel.
- 3 He has been a member for a year.
- 4 unbelievable, unforgettable, unmissable

WB: Vocabulary (WB p31)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 select 2 reduce 3 contact 4 suspend
5 provide

Exercise 2 1 Select 2 suspended 3 contact
4 reduce 5 provided

Exercise 3 1a 2b 3a 4b 5a

Exercise 4 1 challenge 2 skill 3 swoop 4 qualify
5 motorway

Exercise 5 1 qualify 2 reduce 3 select

Lesson 3 Working with words SB p41

Lesson aims

- to practise forming abstract nouns from adjectives ending *-ent* and *-ant*
- to understand their meanings
- to pronounce and spell correctly words with *ou/oo*

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: nouns ending *-ence/-ance*; word classes; spelling words with *ou/oo*

EPB link: Test 2, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 8

▶ B Spelling – 12

▶ A Making new words – 20

Warm-up

Ask three or four individuals to read their responses to one or more questions in *Your views* on SB p40.

A Making new words

Words ending *-ent / -ence*

Information box Read the first information point. Write the example words on the board. Point out the word classes.

Read the information about abstract nouns. Ask a volunteer to read the example sentence from the advertisement.

Activity 1

- 1 Students complete and write the words. Give them a time limit as this should be a quick activity.
- 2 Ask volunteers to read out each adjective and noun.

Answers 1 different, difference 2 silent, silence
3 excellent, excellence 4 evident, evidence 5 patient, patience
6 obedient, obedience

Activity 2

- 1 Students complete this activity working in pairs.
- 2 Ask if any of the abstract nouns in Activity 1 are new. If they are, encourage students to match the ones they know first, then to try to work out the meanings of any words they have left.
- 3 They may check in their dictionaries if they are unsure.
- 4 Check answers together.

Answers 1 evidence 2 obedience 3 patience
4 silence 5 confidence 6 difference 7 excellence

Words ending *-ant / -ance*

Information box Read the information point about words ending *-ant/-ance*.

Write the example words on the board.

Ask a volunteer to read the example sentence. Check students can give the meaning of *distance*: *the length that two things are from each other*.

Activity 3

- 1 Students complete the words and write the abstract nouns. Give them a time limit as this should also be a quick activity, as Activity 1.
- 2 Ask volunteers to read out each adjective and noun.

Answers 1 important, importance 2 brilliant, brilliance
3 elegant, elegance 4 defiant, defiance
5 ignorant, ignorance 6 reliant, reliance

Activity 4

- 1 Students complete this activity working in pairs.
- 2 Ask if any of the abstract nouns in Activity 3 are new. Again, encourage students to match the ones they know first, then to try to work out the meanings of any words they have left.

- They may check in their dictionaries if necessary.
- Check answers together.

Answers 1 ignorance 2 elegance 3 importance
4 reliance 5 defiance 6 brilliance 7 distance

B Spelling

Words with *ou* / *oo*

Information box Point out the box. Read the first information point.

Ask volunteers to read the speech bubble and the other example sentence. Write the example words on the board and remind the class of the short *u* sound.

Ask volunteers to read out the list of words with short *u*.

Read the second information point. Write the example words on the board.

Ask volunteers to read the example phrases and sentences.

Ask other volunteers to read the list of words with the long *oo* sound. Check they understand what the more unusual of these words mean, e.g. *route*, *wound*.

Activity 1

- Students work in pairs to complete the words and write *long* or *short vowel*.
- Check answers together.

Answers 1 tool, long 2 took, short 3 wool, short
4 you, long 5 would, short 6 wound, long

WB: Working with words (WB p32)

This page should be completed independently for homework.

Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 difference 2 silence 3 excellence
4 patience 5 obedience 6 confidence 7 evidence

Exercise 2 1 silence 2 confidence, excellent
3 evidence 4 difference 5 patient 6 obedience
7 confident, different

Exercise 3 1 verb 2 adjective 3 adverb 4 noun

Exercise 4 1 importance 2 brilliance 3 elegance
4 defiance 5 ignorance 6 reliance 7 distance

Exercise 5 1 brilliance, distance 2 elegance
3 important, ignorance 4 defiant 5 reliant

Exercise 6 1 noun 2 adverb 3 verb 4 adjective

Exercise 7 group, wounded, took, boots, cool, pool,
took, route, could, would, soup

Lesson 4 Grammar SB p42

Lesson aims

- to read and understand a short text using the present perfect
- to understand and practise correct use of the present perfect

SB skills: reading; grammar accuracy; talking about past actions

WB practice: present perfect: sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 2

▶ Activity 3 – 7

▶ Remember! – 6

▶ Activity 1 – 5

▶ Activity 4 – 5

▶ Activity 2 – 5

▶ Activity 5 – 10

Warm-up

- Write some common nouns and abstract nouns on the board, e.g. *threat*, *spill*, *fear*, *danger*, *slide*, *silence*, *girl*, *elegance*, *dress*, *winner*, *beauty*.
- Ask volunteers to circle the abstract nouns.

Answers threat, fear, danger, silence, elegance, beauty

Activity 1

- Pre-reading questions** Point out the pictures of the two people. Ask:
What do you think has happened to the young man? He has broken his arm.
Do you think the young woman has had an accident? no
What sort of activity do you think she likes doing? sports
- Ask two students to read a paragraph each of the text.
- After reading, ask: *Do we know when Jason broke his arm? recently* *Do we know when the other things happened? No, the text does not say.*
- Remind students that the present perfect is used to express events that have been completed at some time in the past but we do not know when.

Activity 2

Ask the literal questions to check understanding and to practise correct use of the tenses. The answers can be found in the text.

Answers 1 No 2 Yes 3 Perhaps 4 Yes 5 No
6 Perhaps

Activity 3

- If you wish, go through the whole activity together.
- Alternatively, or as well, let students work in pairs, taking turns to ask questions using the prompts and answering.

- Go around as students work and listen so you can check their questions and answers for accuracy.
- Ask a few pairs to stand up and say one or two of the questions and answers.

Answers

- How many sports has he tried? He has tried six sports.
- Has he done parachute jumping? Yes, he has.
- Has he broken his leg? No, he has broken his arm.
- Where has Miranda dived? She has dived in the Pacific Ocean.
- Has she played football? No, she has played basketball.
- Have Miranda and Jason won medals? Miranda has won a silver medal. Jason hasn't won a medal.

Activity 4

- This activity may be done in pairs or groups. Give the class a time limit to think of sentences and write them down. Tell the class that some statements may be expressed in different ways and there may be more than one correct statement that can be made about each situation.
- Ask different pairs to give their answers. Make sure you have heard all the different answers the class might have thought of.
- Alternatively, work with the whole class together. Give them time to look at each situation then elicit sentences.
- Ask each time if anyone has an alternative sentence. Accept sensible sentences that are correct English.

Example answers

- He has hit/bumped/hurt his head.
- They have climbed the mountain. / They have reached the top/peak/summit.
- The cat has eaten the fish.
- The boys have broken/smashed/damaged the window.
- She has lost her purse. / She has forgotten her purse. / Someone has taken her purse.
- They have won the cup/match/game/competition.

Activity 5

- Students do this work in pairs or small groups. Give them a time limit.
- They take turns to ask each other questions and note down the answers.
- Go around listening as they speak.
- Ask one or two individuals to tell the class their own answers to any of the questions. Alternatively, ask students to say what their partner's answers are.

Remember!

Point out the box. Go through the first information point and check that students understand.

Ask a volunteer to read out the example sentences. Ask: *Do we know when they tried the sports? No (It was at some uncertain time in the past).*

Read the second information point. Ask a volunteer to read the example. Ask what the person speaking can see: *the broken window.*

Students work in pairs to think of two more sentences using the present perfect.

Give them a time limit. Elicit sentences from different pairs. Ask the class whether each sentence is correct or not. Ask them if they can correct any mistakes.

WB: Grammar (WB p33)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 has ... been 2 have tried 3 Have ... swum 4 has fallen 5 have driven 6 have ... seen 7 Have ... heard 8 has become

Exercise 2 Accept sensible sentences that are grammatically correct. These are examples and other answers are possible.

- The mountaineers have climbed the mountain.
- She has won a medal.
- He has broken his leg.
- She has lost her watch.
- It has made a nest.
- They have cut down the tree.
- The pond has frozen.
- He has found a statue.

Exercise 3 Students' own sentences

Lesson 5 Grammar in use SB p43

Lesson aims

- to listen to, read and understand a short conversation about a sports centre
- to understand and practise the present perfect
- to understand and practise phrasal verbs with *bring*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: writing sentences using present perfect with *for, since, just, yet*; sentence completion using phrasal verbs with *bring*

EPB link: Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 4
- ▶ Activity 1 – 6
- ▶ Activity 2 – 5
- ▶ Activity 3 – 6
- ▶ Activity 4 – 7
- ▶ Remember! – 6
- ▶ Grammar extra – 6

Warm-up

Divide the class into teams. Give them one minute to write down as many sports in English as they can.

Ask the first team to read their list. Write the sports on the board.

Ask the next team if they have any different sports in their list.

Keep asking teams to add sports until no team can add any new ones.

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
*What places have the friends already been to? **the castle, the river***
*Where are they now? **at the sports centre***
*What are they going to do? **report on the basketball team, interview players***
- 2 Play track 1.14. Students listen and follow in their books.
- 3 Point out the verbs in bold and the adverbs *just* and *yet*. Explain that *since* is used with a specific point in time and *for* is used with a period of time.

Activity 2

- 1 Ask the literal questions to check understanding and practise using the present perfect.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 It's been open since January.
- 2 It's become an important part of the town.
- 3 You can do basketball, swimming, badminton, tennis, trampolining, gymnastics.
- 4 No, she hasn't.
- 5 No, they've just won the semi-final.
- 6 They've trained really hard.

Activity 3

- 1 Go through the example. Make sure students understand the structure.
- 2 Invite volunteers to say complete sentences.

- 3 Alternatively, let students work in pairs, taking turns to say complete sentences. Go around listening as they work then ask individuals to say each complete sentence.

Answers

- 2 The players have trained hard for weeks and weeks.
- 3 Luke Jones has played basketball for ten years.
- 4 Ellen has lived in Hampton for eighteen months.
- 5 The castle has stood on the hill since ancient times.
- 6 Jack has had a cold since last Saturday.

Activity 4

- 1 Ask volunteers to read the speech bubbles. Explain the task is to make up five more questions they can ask their friends.
- 2 Give students time to write then set a time limit for them to speak.
- 3 Go around listening while they work.
- 4 Ask one or two groups to go through some of their questions while the class listens.

Activity 5

- 1 Go through the example.
- 2 Invite a volunteer to change the second sentence. Write it on the board.
- 3 Check with the class that it is correct.
- 4 Continue with the other sentences.

Answers

- 2 The team has just won the competition.
- 3 A famous actor has just opened the new sports centre.
- 4 The girls have just finished their project.
- 5 Joe has just spoken to his teacher.

Remember!

Point out the box. Read through the information points, asking volunteers to read out the example sentences. Write them on the board, if you wish. Check that the class has understood the structures.

Students work in pairs and think of sentences using each of the words *since*, *for*, *just* and *yet*.

Ask several pairs to read out one of their sentences.

Grammar extra (SB p 128)

Ask a volunteer to read the bubble. Explain that *bring* can be used in different phrases. In these phrases, *bring* has different meanings.

Activity 1

- 1 Ask a different volunteer to read the first sentence. Invite another volunteer to explain the meaning of the phrase in bold.

- Continue with the other sentences. Encourage the class to try to explain the meaning without looking in the dictionary first. Students should use the dictionary if they cannot guess the meaning or find it difficult to explain in their own words.

Example answers

- The astronauts returned to earth with some moon rocks.
- Mr and Mrs Day taught their children to be honest and kind.
- We convinced my father to buy a puppy.
- The company will launch a new mobile phone.
- Our teacher set the test on Monday, instead of Friday.

Cartoon

- Point out the cartoon. Ask a volunteer to read the speech bubble.
- Students work in pairs to think of a sentence about the picture.
- Give them a time limit then elicit sentences, e.g. *He has brought back a kangaroo from Australia / on the plane.*

Activity 2

- Give students a few minutes in pairs or groups to think of and write down a sentence for each word.
- Elicit sentences from as many pairs/groups as possible.

Note: Remind the class to bring their copy books with them for the next lesson. See Warm-up for Lesson 6.

WB: Grammar in use (WB p34)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1

- Luke has played basketball for several years.
- The players have trained hard for a long time.
- People have grown cotton in this area since the last century.
- We have lived in our apartment since last summer.
- You have worn those glasses for ages.
- Jenny has been in hospital since March.

Exercise 2

- Lucy has just spoken to her grandmother.
- Someone has just taken my bag.
- The students have just eaten their lunch.
- John has just bought some CDs.
- I have just seen something very strange.
- We have just heard the news.

Exercise 3

- Has the match finished yet?
- Our team hasn't scored yet.
- Have you joined the sports club yet?
- We haven't tried the wind tunnel yet.
- The players have not won the trophy yet.
- Have you been up the climbing wall yet?

Exercise 4 1 brought back 2 brought ... round
3 brought up 4 bring out 5 bring ... forward

Lesson 6 Writing SB p44–45

Lesson aims

SB

Stage 1: to review the features of persuasive writing

Stage 2: to work collaboratively to plan and produce an advertising handout to inform and persuade.

WB

Stage 3: to prepare in class for writing an advertising handout to inform and persuade; to plan and produce an advertising handout independently

SB skills and WB practice: recognising and using persuasive features in writing

EPB link: Test 2, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

- Ask two or three students to read out their responses to the *Your views* questions about the activities at the Adventure Sports Centre.
- Ask the whole class if the advertisement made the activities sound exciting or made them want to do the activities. Take a vote. Ask some of the students who voted *no*, to explain why.

Stage 1 Features of persuasive writing

Ask a volunteer to read the information in the box. Ask students to explain in their own words what the information tells them. Make sure they understand *persuade: to put forward ideas in order to strongly encourage someone to do something*. Ensure they understand that this is what advertising does.

▶ Powerful words

- Read the information. Ask a volunteer to read the words.
- Point out the Activity box and read out the task.

- Elicit several adjectives describing skydiving. Remind students to think of powerful words that would describe the activity. They may have really liked or hated the activity.
- Write suggestions on the board.
- Continue with the other activities.

Answers These will be individual answers, e.g. terrifying / amazing / exciting / awful.

► Alliteration

- Read the information. Ask a volunteer to read the words.
- Explain that alliteration is frequently used in expressive writing such as poetry and literature as well as advertising. To help them understand, write some groups of words or phrases on the board and ask the class to tell you which ones are alliterative (have alliteration), e.g. *wild, white and woolly / a brown and grey giraffe / thinking students and talking children / skipping and scuttling to school*. (The first and fourth examples have alliteration.) Make sure they understand alliteration is to do with sound, not spelling. They should read the phrases to themselves and think how they sound.
- Point out the Activity box and read out the task. Students do this orally.

Example answers

- wild/wicked
- tense/terrifying/tremendous
- fabulous/frightening

Accept words that begin with the same sound and make sense.

► Information

- Read the statement. Ask a volunteer to read the example information
- Ask students to find other examples of information in the advertisement on SB pp38–39.

► Layout

- Read the information. Check students understand all the words.
- Ask why the way the advertisement looks is important. Do the students find it eye-catching? Why? Does the way it looks persuade them to read it? Why?

► Quotes

- Ask: *Why do you think advertisers include what other people think?* The class should be able to work out that positive comments and views from other people can encourage the reader to believe that something is really good.

Stage 2 Writing together

Explain to the class that you are going to write a handout together on the board. Read the information in the box at the top

of the page to ensure students understand the task. If necessary, explain that a handout is usually a single page with information on one side only. (A leaflet usually has information on at least two sides and may have two or more pages of information.)

Activity 1

Read through the factfile with the class. Check they understand *rhino = rhinoceros*.

Activity 2

- Read the task and the questions.
- Encourage students to use alliteration in the heading.
- Draw the shape of a large piece of paper on the board. Elicit ideas for the heading. Note suggestions on one side of the board and choose the best one with the class.
- Agree with the class how big the letters should be and a colour for the heading.

Activity 3

- Read through the factfile again and ask students to select information they would like on the handout.
- Note the details at the side of the board.
- Ask what order the information should be written in.

Activity 4

- Read the task. Ask volunteers to read the examples of powerful words and alliteration.
- Make a list of powerful words and alliterative phrases suggested by the students.

Activity 5

Ask for suggestions for quotes that could be used on the handout. Note them at the side of the board.

Activity 6

- Draw a large rectangle on the board. Ask students where things should go, e.g.:
Will the heading be centred or placed to one side?
What illustration will the handout have? Where will it go?
Will the persuasive part of the handout come before or after the illustration? Will it come before or after the information?
- Discuss colour for the different words, and the type of font: plain, bold, etc.
- The complete handout can be done on the board together or students can complete an individual handout using the notes and layout decided upon by the class.
- If you do the whole handout as a class, follow the usual proofreading, editing and re-reading procedure.
- Whichever method you use, remind the class to think about the appearance of the handout as well as the words that are on it.

Stage 3 WB: Individual writing (WB p35)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the question and explain the task. Students may choose these sports or another.
- 2 Read through the notes. Check they understand the words and phrases.
- 3 Students plan their handout on the page then make a final copy on paper to hand in.

Assessment

In assessing the work, look for:

- a well thought out and attractive layout using colours, different sizes of letters, etc.
- content should include: an alliterative heading; persuasive words and phrases; clear information

Lesson 7 Listening and speaking SB p46

Lesson aims

- to listen to and understand the gist of a dialogue about tasks done or not done yet
- to hold a similar discussion in pairs/groups
- to listen to an interview for gist and detail
- to prepare and present a monologue about tasks that have/have not been done yet

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 2, Listening Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up - 5 | ▶ Listening comprehension - 10 |
| ▶ Conversation practice - 18 | ▶ Individual speaking - 7 |

Warm-up

Ask questions around the class, e.g. *What kind of homework do you like doing best? What kind of homework don't you like doing?*

Ask students whether they do the work they like first or the work they don't like.

Ask whether the order they choose makes the work they don't like easier or more difficult to do.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Jack and Laura**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do you think Laura and Jack are talking about?* Explain that the words in the box will help them to answer. Elicit, e.g. **Jack and Laura are talking about tasks they have to do at home and for their school work.**

Activity 2

Play track 1.15. Students listen to the conversation between Ross and Jack to check their ideas in Activity 1.

Audioscript

Track 1.15 Activities 2 and 3

Laura: Hey, Jack. What are you doing?

Jack: I'm playing a computer game.

Laura: Have you done your homework?

Jack: Yes, I've just finished it. How about you?

Laura: I haven't finished mine yet. My science homework is so hard!

Jack: Have you finished your project yet?

Laura: What project?

Jack: Your art project.

Laura: No, I haven't started it yet.

Jack: What about that maths test? Have you revised for it yet?

Laura: No, I haven't. Oh! I've got so much to do!

Jack: What a fuss you're making! I've finished all my work. So now I can have some fun.

Laura: Oh really? Have you phoned Ross yet? Have you sent a text to Ellen? Have you emailed Grandma yet?

Jack: No.

Laura: And look at this room! What a mess! You haven't tidied it yet.

Jack: No.

Laura: So you haven't finished all your work, have you?

Jack: No, not yet.

Activity 3

- 1 Ask one or more students to read the phrases in the box.
- 2 Play track 1.15 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 Students speak in pairs. Students take turns to ask each other questions using the pictures and word prompts. Point out the starting question.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Remind the class of the friends' visit to the sports centre in Lesson 5 and the basketball captain, Luke Jones. Ask what they can remember about him. Was the team playing in an important match? What?
- 2 Play track 1.16. Tell the class to listen and check what they remembered.

Audioscript

Track 1.16 Activities 1 and 2

Laura: Congratulations, Luke! That was a great match!

Luke: Thanks very much.

Laura: You've just won the semi-final of the National Basketball competition, which means that next month the Hampton Hippos under 21s will be in the final! How does that feel?

Luke: It feels amazing! I can't believe it.

Laura: It was a fantastic result this evening: 88–52. You must be very pleased.

Luke: Absolutely! The whole team has trained very hard for months and months. We played really well tonight and I think we deserved to win.

Laura: Definitely! How long have you been with the Hippos, Luke?

Luke: For about five years and I've been the captain since last September.

Laura: When did you start playing basketball?

Luke: I started playing when I was 14.

Laura: And why did you choose basketball rather than football or some other sport?

Luke: Well, actually the reason I started playing was because I was so tall.

Laura: Really?

Luke: Yes. My sports teacher at school said I should try it.

Laura: Well, good luck in the finals. We're looking forward to you coming back with the trophy.

Luke: Oh! Don't speak too soon! We haven't won it yet!

Activity 2

- 1 Give students time to look at the questions.
- 2 Play track 1.16 again. Elicit the answers.

Answers

- 1 the semi-finals of the National Championship
- 2 88–52
- 3 for a long time
- 4 for five years

- 5 since last September
- 6 since he was 14
- 7 because he is tall and his teacher suggested it
- 8 No, he isn't sure. He says 'Don't speak too soon. We haven't won it yet.'

WB: Individual speaking (WB p36)

Exercise 1

Read through the task and discuss the questions with students.

Exercise 2

- 1 Ask a volunteer to read the headings.
- 2 Explain that ideas are given to help them but they may use their own ideas if they wish.

Exercise 3

- 1 Ask a volunteer to read the questions.
- 2 If they would like help, they should follow the questions and make notes under each heading before they write complete sentences.

Exercise 4

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 5

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about what they have/haven't done yet this week. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for Individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 4* as a complete lesson, p74).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (see p74).

WB: Listening and speaking (WB p36)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

Exercise 1

Laura: What a mess, haven't ... tidied

Jack: 've been

Laura: Nonsense, 've done

Jack: 've revised

Laura: Really

Jack: 've ... finished

Laura: What about, Have ... finished

Jack: 've ... put, How about you

Laura: Well, 've started

Jack: What a fuss

Laura: Sorry, You're joking

Laura: Would you mind

Jack: Not at all

WB: Check-out 4 (WB p37)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 4 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 4 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas

- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

You could end this lesson by choosing two or three individuals to make their presentations again to the whole class. Hold a short class discussion:

Do you often get behind with your work?

Do you forget pieces of homework?

Do you find time to do all your tasks at home?

What could you do to help you organise yourself better?

Check-out 4 answers

Reading 1 a an adventure sports centre b join the club 2 persuasive

Vocabulary 2 a silence b ignorance c difference d importance 3 a tooth b group c should d booking e swoop f soup g wound h would

Grammar

- 1 a How long has he lived here?
b How often have you won the class prize?
c I have not done my homework yet.
d She has just passed an exam.
- 2 a since b for
- 3 brought up

Writing 1 persuade, do, words, eye-catching, pictures, colourful

Homework after Check-out 4

Students read the Check-in page for Unit 5 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision 2 (Units 3 and 4) (WB p38–39)

WB answers

Exercise 1 1 will rise 2 will ... survive 3 will ... become

Exercise 2

- 1 A team of scientists are going to study sea otters.
- 2 They are going to observe the otters' behaviour.
- 3 It is going to be very hard work.

Exercise 3

- 1 The snowman is going to melt.
- 2 The otter is going to catch the fish.
- 3 The man is going to take a photo of the polar bear.

Exercise 4

- 1 Lucy is going to the dentist on Wednesday.
- 2 Carly and Pete are doing a maths exam on Monday.
- 3 Sam is playing in a football match on Thursday.

Exercise 5

- 1 The sports centre has been open since January.
- 2 Luke has been playing basketball for six years.
- 3 The players have been training hard for weeks.
- 4 They haven't lost a game since last year.

Exercise 6 1 Have ... done 2 has ... found 3 has ... eaten 4 have ... seen

Exercise 7 1 unbelievable 2 unforgettable
3 continual 4 musical 5 scary 6 dirty 7 patient
8 distant

Exercise 8 1 climate, extinct 2 survive, habitat
3 swooped, seized 4 Qualified, challenge
5 skills, confident 6 reduction, Contact

Exercise 9 1 a glimpse 2 eye 3 fire 4 up
5 forward 6 back

In this unit, students:

- read and understand a biography of a famous person
- develop a close understanding of the biography, its form, style and vocabulary
- form and use words with suffixes *-ment* and *-ness*; pronounce and spell correctly words with *gu*
- use comparative adjectives and phrases: *as* (adjective) *as* and *not as* (adjective) *as*
- use superlative adjectives and irregular comparative/superlative adjectives
- use phrases with *look*
- learn the features of biographical writing; write a biography from given notes
- listen to a description of the night sky
- present a monologue about their best project

Lesson 1 Check-in; Reading SB p47–49

Lesson aims

- to prepare for the topic of *Great lives* and other aspects of work in Unit 5 through the Check-in page
- to read and gain a good general understanding of a biography

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 5 vocabulary list (p123)

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------|-------------------------|
| ▶ Check-in – 10 | ▶ General questions – 5 |
| ▶ Reading – 10 | ▶ Reading practice – 10 |
| ▶ Vocabulary check – 5 | |

Point out the unit title and give students a few moments to look at the pictures.

Ask if students recognise or can guess who any of the people shown in the pictures are. The people are (from left to right) top row: Albert Einstein, scientist; Queen Nefertiti, Princess Diana of Wales; Ghandi, Indian leader; bottom row: Kylie Minogue, entertainer; David Beckham, footballer.

If students have not found out any details about the people, you may wish to give them some brief information:

Albert Einstein (1879–1955) developed the understanding of physics (how the physical world works) and how space and time are connected.

Queen Nefertiti was the powerful wife of the Egyptian Pharaoh Amenhotep, later known as Akenaten. She lived about 3,300 years ago. She had at least six daughters and the third daughter became the wife of the Pharaoh, Tutenkhamun.

Diana Princess of Wales (1961–1997) married Charles, Prince of Wales in 1981 and they divorced in 1996. They had two sons, William and Harry. Princess Diana travelled all over the world visiting hospitals and schools. She was the most photographed woman of her time. She died in a road accident in 1997.

Mahatma Ghandi (1869–1948) led the Indian nation in peaceful

protest against the rule of the British Empire, achieving independence for India in 1947. He was assassinated in January 1948.

Kylie Minogue, singer, performer and entertainer, began her career on Australian TV and then began recording songs. She has become popular worldwide, with record sales of more than 68 million.

David Beckham has played for Manchester United, Real Madrid, Los Angeles Galaxy and was captain of the English national team. He is well known all over the world and supports charities that help children and young people.

If you wish, categorise the people named under living and dead. Which group has the most names? Ask students why they think this is. Students should realise that lives in the past cover thousands of years, whereas present lives cover eighty years only.

Check-in

- 1 Read the information about biographies and their subjects.

Task box Ask students to tell you any biographies they have read. Students may think they have not read a biography but explain that a biography need not be a whole book. Some students may have read a short biography in their primary English course. Ask them to try to remember. Elicit names of people students would like to know more about. Note 6–8 suggestions on the board. Ask the class how many are still living. Are they more interested in people who are still alive? Ask why or why not.

- 2 Read the last statement.

Reading

- 1 Read the three information points about a biography.
- 2 Explain that *character* means what a person is like as well as referring to a person in a story or play.

Task box Ask some individuals about their own birth dates.

- 3 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the work that will be covered in the unit.
- 2 Check the class remembers what a suffix is: *an ending that can be added to a word to make a new word.*

Grammar

- 1 Read out the work that will be covered in the unit.
- 2 Write *look up* on the board. Ask the class to think of a sentence using the verb. Write it on the board.
- 3 Ask if anyone can think of another sentence using *look up* with a different meaning.

Writing

- 1 Read out the first two writing tasks in the unit.

Task box Ask what queens the class can think of from the present or any time in history. Students are likely to have heard of the present queen, Elizabeth II. Some of them may know of one or two other queens of England. If they do not, tell the class they are going to find out a little bit about one of them.

- 2 Read out the last task. Remind the class that biographies are not only about famous people.

Listening

- 1 Read out the listening tasks that are included in the unit.
- 2 Check students understand *astronomer: a person who studies the stars and other bodies seen in the night sky.*

Speaking

Read out the work that will be covered in the unit.

Reading: Victoria, Queen of the United Kingdom SB p48–49

Before reading

Pre-reading questions

- 1 *Look at the pictures and photographs. What sort of life do you think Victoria had? What sort of places do you think she lived in?* Students' own ideas. They should recognise that she was wealthy, had fine clothes and lived in places with beautiful furniture and objects.
- 2 Students should be able to discuss the way the text is presented. Help them to think out the answers to the following questions if they do not respond immediately.
Look at the text. How is it divided up? into paragraphs with headings

Why are paragraphs used? so that all the information about one subject is together

Why are headings used? so that the reader knows what is in the following paragraph and can find information easily

Reading

- 1 Play track 1.17 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 5, p176 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 *How was Victoria brought up as a child? under strict rules, she was never alone, her mother was protective*
- 2 *How old was she when she became queen? eighteen*
- 3 *Who was her husband? Prince Albert*
- 4 *What was the British Empire like during Victoria's reign? more powerful than it had ever been before*
- 5 *What was important during the Victorian period? family life*
- 6 *What things were built in the Victorian period? factories, railways, bridges*
- 7 *What was life like for poor people? hard, difficult, unpleasant*

Reading practice

- 1 Divide the class into groups of four or five. Students take turns to read a paragraph each while the others in the group listen and follow in their books.
- 2 Go around listening as students read, to monitor their progress in fluency.
- 3 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 4 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the text (track 1.17). They re-read the text carefully and check meanings again as necessary. Explain that words listed for Unit 5 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p50

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the biography
- to give a personal response to aspects of the life of Queen Victoria

SB skills: reading for detail; scanning; dictionary and vocabulary; critical thinking

WB practice: re-reading; short answers to literal questions; categorising/writing from notes; key biographical information; vocabulary: nouns from verbs; definitions; cloze; adjectives

EPB link: Test 3, Reading Q1

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up – 2 | ▶ Activity 2 – 6 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 10 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 7 | |

Warm-up

Write some new vocabulary from the reading text on the board, e.g. *strict, allow, adore, refuse, wedding, expand, share, harsh, immensely, population.*

Ask students to tell you what part of speech the words are.

Before starting this page, read *Victoria, Queen of the United Kingdom again* or play track 1.17.

Activity 1

- 1 Ask a volunteer to read the first statement. Ask another to say if it is true or not. Check with the rest of the class whether the answer is correct or not. If there is disagreement, refer the class back to the relevant section of the text and ask them to re-read carefully.
- 2 Continue in the same way with the other statements.
- 3 When a statement is false, ask the class to give you the correct statement.

Answer 1T 2F: When she was introduced to Prince Albert, she liked him at once but she was not yet ready to marry. 3F: One of her first requests was to have an hour by herself. 4T 5T 6F: From 1st May 1876 she was named Empress of India. 7F: In the Victorian period children had to do what they were told. 8F: Factories were not always a good place to work as the work was exhausting and often dangerous. 9F: Victoria was known as 'the grandmother of Europe'. 10T

Activity 2

- 1 Ask different students to read the name of each person in the list on the left.
- 2 Students continue in pairs. They read the descriptions on the right and find the correct one for each person on the left.
- 3 Give the class a time limit and check answers together.

Answers 1 ruler 2 empress 3 husband
4 governess 5 tutor 6 prime minister

Activity 3

- 1 Students work in pairs or small groups to discuss answers to these questions. See Introduction p21–22 for advice on setting up and running pair or group work if you are not familiar with the technique.
- 2 Explain to the class that the answers to these questions are not directly in the text. Students will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 If your class is confident with group discussion, let them discuss all the questions within the time limit as this will give more students the opportunity to speak. If your class is less confident, ask them to discuss two questions at a time then check answers. The last question can be done separately. This will help to build up the length of time that the class discusses in groups before you check their work.
- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

- 1 Students should be able to say: *Victoria only had her dolls and her dog to play with so she did not play with any other children. She would have felt lonely and perhaps sad that she didn't know other children or how other children lived. She was never alone but she only had adults around her, who probably didn't play with her. She probably had to work very hard as she must have been with her tutor and her governess for a lot of the time. And she might not have had much fun.*
- 2 *Victoria was probably angry about the way she had been brought up and thought her mother had been too protective. When she became queen, she could make the rules and have more time for meeting other young people. She probably didn't want to spend any more time with her mother as she had already spent eighteen years sharing a bedroom with her.*

- 3 She did make a good choice as she was able to rely on him for advice and support when she was queen. She adored him and they had a big family together. He helped her to feel better about her mother and to be a better daughter.
- 4 Students' own ideas. They might say: She was decisive – she chose Albert; brave, independent – she stopped relying on her mother when she was queen; intelligent – she made a success of being queen from a very young age; kind and loving to her husband – she wore black after he died and never married again. Accept students' ideas that can be supported by evidence from the text.
- 5 Students might suggest: Victoria had been queen for 63 years and many people had known her all their lives; she was an old lady so people were probably fond of her; industry had progressed; the empire was powerful; a lot of people had nice homes and good jobs.

Activity 4

- 1 If there is time, do this activity orally in class to give the students practice in scanning.
- 2 Tell them to look at the first paragraph on SB p49 while you read out the first question. Students scan for the answer.
- 3 Alternatively, or as well, ask students to do the activity for homework and write the answers in their copy books.

Answers

- 1 her mother, her tutor, her governess
- 2 an hour alone, her bed to be removed from her mother's room to a bedroom of her own
- 3 nine
- 4 her mother, Prince Albert
- 5 factories, railways, bridges
- 6 63 years, 7 months, 2 days

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. If possible, find students who have different opinions and ask them to give their reasons.
- 2 Each student should write their own response as an independent homework task.

WB: Reading comprehension (WB p40)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

- Exercise 2** 1 Alexandrina 2 her mother 3 Albert 4 Prince Albert 5 the prime minister's 6 be a better daughter to her mother 7 It expanded and became more powerful. 8 exhausting and dangerous 9 Charles Dickens 10 more than thirty

Exercise 3

- 1 She was born.
- 2 She was eighteen years old.
- 3 She became queen.
- 4 She was crowned.
- 5 She married Prince Albert.
- 6 Her first child was born.
- 7 Her mother died.
- 8 Prince Albert died.
- 9 She became Empress of India.
- 10 She died.

Exercise 4 1b 2b 3a 4a

WB: Vocabulary (WB p41)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 strict 2 duty 3 harsh 4 exhausting 5 request 6 share 7 wedding 8 expansion

Exercise 2 1 support 2 love 3 saddened 4 remove 5 advice

Exercise 3 1 private 2 allow 3 handsome 4 immensely 5 share 6 expand

Exercise 4 1 long period 2 British population 3 lonely childhood 4 difficult conditions 5 fast progress 6 strict rules

Exercise 5 Students' own sentences

Lesson 3 Working with words SB p51

Lesson aims

- to study words with the suffixes *-ment* and *-ness*
- to pronounce and spell correctly words with *gu*

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: suffixes *-ment* and *-ness*; spelling words with *gu*

EPB link: Test 3, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Spelling – 10

▶ A Making new words – 25

Warm-up

If students have completed their work from *Your views* on SB p50, ask two or three students to read out their responses.

A Making new words

The suffix *-ment*

Read the heading. Ask: *Does a suffix go at the end of a word or at the beginning? the end*

Information box Read the information point.

Write the example words on the board. Ask a volunteer to read the example sentence.

Activity 1

- 1 Ask different volunteers to read the pairs. Check pronunciation.
- 2 Ask the class which word changes spelling from the root word: **argue / argument**. The e is dropped before the suffix is added.

Activity 2

- 1 Students work in pairs to complete this activity. Give them a short time limit.
- 2 Check answers together.

Answers 1 argument 2 entertainment 3 equipment
4 agreement 5 excitement

Activity 3

- 1 Students add the suffix *-ment* to the verbs.
- 2 Ask the class which words they know the meanings of. They should recognise all of them. Ask them to explain as many of these words in their own words as they can.

Activity 4

Give the class a short time to think of two nouns ending *-ment*. Write suggestions on the board. They may look in their dictionaries to find words if necessary.

The suffix *-ness*

Information box Read the information point.

Write the example words on the board. Ask a volunteer to read the example sentence.

Activity 5

Ask different students to read each of the pairs of words. Point out the change to the last two adjectives ending consonant + y.

Activity 6

Students think of sentences using each noun. Encourage them to write interesting sentences that show the meaning of the word not just the shortest sentences they can think of.

Activity 7

Students write the nouns. Remind them to check their spelling carefully.

Answers weakness, tidiness, darkness, laziness,
narrowness, usefulness

B Spelling

Words with *gu*

Information box Read the information point about words with *gu*.

Read the example and write it on the board. Ask a volunteer to read the example sentence. Check correct pronunciation of *guidance /gɑɪdn̩s/*.

Activity 1

- 1 Ask individual students to read out the words in the box. Check pronunciation.
- 2 Students write the words in alphabetical order.
- 3 Check answers by asking another group of students to read out the words in their list.

Answers disguise, guarantee, guard, guess, guest,
guide, guilty, guitar

Activity 2

Students may think of their own sentences in pairs or as an extra homework task if you are short of time.

WB: Working with words (WB p42)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 a argument b excitement c agreement
d entertainment e improvement f equipment
1 agreement 2 argument 3 entertainment
4 equipment 5 improvement 6 excitement

Exercise 2 a tidiness b darkness c laziness
d narrowness e weakness f usefulness
1 Darkness 2 tidiness 3 laziness 4 weakness
5 narrowness 7 usefulness

Exercise 3 a disguise b guide c guitar d guess
e guilty f guarantee g guest
1 guilty 2 guarantee 3 disguise 4 guide 5 guest
6 guitar 7 guess

Lesson 4 Grammar SB p52

Lesson aims

- to read and understand a short text using regular/irregular comparative/superlative adjectives
- to understand and practise correct use of comparative adjectives

SB skills: reading; grammar accuracy; discussing and comparing towns

WB practice: comparatives: sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 2
- ▶ Activity 1 – 4
- ▶ Activity 2 – 7
- ▶ Activity 3 – 7
- ▶ Activity 4 – 5
- ▶ Activity 5 – 10
- ▶ Remember! – 6

Warm-up

Ask some quiz questions comparing two things, e.g.:

Which river is longer, the River Nile or the River Thames?

Which tower is taller, the Tower of London or the Eiffel Tower in Paris?

Which building is older, the pyramids of Egypt or The Great Wall of China?

Which mountain is higher, Mount Everest in the Himalayas or Kilimanjaro in Kenya?

Which animal is faster, a leopard or a lion?

Which animal is more intelligent, a dog or a fly?

Which vehicle is more powerful, a car or a plane?

Students note down their answers.

Check the answers together.

Answers the River Nile, the Eiffel Tower, the Pyramids, Mount Everest, a leopard, a dog, a plane

Activity 1

Pre-reading questions

Point out the picture. Ask the class to tell you what they can remember about Queen Victoria. Ask prompt questions if necessary, e.g.:

What was her childhood like? **strict**

How old was she when she became queen? **eighteen**

Who did she marry? **Prince Albert**

What things were important in the Victorian period? **family life**

What was bad about the Victorian period? **life was very difficult and unpleasant for poor people**

- 2 Ask two students to read a paragraph of the text each.
- 3 After reading, point out the examples in the passage that compare two things the same and two that are different, and the one- and two-syllable adjectives.

Activity 2

- 1 Ask a volunteer to read the first sentence.
- 2 Ask another to say if the statement is true or false. Check with the class.
- 3 Continue with the other statements.
- 4 Ask volunteers to correct the false sentences.

Answers 1F: *a rather sad and lonely childhood*
2F: *her governess ... as strict as her mother* 3T 4T
5F: *Albert was a few months younger than Victoria*
6F: *became larger and more powerful*
7F: *for a time she was not so popular* 8T

Activity 3

- 1 If you wish, go through the whole activity together.
- 2 Alternatively, or as well, let students work in pairs, taking turns to ask questions using the prompts and answering.
- 3 Go around as students work and listen to check their questions and answers.
- 4 Ask a few pairs to stand up and say the questions and answers.

Answers

- 2 Was Victoria's governess as strict as her mother? Yes, she was as strict as her mother.
- 3 Was Albert as old as Victoria? No, he wasn't as old as Victoria.
- 4 Was Victoria as intelligent as Albert? I'm not sure if Victoria was as intelligent as Albert.
- 5 Was Albert as popular as Victoria? I'm not sure if Albert was as popular as Victoria.
- 6 Was Albert younger than Victoria? Yes, Albert was younger than Victoria.
- 7 Were Victorian children as well-educated as today's children? No, Victorian children weren't as well-educated as today's children.

Activity 4

Either do the same as for Activity 3 or choose the alternative procedure.

Answers

- 2 Victoria's married life was happier than her childhood.
- 3 As a girl, Victoria was more protected than other children.
- 4 Albert wasn't as old as Victoria.
- 5 Victoria was more powerful than kings and queens today.
- 6 London today is bigger than London in Victorian times.

Activity 5

- 1 Explain the task. Point out the adjective box.
- 2 Give students a time limit to make notes about their own town/city and another town/city or part of one.
- 3 Students exchange ideas in pairs/groups. Listen to their conversations as they speak.

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences.

Explain that while we usually use *not as ... as*, students might also come across *not so ... as*.

More common: *John was **not as** popular **as** Mark.*

Less common (but not wrong): *John was **not so** popular **as** Mark.*

Ask students to make up their own sentences comparing things using the structures.

Remind them of the questions they answered in the Warm-up.

If you wish, write some of the items compared on the board so that students can make sentences, e.g. *The River Thames is not as long as the River Nile / The River Nile is longer than the River Thames. A plane is more powerful than a car.*

WB: Grammar (WB p43)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1

- 1 Prince Albert wasn't as old as his wife.
- 2 Victoria wasn't as free as other children.
- 3 The king was as rich as the emperor.
- 4 The prince was as handsome as his brother.
- 5 The necklace was as expensive as the bracelet.
- 6 Girls weren't as well-educated as boys.

Exercise 2 1 wealthier 2 more important
3 more popular 4 longer 5 hotter 6 more hard-working

Exercise 3 Students' own sentences

Lesson 5 Grammar in use SB p53

Lesson aims

- to listen to, read and understand a short interview
- to understand and practise the use of superlative adjectives; comparative and superlative of irregular adjectives
- to understand and practise phrasal verbs with *look*

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: comparative and superlative adjectives: sentence completion and writing sentences; sentence completion using phrasal verbs with *look*

EPB link: Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 4

▶ Activity 3 – 6

▶ Grammar extra – 6

▶ Activity 1 – 6

▶ Activity 4 – 7

▶ Activity 2 – 5

▶ Remember! – 6

Warm-up

Ask students a few questions about the solar system and the night sky, e.g.:

*Is the sun a planet or a star? **a star***

*Is Mars a planet or a star? **a planet***

*How many moons does Earth have? **one***

*How many moons does Jupiter have? **four***

*Can you name one other planet in the solar system? **Saturn,***

***Uranus, Venus,** etc.*

*What do you call someone who travels in space? **astronaut***

Explain that the word for a person who studies the stars and planets is *astronomer*.

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
*What were the friends doing last time? **interviewing a basketball team captain***
*What are they doing now? **interviewing a famous local person – and Ross is going to draw his portrait***
*Who is the person? **an astronomer***
- 2 Play track 1.18. Students listen and follow in their books.
- 3 Point out the adjectives and phrases in bold. Remind students of the *-est* ending for regular superlative adjectives of one or two syllables and *the most + adjective* structure for adjectives of three syllables or more.

Activity 2

- 1 Students answer the questions. Work with the whole class, eliciting answers from individuals.
- 2 Ask them to answer in full sentences so that they practise the adjectives.
- 3 Students should be able to answer these questions easily but they may look back to the text to check.

Answers

- 1 His earliest memory is seeing a shower of shooting stars.
- 2 It was the most magical thing he had ever seen.
- 3 The best present he has ever received was a telescope.
- 4 He was good at science.
- 5 He was worse at languages.
- 6 His worst subject was art.

Activity 3

Give students a minute or two to read the questions and note answers.

Give the class a time limit to compare answers with their friends.

Ask the questions around the class. Find out which subject/s most students feel they are best at / worst at.

Activity 4

Ask one or more volunteers to read the adjectives in the box. Point out the example sentence. Ask a student to read the completed sentence.

Students work in pairs and complete the other sentences. Explain that more than one adjective could be the correct answer for some sentences.

Give them a time limit and then ask a pair to complete the second sentence. Ask if anyone has a different answer. If no other pair has a different adjective, point out the alternative given in the answers below.

Answers

- 2 the most expensive/beautiful metals
- 3 the most dangerous/fascinating fish
- 4 the most fascinating subjects
- 5 the most beautiful flowers
- 6 the most delicious fruit

Remember!

Point out the box. Go through the information with the class. Ask volunteers to read out example sentences and words. Check that they remember what a syllable is: *a part of a word with one vowel sound.*

Give students time to think of some more sentences working in pairs or groups, or simply elicit sentences from around the class.

Grammar extra (SB p128)

Ask a volunteer to read the bubble. Explain that *look* can be used in different phrases. In these phrases, *look* has different meanings.

Activity 1

Ask a different volunteer to read out the first sentence.

Ask if anyone can explain what the phrase in bold means.

If necessary, help the class to work out the meaning and express it in their own words.

Continue with the other sentences.

Example answers

- 1 found the word
- 2 searching for
- 3 care for
- 4 are examining
- 5 be careful

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *look*, e.g. *He's looking for his glasses.*

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each verb.
- 2 Elicit sentences from as many pairs/groups as possible.

WB: Grammar in use (WB p44)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 the best 2 bad 3 better 4 the worse
5 good 6 worse

Exercise 2 1 earliest 2 most magical 3 most
fascinating 4 most dangerous 5 nearest 6 highest
7 most precious 8 biggest

Exercise 3 Students' own sentences

Exercise 4 1 looking into 2 look ... up 3 Look out
4 looked for 5 looking after

Lesson 6 Writing SB p54–55

Lesson aims

SB

Stage 1: to review the features of biographical writing

Stage 2: to work collaboratively to plan and produce a biography

WB

Stage 3: to prepare in class for writing a biography of a relative independently; to plan and produce a biography of a relative

SB skills and WB practice: recognising and using the features of character descriptions

EPB link: Test 3, Writing, Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Write some words on the board, e.g. *interested, important, funnier, fascinating, biography, vaccination*

Ask the class to tell you how many syllables each word has.

Answers in-ter-est-ed (4) im-por-tant (3) funn-ier (3)
fasc-in-a-ting (4) bi-og-ra-phy (4) vacc-in-a-tion (4)

Stage 1 Features of biographies

Read the two sentences in the box at the top to the class. Check students understand the information. Ask: *What is the story of a person's life called? What is the word for a person who writes a biography?*

► Past tenses

- 1 Read the information. Ask a volunteer to read the example sentences.
- 2 Ask the class which tenses are used in the examples: **past simple, past perfect.**
- 3 Point out the Activity box. Ask students to scan the text to find five other examples of past tenses.

Answers Accept any past tense in any form, e.g. was born / was named / was introduced / was advised / stayed / became, etc.

► Order

- 1 Read the statement.
- 2 Ask volunteers to read the example sentences with dates.
- 3 Ask the class why they think events in a biography are usually written in order. Accept sensible answers, e.g. *It is easier to follow the story if it is told in order.*
- 4 Point out the Activity box. Students scan the text to find the three dates.

Answers 1 28th June 1838 2 10th February 1840
3 22nd January 1901

► Facts

- 1 Read the first statement.
- 2 Ask a volunteer to read the example sentences from the text.
- 3 Ask what detailed fact is in the first sentence: **Victoria's age at when she met Prince Albert.**

► Character and feelings

- 1 Read the statement.
- 2 Ask a volunteer to read the examples from the text.
- 3 Discuss why students think a biographer would include character and feelings as well as facts. Accept sensible ideas, e.g. **It makes the story more interesting. It helps the reader to understand the person they are reading about. It helps the reader to imagine the events and to understand why certain things happened.**
- 4 Point out the Activity box. Ask volunteers to read the quotes about Victoria.
- 5 Go through each one, asking students what they find out about Victoria's character/feelings from the quote.

Answers

- 1 Accept answers that suggest she was independent and enjoyed her own company, etc.
- 2 Accept answers that suggest she was still angry with her mother for being overprotective, etc.
- 3 Accept answers that suggest she was confident, strong, caring, etc.

Stage 2 Writing together

Explain to the class that you are going to write a biography together on the board. Read the task in the box at the top of the page. Point out the pictures. The top picture shows Elizabeth as a young queen. The picture below is her father, Henry VIII. The third picture shows William Shakespeare, the famous playwright of the time.

Activity 1

- 1 Remind the class that the information they are going to read is in note form not in full sentences.
- 2 Read through the notes with the class. Explain any difficult words using a dictionary, or any of the following information as you wish:
 - Latin, Greek = the languages of the Romans and Greeks which well-educated people studied and which are the basis of many words in English
 - Drake, Raleigh = famous early English explorers
 - Marlow, Jonson = other popular playwrights of the time whose plays, like Shakespeare's, are still regularly performed
 - Westminster Abbey = a large and important church in London where many kings, queens, heroes and famous British people are buried

Activity 2

- 1 Read the task.
- 2 Point out and read through the paragraph plan.
- 3 Begin writing the biography on the board by eliciting complete sentences from the first set of notes.
- 4 Guide the class through the notes and help them to fit them to the paragraph plan. Ask the class to say when they should start a new paragraph about Elizabeth as queen.
- 5 Continue with the other notes to complete the second and third paragraphs.
- 6 Ask students to read through the draft on the board. Is all the information included? Is it in the correct order? Can they improve any of the sentences to make meaning clearer?
- 7 Help the class to proofread, edit and improve the biography in the usual way.
- 8 Ask one or more volunteers to read the finished biography.

Stage 3 WB: Individual writing (WB p45)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the information box and explain the task.
- 2 Read through the questions. Check students understand they should make notes on the page and use the notes to write a complete biography in full sentences.
- 3 Remind them about using paragraphs. Point out the four headings. These tell them the paragraph plan.

Assessment

Assessing the work, look for a biography which:

- has consistent use of past tenses
- has well-ordered structure following the paragraph plan
- has examples of facts, character and feelings

Lesson 7 Listening and speaking SB p56

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about their best projects

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 3, Listening Q1, Q2, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up – 5 | ▶ Listening comprehension – 10 |
| ▶ Conversation practice – 18 | ▶ Individual speaking – 7 |

Warm-up

Ask the class to tell you what their free-time activities are. List them on the board. Aim to elicit at least six.

Ask which their favourite activities are. Ask different students to tell you what they like about their favourite activity.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Holly and Ross**.

- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do you think Ross and Holly are talking about?* Explain that the words in the box will help them to answer. Elicit, e.g. **Holly and Ross are talking about things they do in their free time.**

Activity 2

Play track 1.19. Students listen to the conversation between Ross and Holly to check their ideas in Activity 1.

Audioscript

Track 1.19 Activities 2 and 3

Holly: What sort of books do you like reading, Ross?

Ross: Hmm ... Let me see I like reading detective stories. They're the most interesting. How about you?

Holly: Well, to be honest, I don't read many books. I prefer magazines, especially fashion magazines. They're the best.

Ross: What do like watching on TV?

Holly: Well, I don't watch TV very much but I like programmes about animals.

Ross: Did you see Professor Bolt's programme about the night sky?

Holly: Yes, I did. Fantastic or what? He's such an interesting man!

Ross: Do you like films?

Holly: Oh yes. I go to the cinema a lot. I like comedies – you know, funny films.

Ross: I think adventure films are better. They're more exciting.

Holly: How about music? Do you like music?

Ross: Of course! Who doesn't! I've got loads of music on my phone.

Holly: Who's your favourite singer?

Ross: Casey Jones. He's Canadian.

Holly: Do you play computer games?

Ross: Sometimes. *Robots in Space 2* is great. Do you know it?

Holly: Yes, but it's not as good as *Robots in Space 1*. That's funnier.

Ross: I don't think so. But the music's good in that one.

Holly: Yes, it's amazing!

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 1.19 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 Students speak in pairs. One student asks questions using the pictures and word prompts and the other answers. Then they change over. Point out the starting question first.

- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Elicit that Professor Bolt is the famous astronomer whom Holly interviewed about his work.
- 2 Play track 1.20. Elicit that Professor Bolt is talking about the sky at night.

Audioscript

Track 1.20 Activities 1 and 2

I'd like you to imagine that it is a warm summer evening and the cloudless sky is growing dark. One by one the stars begin to appear and soon we can make out constellations: groups of stars that seem to form patterns in the sky. One star is brighter than all the others. This is Venus, and in fact it is not a star at all, but a planet – one of the planets nearest to us in our solar system. It appears to be a bright star because the sun is shining on it. And now the full moon is rising – a perfect round silver moon. Without a telescope we can see the mountains and craters on its surface.

Look carefully and you will see that one of the stars in the night sky seems to have a tail. What is it? It is a comet. A comet is a huge ball of rock and gas and ice. Comets travel through space in huge orbits. They are rare visitors to our sky. And there is something else in the sky tonight. Let's watch and wait and – yes – there it is: a shooting star – one of the most magical sights in the night sky!

Activity 2

- 1 Ask volunteers to read out the first two questions. Tell the class they must listen again and number the objects in order. They must also listen to what the professor says about the three things in question 2. Tell them they may note answers in their copy books.
- 2 Play track 1.20 again. Students number the objects in order for question 1.
- 3 Check answers to questions 1 and 2 together.
- 4 Elicit responses to question 3. Hold a short class discussion if you wish. Prompt the class to give detailed reasons for their answers.

Answers 1 a comet 4; a shooting star 5; a planet 2; stars 1; the moon 3 2 a a group of stars that seem to make a pattern b a perfect, round, silver c a huge ball of rock and gas and ice

WB: Individual speaking (WB p46)

Exercise 1

- 1 Explain that students are going to talk about their best project.
- 2 Read out the questions in the rubric.

Exercise 2

- 1 Point out the *My best project* form.
- 2 Explain that ideas are given to help them but they may use their own ideas if they wish.
- 3 If they would like help, they should fill in the notes.
- 4 Explain that this will make it easier to write sentences about the project and help them to give an interesting presentation to the class.

Exercise 3

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their best projects. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for Individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 5* as a complete lesson, p87).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (see p87).

WB: Listening and speaking (WB p46)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Laura: watch

Laura: see, or what

Ross: to be honest

Laura: You're joking

Ross: the worst

Laura: Nonsense, good, more exciting

Ross: as bad as, worse than

Laura: fantastic, the most wonderful

Ross: Sorry, say

Laura: favourite, love, guess what

Ross: Oh no

Check-out 5 as a complete lesson

Students bring their Check-outs completed apart from Speaking.

Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

WB: Check-out 5 (WB p47)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 5 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 5 answers

Reading 1 a Queen Victoria b Prince Albert
2 born, dies, past

Vocabulary 2 a statement b gentleness c ugliness
d movement e payment f sickness

Grammar 1 a as big as b smaller than c more
beautiful than, the most beautiful 2 good, better; bad,
worst 3 look after, look for

Writing

1 life, someone, events, facts

Homework after Check-out 5

Students read the Check-in page for Unit 6 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

What a character!

6

In this unit, students:

- read and understand a short story about a character
- develop a close understanding of the story, characterisation and vocabulary
- form and use words with suffix *-ate*; pronounce and spell correctly words with silent *c*
- use articles *a/an, the* or zero article correctly
- use verb + infinitive or gerund *-ing*
- use phrasal verbs with *stand*
- learn features of presenting a character in writing; write a character description
- listen to a conversation and a monologue about career plans
- present a monologue about future career plans

Lesson 1 Check-in; Reading SB p57–59

Lesson aims

- to prepare for the topic of *Characters* and other aspects of work in Unit 6 through the Check-in page
- to read and gain a good general understanding of a story with strong characters

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 6 vocabulary list (p123)

Time division: a rough guide to a 40-minute lesson

- ▶ Check-in – 10
- ▶ General questions – 5
- ▶ Reading – 10
- ▶ Reading practice – 10
- ▶ Vocabulary check – 5

Point out the unit title and give students a few moments to look at the pictures.

Ask the class which of the characters illustrated they can identify (Spiderman, Darth Vader, Mickey Mouse, Superman, The Simpson Family).

Ask them how they would describe them, e.g. *funny, evil, mean, kind, brave*, etc.

Ask which of the characters illustrated they like. Ask why.

Check-in

- 1 Read the first two statements.

Task box Elicit the names of as many characters as students can suggest. They can be from any medium: book, film, comic, cartoon, TV programme.

Ask around the class which ones are favourites. Find out how much agreement there is.

Ask individuals why they like those that they do.

Check students understand the last question, i.e. *Who is your favourite villain or unpleasant person?*

- 2 Read the last statement.

Reading

- 1 Read the three information points.
- 2 Explain that in the story they are going to read, what the main character does and how he looks will be an important part.

Task box Elicit that fiction is not true. This means that the characters are made up – they are not real people.

- 3 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the first information point.

Task box Elicit the names of tools. Students should already know several tools, e.g. *scissors, hammer, axe, saw*.

- 2 Read the other two information points.

Grammar

- 1 Read out the work that will be covered in the unit.
- 2 Ask students if they find correct use of articles easy or difficult. Tell them they will learn the rules and do a lot of practice.

Writing

- 1 Read out the writing tasks in the unit.
- 2 Explain that being able to describe characters will make their own writing more interesting.

Listening

- 1 Read the first information point.

Task box List factories the students can think of and the goods they make. These could be small local factories or large ones producing goods for the national or international market.

- 2 Read the other information points.

Speaking

- 1 Read out the work that will be covered in the unit.
- 2 Ask how many students in the class already have an idea about a future career. Tell them they will have the chance to talk about their ideas when they do their spoken presentations.

Reading: Mr Duffy's workshop SB p58–59

Before reading

Pre-reading questions

- 1 Ask students to look at the text. Ask: *How can you tell that this is a piece of fiction?* Students should notice that the text is not divided up with headings. There are no labels or captions for the picture. There is direct speech in the text.
- 2 Ask the class to look at the illustration. Ask:
What sort of place do the people in the story live in?
Does that suggest any ideas about the characters? What?

Reading

- 1 Play track 1.21 to the class or read the story aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 6, p176 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the story to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the story to check details if necessary. Use the following questions or any of your own.

- 1 *Who asked George to go to Mr Duffy's house?* **Grandfather**
- 2 *What work did Mr Duffy do in his workshop?* **He made things from wood.**
- 3 *What sort of things did he make?* **furniture, boxes, toys**
- 4 *What was very striking about Mr Duffy?* **He was extremely tall and thin.**
- 5 *What had he made for Sally?* **a toy boat**

Reading practice

- 1 In pairs, students take turns to read paragraphs of the story to each other while the partner listens and follows.
- 2 If you wish, use this as an opportunity to go around listening to individuals to monitor progress with fluency.
- 3 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.

- 4 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the story (track 1.21). They re-read the story carefully and check meanings again as necessary. Explain that words listed for Unit 6 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p60

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the story
- to give a personal response to aspects of the story

SB skills: reading for detail; oral comprehension; scanning; dictionary; critical thinking

WB practice: re-reading; adjectives; categorising notes; subjects of paragraphs; ordering sentences; vocabulary: naming objects; definitions; compound nouns

EPB link: Test 3, Reading Q2

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up – 2 | ▶ Activity 2 – 6 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 10 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 7 | |

Warm-up

Write some different words from the story on the board and ask the class to tell you which word class they belong to, e.g.:

thoughtful (adj) *scrutinise* (v) *always* (adv)
expression (n) *intricately* (adv) *peer* (v) *gently* (adv)
cheeky (adj)

Before starting this page, read Mr Duffy's workshop again or play track 1.21.

Activity 1

- 1 Ask the literal comprehension questions. This activity enables the teacher to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers

Accept answers from students that contain the same information. Tell the class whether you require answers in full sentences or short answers (given in bold italics).

- 1 He wanted George to collect **a present for his cousin, Sally.**
- 2 (3 reasons) He didn't mind going because he loved to go to Mr Duffy's house; **he loved talking to Mr Duffy about his work; he was fascinated by Mr Duffy's tools.**
- 3 He saw **bowls of plums and peaches** and smelled **simmering fruit.**
- 4 **A peach tree and flowers** were growing in the courtyard.
- 5 There were **tools, paints, varnish, screws and nails.**
- 6 He was **looking carefully at a thick piece of wood.**
- 7 He was **extremely tall and thin.** He wore **a long blue apron.**
- 8 He seemed to George **like a wise old bird, sharp-eyed and thoughtful.**
- 9 There was **a large, polished box, a small round table and Sally's present.**
- 10 It was **a wooden boat with sailors in it.**

Activity 2

- 1 Ask a volunteer to read the words in the box.
- 2 Students work in pairs or groups to match and make descriptive phrases.
- 3 Check answers together.

Answers 1 polished 2 sharp-eyed 3 neat 4 rosy
5 tasty

Activity 3

- 1 Students work in pairs or small groups to discuss answers to these questions. See Introduction p21–22 for advice on setting up and running pair or group work.
- 2 Remind the class that the answers to these questions are not directly in the text. They will need to think about the questions and use their own ideas and clues in the text.
- 3 If your class is confident with group discussion, let them discuss all the questions within the time limit. Alternatively, ask the groups to discuss one question at a time within a given time limit.
- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

Encourage the class to give full answers. Full examples are given here to help teachers elicit detail from the class. These are not necessarily the only answers so accept sensible suggestions.

- 1 Students own ideas. Accept reasoned points, e.g.
There were lots of different tools and materials to look at and George was fascinated by them so he was probably interested in the things that Mr Duffy made in his workshop using these tools.
- 2 *He can make things very well out of wood and George is interested in the craft. Mr Duffy is friendly to George. They like the same things.*
- 3 *Mrs Duffy is friendly because she welcomed George into the house. She is probably a busy person because she let George go to the workshop by himself. She works hard in her kitchen because the house always smells of cooking food. She is kind because she is always preparing tasty food for Mr Duffy.*
- 4 *He is a careful and tidy person because his tools are clean and tidily arranged. He works hard because the tools are well-used. He is probably patient because hand craft work takes a long time. He has imagination and he likes amusing things because the sailors are funny.*
- 5 *It was funny and the sailors' faces were friendly and cheerful. Perhaps he thought that Sally would like taking the sailors out and putting them back.*

Activity 4

- 1 If you wish, work with the whole class together. Ensure all students find each of the verbs in the text. Let a volunteer read the sentence then ask for suggestions for the meaning.
- 2 Point out the advice in the speech bubble.
- 3 Alternatively, tell the class to work in pairs. Give them a time limit then check answers together.

Note: Students should have checked meanings of all these words for homework, so they should not find the matching too difficult.

Answers 1 simmer 2 wink 3 carve 4 waft
5 droop 6 lean 7 scrutinise 8 grin 9 mind 10 perch

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. Ask as many students as possible to give responses in the time you have.
- 2 Each student should write their own response as an independent homework task. Encourage them to write their own ideas as fully as they can. Explain to the class how much you require them to write or a minimum amount.

- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p48)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 1 clean but well-used 2 neat 3 broad
4 pointed 5 fine

Exercise 3 appearance: extremely tall; pointed chin; extremely thin; broad forehead; long blue apron
personality: clean but well-used tools; neat racks; thoughtful; fine, delicate brushes; wise

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

Exercise 5 a7 b2 c9 d6 e5 f4 g1 h3 i8

WB: Vocabulary (WB p49)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 (clockwise from top right) eyebrow, cheek, chin, moustache, forehead

Exercise 2 1 screwdriver 2 chisel 3 pliers
4 hammer 5 penknife

Exercise 3 1 rack 2 rim 3 screw 4 tools
5 varnish

Exercise 4 abstract

Exercise 5 1 concentration 2 expression
3 satisfaction 4 glimpse

Exercise 6 1 work 2 workshop 3 screwdriver
4 penknife

Exercise 7 1 court, yard 2 door, way 3 passage, way
4 sun, light

Lesson 3 Working with words SB p61

Lesson aims

- to study words ending *-ate*
- to practise categorising words into classes
- to pronounce and spell correctly words with silent *c*

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: words ending *-ate*; nouns ending *-tion*; spelling words with silent *c*

EPB link: Test 3, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Spelling – 10

▶ A Making new words – 25

Warm-up

Divide the class into teams. Ask them to list as many tools and materials for making things that were in Mr Duffy's workshop as they can remember. They could include any of the following: *screwdrivers, chisels, pliers, hammers, saws, brushes, penknife, paint, varnish, screws, nails, pencil.*

A Making new words

Word ending *-ate*

Read the heading. Ask: *What is an ending added to another word called? a suffix*

Activity 1

- 1 Ask different students to read the words. Help with pronunciation if necessary.
- 2 In pairs, students read the words and look up the ones they do not know. Give them a time limit to do this. Tell them to concentrate on the ones they think they do not know at all. They should leave any they think they recognise.

Activity 2

- 1 Students write the classes of the words in the list in Activity 1.
- 2 Check orally.

Answers verb, adjective, noun

Activity 3

- 1 Read the information to the class. Ask a volunteer to read the example sentence.
- 2 Check everyone understands the use of *chocolate* as noun and adjective.
- 3 In pairs or groups, students classify the words in Activity 1. Remind them to do this without looking in their dictionaries.
- 4 When they have finished, explain that you will check the answers together later on.

Activity 4

- 1 Ask different students to read out the definitions.
- 2 Ask a volunteer to match a word to the first definition.
- 3 Check that the rest of the class agrees. Ask for another suggestion if necessary. If the first suggestion was incorrect, ask what the true definition is.
- 4 Students write the correct answer in their books.
- 5 Students continue with the other words.

Answers 1 insulate 2 separate 3 celebrate
4 fortunate 5 fascinate 6 delicate 7 intricate
8 motivate 9 educate 10 separate 11 illustrate
12 concentrate

Activity 5

- 1 Ask students to exchange their books with a student from another pair. They check each other's work.
- 2 Ask how many made mistakes.

Answers delicate adj., intricate adj., educate v., illustrate v., fascinate v., concentrate v., insulate v., motivate v., separate v., adj., fortunate adj., chocolate n., adj., celebrate v.

Activity 6

- 1 Ask how many students wrote one word twice.
- 2 Elicit the answer: **separate**.

B Spelling

Silent c

Information box Read about silent c. Ask a student to read the example word.

Activity 1

- 1 Ask volunteers to read the words in the box. Check pronunciation.
- 2 Students write the words under the pictures.

Answers 1 scent 2 science 3 ascend 4 scissors
5 descend 6 crescent

Activity 2

Students check their spelling and underline silent c in the words (see Answers for Activity 1).

WB: Working with words (WB p50)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 delicate 2 separated 3 celebrate, chocolate 4 separate 5 fortunate, concentrate 6 illustrate 7 educated 8 insulates 9 motivated 10 fascinated, intricate

Exercise 3 1 illustration 2 concentration 3 separation 4 celebration 5 education 6 fascination 7 insulation

Exercise 4 1 descend 2 scissors 3 science 4 ascend 5 scent 6 crescent

Exercise 5 Students' own answers

Lesson 4 Grammar SB p62

Lesson aims

- to read and understand a short text using articles: *a/an, the* and zero article
- to understand and practise correct use of articles

SB skills: reading; grammar accuracy; speaking

WB practice: articles (*a/an, the* and zero article): sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Activity 2 – 7

▶ Activity 4 – 5

▶ Activity 1 – 6

▶ Activity 3 – 7

▶ Remember! – 10

Warm-up

Ask two or more students to read their responses to the questions in *Your views* on SB p60.

Ask the class how many of them share the views they heard read out.

Find out how many students thought the workshop would be an interesting, welcoming place and how many would find it boring and unattractive.

Activity 1

- 1 **Pre-reading questions** Point out the picture. Ask:
What was the name of the boy who went to collect Sally's present? George
What was the name of the craftsman who made it? Mr Duffy
Where did he work? in his workshop
- 2 Ask two students to read a paragraph each of the text.
- 3 After reading, point out the end of the first sentence and the start of the second: ... **a present**. **The present** ...
- 4 Ask: *Why is 'a' used the first time and 'The' used the second time?* Elicit/Explain: **the first time something is mentioned we use 'a'; the second time the same thing is mentioned we use 'the' because we know which object we are talking about.**

Activity 2

Ask the literal questions to check understanding. Ask students to answer in full sentences for practice of articles.

Answers

- 1 He went to collect a present.
- 2 The present was for his little cousin, Sally.
- 3 George saw bowls of plums and peaches in the kitchen.
- 4 He could smell simmering fruit.
- 5 The courtyard was full of flowers.
- 6 The flowers were white, pink and crimson.
- 7 There was an old peach tree in the courtyard.
- 8 There was a small open door near the tree.
- 9 He saw tools on the wall of the workshop.
- 10 Students' own answers, e.g. The tools were clean but well-used / were neatly arranged in racks.

Activity 3

Remember!

Point out the box and go through the rules. Read the information again to remind the class before they begin the activity.

Go through the two example sentences with the class. Either continue the activity together or let students work in pairs, and then hear pairs say their sentences.

Answers

- 2 George arrived at a tall house. The house belonged to Mr Duffy.
- 3 George noticed an old tree. The tree was in the corner.
- 4 Mrs Duffy was holding a bowl. The bowl was full of fruit.

Activity 4

Remember!

Point out the box and go through the rule, asking a volunteer to read the example sentence.

Ask students to find all the examples of the same usage in the text.

Activity 5

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences. Check students understand the difference between speaking about something generally and speaking about something specific.

Elicit practice sentences using the prompts. Make sure students understand that the first mention of the subject must be in general.

WB: Grammar (WB p51)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 a, The 2 a, a, The, the 3 a, the, an
4 a, the, a, The

Exercise 2 'the' in all gaps

Exercise 3 1 X, the 2 X, X, the, the 3 the, X
4 X, the

Exercise 4 Students' own sentences

Lesson 5 Grammar in use SB p63

Lesson aims

- to listen to, read and understand a short conversation about a factory
- to understand and practise verbs + infinitive or gerund *-ing*
- to understand and practise phrasal verbs with *stand*

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: verb + gerund or infinitive: sentence completion and writing sentences; sentence completion using phrasal verbs with *stand*

EPB link: Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 3 | ▶ Activity 3 – 5 | ▶ Remember! – 6 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 5 | ▶ Grammar extra – 6 |
| ▶ Activity 2 – 5 | ▶ Activity 5 – 5 | |

Warm-up

- Divide the class into teams.
- Remind them that: they listed different kinds of factories for the Check-in; they read about the factories in Victorian England in Unit 5; they have read in this unit about someone who makes things by hand.
- Ask the teams to list as many different kinds of factories as they can in one minute without looking at any notes or in the SB.
- Ask teams for their ideas and list them on the board.
- Find out how many the class has been able to think of altogether.

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
What sort of place are Laura and Jack visiting? a factory
What is it called? Larkin's Leather
What are they going to do at the factory? record an interview
- 2 Play track 1.22. Students listen and follow in their books
- 3 Point out the phrases in bold. Explain that in some structures one verb follows another. There are particular verbs that take the infinitive form in the following verb and others that take the gerund. Students will need to learn which verbs take which form.

Activity 2

- 1 Ask the literal questions to check understanding and practise the structures.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 She is helping to make some belts.
- 2 She needs to be careful because the belts are for a top designer.
- 3 She has decided to go to college.
- 4 She wants to study design.
- 5 She has managed to get on a course that starts in September.
- 6 She is looking forward to trying something new.

Activity 3

- 1 Point out the example. Ask a volunteer to read the example sentence. Write it on the board if you wish and underline *likes working*.
- 2 Students may work in pairs and take turns to construct correct sentences. Given them a time limit before asking individuals to make sentences while the class listens and helps to correct if necessary.
- 3 Alternatively, work with the whole class, eliciting sentences from individuals and checking the answer with the class.
- 4 When the activity has been completed, point out how all these verbs take the gerund in the following verb.

Answers

- 2 She doesn't mind working hard.
- 3 She's good at sewing leather.
- 4 She enjoys making high-quality goods.
- 5 She likes designing shoes and bags.
- 6 She's looking forward to starting her college course.

Activity 4

- 1 Point out the first example. Ask a pair to read the question and answer.

- 2 Students work in pairs and take turns to construct questions and answers. Go around and listen while they work.
- 3 Go through the activity again with the whole class. Encourage other students to help correct any mistakes.

Answers

- 2 Why does she need to work carefully? She needs to work carefully because the belts are for a top designer.
- 3 Is she planning to stay at the factory? No, she isn't planning to stay at the factory.
- 4 What does she want to study? She wants to study design.
- 5 Where has she decided to go? She's decided to go to college.
- 6 Has she managed to get on a course? Yes, she's managed to get on a course which starts next September.

Activity 5

- 1 Give students time to note answers individually then let them compare and discuss in groups.
- 2 Listen to their discussions as the work.
- 3 If there is time, ask a few students to give their responses to the three questions.

Remember!

Point out the box. Read the information, asking volunteers to read the example sentences.
Point out the lists of verbs. Tell the class to learn the two lists: verbs followed by the infinitive; verbs followed by the gerund *-ing*.

Either give students time to think of some sentences working in pairs or groups, or simply elicit sentences from around the class.

Grammar extra (SB p128)

Ask a volunteer to read the bubble. Explain that *stand* can be used in different phrases. In these phrases, *stand* has different meanings.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the phrase in bold means. If necessary, help the class to work out the meaning and express it in their own words.
- 3 Continue with the other sentences. Encourage students to try to explain the meaning in their own words. Accept answers that convey the meaning. The point is for students to show they understand the phrasal verb, not to compose a perfect definition.

Example answers

- 1 to get to your feet
- 2 was different to (better than) the others
- 3 continued to be his friends
- 4 defend
- 5 took his place

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask the class to think of a sentence for the situation in the picture using *stand*. Elicit a few suggestions, e.g. *Mrs Hill is standing in for Mr Simms today (because he is ill) / Because Mr Simms is ill, Mrs Hill is standing in (for him).*

Activity 2

- 1 Let pairs/groups think of sentences for each of the phrasal verbs. Give them a time limit to do this.
- 2 The class listens to each sentence and decides if it is correct or not.
- 3 If you are short of time, elicit examples for the first one or two phrasal verbs then ask the class to complete the activity for homework.

WB: Grammar in use (WB p52)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 getting up 2 going 3 to spend
4 studying 5 to revise 6 to finish 7 swimming
8 to complete

Exercise 2 Students' own answers using: 1 -ing
2 -ing 3 to 4 to 5 -ing 6 to 7 -ing 8 to

Exercise 3 Students' own answers

Exercise 4 1 stand up for 2 stood out 3 stood up
4 stood in for 5 stand up for

Lesson 6 Writing SB p64–65

Lesson aims

SB

Stage 1: to review the features of writing about a character

Stage 2: to work collaboratively to plan and produce a character description of Mrs Duffy

WB

Stage 3: to prepare in class for writing a character description independently; to plan and produce a character description of George

SB skills and WB practice: recognising and using the features of character descriptions

EPB link: Test 3, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Ask the class to think of all the adjectives they can think of that could describe a person's personality, e.g. *kind, nervous, friendly*, etc.

They can do this in pairs, groups or as a whole class. Give them a time limit and see how many they can come up with. Remind them of the texts they have read in Units 5 and 6 that tell them about character.

Stage 1 Features of portraying character

Ask students to explain in their own words the statements in the box at the top of the page. Ask: *What difference does it make if all we know about a character is his or her name?* They should be able to explain: ***If we do not know what characters look like or the sort of people they are, the story will not be so interesting and we may not understand why certain things happen or why they do certain things.*** Accept suggestions that show this general understanding.

▶ Past tenses

- 1 Read the statement.
- 2 Ask a volunteer to read the example sentences.
- 3 Remind students that both the past and past continuous tenses are used in narrative stories. Ask if they can say why. Prompt or elicit: ***Because the writer usually wants to describe actions that were going on for some time when something particular happened at a particular moment.***
- 4 Point out the Activity box. In pairs, students scan the story for other examples and give oral answers.

Answers wanted / phoned / finished / was fascinated / were perched / was looking, etc.

► Physical appearance

- 1 Read the statements.
- 2 Ask a volunteer to read the phrases and sentence.
- 3 Ask: *Why do you think it is important for a writer to describe what a character looks like?* Elicit suggestions, e.g. **It helps the reader to picture the character. Sometimes what a person looks like can tell you about their personality. Sometimes a person's appearance explains how they behave.**
- 4 Point out the Activity box. Students scan the text to find descriptions. They may find it helpful to do this in pairs.
- 5 Elicit oral answers.

Answers 1 short greying 2 long 3 thick dark
4 long blue apron

► Personality

- 1 Read the statements and the first information point. Ask a volunteer to read the example sentence.
- 2 Read the second information point and ask a volunteer to read the next example.
- 3 Ask: *Why do you think it is important that a writer describes a character's personality?* Elicit suggestions, e.g. **A character's personality can tell us why they do certain things. Understanding the different personalities in a story usually helps us to understand the events that happen and what they do.**
- 4 Point out the Activity box. Students work in pairs or small groups to think of what Mr Duffy's actions show about the kind of person he is.
- 5 Elicit oral answers.

Answers

- 1 Answers that suggest Mr Duffy gives all his attention to what he is doing.
- 2 Answers that suggest Mr Duffy takes pride in what he does. He wants it to be right and, when it is, he is pleased.
- 3 Answers that suggest he is friendly and likes George.

Stage 2 Writing together

Explain to the class that you are going to write a character description together on the board. Read the task in the box at the top of the page.

Activity 1

- 1 Students discuss the questions in pairs or small groups. Ask them to note their answers.

- 2 After a few minutes, ask for their ideas. Note the ideas that most pairs/groups suggest on one side of the board.

Note: The questions are asked in the present tense. This is to help students form a picture of the woman in their mind as an actual person.

Activity 2

- 1 Read through the questions and word boxes. Ensure students understand the vocabulary. Discuss any difficult words, using a dictionary where necessary.
- 2 Go through the questions together, asking the class which words they think best describe Mrs Duffy's actions. Accept the ideas that most of the class agrees to. Note the words on the board if you wish.

Note: The questions are asked in the present tense. This is to help students further envisage Mrs Duffy as an actual person. The description itself should be in the past tense as explained below.

Activity 3

- 1 Students construct sentences from notes. Ask them to construct sentences from the agreed notes on the board for Mrs Duffy's appearance and personality.
- 2 Remind the class they are writing about a story character. They should think of her cooking in her kitchen and write about her as part of the events in the story they read. To help the class, begin the story in the past tense, e.g.:
Mrs Duffy was cooking _____ (happily? carelessly?) in her _____ (bright? tidy? dirty?) kitchen. Ask students to suggest an adverb or an adjective for each space.
- 3 Continue in the past tense, asking students what should be described next, e.g. features:
Her face was ... and she was wearing ... / She was ... while she worked.
- 4 Read through the draft character description on the board. Ask: *Is this a clear picture of Mrs Duffy? Can you use more interesting vocabulary to improve the description?*
- 5 Make changes that you and the class agree will improve the description.
- 6 Re-read the final description.

Stage 3 WB: Individual writing (WB p53)

Students should now be able to complete a character description working on their own.

Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the box and explain the task.
- 2 Point out the physical features that students must decide on.

- 1 Read through and check students understand the words and phrases in the notes about George's personality.
- 2 Tell the class they may do a first draft in their copy books or on paper and then re-read and make corrections. They should give in a neat, checked copy on paper for marking and to be kept in a writing folder.

Assessment

- assessing the work, look for a description which:
 - uses past tenses consistently
 - uses descriptive words and phrases to show George's physical appearance and personality

Lesson 7 Listening and speaking SB p66

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about future career plans

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 3, Listening Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up – 3 | ▶ Listening comprehension – 10 |
| ▶ Conversation practice – 20 | ▶ Individual speaking – 7 |

Warm-up

Give the class one minute to note all the jobs and professions they can think of. They can do this in pairs, groups or as a whole class.

If they need prompting, tell them to think about the work that members of their family do and jobs they have read about or seen on TV.

Elicit ideas from groups or the whole class.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Jack, Laura, Ross and Holly**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Elicit ideas of what Jack, Laura, Ross and Holly are talking about: **jobs, professions, work they might do in the future**.

Activity 2

Play track 1.23. Students listen to the conversation between Ross, Jack, Laura and Holly to check their ideas in Activity 1.

Audioscript

Track 1.23 Activities 2 and 3

- Laura: Ross, what do you want to do when you leave school?
- Ross: You mean, what job do I want?
- Laura: Yes.
- Ross: Well, I love animals so I was thinking about becoming a vet.
- Holly: I think you'd be very good at looking after animals. How about you, Laura? What are your plans?
- Laura: Well, I enjoy taking photos so I might become a photographer. If I don't do that, I'd like to work with computers. Maybe design computer games or something like that.
- Jack: I've decided to be a teacher.
- Holly: Really?
- Jack: Yes, a sports teacher. I'd like to teach adventure sports like climbing and abseiling.
- Ross: That sounds exciting. I hope you don't mind being outside in the cold and the wind and the rain.
- Jack: No, I don't mind that at all. I'm used to being outside. What about you, Holly? What do you want to do?
- Holly: Well, I was planning to be a fashion designer.
- Ross: Wait a minute, Holly. You need to be good at art to do that.
- Holly: Are you saying I'm not good at art?
- Ross: Well ...
- Holly: Anyway, then I decided I'd like to be a tourist guide because I really love history and old buildings.
- Jack: But you have to walk around a lot if you're a tourist guide and you hate walking!
- Laura: You're so lazy, Holly!
- Holly: I know! You're right. So now I don't know what job I want to do.

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 1.23 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 Students talk about career plans in pairs or groups. Point out the starting question.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to hold a short conversation while the class listens.

Listening comprehension

Activity 1

- 1 Point out the picture of Jane Anderson and read the task and the questions.
- 2 Tell the class to think about the answers as they listen.
- 3 Play track 1.24. Elicit answers to the questions.

Audioscript

Track 1.24 Activities 1 and 2

I've been thinking for a long time about what I want to do when I leave school and I've changed my mind lots of times. When I was little, I wanted to be a ballet dancer and then I wanted to be an actress. When I was ten, I wanted to be a pilot and fly aeroplanes! But now I know what I want to do. I really love animals. I enjoy reading about them, I watch TV programmes about them and I've always had pets. So I've decided to become a vet.

It's not going to be easy. I'll need to get very good marks in my exams, especially in science, but that's OK because I like science and I don't mind studying hard. I'll have to go to university and study for five years. It's a long time but that's because there's so much to learn! Eventually I'd like to work with horses. They're my favourite animals. My aunt and uncle live in the country and they've got three horses. When I go to their house, I always help to look after the horses. I really hope I manage to become a vet when I'm older – and perhaps get a horse of my own.

Answers She wants to go to university and study to become a vet. She wants to be a vet because she loves animals – she enjoys reading about them, watches TV programmes about them and has always had pets.

Activity 2

- 1 Ask different students to read out the statements.
- 2 Play track 1.24 again. Students listen and write *T* or *F*.
- 3 Go through the answers together. Ask volunteers to correct the false sentences.

Answers 1F 2F 3T 4T 5F 6F 7T 8F

- 1 She has changed her mind about what she wants to be lots of times.
- 2 When she was ten she wanted to be a pilot.
- 5 She doesn't mind studying hard.
- 6 She will need to study at university for five years.
- 8 She would like to get a horse of her own in the future.

Activity 3

Hold a short class discussion about Jane's plans. Ask prompt questions if necessary, e.g.:

Do you know what a vet does?

What animals do they work with?

Where do they examine and treat animals?

Do you think this is a good career? Why or why not?

WB: Individual speaking (WB p54)

Exercise 1

- 1 Tell the class that they are going to present their ideas for a future career.
- 2 Explain that ideas in the Workbook are given to help them but they may use their own ideas if they wish. If they would like help, they should follow the questions and make a few notes for each answer.
- 3 Remind them that if they make careful notes with some detail, they will find it easier to write sentences about their ideas and to give an interesting presentation.

Exercise 2

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 3

- 1 Choose a suitable method for allowing all students to present their career plans to an audience. This could be a small or large group, the whole class or yourself at the start of following lessons or in the final Check-up lesson if you have one.
- 2 If you do not plan to run a Check-out lesson, set the Homework task (see p99).

WB: Listening and speaking (WB p54)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box

WB answers

Exercise 1

Holly: Hey, to do, school

Jack: You mean

Jack: Well, teacher

Holly: Wow

Jack: to teach, something like that

Holly: standing, rain

Jack: being, How about you

Holly: to become, designer

Jack: Really

Holly: The problem is, drawing

Jack: Oh dear

Holly: to practise

Jack: good luck

Holly: Thanks a lot

WB: Check-out 6 (WB p55)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Students complete this page as an independent task. They may do this for homework before the lesson

Check-out 6 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their individual speaking task. Make plans for any that have missed doing this activity.

Check-out 6 as a complete lesson

Students bring their Check-outs completed apart from Speaking.

Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 6 answers

Reading 1 a wood b a boat c Sally (his cousin)
2 past, fiction, true

Vocabulary 2 adjectives: intricate, delicate, fortunate;
verbs: concentrate, illustrate, celebrate, educate
3 a scent b scissors c science

Grammar 1 an, the, a, X, The, The, a, X 2 a Mr Duffy
enjoyed making toys. b George wanted to visit Mr Duffy.
3 stood out

Writing 1 appearance, personality
a a b p c p d a

Homework after Check-out 6

Students read the Check-in page for Unit 7 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision 3 (Units 5 and 6) (WB p56–57)

WB answers

Exercise 1 1 free 2 younger
3 wealthier 4 better 5 longest 6 earliest
7 most wonderful 8 bad, worse 9 best, worst 10 good

Exercise 2 1 a, the, a, the, X, X, X, X, the 2 an, the,
the, the, X, X

Exercise 3 1 to study 2 to get 3 starting 4 to
become 5 to take 6 making 7 shopping 8 to work
9 to interview 10 spending

Exercise 4 1 protective, strict, allowed 2 handsome
3 immensely, saddened 4 cheeks, cheerful
5 leaned, tools 6 expression, satisfaction

Exercise 5 1 kindness 2 agreement 3 naughtiness
4 education 5 argument 6 concentration

Exercise 6 1 education 2 agreement 3 argument
4 kindness 5 concentration 6 naughtiness

Exercise 7 1 after 2 out 3 into 4 up for 5 for
6 in for

In this unit, students:

- read and understand a recipe with instructions
- develop a close understanding of the form and vocabulary for a recipe
- use past participles as adjectives; form and use words with the prefix *pre-*; pronounce and spell correctly words ending *-ture*
- use the zero conditional
- use countables/uncountables with quantifiers: *some, any, a lot, lots, much, many*
- use phrasal verbs with *turn*
- learn the features of writing instructions; write clear recipe instructions
- listen to a conversation about places in a shopping centre and conversations in different shops
- present a monologue about a favourite shop

Lesson 1 Check-in; Reading SB p67–68

Lesson aims

- to prepare for the topic of *Instructions* and other aspects of work in Unit 7 through the Check-in page
- to read and gain a good general understanding of a recipe

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 7 vocabulary list (p123–124)

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------|-------------------------|
| ▶ Check-in – 10 | ▶ General questions – 5 |
| ▶ Reading – 10 | ▶ Reading practice – 10 |
| ▶ Vocabulary check – 5 | |

Point out the unit title and give students a few moments to look at the pictures.

Ask: *What activities do you recognise in the photos? Have you ever tried to do any of them? Why are instructions important? What might happen if you have to make or use something but you have no instructions?*

Check-in

- 1 Read the first statement about instructions.

Task box Elicit answers to the first question from around the class. Find out if any students say they have never followed instructions. Remind them they follow instructions when they do tasks in this book.

List people who give instructions to the students. Note some of the instructions.

List the people to whom they give instructions, e.g. a younger brother or sister, a friend when they are explaining how to play a game, for example. Note the instructions.

- 2 Read the last statement to the class.

Reading

- 1 Read the information about a recipe and how it is set out.

Task box Elicit imperative verbs from around the class. Check with the class that the verb is actually in the imperative form.

- 2 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the first two points about work that will be covered in the unit.

Task box Ask for the past participle: *written*.

- 2 Read out the other work that will be covered in vocabulary and spelling.

Grammar

- 1 Read out the first two points about work that will be covered in the unit.
- 2 Ask students what units of measure they think they might use in a recipe. Students should be able to say at least one out of *kilograms/grams and litres/millilitres*.
- 3 Read the last point about phrases with *turn*. Ask students if they can think of a sentence using *turn* as a verb.

Writing

Read about the writing tasks in the unit. Explain that instructions do not usually use many words or long sentences but instructions have to be very clear so they can be difficult to write.

Listening

Read out the listening tasks that are included in the unit.

Task box Hold a short class discussion about shopping centres and shopping. Elicit different answers from individuals around the class.

Speaking

Read out the work that will be covered in the unit.

Reading: Brilliantly Healthy Beefburgers

SB p68–69

Before reading

Pre-reading questions

- 1 What is the recipe for? **beefburgers (brilliantly healthy ones)**
- 2 Where on the page are the ingredients illustrated? **at the top starting on the left**
- 3 Which people are shown on the pages? **Ben and Bella**
- 4 Who are Ben and Bella? **the people who have written the recipes**

Reading

- 1 Play track 2.1 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings. Point out that all the ingredients are illustrated.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 7, p176 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

Note: In British recipes, some ingredients are given in spoon measures of three sizes in abbreviated form:
Tbsp = tablespoon – the largest size of spoon, used for serving
Dsp = dessert spoon – the middle size of spoon, used for eating
Tsp = teaspoon – the smallest size of spoon, used for putting sugar in tea or coffee

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 What is special about the ingredients that are shown for the beefburgers? **They are fresh.**
- 2 How many different ingredients are illustrated at the top of the page? **ten** What are they? **olive oil, onion, garlic, minced beef, parsley, thyme, an egg, tomato sauce, salt, ground pepper**

- 3 How many items are listed for serving the burgers with? **five** What are they? **rolls, tomato, lettuce, tomato ketchup, garlic mayonnaise**
- 4 How many recipes are shown on the pages and who wrote them? **There are two recipes, written by Ben and Bella.**

Reading practice

- 1 Ask different students to read sections of the text aloud. Alternatively, divide the class into small groups and let them read different sections aloud, e.g. one reads the illustrated ingredients at the top of the page, two students read half each of Ben's recipe, and two more read half of Bella's.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the article (track 2.1). They re-read the recipes carefully and check meanings again as necessary. Explain that words listed for Unit 7 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p70

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the recipes
- to give a personal response to cooking and recipes

SB skills: reading for detail; scanning; dictionary; critical thinking

WB practice: re-reading; labelling; scanning; vocabulary: verbs and adjectives; cloze

EPB link: Test 5, Reading Q2

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|-------------------|
| ▶ Warm-up - 5 | ▶ Activity 1 - 10 | ▶ Activity 3 - 10 |
| ▶ Re-reading - 5 | ▶ Activity 2 - 7 | ▶ Your views - 3 |

Warm-up

- Ask the class what their favourite meal is. Elicit two or three that are popular with a lot of students in the class.
- Write each one on the board.
- Ask them if they can tell you the ingredients for each recipe. List the ingredients under each dish. Help them to think of everything that goes into making it if necessary.

Before starting this page, read Brilliantly Healthy Beefburgers again or play track 2.2.

Activity 1

- 1 Ask the literal questions to check students have a good understanding of the text.
Elicit short oral answers. These questions check students' ability to find the correct detail and full answers are not necessary in this activity.
- 2 Check with the class that answers are correct and encourage them to look back to the text to check details whenever necessary.

Answers

- A **Ben's recipe:** 1 in a list 2 ten 3 1tsp 4 five minutes 5 so they don't fall apart when you cook them 6 heat it 7 one minute
- B **Bella's recipe:** 1 mixed in with the instructions 2 heat it 3 450g 4 to make the beefburgers taste better 5 tomato sauce 6 four 7 brush some oil on them

Activity 2

- 1 Ask questions about layout and order with the whole class working together. Let them discuss each question in groups but check the answer with the whole class before they move on to the next question. This activity helps students to understand the features of well-written instructions and it is important that they know the correct answer before moving on to the next question.
- 2 Encourage them to work out for themselves the features that make Ben's recipe superior. When a good answer is given, make sure the rest of the class looks at the text. Point out the feature that has been recognised.

Example answers

- 1 *Ben's recipe has the ingredients listed first. Then he writes the instructions. Bella's recipe has the ingredients and the instructions mixed up together. Ben's instructions are written in the order they need to be done. Bella puts some instructions in the wrong order.*
- 2 *Bella doesn't use the imperative form of the verb. She doesn't say how much of some ingredients are needed.*
- 3 *Students should recognise that: Ben's recipe is easier to follow because the ingredients are clearly listed first with amounts needed. The instructions are clear, numbered and in order.*
- 4 *Ben's tips are useful because they help to get the recipe right.*
- 5 *The first of Bella's tips is helpful, but the second one does not give information that helps in cooking the recipe.*

Activity 3

- 1 Students match the pictures and sentences.
- 2 To check, ask individuals to read out the sentences in the correct order 1–10.

- 3 Alternatively, make this an active exercise. Ask students to read out the sentences then work out the matching. This could be done in pairs. Then ask volunteers to read out each sentence and say the number.

Answers 9, 10, 6, 5, 8, 4, 2, 7, 3, 1

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Encourage them to write down recipes they have used or would choose to use. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p58)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 ingredients: onion, minced beef, herbs, garlic, tomato sauce
for serving: tomato, tomato ketchup, salad, roll, garlic mayonnaise

Exercise 3 1 Bella 2 Ben 3 Bella 4 Ben 5 Ben
6 Bella 7 Ben 8 Bella 9 Bella 10 Ben

WB: Vocabulary (WB p59)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 chop 2 crush 3 beat 4 grind
5 mince

Exercise 2 2 minced beef 3 chopped herbs
4 beaten egg 5 crushed garlic

Exercise 3 1 prepare 2 preheat 3 refrigerate
4 form 5 fry 6 serve

Exercise 4 1 fresh 2 filling 3 fridge 4 fell apart
5 freshly

Lesson 3 Working with words SB p71

Lesson aims

- to study the use of the past participle as an adjective
- to learn words with the prefix *pre-*
- to pronounce and spell correctly words ending *-ture*

SB skills: language analysis; word building; spelling; pronunciation

WB practice: past participle as adjective; prefix *pre-*; spelling words with *-ture*

EPB link: Test 5, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 5
- ▶ B Making new words – 10
- ▶ A Language development – 15
- ▶ C Spelling – 10

Warm-up

Ask two or more students to read their responses to *Your views* on SB p70. Alternatively, choose a game or class activity from p170–171.

A Language development

Adjectives: the past participle

Read the title and explain that the past participle often appears as an adjective.

Activity 1

- 1 Ask a volunteer to read out the two example sentences next to the picture.
- 2 Students underline the past participle. Check correct underlining of *chopped*.
- 3 Read the two information points. Ask a student to read the example sentence. Point out the past participle.

Activity 2

- 1 Read out the task to the class.
- 2 Give the class a moment to discuss the correct answers in pairs.
- 3 Elicit the sentences and write them on the board.
- 4 Read the last information point and ask a volunteer to read out the two ingredients.

Answers

- 1 This is crushed garlic.
- 2 This is a beaten egg.

Activity 3

- 1 Ask a volunteer to read the item and ask the question. Elicit: **wash them**.
- 2 Read the two information points.

- 3 Ask a volunteer to read the example sentence. Elicit which word is the past participle: **broken**.

Activity 4

- 1 Ask a volunteer to read the story beginning.
- 2 Ask what has already happened: **The man has been wounded**.
- 3 Give the class two minutes to discuss in groups: *How was the man wounded? Who is he and where is he trying to get to now?*

B Making new words

Prefix *pre-*

Information box Read the information about prefix *pre-* to the class.

Activity 1

Students complete the words and match them to the definitions. They may do this in pairs if you wish.

Answers prepare, preheat, prepay, predict, preview
1 prepay 2 predict 3 preheat 4 prepare 5 preview

C Spelling

Words ending *-ture*

Read out the ending they are going to study: *words ending -ture*.

Information box Read the information point. Ask a volunteer to read the example sentence.

Activity 1

- 1 Students read the definitions and choose the word beginning to complete each word.
- 2 Remind them to use their dictionaries as necessary.

Note: Some students may find this activity easier if they write the complete words in their copybooks before they try to use them to complete the sentences.

Answers 1 adventure 2 future 3 culture
4 furniture 5 sculpture 6 picture

WB: Working with words (WB p60)

This page should be completed independently for homework.

Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 broken window 2 fallen tree
3 chopped logs 4 wrapped present 5 painted door
6 polished table

Exercise 2

- 1 The lost boy was crying.
- 2 The thieves hid the stolen car.
- 3 The rescued man smiled happily.
- 4 Mum looked at the burned cakes.

Exercise 3 1 prepare 2 preview 3 preceded
4 predict 5 preheat

Exercise 4 1 adventure 2 furniture 3 future
4 picture 5 sculpture 6 culture
a picture / sculpture b adventure, future
c cultures, furniture

Activity 2

- 1 Explain that all these sentences are incorrect in some way.
- 2 Ask a volunteer to read the first sentence. Elicit the correct sentence. Check with the class.
- 3 Continue with the other sentences.

Answers (corrected words in italics)

- 1 ... *is* very popular.
- 2 ... is his *latest* TV series.
- 3 ... who are *afraid* of cooking.
- 4 ..., it *boils*.
- 5 ..., it *becomes* ice.
- 6 Beefburgers taste *better* if ...
- 7 People *stop being* afraid of cooking ...
- 8 ..., you are a *stronger* person.

Activity 3

- 1 Ask different students to read out the sentence beginnings.
- 2 Ask others to read out the endings.
- 3 Quickly check that they understand them.
- 4 Let students complete this activity in pairs or groups. Give them a time limit.
- 5 Check answers together by asking students to read out their complete sentences.

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

Activity 4

- 1 Ask one or more students to read the words in the box.
- 2 Point out the example. Give students time to read the sentences.
- 3 Invite volunteers to complete each sentence orally.
- 4 Check with the class then students complete in their books.

Answers 2 rise, melts 3 do ... grow, do ... have
4 use ... take 5 do ... drink, feel 6 produce, do

Activity 5

- 1 If you wish, discuss answers with the whole class.
- 2 Alternatively, or as well, let students work in groups and discuss answers then compare with the whole class together.

Example answers

Accept sensible suggestions.

- 1 they melt
- 2 plants do not grow, land becomes desert, animals die, people go hungry
- 3 rivers flood, land floods, houses are destroyed, people die/drown
- 4 dust and ash shoot up into the air, lava runs down the volcano, sometimes the lava destroys land and houses

Lesson 4 Grammar SB p72

Lesson aims

- to read and understand a short text using the zero conditional
- to understand and practise correct use of the zero conditional

SB skills: reading; speaking; grammar accuracy; talking about general truths

WB practice: zero conditional: sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------|
| ▶ Warm-up - 3 | ▶ Activity 3 - 7 | ▶ Remember! 6 |
| ▶ Activity 1 - 5 | ▶ Activity 4 - 7 | |
| ▶ Activity 2 - 5 | ▶ Activity 5 - 7 | |

Warm-up

Ask two or three students to read out their responses to the questions in *Your views* on SB p70.

Activity 1

- 1 **Pre-reading questions** Point out the picture of the young man. Ask:
What work do you think this young man does? Elicit: **a chef, a person who is trained to cook well.**
Where do you think he works? Students should be able to give several answers, e.g. **a restaurant, a hotel, a club.**
- 2 Ask two students to read a paragraph each of the text.
- 3 After reading, ask the class: *What do you notice about the tense of the verb after 'if'?* Elicit that it is the present tense. Ask about the verb in the other clause. Elicit that it is the present tense, too. Explain that facts that are generally always true, and scientific facts, use the present tense in both clauses.

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences.

Divide the class into pairs or groups or pairs. Ask them to think of sentences.

Give them a time limit. Elicit sentences from the groups.

Ask other groups whether each sentence is correct or not. Ask them if they can correct any mistakes.

WB: Grammar (WB p61)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

Note: For WB Exercise 3, explain to students that they should look up any scientific facts they do not know to help them answer the questions.

WB answers

Exercise 1 1 burns, keep 2 heat, boils 3 freezes, falls 4 forms, shines 5 mix, becomes 6 add, tastes

Exercise 2

- 1 If you fry a chopped onion in oil, it becomes soft.
- 2 If a burger is thin, it takes less time to cook.
- 3 Eggs become hard if you boil them for too long.
- 4 Butter melts if you leave it in a warm room.

Exercise 3 Students' own answers

Lesson 5 Grammar in use SB p73

Lesson aims

- to listen to, read and understand a short conversation about shopping
- to listen to different conversations and identify the location
- to understand and practise phrasal verbs with *turn*

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: *much, many, some, any, a few, lots of, a lot of:* sentence completion; sentence completion using phrasal verbs with *turn*

EPB link: Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 4
- ▶ Activity 1 – 6
- ▶ Activity 2 – 5
- ▶ Activity 3 – 5
- ▶ Activity 4 – 8
- ▶ Remember! – 6
- ▶ Grammar extra – 6

Warm-up

Ask questions using the target language. Students should have covered this work before but they may have forgotten the rules and their answers will indicate whether you need to go through the rules thoroughly before they begin the activities.

Elicit full sentences to questions, e.g.:

Are there many pictures in your Student's Books?

Are there any maps? Are there many maps?

Is there much new vocabulary in this book?

Did you need much help to understand the recipe?

Do you like much mayonnaise in your burger? How much?

Activity 1

1 **Pre-listening questions** Point out the characters and the project note. Ask:

Where are the friends? In the shopping centre

Who are they going to interview? shoppers

What are they going to add to their interviews? photos and a plan of the shopping centre

2 Play track 2.2. Students listen and follow in their books.

Activity 2

- 1 Ask the literal questions to check understanding and to practise using the target language.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 They are at the shopping centre because they are going to interview some shoppers, take photos and draw a plan.
- 2 There are a lot of shoppers there.
- 3 She is going to take lots of photos.
- 4 No, some of them are fantastic.
- 5 There are so many pretty, sparkly things in it.
- 6 Because they cost so much money.
- 7 No, there are a few kids on the bench.
- 8 Because they've only got a little time.

Activity 3

- 1 If you think it helpful, go through the Remember box with the class now and help them to get a thorough understanding of the rules before you do this activity.
- 2 Go through the example with the whole class.
- 3 The activity may be done in pairs first, then with the whole class together.
- 4 Alternatively, if your class needs support, go through the activity altogether first, referring to the Remember box for the rules as necessary. Then students repeat the activity in pairs.

Answers

- 2 How many kids are there ...? There are a few kids ...
- 3 How many photos is Laura ...? She's going to take lots of ...
- 4 How much jewellery is there ...? There is lots of ...
- 5 How much time have the group got ...? They've got a little ...
- 6 How many shopping centres are there ...? (Students' own answers)
- 7 How much traffic is there ...? (Students' own answers)
- 8 How many shops are there ...? (Students' own answers)

Activity 4

- 1 Students work in pairs or small groups, suggesting answers. They should all write the group's ideas in their copy books.
- 2 Appoint a leader from each group to complete sentences orally.
- 3 Ask different groups to tell you their endings.

Remember!

Go through the box at the end of the lesson if you did not do it before. Read out the rules and ask volunteers to read the example sentences.

If appropriate, write the examples on the board and point out the countable/uncountable nouns in the sentences and how the rule applies.

Grammar extra (SB p129)

Ask a volunteer to read the bubble. Explain that *turn* can be used in different phrases. In these phrases, *turn* has different meanings.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Encourage the class to think of the meaning of the phrase in bold. Help them to express their ideas.
- 3 Continue with the other sentences.

Example answers

- 1 put it onto the other side
- 2 arrived, came
- 3 became
- 4 refused, said he didn't want it
- 5 happened

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask the class to think of a sentence for the situation in the picture using *turn*. Elicit suggestions, e.g. *She has turned down the prize.*

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each verb.
- 2 Elicit sentences from as many pairs/groups as possible.

WB: Grammar in use (WB p62)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 How much, a little 2 How many, a few
3 How many, a few 4 How much, a little 5 How many, A few
6 How much, a little 7 How much, a little 8 How many, a few

Exercise 2 1 A lot of 2 many 3 some 4 lots of
5 Lots of 6 any 7 much 8 a lot of

Exercise 3 1 turned ... down 2 turned up
3 turned out 4 turn into 5 turned ... over

Lesson 6 Writing SB p74-75

Lesson aims

SB

Stage 1: to review the features of writing instructions

Stage 2: to work collaboratively to plan and produce a set of clear instructions from a piece of continuous prose

WB

Stage 3: to prepare in class for writing instructions independently; to plan and produce instructions from picture prompts

SB skills and WB practice: recognising and using the features of instructional writing

EPB link: Test 5, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Ask a volunteer to give you instructions for doing a simple task in the classroom, e.g. opening the window, cleaning the board, writing the date on the board.

Do not do any action unless it is specifically instructed, e.g. don't operate the window until told to unlock/pull down the handle, push up/push out the window, etc.

Stop between actions until you are given the next clear instruction.

Stage 1 Features of instructions

Read the information in the box at the top to the class. Check students understand.

Ask them to think of places where instructions are written, e.g. **in a leaflet for a new piece of equipment telling you how to use it**, etc.

► Introduction

- 1 Read the statement. Ask a volunteer to read the example.
- 2 Ask why it is important that the reader knows what the instructions are for. Elicit, e.g. **so that the reader knows what the instructions are for / so the reader can make sure they are for the thing that he/she wants to make or do.**

► Layout

- 1 Read the statements. Ask a volunteer to read the example.
- 2 Ask the class why it is important to have a list of what is needed. Accept sensible answers, e.g. **so that you have everything you need before you start.**

► Order

- 1 Read the statement and ask a volunteer to read the example.
- 2 Ask why it is important to have instructions in the correct order. Accept sensible answers, e.g. **so that the actions are done in the correct order / so that the reader does not get in a muddle / so that the task is easier to do.**

► Short, clear sentences

- 1 Read the information. Ask a volunteer to read the examples.
- 2 Ask: *If the sentences were long and complicated, would this make the instructions easier or more difficult to follow?* Students should be able to answer that short simple sentences are easier to understand and follow.

► Use imperative verbs

- 1 Explain that imperative verbs are used for giving instructions. Ask a volunteer to read the examples.
- 2 Point out the Activity box. Students do the activity orally. Tell them that they may have to shorten the sentences.

Answers

- 1 Get all your ingredients out before cooking.
- 2 Chop the onion with a sharp knife.
- 3 Use fresh herbs.

► Use precise language

- 1 Explain that precise language means *clear and detailed*.
- 2 Ask a volunteer to read the examples. Point out that the examples show the exact amount of tomato sauce and the exact length of time.
- 3 Ask: *Why is it important to use precise language?* Students should be able to say that the instructions need to be precise so that the reader does everything correctly and makes something good.

- 4 Point out the Activity box. Give students a minute or two to complete the activity in pairs.

Answers precise language: 3, 4, 5
imprecise language: 1, 2, 6

Stage 2 Writing together

Explain to the class that you are going to write some instructions together on the board. Read the task in the box at the top of the page. Check students understand it.

Activity 1

- 1 Point out that these instructions are not very clear. Read them slowly and clearly to the class.
- 2 Discuss any difficult words, using a dictionary where necessary.

Activity 2

- 1 Ask students to read through Bella's instructions and:
 - find the necessary information to give the recipe a title
 - find the ingredients to write a list of what is needed
 - construct short, clear sentences using imperative verbs
 - ensure the instructions are in the correct order
- 2 Write a draft on the board based on students' responses in step 1. Ask students to read through the draft. Are the instructions clear and easy to follow? Are they in the correct order? Have they used precise language?
- 3 Make any changes that you and the class agree improve the way the recipe is written.
- 4 Read through the recipe a final time.

Activity 3

Ask students to make a neat copy of the instructions in their copy books.

Stage 3 WB: Individual writing (WB p63)

Students should now be able to complete the same recipe writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the box and explain the task.
- 2 Talk through with the class what is being done in each picture. It does not matter if students do not know this way of cooking eggs. The aim is to write clearly the instructions for doing it. It is important that the pictures are understood.

Assessment

In assessing the work, look for:

- the correct list of ingredients
- a logical order for the instructions
- use of imperative verbs, precise language, short clear sentences

Lesson 7 Listening and speaking SB p76

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about a favourite shop

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 5, Listening Q2, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Listening comprehension – 10

▶ Conversation practice – 18

▶ Individual speaking – 7

Warm-up

Play a quick game of *I'm going to the market and I'm going to buy ...*

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Jack and Laura**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What are Jack and Laura talking about?* Elicit: **different shops**.

Activity 2

Play track 2.3. Students listen to the conversation between Jack and Laura to check their ideas in Activity 1.

Audioscript

Track 2.3 Activities 2 and 3

Laura: OK. Here we are in the mall.

Jack: Gosh! There are lots of people here today.

Laura: Yes, it's really crowded, isn't it?

Jack: Let's be quick. We haven't got much time.

Laura: OK. I want to buy a CD and we need to get some earrings for Mum's birthday.

Jack: Look! There's the music shop.

Laura: Great! I can get my CD.

Jack: Let's look in the window first. Wow! How many guitars have they got?

Laura: Lots.

Jack: How much do they cost? I've only got a little money. Are they expensive?

Laura: Too expensive for you, I'm afraid.

Jack: Yes, you're right.

Laura: Ooh! There's a new shoe shop! They've got some great boots. And I like those sandals.

Jack: Have they got any trainers?

Laura: Not many. Anyway, it looks like they only sell shoes for girls.

Jack: Please don't start looking in the clothes shop window!

Laura: OK, OK! They've got jeans and jackets but only a few dresses. Come on, let's go.

Jack: Wait a minute! Can we look in the sports shop?

Laura: They've got a lot of football shirts.

Jack: I want some new swimming shorts. I wonder if they've got any ...

Laura: Well, go inside and have a look. But be quick!

Activity 3

- 1 Ask a volunteer to read the questions.
- 2 Play track 2.3 again. Elicit answers around the class.

Answers They need to buy some earrings for Mum's birthday. Laura wants to buy a CD. Jack wants to buy some swimming shorts.

Activity 4

- 1 Explain the task to the class. Tell them to imagine a shopping centre and all the different shops. Alternatively, they may use the pictures in the book and write down two or three other shops they would like to talk about.
- 2 Students talk in pairs. Go around listening as they work.
- 3 Give them a time limit then ask a few pairs to ask and answer questions while the class listens.

Listening comprehension

Activity 1

- 1 Tell the class they are going to hear conversations which happen in three different shops. They must listen and work out which shops they are.
- 2 Play track 2.4. Students write the name of the shops.
- 3 Elicit answers.

Audioscript

Track 2.4 Activities 1 and 2

(Ass = shop assistant)

1

Man: I'll have six pink ones, please, and four white ones.

Ass: Do you want any orange ones? They're very pretty.

Man: No, my wife doesn't like those. I'll have a few of those yellow ones, though.

Ass: What about the purple ones? They smell beautiful.

Man: Mmm ... They do, don't they? All right. I'll have a few of those, too.

Ass: There you are ... What a beautiful bunch! Is it a special occasion?

Man: My wife's birthday.

Ass: Well, I'm sure she'll like them.

2

Mum: What do you think? Are they any good?

Boy: I hate this colour.

Mum: But green really suits you. Do they fit?

Boy: No, they're horribly uncomfortable.

Mum: Well, they look lovely.

Boy: They're too tight and they're too short. Look! You can see my ankles!

Mum: Well, here are some nice ones. Try on this pair.

Boy: But I hate that colour!

3

Ass: Can I help you?

Girl: I hope so. I've been looking for ages and I can't find what I want.

Ass: Well, let's see ... What's the title?

Girl: I'm not sure, I'm afraid.

Ass: How about the author? Do you know the name?

Girl: I don't know that either. Sorry.

Ass: Right ... This could take a little time ...

Girl: I know it's about Italian cooking. And the cover is green, white and red like the Italian flag.

Ass: Aha ... Yes, I think I remember ... Up there on the top shelf. I think that's the one you want.

Answers 1 flower shop 2 clothes shop 3 book shop

Activity 2

- 1 Read through the questions with the class.
- 2 Play track 2.4 again. Students note answers to the questions.
- 3 If you wish, let them compare and discuss answers in pairs before eliciting answers from around the class.

Answers

- 1 the man's wife
- 2 for his wife's birthday
- 3 pink, white, yellow, purple
- 4 trousers
- 5 They're too tight and too short.
- 6 He doesn't like the colour.
- 7 She doesn't know the title or author.
- 8 It's about Italian cooking. It is green red and white like the Italian flag.
- 9 on the top shelf

WB: Individual speaking (WB p64)

Exercise 1

- 1 Explain that students are going to talk about their favourite shop.
- 2 Ask a volunteer to read the note boxes. Tell the class they should use these boxes to help them write notes.
- 3 Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 4 If they would like help, they should fill in all the information then use it to write a short presentation.
- 5 Explain that if they make all the notes, they will find it easy to write sentences about their favourite shop.

Exercise 2

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 3

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their favourite shops. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.
- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 7 as a complete lesson*, p110).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (see p110).

WB: Listening and speaking (WB p64)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Jack: Gosh, so many

Laura: busy

Jack: a little

Jack: OK, some

Laura: display, lots of

Jack: any

Laura: split up, escalator, top floor

Jack: Good thinking

Laura: earrings, some, jeweller's

Jack: much, I'm afraid

Laura: Don't worry, afford

Jack: Great

Laura: hurry up

Jack: See you later

WB: Check-out 7 (WB p65)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 7 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.

- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 7 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 7 answers

Reading 1 a burgers (brilliantly healthy) b four
2 a imperative b ingredients

Vocabulary 2 These are chopped tomatoes.
3 a prepare b preheat c precede
4 adventure, future

Grammar 1 a mix, get b grow, look after c any, some, some d a few, lots 2 turned up

Writing 1 figures, order, numbered, short, clear

Homework after Check-out 7

Students read the Check-in page for Unit 8 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

In this unit, students:

- read and understand an internet blog giving one point of view
- develop a close understanding of the web page, the style of the blog and its vocabulary
- form and use words with negative prefixes *in-*, *im-*; use homophones; pronounce and spell correctly words with *ti/ci* sounding *sh*
- use the first conditional and first conditional + *unless*
- use modals and modals + passive infinitive
- use phrasal verbs with *get*
- learn the features of expressing a point of view; write an opinion from one point of view
- listen to a conversation and a monologue about buildings
- present a monologue about new buildings in their neighbourhood

Lesson 1 Check-in; Reading SB p77–79

Lesson aims

- to prepare for the topic of *A point of view* and other aspects of work in Unit 8 through the Check-in page
- to read and gain a good general understanding of an internet blog giving a point of view

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 8 vocabulary list (p124)

Time division: a rough guide to a 40-minute lesson

- ▶ Check-in – 10
- ▶ Reading – 10
- ▶ Vocabulary check – 5
- ▶ General questions – 5
- ▶ Reading practice – 10

Point out the title and give students a few moments to look at the pictures. Ask what a *point of view* is: ***an opinion, what somebody thinks about something.***

Ask students if they read other people's opinions on the internet.

Check-in

- 1 Read the first two statements.

Task box Use the questions to hold a short class discussion about views on the internet. Encourage responses from around the class.

Elicit and list the things that students have strong opinions about.

Ask the class whether they think it is a good idea for people to exchange opinions about things. Ask why.

- 2 Read the last statement to the class.

Reading

- 1 Read the information about the writer's blog.

Task box Ask students to express their views about zoos. Ask if views are based on their own visits to zoos or what they have read or heard about them.

- 2 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Ask the question about the writer's opinion. Students should be able to infer from the vocabulary that the writer has a negative view of zoos and is worried about how animals live in captivity.

Vocabulary and spelling

- 1 Read out the first three points about work that will be covered in the unit.

Task box Make sure students understand what homophones are: *words that sound the same but are spelled differently and have completely different meanings.* Elicit homophones. Ask for the spelling of each word. Write them on the board.

Ask the class to check that the words are correctly spelled and are examples of homophones.

- 2 Read the spelling point.

Grammar

- 1 Read out the work that will be covered in the unit.
- 2 Ask students if they can think of any phrasal verbs with *get*. Elicit an example sentence.

Writing

- 1 Read out the writing tasks in the unit.
- 2 Explain that they will be writing about mobile phones, which is something that many people have strong views on.
- 3 Ask students if they have strong views about mobile phones. Ask if their parents do. Are their views the same?

Listening

Read out the listening tasks that are included in the unit.

Speaking

- 1 Read about the work that will be covered in the unit.
- 2 Invite volunteers around the class to describe some new buildings in their neighbourhoods. If possible, ask them to say what the purpose of the building is. Ask them to say whether they like the building or not.
- 3 Ask the class if they like new or old buildings.

Reading: *Wildlife World* SB p78–79

Before reading

Pre-reading questions

- 1 Which group has created this web page? **Wildlife World**
- 2 Is the main opinion on the left side or the right? **left**
- 3 How is the opinion illustrated? **with photos**
- 4 Are there comments on the opinion? **yes** How are they shown?
in speech bubbles
- 5 Are there adverts on the page? **yes** Where are they? **on the right**
- 6 What animals are shown on the pages? **zebras, elephants, panda, orang-utan, giraffes**

Reading

- 1 Play track 2.5 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 8, p177 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 Whose view is posted on the website this month? **Julie Smith's**
- 2 What is she opposed to? **zoos**
- 3 How many reasons does she give for her views about zoos?
three: unnatural habitat, animal stress, exploitation
- 4 How many other people have posted views? **four**
- 5 What things are advertised in the column on the right? **T-shirt, WW membership, a wildlife holiday**

Reading practice

- 1 Ask a student to read Julie's blog and others to read the four comments.
- 2 Ask other students to read out each of the adverts and the related links.
- 3 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 4 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the web page (track 2.5). They re-read the web page carefully and check meanings again as necessary. Explain that words listed for Unit 8 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p80

- to re-read the text in full and in sections for detail
- to develop a close understanding of the blog and the web page
- to give a personal response to opinions and the internet

SB skills: reading for detail; scanning; dictionary; oral comprehension; discussion; critical thinking

WB practice: re-reading; cloze; scanning; true/false; vocabulary; synonyms; definitions; cloze

EPB link: Test 5, Reading Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 2 – 7

▶ Your views – 3

▶ Re-reading – 5

▶ Activity 3 – 10

▶ Activity 1 – 7

▶ Activity 4 – 5

Warm-up

- Ask the class which five animals were illustrated in the blog and elsewhere on the web page.
- Ask the class what other animals they have ever seen in a zoo. What animals would they expect to see? Is there any animal they would not want to see? Why?

Before starting this page, read *Wildlife World* again or play track 2.5.

Activity 1

- 1 Ask the true/false questions to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers and ask students to correct any false sentences. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers

1F: *she doesn't visit zoos anymore*

2T

3F: *a truly natural habitat is impossible*

4T

5F: *it is a sign of stress*

6T

7T

8F: *because she thinks wild animals should be wild*

9F: *she tells them why they shouldn't visit zoos*

10F: *she is convinced people mustn't occupy every corner of the world*

Activity 2

- 1 Students work in pairs or small groups to discuss answers to these questions.
- 2 Remind the class that the answers to these questions may not be directly in the text. Students will need to look carefully at the text and think about each question in order to come up with a reasoned answer.
- 3 Let students discuss all the questions within the time limit. Alternatively, ask the groups to discuss one question at a time within a given limit.
- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

- 1 *people who are interested in animals, especially care of animals; people who want to protect wildlife*
- 2 *They can log in and post a comment.*
- 3 *A lot of members have probably read her views because there are already four responses since yesterday and the latest is two hours' old.*
- 4 *Wildlife World tries to interest people in wildlife issues; supporting and finding out about wildlife; exchanging views; seeing wildlife themselves.*
- 5 *Related links (the right hand section at the bottom)*

Activity 3

- 1 Ask a volunteer to read the words in the box.
- 2 Ask which word matches the first definition. Elicit an answer and check with the class. Students should have checked all these meanings for homework so there should be few mistakes.
- 3 Elicit what kind of nouns the words are: *abstract nouns*.

Answers 1 boredom 2 existence 3 isolation
4 exploitation 5 captivity 6 behaviour 7 instincts

Activity 4

- 1 Students work in pairs to scan and find the words.
- 2 Give them a time limit to do this task first.
- 3 Elicit the single word answers then give them a minute or two to discuss and answer the last question. If they find it difficult to answer, ask them to go back to the text and look at the words in the paragraph where they occur.

Answers 1 pacing, panting, pounding of paws; p
2 unkind, unfair, unnecessary; for emphasis – so the words stand out more

Activity 5

- 1 If there is time, let students discuss these questions in groups in the usual way.
- 2 Alternatively, use these questions as a basis for a short class discussion. Elicit responses from around the class. Accept sensible answers.

Example answers

- 1 Students' own views. They should point out that:
The comments generally agree with Julie's viewpoint so she should be pleased. There have been several comments in a short time so she should be pleased with that, too.
- 2/3 Students should notice two new points: *Amanda says that zoos are not needed in order to learn about animals; Jeff says that circuses should be banned as well.*
- 4/5 Answers depend on students' own views.

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content. Encourage answers from students who have not so far given their own opinions about anything.
- 2 Each student should write their own responses as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p66)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 1 close-up 2 habitat 3 captivity
4 stress 5 entertain 6 occupy

Exercise 3 1 Jeff 2 Amanda 3 Jeff 4 Linda
5 Amanda 6 Sam 7 Linda 8 Sam 9 Amanda

Exercise 4 1F: from the WW website 2T 3F: this
month 4F: regular email updates 5T 6F: exchange
news and views 7T 8F: you have to click on the link:
www.cityparks.com

WB: Vocabulary (WB p67)

This page may be completed after Lesson 2 or Lesson 3.
Students should be able to work through this page independently
for homework. Remind them to have their dictionaries with them
when they do this page.

WB answers

Exercise 1 1 isolation 2 cruel 3 truly 4 convinced
5 precisely 6 close-up 7 unbelievably

Exercise 2 1 pound 2 pace 3 pant 4 ban
5 abolish 6 suffer 7 exchange

Exercise 3 pound, pace; ban, abolish

Exercise 4 1 regular 2 continual 3 related
4 available 5 prison, disgrace 6 link

Lesson 3 Working with words SB p81

Lesson aims

- to study words with negative prefixes *in-* and *im-*
- to study homophones
- to pronounce and spell correctly words with *ci/ti* sounding *sh*

SB skills: dictionary use; word building; spelling;
pronunciation

WB practice: negative prefixes *-in* and *-im*;
homophones; spelling words with *ci/ti*

EPB link: Test 5, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 8

▶ B Spelling – 16

▶ A Making new words – 16

Warm-up

- Books closed. Hold a short spelling competition.
- Divide the class into teams of four or five.
- Team A gives a word to the other teams to spell. Team A must also write the word down.
- Ask each team to spell their words. If they are correct, they get one point. If they spell it incorrectly, they lose a point.
- If Team A spells the word incorrectly, they lose two points.
- Continue until each team has chosen a word for the others to spell.
- The winning team is the one with the most points.

A Making new words

More about prefixes

Ask a student to tell you what a prefix is: **a word beginning that can be added to another word.**

Information box Read the first statement about prefixes.

Point out the first example (*do*). Ask a volunteer to read the definition.

Write the next word (*redo*) on the board and underline the prefix *re-*. Ask another volunteer to read the definition.

Read about negative prefixes in the same way, asking students to read the examples and writing the words with the prefix underlined on the board.

Point out the last statement and make sure students understand that this rule can help them not to make unnecessary mistakes.

Activity 1

- 1 Students write words and check meanings as necessary.
- 2 Ask different students to read out the negative and affirmative of each word.
- 3 Ask which new words they have learned through doing this activity.

Answers patient, perfect, polite visible, credible,
dependent

Activity 2

Students write the prefixes. Remind them of the general rule at the end of the Information box.

Answers impossible, indirect, informal, improbable,
inseparable

Activity 3

- 1 Go through the words beginning *im-* and *in-*. Make sure students realise these words do not start with prefixes.
- 2 Point out the negative prefixes for these words. Tell students to learn them.

B Spelling

Homophones

Information box Read the information point about homophones.

Activity 1

- 1 Ask different pairs of students to read out the pairs of words.
- 2 Ask which words are new. Ask if anyone in the class can explain any of the new words. Students check meanings of new words in their dictionaries if necessary.

Words with *ci/ti*

Information box Read the information point about words with *ci/ti*.

Write the example words on the board and ask students to read the extracts from the web page.

Activity 2

- 1 Ask different students to read out each word. Check pronunciation.
- 2 If some of these words are new, ask the class to repeat them paying attention to pronunciation.

WB: Working with words (WB p68)

This page should be completed independently for homework.

Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 impatient 2 invisible 3 incredible
4 imperfect 5 impolite 6 independent

Exercise 2 Students' own sentences

Exercise 3 1 male, floe 2 flowed, shore 3 sure,
allowed, rolls 4 role 5 mail, aloud

Exercise 4 a precious b initial c optician d ancient
e patient
1 optician 2 ancient 3 patient 4 initial 5 precious

Lesson 4 Grammar SB p82

Lesson aims

- to read and understand a short text using first conditional and first conditional + *unless*
- to understand and practise correct use of first conditional

SB skills: reading; grammar accuracy; speaking

WB practice: first conditional with *if* and *unless*; sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 2
- ▶ Activity 1 – 4
- ▶ Activity 2 – 7
- ▶ Activity 3 – 7
- ▶ Activity 4 – 7
- ▶ Activity 5 – 7
- ▶ Remember! – 6

Warm-up

Ask two or three students to read out their responses to the *Your views* questions on SB p80.

Activity 1

- 1 **Pre-reading questions** Point out the pictures of the tigers. Ask:
What is the difference between the two animals shown in the photos? one is free, the other is in captivity
What do you think the text will be about? Accept sensible answers, e.g. **how some animals are kept in zoos, how animals should be free**, etc.
- 2 Ask three students to read a paragraph each.
- 3 After reading, ask: *What is the tense of the verb after 'if'?* **present** *What tense is used in the other clause?* **future, will**
- 4 Point out the last paragraph. Point out how the *unless* clause uses the affirmative.
- 5 Go through the Remember box now or at the end of the lesson as quick revision.

Activity 2

- 1 Ask different students to read out the sentence beginnings and endings.
- 2 Students work in pairs or groups. Give them a time limit to match the beginnings and endings.
- 3 Go around as they work to check for any problems in understanding.
- 4 Check answers by asking different groups/pairs to read complete sentences.

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

Activity 3

- 1 Go through the example then complete the activity orally with the whole class.
- 2 Remind them that *unless* is followed by the affirmative. The second clause remains the same.
- 3 If you wish, ask students to look at the rule in the Remember box.

Answers

- 2 Unless a wild animal is given enough space, ...
- 3 ... unless it is born in the wild.
- 4 ... unless they are taught about it.
- 5 Unless people are given the correct information, ...
- 6 ... unless we protest about it.

Activity 4

Work with the class together or ask students to complete in pairs then check answers together.

Answers 2 lives, will ... become 3 will ... learn, are
4 stop, will disappear 5 will die out, protect

Activity 5

- 1 Give students a time limit to think of endings in pairs.
- 2 Elicit suggestions from around the class. If you wish, ask all students to complete this activity individually as an extra homework task.

Remember!

Go through the box if you have not already done so. Read out the rules and ask volunteers to read the example sentences.

Write the sentences on the board and point out the tenses if necessary.

Students work in pairs and think of at least one sentence for each structure. Elicit as many sentences as there is time for.

WB: Grammar (WB p69)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1E 2D 3A 4F 5B 6C

Exercise 2

- 1 Unless we protect them, ...
- 2 Unless you travel to the Arctic, ...
- 3 ... unless she studies harder.
- 4 ... unless we can find good photographs.
- 5 Unless Joe hands in his work tomorrow, ...
- 6 ... unless his parents give him permission.

Exercise 3 1 will receive, join 2 will ... survive, rains
3 trains, will become 4 improves, will ... be
5 go, will ... see 6 will ... arrive, leaves

Exercise 4 Students' own sentences

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: modal verbs: sentence completion and writing sentences; sentence completion using phrasal verbs with *get*

EPB link: Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 4 | ▶ Activity 3 – 5 | ▶ Grammar extra – 6 |
| ▶ Activity 1 – 6 | ▶ Activity 4 – 8 | |
| ▶ Activity 2 – 5 | ▶ Remember! – 6 | |

Warm-up

- Without opening their Student's Books, ask the class to recall all the places that Laura, Jack, Ross and Holly have been to for the *portrait* project. List them on the board.
- Ask what form of record the students made in each place (i.e. photos, interview, etc.).

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
Where are the friends this time? in a field/park (the proposed site)
What are they going to record? the plans for a new library
What are they going to use to record information? video
- 2 Play track 2.6. Students listen and follow in their books.
- 3 Point out the sentences with the modals *may* and *might*. Ask: *Do these sentences tell you about something that is happening now? Elicit that these sentences refer to something that could happen in the future.*
- 4 Point out the modals *should not* and *ought not*. Ask if these phrases mean nearly the same or something different. Students should work out from the context that they mean nearly the same.

Activity 2

- 1 Ask the literal questions to check understanding and practise using the target language.
- 2 Students should be able to answer these questions easily but they may look back to the text to check.

Answers

- 1 It's in the centre of town. It's a big green space.
- 2 It might become a building site.
- 3 It wants to build a new town library.
- 4 The design is modern.

Lesson 5 Grammar in use SB p83

Lesson aims

- to listen to, read and understand a short conversation about a new building
- to understand and practise correct use of modal verbs + passive
- to understand and practise phrasal verbs with *get*

- 5 No. Some people think a modern building should not be built next to traditional stone buildings. Others think that we ought not to build on precious open spaces.
- 6 It might or it might not.

Activity 3

- 1 Point out the example. Explain that *may* and *might* mean the same. Go through the first part of the Remember box now or at the end of the lesson as a recap.
- 2 Continue with the other prompts. Work with the whole class together. Elicit the question then ask another student to answer.
- 3 If possible, repeat the activity with students working in pairs and taking turns to ask the question and answer.

Answers

- 2 Will Greenfields Park disappear? Yes, it might be lost forever.
- 3 Will the town's open spaces be destroyed? Yes, the town's open spaces may be destroyed.
- 4 Will everyone like the design? Some people might not like the design.
- 5 Will the plans be changed? They may be changed.
- 6 Will the library be built? It might be built or it might not.

Activity 4

- 1 Go through the rest of the Remember box now or at the end of the lesson as a recap.
- 2 Give the class a time limit to note short answers to each problem.
- 3 They compare ideas in pairs. Give a time limit again.
- 4 Elicit sentences with the whole class working together. Accept sensible suggestions.

Remember!

Go through the box if you have not already done so. Ask volunteers to read out example sentences.

Either, give students time to think of some more sentences working in pairs or groups, or simply elicit sentences from around the class.

Grammar extra (SB p129)

Ask a volunteer to read the bubble. Explain that *get* can be used in different phrases. In these phrases, *get* has different meanings.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the phrase in bold means. If necessary, help the class to work out the meaning and express it in their own words.
- 3 Continue with the other sentences.

Example answers

- 1 abolish 2 escaped 3 enjoys being with 4 recovered from, got better 5 avoid, give an excuse for not doing

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *look*, e.g. *The lion will get away / The mouse is helping the lion to get away*, etc.

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each verb.
- 2 Elicit sentences from as many pairs/groups as possible.

WB Grammar in use (WB p70)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1

- 1 They may build a new library.
- 2 It might look very modern.
- 3 The council might suggest a new site.
- 4 The new library may cost a lot of money.

- Exercise 2** 1 should 2 Can 3 must 4 ought to
5 might 6 may

- Exercise 3** Students' own sentences

- Exercise 4** 1 get over 2 get out of 3 get rid of
4 get on with 5 get away

Lesson 6 Writing SB p84–85

Lesson aims

SB

Stage 1: to review the features of writing an opinion

Stage 2: to work collaboratively to plan and produce a piece of continuous prose expressing an opinion on mobile phones

WB

Stage 3: to prepare in class for writing an opinion independently; to plan and produce an opinion about homework

SB skills and WB practice: recognising and using the features of writing to express an opinion

EPB link: Test 5, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

- Ask the class how many of them like to go to zoos.
- Ask how many of them have changed or started to change their minds after reading what Julie put on the Wildlife World web page.
- Ask individuals to say why they have or have not changed their views.

Stage 1 Features of expressing a point of view

Remind the class that their writing for this unit is expressing a point of view and learning how to do it so that someone else can understand their opinion and perhaps start to have the same opinion.

Point out the box at the top of the page. Ask students to explain in their own words what the information in the box means. They should be able to say that the writing must tell the reader what subject the opinion is about and what they think about it.

▶ First paragraph

- 1 Read the information. Ask a volunteer to read the extract from Julie's blog.
- 2 Ask: *Why is it important to have a first paragraph that makes it clear what is being written about?* Students should be able to say that the reader needs to know as soon as possible what the opinion is about.

▶ Reasons

- 1 Read the information. Ask a volunteer to read out Julie's three reasons.
- 2 Read the last information point and make sure that students understand that each 'reason' in their own writing like this should be dealt with in a new paragraph.

▶ First person

- 1 Read the information. Ask a volunteer to read the examples.
- 2 Point out the Activity box. Ask a student to read the first set of sentences and another to change them to the first person.
- 3 Check with the class that the changes are correct.
- 4 Do the same with the second sentence.

Answers

- 1 I was upset when I saw the animals in the cages.
I went home very unhappy.
- 2 I told my friends we shouldn't visit zoos any more.

▶ Second person

- 1 Read the information. Ask a student to read the examples.

- 2 Ask: *What do you think getting 'the reader involved' means? Why is this important?* If necessary, explain that the phrase means getting the reader to feel that the opinion is on a subject that they should care about too, and that the writing is directed personally at them. Help the class to come up with ideas about why this is important, e.g. **the reader is more likely to be persuaded by the opinion of the writer if they feel personally involved in the subject.**

▶ Persuasive language

- 1 Read the information and make sure students understand *persuasive: able to persuade, make someone think in a particular way or reach a particular view about something.*
- 2 Point out the Activity box. Go through the activity together. Help students to achieve good answers. Encourage them to think what the words that could be changed actually mean and what the effect of the sentence would be if they were changed for the other expressions. It may help students if you put the words together on the board, so they can think about the precise meanings of each word: *impossible / difficult; cruel / not nice; continual pacing, panting and pounding of paws / walks up and down a lot.*

Answers

- 1 'impossible' is more persuasive because it means that it can't be done; 'difficult' is less persuasive because, although it would not be easy, it could be done.
- 2 'cruel' is more persuasive because it means 'causing pain'; 'not nice' is less persuasive because 'nice' is a 'weak' word meaning *pleasing in a general way.*
- 3 'pacing, panting and pounding of paws' is more persuasive because the words are 'strong', giving the feeling of how distressed the tiger is – the use of alliteration (verbs beginning with *p*) emphasises this feeling; 'walks up and down a lot' is less persuasive because it gives no feeling of distress.

Stage 2 Writing together

Explain to the class that you are going to write an opinion together on the board. Read the task in the box at the top of the page. Ask students if they agree that mobile phones are something that people disagree about.

Activity 1

Hold a short class discussion about mobile phones. Use the two questions.

Activity 2

- 1 Students will probably think about the advantages/disadvantages from their own situation. Widen the discussion by asking them to consider: younger people / older people / people in various occupations, e.g. doctors, police, etc.

- 2 Make two lists on the board and continue adding points as the class thinks of them.

Activity 3

The result of the vote will determine whether the blog is 'for' or 'against' mobile phones.

Activity 4

- 1 Agree with the class whether they are for or against mobile phones and remind them that they will be writing about the opinion they have and no other.
- 2 Go through the points in the Remember box.
- 3 Look at the persuasive words box. Ensure that students understand the meanings and try to incorporate some of the words and phrases into the draft.
- 4 Begin writing the opinion on the board, starting with the introductory paragraph. Elicit sentences from the class that tell the reader what the rest of the writing will be about.
- 5 Remind the class when they need to start a new paragraph: at the start of each new reason.
- 6 Continue until all the reasons have been included.
- 7 Ask students to read through the draft on the board. Does the first paragraph make it clear what the blog is about? Does each paragraph deal with a different reason? Does it involve the reader? Is it persuasive?
- 8 Make changes that you and the class agree will improve the writing.
- 9 Ask a volunteer to read the opinion through a final time.

Stage 3 WB: Individual writing (WB p71)

Students should now be able to complete the same opinion writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the box and explain the task.
- 2 Check students understand that they should decide on their own opinion about homework and then make notes on three reasons to support their opinion.
- 3 Advise students to make good notes so that they are able to write three clear paragraphs that give well-expressed reasons in detail.
- 4 Remind them to involve the reader by using second person in some of the reasons. Elicit suggestions for this, e.g. ***If you get lost, you need a phone.***

Assessment

In assessing the work, look for:

- a clear opening paragraph
- following paragraphs each dealing with one reason to support the writer's opinion
- use of the first person to express a personal opinion
- use of the second person to involve the reader
- use of persuasive language

Lesson 7 Listening and speaking SB p86

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about new buildings in their town/city

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 5, Listening Q1, Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Listening comprehension – 10

► Conversation practice – 18

► Individual speaking – 7

Warm-up

Ask students to tell you the most interesting building they have ever heard of or read about and that they would like to visit. Ask for their reasons.

Involve as many students in this short discussion as possible, e.g. if a good suggestion is made, ask if others agree then ask some of those students for their reasons.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: ***Holly and Ross.***
- 2 Give the class time to look at the pictures.
- 3 Ask volunteers to read the words in the box.
- 4 Establish that Holly and Ross are talking about different buildings.

Activity 2

Play track 2.7. Students listen to the conversation between Holly and Ross to check their ideas in Activity 1.

Audioscript

Track 2.7 Activities 2 and 3

Ross: Wow! Look at this skyscraper! It's so high!

Holly: How many storeys has it got?

Ross: I'm not sure. 30? 40? I'd love to live on the top floor. Imagine the views!

Holly: And imagine all the stairs you'd have to climb when the lift wasn't working! I wouldn't like to live up there. I don't think buildings should be so tall.

Ross: How about these then? Are they your kind of thing?

Holly: Certainly not! They all look the same. Boring ...

Ross: You'll like this house, I expect.

Holly: Oh yes! That's a lovely traditional house. What's the matter? Don't you like it?

Ross: Well, it looks like an old house but in fact it's only a few years old. I think that's a bit strange. If you're going to build a modern house, it should look modern.

Holly: Well ... maybe ...

Ross: Now this is more like it ... Very modern, lots of glass. We ought to have more houses like this in our town.

Holly: You've got to be joking!

Ross: No, I'm deadly serious.

Holly: But the houses in our town are all old and made of stone or brick. They definitely shouldn't build anything like that here.

Ross: What's that last picture?

Holly: Hmm ... You might not like this one.

Ross: Show me. Oh! What is it? It looks like a palace!

Holly: Exactly! I love it. It must be wonderful to live in a house like that.

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 2.7 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 Students speak in pairs. They can use the pictures as a basis for discussion or they could talk about other buildings that they know.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Read the two questions with the class. Check students understand all the jobs.
- 2 Play track 2.8. Students listen and circle the right answers.
- 3 Check answers together.

Audioscript

Track 2.8 Activities 1 and 2

Ladies and gentlemen, as I'm sure you know, our town council is planning to build a large number of new homes during the coming year. We all agree, I'm sure, that our town needs more houses but I would like to bring to your attention the location of these new homes. The proposed

site for the new houses and apartments is Five Oaks Park, the beautiful open space by the river which we all love and enjoy so much.

Five Oaks Park is a place of great environmental importance. Two extremely rare plants grow near the river. In fact this is the only place in the country where one of these plants has been found. The lake in the park is home to a very unusual type of frog and the woods, which have stood outside our town for hundreds of years, provide the perfect habitat for all sorts of birds, small animals and insects. We must protect the wildlife in the park and we cannot allow the council to steal from us this marvellous space which the people of our town have enjoyed for so many years. We must say "No!" to the council! We must save Five Oaks Park!

Answers 1 environmentalist 2 at a meeting

Activity 2

- 1 Play track 2.8 again. Ask different volunteers to read out the sentences before they listen again and look for the mistakes.
- 2 Ask different students to correct the sentences. Check with the class that the corrections are right.

Answers The mistake is given first and the correction second.

- 1 a few / a large number of 2 doesn't need / needs
3 Four / Five 4 in / near 5 river / lake 6 are not / are
7 dangerous / perfect 8 agree / disagree

WB: Individual speaking (WB p72)

Exercise 1

- 1 Explain that students are going to talk about new buildings where they live.
- 2 Ask a volunteer to read the note boxes. Tell the class they should use these boxes to help them write notes.
- 3 Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 4 If they would like help, they should fill in all the information then use it to write a short presentation.
- 5 Explain that if they make all the notes, they will find it easy to write sentences about new buildings in their town.

Exercise 2

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 3

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about new buildings in their town. It is not necessary for all students to present their talk to the whole class in every unit. Choose an

opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

- Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 8* as a complete lesson).
- If you do not plan to run a Check-out lesson, set the Homework task.

WB: Listening and speaking (WB p72)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Holly: library

Ross: design, modern, I'm not sure, ought to

Holly: I agree, location

Holly: To be honest, my kind of thing, traditional

Ross: skyscrapers, ought to

Holly: skyscrapers

Ross: I'm not sure

Holly: You've got to be joking

Ross: deadly serious

Holly: Certainly not

Ross: view, floor

Holly: Might, architect

Ross: maybe

WB: Check-out 8 (WB p73)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 8 without using an additional lesson

- Students complete the Check-out page for homework.
- Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 8 as a complete lesson

Students bring their Check-outs completed apart from Speaking.

Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 8 answers

Reading 1 a zoos b four 2 photos, caption, advertisement, membership offer, related links

Vocabulary 2 a incredible b impossible c imperfect d invisible e indirect f impatient 3 a shore b male c aloud d flow 4 a precious b patient c cautious d ancient

Grammar 1 a are, will enjoy b will see, visit c might/may rain, should go d mustn't get wet 2 get over

Writing 1 paragraph, reasons, opinion, first

Homework after Check-out 8

Students read the Check-in page for Unit 9 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision 4 (Units 7 and 8) (WB p74–75)

WB answers

Exercise 1 1 drops, freezes 2 melts, rises
3 use, do 4 will see, go 5 keep, will suffer
6 protest, will continue

Exercise 2

1 Unless we protect the Arctic, polar bears will become extinct.
2 Many animals will disappear unless we protect them.

Exercise 3 1 many 2 a lot of 3 a few 4 lots of
5 any 6 a little 7 much 8 Any

Exercise 4 1 should 2 might 3 must 4 Can
5 may 6 ought to

Exercise 5 1 fresh ingredients 2 have prepared,
fridge 3 Fry, sauce 4 captivity, cruel 5 stress,
behaviour 6 convinced, banned

Exercise 6 1 broken 2 stolen 3 fallen 4 beaten
5 chopped 6 polished

Exercise 7 1 beaten 2 fallen 3 polished 4 broken
5 chopped 6 stolen

Exercise 8 1 im 2 un 3 in 4 un 5 in 6 im
7 in 8 im

Exercise 9 1 down 2 up 3 rid of 4 on with 5 into
6 over

In this unit, students:

- read and understand an explanation of how the eye works
- develop a close understanding of the explanation, its style and vocabulary
- form and use words with suffixes *-able* and *-ible*; gerunds; pronounce and spell correctly words ending *-sion*
- use the passive voice in the present, past, future and present perfect
- use question tags with *is* and *do*
- use phrasal verbs with *shut*
- learn the features of writing an explanation; write an explanation of how we breathe
- listen to a conversation and a monologue about markets
- present a monologue about a market in their town

Lesson 1 Check-in; Reading SB p87–89

Lesson aims

- to prepare for the topic of *How the body works* and other aspects of work in Unit 9 through the Check-in page
- to read and gain a good general understanding of an explanation

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 9 vocabulary list (p124)

Time division: a rough guide to a 40-minute lesson

- ▶ Check-in – 10
- ▶ Reading – 10
- ▶ Vocabulary check – 5
- ▶ General questions – 5
- ▶ Reading practice – 10

Point out the unit title and give students a few moments to look at the pictures. Ask about the pictures, e.g.:

What parts of the body are illustrated?

What parts of the body is the gymnast using to perform this exercise?

How much of what is illustrated do you already know about?

Can you explain how any of these work?

Check-in

- 1 Read the first two statements.

Task box Students should bring notes to explain:

When you breathe in, the air goes into your lungs.

Your heart pushes blood around your body.

Sound waves pass into your ear.

Light passes through your eye.

- 2 Read the last statement and explain that students are going to read a detailed explanation of how the eye works.

Reading

- 1 Read the first three information points.

Task box Students should be able to explain that a diagram is useful in an explanation because it can show the parts that are being mentioned and this helps to make the process understandable.

- 2 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the work that will be covered in the unit.
- 2 Ask the class if they can think of any other words to do with the eye.

Grammar

- 1 Read out the work that will be covered in the unit.
- 2 Ask the class if they can say when passive tenses are used. Elicit, e.g. **when the action is more important than the person doing the action, or the person is not known.**

Writing

- 1 Read out the writing tasks in the unit.
- 2 Tell the class that clear explanations are important in helping people to understand how things work. Ask: *Is it important to know how things work? Why or why not?*

Listening

Read out the listening tasks that are included in the unit.

Task box Elicit answers from around the class and encourage as many students as possible to contribute to a short discussion about the kind of markets that exist in the local area and whether there are any differences between them in what can be bought there.

Speaking

Read out the work that will be covered in the unit.

Reading: How we see SB p88–89

Before reading

Pre-reading questions

- 1 Which page contains the explanation of how the eye works?
the left page
- 2 What is on the right page? **Information about the eye**
- 3 What shape is your eye? **round, like a ball (a sphere)**
- 4 How many diagrams are used to explain how the eye works?
seven
- 5 How many diagrams are used to illustrate the eye's built-in protection? **two**
- 6 How is the information about the eye illustrated? **with photos and pictures**

Reading

- 1 Play track 2.9 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 9, p177 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 What object is the human eye like? **a camera**
- 2 Does more or less light pass into your eye in bright sunlight? Why? **less because in bright light, less light is needed to see objects**
- 3 What things help to protect the eye? **the cornea, the sclera, eyelids, eyelashes**
- 4 What objects do people wear to protect their eyes? **sunglasses, goggles, visors – plastic and metal**

Reading practice

- 1 Ask different students to read sections of the text aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the article (track 2.9). They re-read the article carefully and check meanings again as necessary. Explain that words listed for Unit 9 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p90

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the explanation
- to give a personal response to eyes and eye protection

SB skills: reading for detail; vocabulary; discussion; dictionary use; critical thinking

WB practice: re-reading; sentence order; cloze; vocabulary: cloze; labelling; word classes

EPB link: Test 6, Reading Q2

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up – 3 | ▶ Activity 2 – 7 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 10 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 5 | |

Warm-up

In groups, students think of as many words as they know to do with the body, in the time limit that you give them.

Before starting this page, read How we see again or play track 2.9.

Activity 1

- 1 Ask the literal comprehension questions. This activity enables the teacher to check whether the class has a good understanding of what they have read. This is particularly important for an explanatory text where all stages must be understood in order to understand the complete text.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 light
- 2 upside-down
- 3 your brain
- 4 a hole
- 5 controls the amount of light that enters your eye
- 6 cornea
- 7 tough skin; protects all parts of the eye except the cornea
- 8 focuses light onto the retina
- 9 like a movie screen – shows the picture upside-down; turns the picture into a message for the brain
- 10 along the optic nerve

Activity 2

- 1 Ask the class to work in groups or pairs. Give them a time limit to read each sentence and choose the correct word.

- 2 Check answers together by asking different groups to read sentences.

Answers 1 vision 2 survive 3 0.1mm
4 sunshades 5 dust 6 eyes 7 blink

Activity 3

- 1 Students discuss these questions in groups. Give them a time limit then go around listening as they speak.
- 2 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

- 1 Students should list everything they had already heard of, whether they were aware of its purpose and function or not.
- 2 Students' own ideas
- 3 Students should deduce full answers from the text. Accept sensible answers. The following is an example only: *the cornea protects the iris and stops dust getting into the back of your eye; the sclera protects the soft parts of the eye from damage by objects; the eyelids help to shade the eyes when needed and spread tears over the front of the eye to keep them a little wet; the eyelashes trap dust and tears wash the dust away.*
- 4 bright light, objects flying into the eye, wind, insects, dust, objects hitting the eye

Activity 4

- 1 In pairs, students match.
- 2 Check answers together.

Answers 1d 2c 3b 4a

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p76)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 a6 b10 c3 d9 e8 f7 g2 h5
i1 j4

Exercise 3

- 1 skiing, sunglasses, light
- 2 hot materials, visor, plastic
- 3 goggles, wind, insects, dust
- 4 fast-moving object, visors, metal

WB: Vocabulary (WB p77)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 lens, iris, cornea, retina, optic nerve, pupil, sclera

Exercise 2 A lens B retina C pupil D brain E iris
F optic nerve 1 pupil 2 iris 3 lens 4 retina 5 optic nerve 6 brain

Exercise 3 (left to right) eyebrow, eyelash, pupil, iris, tear, eyelid

Exercise 4 adverbs: approximately, automatically
adjectives: upper, transparent, tough, human
noun and adjective: human

Lesson 3 Working with words SB p91

Lesson aims

- to study words with suffixes *-able* and *-ible*
- to use gerunds
- to pronounce and spell correctly words with *-sion*

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: negative prefixes *in-*, *im-*, *un-*; gerunds; spelling words ending *-sion*, *-ssion*, *-tion*, *-shion*

EPB link: Test 6, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Gerunds – 10

▶ A Making new words – 15

▶ C Spelling – 10

Warm-up

- If students have completed their work from *Your views* on SB p90, ask two or three students to read out their responses.
Alternatively, choose an activity from p170–171.

A Making new words

Adjectives ending *-ible*

Information box Read the information point to the class.
Ask a volunteer to read the example sentence.

Activity 1

- 1 Students complete the words then answer the questions.
They may do this in pairs if you wish.
- 2 Encourage them to do this activity without using a dictionary.
- 3 Elicit oral answers. Make sure students correct any mistakes.

Answers terrible, visible, horrible, credible, sensible, divisible
1 terrible, horrible 2 sensible 3 visible
4 divisible 5 credible

Adjectives ending *-able*

Information box Read the information point to the class.
Ask a volunteer to read the example sentence.

Activity 2

- 1 Students read the adjectives then write the verbs.
- 2 They should know all these verbs and be able to spell them correctly but advise them to check if they are not sure.
- 3 Check answers together.

Answers 1 break 2 believe 3 love 4 separate

Activity 3

- 1 Ask a volunteer to read the two words.
- 2 Elicit the rule: **for verbs ending 'e', drop the 'e' before adding 'able'**.
- 3 Point out the exceptions.

Activity 4

- 1 Ask a volunteer to read the words.
- 2 Students look for words in Activities 1 and 2 that have a similar meaning to the four words. They may do this in pairs if you wish.
- 3 Check answers together.

Answers believable – credible, likeable – lovable, divisible – separable, terrible – horrible

B Gerunds

Information box Read the information point to the class.
Ask a volunteer to read the example sentences.

Activity 1

Students read the sentences and underline the gerund.

Answers

- 1 Welding is dangerous work.
- 2 Skiing is an Olympic sport.

Activity 2

In pairs, students complete the sentences with the correct gerunds.

Answers 1 Wearing 2 Playing

C Spelling

Words ending *-sion*

Information box Read the information point to the class.

Activity 1

- 1 Read the words to the class. Elicit meanings of any words they already know.
- 2 Ask them to look up new words in their dictionaries.
- 3 Read the words to the class. Students repeat.

Activity 2

- 1 Ask volunteers to read the speech bubbles. Explain that words ending *-ssion* have a different sound to words ending *-sion*.
- 2 Read the words to the class. Students repeat. Check that they pronounce the ending /ʃn/ not /ʒn/.

WB: Working with words (WB p78)

This page should be completed independently for homework.
Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 horrible 2 comfortable 3 sensible
4 likeable 5 visible 6 terrible

Exercise 2 1 incredible 2 invisible 3 impossible
4 indivisible 5 unbreakable 6 inseparable 7 unlovable
8 unbelievable

Exercise 3 1 terrible, unbelievable 2 unbreakable
3 divisible, indivisible 4 incredible, horrible
5 uncomfortable, possible 6 likeable, sensible

Exercise 4 1 riding [circled], riding 2 playing, playing [circled]
3 writing, writing [circled] 4 running [circled], running (Other words are possible. Accept answers that make sense and are grammatically correct.)

Exercise 5 a explosion b inclusion c decision
d revision
1 revision 2 decision 3 explosion 4 inclusion

Exercise 6 1 station 2 fashion 3 mission
4 vision 5 cushion 6 nation 7 confusion
8 discussion 9 impression

Lesson 4 Grammar SB p92

Lesson aims

- to read and understand a short text using the passive voice
- to understand and practise correct use of the passive voice

SB skills: reading; grammar accuracy; speaking

WB practice: the passive (present, past, present perfect, future): sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 3
- ▶ Activity 1 – 4
- ▶ Activity 2 – 7
- ▶ Activity 3 – 7
- ▶ Activity 4 – 7
- ▶ Activity 5 – 6
- ▶ Remember! – 6

Warm-up

Have a quick game of *I spy with my little eye*. You and your class may already know this game which is for any number of players from 2–30 or more. The first player thinks of an object that can be seen by everyone and gives the first letter of the word by saying: *I spy with my little eye, something beginning with b*. The other players suggest objects, e.g. *book, ball, board, bag*, etc. The person who suggests the correct object is the winner and starts the next round. Older students could play this game in small groups.

Activity 1

- 1 **Pre-reading question** Point out the pictures. Ask: *What can you remember about how the eye works?* Elicit statements from the class. A brief explanation is enough.
- 2 Ask two students to read a paragraph each of the text.
- 3 After reading, point out the passive forms of the verbs. Ask: *In paragraph 1, do we know who or what does the action? yes*
In paragraph 2, does the second sentence tell you what will do the action? no (but you can guess it is the sunglasses)
In paragraph 3, do we know who or what does the action? no (but you can guess it is sportsmen/women)
In paragraph 4, which sentence tells you who did the action? the first sentence Point out that the other sentence does not say who did the action but you can guess from the context.

Activity 2

- 1 Make sure students cover the text.
- 2 Give them time to read the sentences.
- 3 Students decide whether each sentence is true or false and write T/F. They may do this pairs if you wish.
- 4 Students compare their answers with another pair.
- 5 They check their answers with the text.

- 6 Ask a volunteer to correct the first false statement. Check with the rest of the class. Continue with the other false statements.

Answers 1F: *is called the iris* 2T 3F: *by the optic nerve* 4F: *for many years* 5T 6F: *were made of ivory*

Activity 3

- 1 Point out the example. Remind students of the structure. Go through the Remember box now or at the end of the lesson as a recap.
- 2 Students make passive sentences.
- 3 Go through the answers together.

Answers

- 2 My camera has been stolen.
- 3 The streets are cleaned every day.
- 4 The results will be announced tomorrow.
- 5 Ben's bike has been damaged.
- 6 The photographs were taken in the evening.

Activity 4

- 1 Point out the example. Refer back to the Remember box if you wish.
- 2 Go through the whole activity together, asking the questions and eliciting passive answers.
- 3 Let students repeat the activity in pairs, taking turns to ask questions using the prompts and answering with full statements in the passive voice.
- 4 Listen as they work then ask a few pairs to stand up and say the questions and answers.

Answers

- 2 Messages are sent to the brain by the optic nerve.
- 3 The exam will be taken by the whole school.
- 4 The first prize has been won by a student from Moscow.
- 5 The trees have been blown down by strong winds.

Activity 5

- 1 Give students a time limit to note answers then compare with a partner.
- 2 Elicit answers from around the class.
- 3 If you are short of time, ask the questions straight away and invite different individuals to respond.

Remember!

Point out the box and go through the rules as a quick revision activity if you have not already done so earlier in the lesson. Ask volunteers to read the example sentences.

Ask individuals or pairs to think of some more sentences using the passive.

Elicit as many as possible and write them on the board.

Ask the class to check that they are correct, and to correct any mistakes.

WB: Grammar (WB p79)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 was stolen 2 will be caught 3 have been broken 4 are protected 5 were ... worn 6 is made 7 will be built 8 has been taken

Exercise 2

- 1 All the chocolates have been eaten.
- 2 The gates have been left open.
- 3 Their house is painted every year.
- 4 A reply will be sent immediately.
- 5 Rice was grown in this valley.
- 6 The floor has been swept.

Exercise 3

- 1 The building will be designed by an Italian architect.
- 2 The pictures were drawn by an unknown artist.
- 3 This book was written by a Russian author.
- 4 The crops have been damaged by heavy rain.
- 5 This expensive jewellery is bought by customers in the Middle East.

Lesson 5 Grammar in use SB p93

Lesson aims

- to listen to, read and understand a short conversation about a market
- to understand and practise question tags with *is* and *do*
- to understand and practise phrasal verbs with *shut*

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: question tags: sentence completion and writing sentences; sentence completion using phrasal verbs with *shut*

EPB link: Test 6, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 4 | ▶ Activity 2 – 5 | ▶ Activity 4 – 9 |
| ▶ Activity 1 – 7 | ▶ Activity 3 – 9 | ▶ Grammar extra – 6 |

Warm-up

Ask questions about *The portrait* project and ask some that use present tense affirmative tags using *is* and *do*, e.g.:

- Laura likes taking photos, doesn't she?
- What photos has Laura already taken for the project?
- Has she done an interview? Who did she interview?
- Ross is interested in drawing, isn't he?
- Has he drawn any pictures for the project? What has he drawn?

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
Where are Ross and Laura? at a street market
What are Ross and Laura going to do? take photos and record an interview
What things are being sold in the market? fruit and vegetables
Is it busy? yes
- 2 Play track 2.10. Students listen and follow in their books.
- 3 Point out the structure the students already know: affirmative statement followed by negative question tag.
- 4 Point out the new structure: negative statement followed by affirmative question tag.
- 5 Tell the students that question tags can have a rising or falling cadence. In this dialogue, Laura and Ross are expecting the other to agree with what they say, so all the question tags are spoken with a falling cadence.
- 6 If you wish, play the track again so that students can hear how the questions should sound.

Activity 2

- 1 Ask the literal questions to check understanding of the text.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 No, just once a week on Thursdays.
- 2 Yes, it's really popular.
- 3 (any five of) fruit, vegetables, clothes, textiles, crockery, cutlery, pots, pans, fish, cheese, honey
- 4 It's really colourful.
- 5 the woman selling honey
- 6 a free sample

Activity 3

Remember!

Point out the box and go through the rule. Read the example question with a falling cadence.

- 1 Point out the sentences under the box and the example. Ask a volunteer to read the statement. Ask another to read the question with the tag. Check for the falling cadence.
- 2 Continue with the other statements. Invite volunteers to add the correct tag. Help the class to get the right answers.

- 3 Make sure they say the complete sentence with a falling cadence. Ask individuals around the class to repeat sentences correctly.

Answers 2 ... do they? 3 ... does she? 4 ... are they? 5 ... do you? 6 ... is he? 7 ... are you? 8 ... does it?

Activity 4

- 1 Go through this activity in the same way as Activity 3.
- 2 Make sure students say the complete sentence with a falling cadence.

Answers 2 ... doesn't it? 3 ... isn't she? 4 ... don't they? 5 ... doesn't she? 6 ... aren't they? 7 ... don't you? 8 ... isn't he?

Grammar extra (SB p129)

Ask a volunteer to read the bubble. Explain that *shut* can be used in different phrases. In these phrases, *shut* has different meanings.

Activity 1

Encourage the class to explain the meanings of the phrasal verbs in the context of the sentences.

Example answers

- 1 keep out, prevent from entering
- 2 close down, finish
- 3 be quiet
- 4 turned off
- 5 keep inside

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *look*, e.g. *He's shutting out the sound of his alarm clock.*

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each word.
- 2 Elicit sentences from as many pairs/groups as possible.

WB: Grammar in use (WB p80)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1C 2H 3A 4D 5F 6B 7E 8G

Exercise 2 1 isn't it? 2 do you? 3 isn't she? 4 aren't they? 5 does he? 6 don't they? 7 doesn't it? 8 do we?

Exercise 3 Students' own sentences

Exercise 4 1 shut off 2 shut ... in 3 shut out
4 shut down 5 shut up

Lesson 6 Writing SB p94–95

Lesson aims

SB

Stage 1: to review the features of explanatory writing

Stage 2: to work collaboratively to plan and produce an explanation of how the lungs work

WB

Stage 3: to prepare in class for writing an explanation independently; to plan and produce an explanation of preparing for and getting to school

SB skills and WB practice: recognising and using the features of explanatory writing

EPB link: Test 6, Writing Q1

Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Stage 2 – 20

► Stage 1 – 12

► Stage 3 – 5

Warm-up

Remind the class that they read an explanation of how the eye works.

Ask if anyone can explain how one or more of the following work:

an electric light a mobile phone a TV

If they cannot explain any of the items, suggest they look one of them up and write a very simple explanation in their copy books.

Stage 1 Features of explanations

Point out the box at the top of the page. Read out the two sentences. Check that students understand by asking if they have seen an explanation anywhere else. If necessary, prompt by asking: *Which school subject often has explanations that you try to understand?* Students may have come across explanations in their science lessons.

► First paragraph

- 1 Read the statement. Ask a volunteer to read the example sentences from the text.
- 2 Ask: *Why is it important to have a first paragraph that makes it clear what is being written about?* Elicit sensible suggestions, e.g. **so that the reader knows at the beginning what is going to be explained and what they are going to read about.**

► Present tenses

- 1 Read the statement. Point out the active and passive present tenses in the examples. Ask volunteers to read them.
- 2 Ask: *Why do you think that explanations are usually written using present tenses?* Students should be able to say that explanations deal with facts that are always true or exist now so they need the present tense.
- 3 Point out the Activity box. Students do the activity orally and complete the chart with the correct answers.

Answers 1 passes / is passed 2 turns / is turned
3 controls / is controlled 4 covers / is covered
5 protects / is protected 6 focuses / is focused

► Sequence

- 1 Read the statement and ask a volunteer to read the example sentences.
- 2 Ask: *Why do you think the 'order' of the explanation is important?* Accept sensible suggestions, e.g. **it will be easier to understand if the events in what happens are explained in the order they happen.**

► Cause and effect

- 1 Read the statement that explains cause and effect. Read about linking words and phrases. Ask a volunteer to read the examples from the text.
- 2 Discuss other linking words and phrases e.g. *because / then / in order that, etc.*

► Illustrations

- 1 Read the statement.
- 2 Ask: *Do you think the diagrams in the reading passage make the explanation clearer or less clear? Why?* Elicit suggestions and accept sensible ideas. Students should be able to explain that diagrams help to show the process with a few words or labels. They can be quicker to understand than a written paragraph. They can help to explain the information written in a paragraph.

Stage 2 Writing together

Explain to the class that you are going to write an explanation together on the board. Read the task in the box at the top of the page. Check students know what lungs are and explain if necessary.

Activity 1

Find out how much students already know. They should be able to say that we breathe air in through our noses and it goes down into our lungs. The air is then breathed out again. They may be able to add more detail than this.

Activity 2

- 1 Read the complete task out to the class.

- 2 Give them a minute or two to look at the pictures and labels. Explain that the words on the diagrams name and show them the parts of the body that are involved in the breathing process. Explain any body parts if necessary.
- 3 Write each stage of the explanation on the board as students fill the gaps. Ask for the correct form of the verbs in brackets.
- 4 Check with the class that the explanation is complete and correct. Ask one or more students to read the explanation to the class.
- 5 Ask if any changes need to be made to make the explanation correct.

Answers 1 breathe, nose, nasal cavity, take, mouth
2 passes, pharynx, larynx 3 connected, trachea, moves
4 branches, bronchi, goes, right lung, left lung 5 lungs,
divided, bronchioles 6 bronchioles, end, sacs, made,
alveoli, absorbed

Stage 3 WB: Individual writing (WB p81)

Students should now be able to complete the same explanation writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read and explain the task.
- 2 Advise students to read the questions and complete the notes carefully as this will help them write a clear explanation.
- 3 Point out the sentence beginnings.
- 4 Remind the class to write things in the order they happen.

Assessment

In assessing the work, look for:

- a clear opening paragraph
- use of present tenses
- a logical order
- linking words and phrases

Lesson 7 Listening and speaking SB p96

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about a market they have visited

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 6, Listening Q1, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 5
- ▶ Listening comprehension – 10
- ▶ Conversation practice – 18
- ▶ Individual speaking – 7

Warm-up

Play a quick game of *I went to the market and I bought ...*. The first player says this beginning and adds an item beginning with *a*, e.g. *I went to the market and I bought an apple*. The next player repeats this sentence and adds an item beginning with *b*, e.g. *I went to the market and I bought an apple and a ball*. The third player repeats this and adds an item beginning with *c*, e.g. *... and I bought an apple, a ball and a car*. The players continue to take turns to add items for each letter until someone cannot remember something in the list. The game then starts again. This game is for any number of players from 2–30 or more. It can be played in small groups in the classroom or with the whole class.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Holly and Laura**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Elicit that Holly and Laura are talking about a street market.

Activity 2

Play track 2.11. Students listen to the conversation between Holly and Laura to check their ideas in Activity 1.

Audioscript
Track 2.11 Activities 2 and 3

Holly: Tell me about the market, Laura. What can you buy there?
 Laura: Oh! Loads of stuff. Do you want to see my photos?
 Holly: Oh, wow! These are great, Laura!
 Laura: Thanks a lot. I'm really pleased with them.
 Holly: This fruit and vegetable stall looks amazing, doesn't it?
 Laura: Yes, it really does. It's so colourful.
 Holly: What are they selling? Carrots, peppers, bananas ... Ooh! Strawberries! Yum!
 Laura: Look at all this cheese! It looks delicious, doesn't it?
 Holly: Gosh! I didn't know there were so many different kinds. But what's the stallholder wearing? He looks so funny in his white hat!
 Laura: Don't be mean! He has to wear those clothes.

Holly: This stall's interesting, isn't it? I've never seen so many pots and pans!
 Laura: Some of them are huge, aren't they? And they're so shiny.
 Holly: What's next? Hmm ... clothes. They're not very fashionable, are they?
 Laura: No, not at all! But the kids' clothes aren't bad. Actually, they're quite sweet.
 Holly: Hmm ... I suppose so ... Oh, wow!
 Laura: What?
 Holly: These textiles! The colours are beautiful!
 Laura: They look fantastic, don't they?
 Holly: Absolutely! I think I'm going to the market next week ...

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 2.11 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 In pairs, students discuss their local markets using the pictures and word prompts. Point out the starting question.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to hold their conversation while the class listens.

Listening comprehension

Activity 1

- 1 Explain the task. Ask different students to read out the questions.
- 2 Play track 2.12. Students note the three answers as they listen the first time.

Audioscript
Track 2.12 Activities 1 and 2

Laura: So do you come to the market every week, Jamie?
 Jamie: Yeah, every week. I like it. It's good to get away from the farm sometimes.
 Laura: Can you tell me what you're selling today?
 Jamie: I'm selling the cheese from our farm. Hilltop Farm cheese.
 Laura: What's special about this cheese?
 Jamie: Well, the milk is produced by our cows on our land and the cheese is made on our farm in the old-fashioned way.
 Laura: I see. No complicated machinery then.
 Jamie: No, no. It's all made by hand.
 Laura: How long has your family been making this cheese?
 Jamie: Oh, years and years. My great, great grandfather started the farm.

Laura: So it's a family tradition.

Jamie: It is, yeah.

Laura: And will you carry on the tradition? Are you going to take over from your father eventually?

Jamie: Well, he wants me to, of course. But, to be honest, farming's not really my kind of thing. I want to travel, see the world. I don't want to spend my life surrounded by cows. And I don't even like cheese.

Laura: Have you told your father about this?

Jamie: No, not yet. It's a bit of a tricky situation really.

Laura: Hmm ... I can see that ...

Answers 1 in the country 2 selling Hilltop Farm cheese 3 not really

Activity 2

- 1 Ask different students to read out the sentences to the class.
- 2 Play track 2.12 again. Students listen and write *T* or *F*.
- 3 Go through the answers together. Ask volunteers to correct the incorrect statements.

Answers 1F: *once a week* 2T
3F: *it is made in a traditional (old-fashioned) way*
4F: *no complicated machinery is needed*
5T 6F: *he wants to travel*
7T 8F: *he hasn't told him yet*

Activity 3

- 1 Ask the class to put forward their points of view and advice for Jamie.
- 2 Hold a short class discussion about which is the best advice.

WB: Individual speaking (WB p82)

Exercise 1

- 1 Read through the task with the class. Explain that they can choose any market they have visited.
- 2 Ask a volunteer to read the questions. Tell the class they should use these questions to help them write notes. Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 3 Explain that if they make all the notes, they will find it easy to write sentences about the market.

Exercise 2

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 3

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their markets.

It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 9 as a complete lesson*, p133).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (see p133).

WB: Listening and speaking (WB p82)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Laura: Here we are
Ross: Gosh, isn't it
Laura: popular, loads of stuff
Ross: Let's have a look
Laura: stall, colourful
Ross: delicious, don't they
Ross: free sample
Laura: Honestly, greedy
Ross: Don't be mean
Laura: prices, aren't they?
Ross: I suppose so
Laura: do you
Ross: Not really
Laura: over there
Ross: Good idea, doesn't she

WB: Check-out 9 (WB p83)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 9 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 9 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 9 answers

Reading a the eye b light c the brain
2 a sunglasses b visor c goggles

Vocabulary 2 a terrible b breakable c believable
d sensible e divisible f lovable 3 Swimming
4 a television b discussion c impression d vision
e mission f session g confusion

Grammar 1 was built, has not been opened, has not been finished, will be finished 2 a isn't it, aren't they
b do you, doesn't he 3 shut out

Writing 1 present, simple, passive, diagrams

Homework after Check-out 9

Students read the Check-in page for Unit 10 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

In this unit, students:

- read and understand a short story with a clear plot
- develop a close understanding of the story, its events and vocabulary
- form and use adjectival phrases; words with suffix **-ous**; pronounce and spell correctly words ending **-er/-re**
- use the present perfect simple and continuous with **for/since**
- use the present perfect with **ever/never** and the past simple
- learn the features of a narrative plot; write the next part of a narrative story
- listen to conversations about festivals
- present a monologue about a festival

Lesson 1 Check-in; Reading SB p97–99

Lesson aims

- to prepare for the topic of *story plots* and other aspects of work in Unit 10 through the Check-in page
- to read and gain a good general understanding of a narrative story

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 10 vocabulary list (p124–125)

Time division: a rough guide to a 40-minute lesson

- ▶ Check-in – 10
- ▶ Reading – 10
- ▶ Vocabulary check – 5
- ▶ General questions – 5
- ▶ Reading practice – 10

Point out the unit title and give students a few moments to look at the pictures.

Ask what scenes or characters the students recognise. Ask if they know the stories (the pictures show scenes from *The Lord of the Rings* and *The Lion, the Witch and the Wardrobe*).

Are they good stories? Why or why not?

If students do not recognise the pictures, ask what they think the stories might be about.

Check-in

- 1 Read the first two statements to the class.

Task box Elicit titles from around the class. Write up 6–10 of the most frequently mentioned or most generally well-known titles.

Choose three or four titles. Ask volunteers to tell you two main events in each one. These should be summarising statements, e.g. for *Robinson Crusoe*: *A man is shipwrecked on a deserted island. He lives alone for many years until another man arrives on the island.*

Elicit adjectives such as *exciting, scary, thrilling, interesting, funny, mysterious*, etc.

- 2 Read the final statement.

Reading

- 1 Read the four information points about story writing.

Task box Students may mention question marks and exclamation marks. These may appear in direct speech so are not an incorrect answer.

Continue to prompt the class until you get the answer:
How do you show someone is speaking? **speech marks**

- 2 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the work that will be covered in the unit.
- 2 Ask the class what words they can think of that express feelings, e.g. *anger, sadness, fear*, etc.

Grammar

Read out the work that will be covered in the unit.

Writing

- 1 Read out the writing tasks in the unit.
- 2 Ask how many students enjoy reading stories. Ask how many enjoy writing stories.

Listening

- 1 Read out the listening tasks that are included in the unit.
- 2 Ask what students know about traditional dancing in their own country. Encourage as many students as possible to think of the name(s) of traditional forms of dancing and the names of any individual dances they have ever heard of.

Speaking

- 1 Read out the work that will be covered in the unit.
- 2 Ask if they have seen any special festival events on TV, e.g. Olympic opening ceremonies.

Reading: A helping hand SB p98–99

Before reading

Pre-reading questions

From looking at the pictures:

Do you think this is an adventure story? Students should recognise that it probably is not.

Is it a mystery story? It could be, but it probably is not.

What do you think is important in this story? Students should suggest that the people are important. If necessary, prompt:

What is in the pictures – people or other events?

From looking at the text:

Is there direct speech? **Yes**

What does that tell you about the story? **There is contact between the people. They could be friends or family.**

Reading

- 1 Play track 2.13 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 10, p177 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 Why was Grandma in hospital? **because she had had an operation**
- 2 Why did the family want to cheer her up? **because she was feeling sad/lonely/depressed**
- 3 What was Sadie good at? **studying, science, passing exams**
- 4 What was Annette good at? **taking photographs**
- 5 What did Grandma encourage Annette to do? **enter a photography competition**
- 6 Did she win it? **No, she got third prize.**
- 7 Was she pleased? **Yes, because it gave her the confidence to study photography the next year.**

Reading practice

- 1 Divide the class into groups of four or five. Students take turns to read a paragraph each while the others in the group listen and follow in their books.
- 2 Go around listening as students read to monitor their progress in fluency.
- 3 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.

- 4 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the story (track 2.13). They re-read the story carefully and check meanings again as necessary. Explain that words listed for Unit 10 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p100

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the narrative story
- to give a personal response to the story

SB skills: reading for detail; oral comprehension; scanning; dictionary; critical thinking

WB practice: re-reading; sentence order; true/false; vocabulary: definitions; dictionary work; word classes

EPB link: Test 6, Reading Q1

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up – 2 | ▶ Activity 2 – 10 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 8 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 5 | |

Warm-up

Read out the definitions of some words from the reading text, e.g. *lonely, educate, bride, decision, improvement, foreign, eventually.*

Students tell you the word. They may scan the text to find it if necessary.

Before starting this page, read A helping hand again or play track 2.13.

Activity 1

- 1 Ask the true/false questions to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers and ask students to correct any false sentences. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1T 2F: *was looking at her chemistry textbook*
 3F: *At lunch the next day*
 4F: *on her project for her art exam*
 5F: *stood next to the lemon tree*
 6T 7T
 8F: *because Annette had won a prize in the competition*
 9T 10F: *Grandma gave Annette confidence*

Activity 2

- 1 Students work in pairs or small groups to discuss answers to these questions.
- 2 Remind students that they will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 Appoint a note taker for each group and tell them to note answers in a few words.
- 4 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 5 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

- 1 *She was feeling depressed and lonely and she felt she wasn't any use to anyone.*
- 2 *She got very good results: she was pleased and so was mum and she took Grandma to see the place where she would study medicine the next year.*
- 3 *doctor, surgeon*
- 4 *She thought at first that her pictures were not good enough, so she thought it was a funny idea.*
- 5 *She had helped Annette, so she felt that she was useful in the family.*
- 6 *Everyone helped Grandma in different ways; Grandma helped Annette; Annette helped Mum because she took Grandma's advice, which made Grandma feel useful and more cheerful, so mum didn't worry so much.*
- 7 *Student's own ideas*

Activity 3

- 1 Ask a student to read the example sentence. Point out that *Terrific* is underlined and the correct word, *Tremendous*, is written on the line at the end.
- 2 Students may do this activity in pairs. Check answers by asking different pairs to say which word is incorrect and to read their correct sentence.
- 3 Alternatively, go through the exercise with the whole class working together.

Answers 2 opera – operation 3 Medical – Biological
4 concert – opera 5 clean – crisp 6 book – album
7 studio – gallery 8 depressed – impressed

Activity 4

- 1 Let students work in pairs to find the correct words. They may check in their dictionaries if they need to.
- 2 Give them a time limit then check answers together.

Answers 1 synonym: worried; antonym: relieved
2 synonym: beaming; antonym: depressed
3 synonym: tremendous, antonym: terrible

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p84)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 1 in hospital 2 to visit her 3 chemistry
4 to take her to her favourite opera 5 her project
6 at the market 7 an album of photographs
8 a cheque (money) 9 photography 10 confidence

Exercise 3

1T
2F: *was looking at her chemistry textbook*
3F: *At lunch the next day*
4F: *on her project for her art exam*
5F: *stood next to the lemon tree*
6T
7T
8F: *because Annette had won a prize in the competition*
9T
10F: *Grandma gave Annette confidence*

WB: Vocabulary (WB p85)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 pause 2 embarrass 3 come round
4 concentrate 5 enquire 6 inspire 7 glance 8 regain
9 suggest 10 miss

Exercise 2 1 enquiringly 2 cheerfully 3 modestly
4 ultimately 5 eventually

Exercise 3 common nouns: opera, album, gallery
abstract nouns: cheerfulness, opportunity, certainty,
chemistry, talent

Exercise 4 biological, concerned, crisp, depressed,
radiant, shimmering, translucent, tremendous

Exercise 5 Students' own sentences

Lesson 3 Working with words SB p101

Lesson aims

- to study adjectival phrases
- to learn and spell words with the suffix *-ous*
- to pronounce and spell correctly words ending *-er* and *-re*

SB skills: language analysis, dictionary use; word building; spelling; pronunciation

WB practice: extra clauses; words ending *-ous*; spelling words ending *-er/-re*

EPB link: Test 6, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Making new words – 10

▶ A Language development – 15

▶ C Spelling – 10

Warm-up

If students have completed their work from *Your views* on SB p100, ask two or three students to read out their responses.

A Language development

Adjectival phrases: reminder

Read the heading. Ask a volunteer to read the speech bubble. Check that students understand what this means. Ask for an example of a sentence and an example of a phrase.

Information box Read the first statement. Ask one or more students to read the example sentences. Read the three information points about phrases.

Extra information in clauses

Read out the heading.

Information box Read the two sentences about a clause.

Activity 1

- 1 Ask a volunteer to read the example sentence. Write it on the board and underline the adjectival phrase.
- 2 Read the two information points.
- 3 Ask a volunteer to read the two sentences. Write them on the board.
- 4 Ask the class to try to say what the difference is. If necessary, tell them to look at the clue. They should be able to point out that the single sentence expresses two actions happening at the same time. The pair of sentences expresses the actions in a clear order.

Answers

Sentence 1: Sadie speaks and glances up at the same time.

Sentence 2: She speaks first then glances up.

- 5 Ask the second question. Prompt/Elicit that because the adjectival clause expresses two actions happening at the same time, the story moves more quickly and is more active. The writer may sometimes want to make it clear that there was not one action followed by another but two at the same time. These actions may sometimes depend on each other.

Activity 2

- 1 Ask a volunteer to read the first sentence.
- 2 Ask for suggestions for how to split it into two. Let students discuss this in pairs for a moment first if you wish.
- 3 If they find this difficult, tell them to think what the main actions are. Remind them that each sentence must have at least one action.
- 4 Elicit an answer and write it on the board. Check with the class that the two sentences make sense and express the same facts as were in the first sentence.
- 5 Do the same with the second sentence.

Answers

- 1 They stood next to Mum's little lemon tree on the balcony. They were crying, laughing and hugging each other.
- 2 Over the next few weeks, Annette kept her camera with her all the time. She was ready for every opportunity.

B Making new words

Suffix *-ous*

Information box Read the information point about suffix *-ous* to the class.

Ask a volunteer to read out the examples. Write them on the board.

Activity 1

- 1 Point out the examples on the board and ask for a suggestion for the rule.

Answers Drop the final *-e* before adding *-ous*.

Activity 2

- 1 Ask the class to write the words, following the spelling rule.
- 2 Check the spellings together.

Answers 1 nervous 2 ridiculous

- 3 Point out the exception: *courage* – *courageous*.
- 4 Explain that *gorgeous* is a useful adjective but there is no noun from which it comes. Ask for a definition of *gorgeous*: **really delightful and lovely.**

Activity 3

- 1 Ask a volunteer to read the two words.
- 2 Ask students, in pairs, to write the rule.
- 3 Elicit and check the answer together.

Answers Change y to i then add -ous.

Activity 4

- 1 Students write the words.
- 2 Give them a moment to check the spelling and meaning in the dictionary if necessary.

Answers 1 various 2 glorious

C Spelling

Words ending -er and -re

Information box Read the information point about words ending -er/-re.

Ask a volunteer to read the sentence from the story.

Activity 1

- 1 Ask students to read out the words.
- 2 Ask which ones they know. Check meanings of new words with the class.

Activity 2

Elicit -er nouns. They should be able to do this easily but if they need prompting, remind them to think of jobs people do.

WB: Working with words (WB p86)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1

- 1 The nurses stood on the hospital steps. They waved goodbye to Grandma.
- 2 Annette arranged the photos in the album. She sang quietly to herself.
- 3 Dad glanced quickly behind him. He took the last chocolate out of the box.

Exercise 2

- 1 Grandma sat in the car, waving goodbye to the nurses.
- 2 The children ran into the playground, laughing and shouting.
- 3 The lemon tree, standing on the balcony, had bright yellow fruit on its branches.

Exercise 3 1 tremendous 2 horrendous
3 enormous 4 obvious 5 cautious 6 vicious

Exercise 4 1 entertainer 2 theatre 3 litre
4 letter 5 enter 6 centre 7 rubber 8 fibre 9 sombre

Exercise 5 1 litre 2 centre 3 fibre 4 sombre

Lesson 4 Grammar SB p102

Lesson aims

- to read and understand a short text using the present perfect simple and the present perfect continuous
- to understand and practise correct use of the target tenses

SB skills: reading; grammar accuracy; speaking

WB practice: present perfect simple: sentence completion; present perfect continuous with *since/for*: writing sentences

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 3 – 7

▶ Activity 4 – 8

▶ Activity 1 – 5

▶ Remember! – 6

▶ Remember! – 6

▶ Activity 2 – 5

Warm-up

Ask questions about interests around the class:

What are you interested in? Why do you like it?

What are you good at?

What do you enjoy doing at the weekend? during the holidays? in the evening?

What activities are you not keen on?

Is there anything you avoid doing if you can?

Activity 1

- 1 **Pre-reading questions** Ask about Annette from the story that students read on SB pp98–99:

*What did Annette discover she was good at? **photography***

*Who helped her to find out? **her Grandma***

*What did Annette win? **third prize in a photography competition***

- 2 Ask two students to read a paragraph each of the text.

- 3 After reading, ask:

*Where is Annette now? **in the park***

*What is she doing there? **taking photos***

*Do the verbs in bold tell us about things now or things in the past? **in the past***

Have all the actions finished or are some still going on now?

some are still going on now

- 4 Ask the class to tell you an action that is still going on now, e.g. **It's still raining, the boys are still cycling and they are still laughing.**

Activity 2
Ask the literal questions to check understanding and to practise correct use of the tenses. The answers can be found in the text.

- Answers**
- 1 She has been taking photos since her seventh birthday.
 - 2 She has been working on her photography project.
 - 3 She has kept her camera with her at all times.
 - 4 She has been in the park since nine o'clock this morning.
 - 5 It has been raining for the last ten minutes.
 - 6 They have been cycling in the rain.

- Activity 3**
- 1 If you wish, go through the whole activity together.
 - 2 Point out the example. Write the prompt words on the board and go through the structure for the complete sentence with the class.
 - 3 Continue with the other prompts, eliciting complete sentences.
 - 4 Alternatively, or as well, let students work in pairs, taking turns to compose sentences.
 - 5 Listen as they work then ask a few pairs to stand up and say the questions and answers.

- Answers**
- 2 She has just taken a photo.
 - 3 Oh no! The boys have broken a window.
 - 4 My grandparents have lived abroad for years.
 - 5 Look! Someone has stolen the statue.
 - 6 Look! The wind has blown down the trees.
- Remember!**
Point out the box and go through the rules, asking volunteers to read the example sentences.
Check understanding of each use.
- Ask the class to find examples of the uses in Activity 3. Encourage the class to think of sentences of their own using the same structure.

- Activity 4**
- 1 Use the same method as for Activity 3 if appropriate.
 - 2 Alternatively, if your class is confident, you may prefer them to work in pairs straight away.
 - 3 Remind them that we use *for* with a period of time and *since* with a specific point in time.
 - 4 Go through the example with the class then continue with the whole class or in pairs.
 - 5 Go through the Remember box now if students need another explanation.

Lesson 5 Grammar in use SB p103

Lesson aims

- to listen to, read and understand a short conversation about a town fair
- to understand and practise the present perfect with *ever/never* and contrasted with the past simple
- to understand and practise phrasal verbs with *go*

- WB answers**
- Exercise 1** 1 have hurt 2 has ... finished 3 have ... taken 4 has drunk 5 have ... spent 6 has worn
- Exercise 2**
- 2 They have been climbing the mountain since early this morning.
 - 3 She has been reading since four o'clock.
 - 4 They have been walking/crossing the desert for two weeks.
 - 5 He has been standing/sheltering under the tree for ten minutes.
 - 6 She has been making pots since 1996.
- Exercise 3** Student's own answers

WB: Grammar (WB p87)
These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

Ask the class to think of sentences that show the two uses. They may do this in pairs or small groups. Give them a time limit then elicit sentences from the pairs/groups.

Remember!
If you have not already done so, go through the information in the box with the class.

- Answers**
- 2 Annette has been taking photos since her seventh birthday.
 - 3 Annette has been standing under the tree for ten minutes.
 - 4 We have been studying English for several years.
 - 5 Professor James has been teaching science since 1984.
 - 6 The players have been training hard since January.
 - 7 I have been revising for exams for three weeks.
 - 8 You have been watching TV for too long.

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: sentence completion: present perfect with *ever/never*; present perfect and past simple; sentence completion using phrasal verbs with *go*

EPB link: Test 6, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|-------------------|---------------------|
| ▶ Warm-up – 3 | ▶ Activity 3 – 8 | ▶ Grammar extra – 6 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 10 | |
| ▶ Activity 2 – 5 | ▶ Remember! – 3 | |

Warm-up

Ask the class what their favourite public event during the year is, e.g. a special holiday that is celebrated by everyone; a traditional event that is held in the students' own town or city.

Ask students to tell you what they like about it and what they remember best about past events.

Explain that they are going to learn a little about a public event in an English town.

Activity 1

- Pre-listening questions** Point out the characters and the project note. Explain that Morris dancing is traditional English dancing and they will hear the four friends talking about what happens and how it is done. Ask questions:
Is the town fair taking place in the street or in a park? a park
What is on the stall that Laura is showing Ross? cakes
What equipment is Jack using? a video camera
- Play track 2.14. Students listen and follow in their books.
- Point out the present perfect tense in bold and the use with *ever* and *never*. Make sure students notice the present perfect in questions with *ever* and answers with *never*.
- Point out the past simple in affirmative statements after the question with *ever*.

Activity 2

- Ask the literal questions to check understanding and practise scanning for answers.
- Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- You can buy cakes, sweets and toys. You can play games, win a prize, ride a pony, enter the fancy dress competition, watch the Hampton Hippos' basketball demonstration and watch Morris dancing.
- They are there to demonstrate their basketball skills.

- Ross is going to interview his uncle because he is one of the Morris dancers.
- They wear white shirts and trousers with bells and ribbons on, and hats decorated with flowers.
- No, she hasn't.
- Yes, he has.
- He saw it two weeks ago.
- He liked it because it is good fun and the music is brilliant.

Activity 3

- Remind students of the verb structure in the text.
- Go through the example with the whole class.
- Give students time to practise in pairs. Listen to them as they work.
- Go through the whole activity with the class altogether. Ask different pairs to ask each question and answer.
- Encourage the class to help correct any mistakes.

Activity 4

- Go through the example thoroughly with the class. Write the prompts on the board if you wish.
- Tell the class to look at the next prompts. Write them on the board. Ask a volunteer to compose the questions. Ask another student to give the answers.
- Continue in the same way, eliciting questions and answers from different students.

Answers

- Has Ross ever met Professor Bolt? Yes, he has. When did he meet him? He met him last month.
- Has Laura made a cake? Yes, she has. When did she make it? She made it yesterday.
- Has Ross ever played basketball? Yes, he has. When did he play it? He played it on Saturday.
- Has Laura ever lost her camera? Yes, she has. When did she lose it? She lost it last year.
- Has Ross drawn a portrait? Yes, he has. When did he draw it? He drew it three weeks ago.

Remember!

Point out the box. Read out the information and ask volunteers to read the example sentences. Make sure they have understood the difference between the two uses.

Grammar extra (SB p130)

Ask a volunteer to read the bubble. Explain that *go* can be used in different phrases. In these phrases, *go* has different meanings.

Activity 1

Encourage the class to explain the meanings of the phrasal verbs in the context of the sentences.

Example answers

1 continued 2 passed 3 revised 4 study, enter the profession of 5 started to dislike

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubbles.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *go*, e.g. *She wanted him to stop the noise but he went on playing the drums.*

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each verb.
- 2 Elicit sentences from as many pairs/groups as possible.

WB: Grammar in use (WB p88)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 has ... seen 2 has ... ridden 3 Have ... won 4 Has ... entered 5 Have ... eaten 6 have ... taken

Exercise 2 1 spent 2 Have ... heard 3 Did ... buy 4 has ... been 5 fell 6 has ... fallen

Exercise 3 Have ... been, did ... go, went, Did ... see, saw, have ... seen

Exercise 4 1 went over 2 gone off 3 go on 4 go into 5 went by

Lesson 6 Writing SB p104–105

Lesson aims

SB

Stage 1: to review the features of a narrative story

Stage 2: to work collaboratively to plan and produce a story with a simple beginning-middle-end plot

WB

Stage 3: to prepare in class for writing a narrative story independently; to plan and produce a story with a simple plot

SB skills and WB practice: recognising and using the features of story plots

EPB link: Test 6, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Ask students what kind of endings they like to stories, e.g. happy, sad, exciting, and why.

Ask: *Do you like to know exactly what happened at the end? Do you like or dislike endings where the characters go on after the book ends?*

Can you think of a story that had a really good ending?

What was the ending? Why was it good?

Stage 1 Features of story plots

Read the information in the box at the top of the page. Check that students understand it. Explain that it is most usual for stories to start with the first event and to recount the following events in the order that they happen, through to the final event.

▶ The plot

- 1 Ask students to tell you what a plot is without looking back in the book. If they cannot, tell them to look back at the box again. Elicit: **The plot is what happens in the story.**
- 2 Ask if anyone can briefly tell the class the plot of a short story they have read.
- 3 Go through the plot of the story the class read in the unit. Point out it had a beginning, middle and end and how the events divide up over these parts. Point out the time phrases that tell the reader that time is passing and how much. Discuss where students think each new paragraph will begin, i.e. when the 'time' in the story has changed.

▶ Past tenses

- 1 Read the statement. Ask volunteers to read the examples.
- 2 Ask the class: *Why are stories usually written using past tenses?* Students should be able to answer: **because the writer is telling the reader about things that happened in the past.**

▶ Dialogue

- 1 Read the statement. Ask a volunteer to read the examples.
- 2 Ask: *What is 'dialogue'? Why do you think dialogue is important in stories?* Accept sensible suggestions, e.g. students should be able to say that dialogue makes a story interesting. It can also be a way of showing what characters are like. It can help the reader to feel they know the characters well.
- 3 Point out the Activity box. Ask the class to direct you writing the dialogue on the board, setting it out correctly and putting in the correct punctuation. Ask them to tell you when to start a new line and where to put the punctuation.

Answer

"You came third? That's wonderful!" said Grandma.
"I'm so pleased," said Annette. "I didn't think I had a chance."
"Well," said Mum, "you never know how good you are until you try."
"I think it's fantastic!" said Sadie.
"I have to thank Grandma," said Annette. "I wouldn't have entered the competition if she hadn't suggested it."
"Well done, Grandma," said Sadie.

Stage 2 Writing together

Explain to the class that you are going to write a story together on the board. Read the information in the box at the top of the page and ensure students understand the task.

Activity 1

- 1 Read through the questions for each part of the story with the class.
- 2 If you wish, let students note down answers in pairs as you go through the questions.
- 3 Make notes on one side of the board for the beginning-middle-end plot from students' answers to questions.
- 4 Allow students to incorporate their own ideas into the plot as well as, using the suggestions in the SB. Point out that they can use the time phrases in the box to show what happened when.

Activity 2

- 1 Write a first draft from the notes, eliciting sentences from the class.
- 2 Point out the notes on the board if students cannot think of the next sentence, and remind them about the time phrases they could use.
- 3 Read through the draft on the board. Tell the class to look at it and answer these questions:
Do things happen in a sensible order?
Is it written using past tenses?
Can you think of better words and phrases to make the story more interesting?
- 4 Edit the draft with the class. Make changes that you and the class agree are improvements to the story.
- 5 Re-read the final story.

Stage 3 WB: Individual writing (WB p89)

Students should now be able to complete the same story writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the box and explain the task.
- 2 Point out that the story is in three paragraphs. Remind students to use the time phrases.

Assessment

In assessing the work, look for:

- a clear beginning-middle-end plot
- use of past tenses
- use of time phrases

Lesson 7 Listening and speaking SB p106

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about a festival

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 6, Listening Q2, Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Listening comprehension – 10

▶ Conversation practice – 18

▶ Individual speaking – 7

Warm-up

Ask students to tell you about favourite celebrations that take place during the year in your school, e.g. special times or seasons of the year, performances, events for parents, prize giving, etc. Ask the class for a few words to describe how everyone feels at these events, e.g. *excited*, *happy*. Elicit synonyms the class has learned, e.g. *thrilled*, *joyful*, etc.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Holly and Jack**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Elicit: **Holly and Jack are talking about international festivals**.
- 5 Ask the class if they have any idea where some of these festivals take place. If they make good guesses, tell them to listen to the conversation and check their ideas.

Activity 2

Play track 2.15. Students listen to the conversation between Holly and Jack to check their ideas in Activity 1.

Audioscript

Track 2.15 Activities 2 and 4

Holly: Have you seen the photos in this magazine? They're great.

Jack: What are they?

Holly: They're pictures of festivals and celebrations around the world.

Jack: Let's have a look. What's this first one?

Holly: That's a festival in Spain. It happens in April every year.

Jack: That horse is fantastic, isn't it?

Holly: Yes, and look at the costumes. Those dresses are so colourful.

Jack: I think I know about the next photo. I bet it was taken at the carnival in Rio.

Holly: You're right. That happens in the spring, too, doesn't it?

Jack: Yes. There are parades through the street and there's lots of music and dancing. I've never been to a carnival but my aunt and uncle went to Rio two years ago.

Holly: Really? Lucky them! This next photo's fascinating. Look.

Jack: What is it? I don't understand. What on earth is going on?

Holly: It's a photo from the Beijing Olympics. It was taken at the opening ceremony.

Jack: What on earth are they doing?

Holly: They're playing drums.

Jack: How many drummers are there?

Holly: I don't know. Hundreds!

Jack: That's awesome! This next photo's interesting, too. Look at those fireworks!

Holly: Is that Sydney? I think I recognise the bridge.

Jack: Yes. It says here the photo was taken at New Year.

Holly: And the last picture's the Chinese New Year, isn't it?

Jack: What's that animal? It's scary.

Holly: It's not real, silly! It's a dragon. There are lots of dancers underneath it.

Jack: Oh, I get it ...

Activity 3

- 1 Students write the captions. They may discuss the answers in pairs.
- 2 Check the answers together.

Answers Spring fair, Spain; Carnival, Rio, Brazil; Olympic games, Beijing, China; New Year, Sydney, Australia; Chinese New Year, Hong Kong

Activity 4

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 2.15 again. Students listen and raise their hands when they hear the phrases.

Activity 5

- 1 Students talk about the pictures in pairs. Point out the starting sentence.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to hold a conversation while the class listens.

Listening comprehension

Activity 1

Play track 2.16. Students listen to find out which festival from Conversation practice the people are at.

Audioscript

Track 2.16 Activities 1 and 2

Man: Have you been to this festival before?

Woman: I have, actually. I came here two years ago. I enjoyed myself so much I decided to come again.

Man: Really? What do you like about it so much?

Woman: Well, it's so colourful, isn't it? The costumes are amazing. I love the women's dresses, especially. They're so beautiful.

Man: The men look smart, too, in their short jackets and black hats.

Woman: And everyone in the town gets dressed up – even the little children.

Man: Is it a very old festival, do you know?

Woman: It's about 200 years old, I think.

Man: And does it happen every year?

Woman: Yes, it does. Every April and it lasts for a week.

Man: It's the horses that I'm most interested in. They're magnificent, aren't they?

Woman: Absolutely. And have you seen any traditional dancing yet?

Man: No, not yet. I want to though because I love Spanish music – you know, traditional guitar music.

Woman: It's wonderful, isn't it? Very exciting.

Man: Oh, look! The parade's just starting. Here they come!

Answer They are at the Spring fair, Spain.

Activity 2

- 1 Ask volunteers to read out the questions before students listen.
- 2 Play track 2.16 again then elicit short answers from the class.

Answers 1 once before 2 the women's costumes
3 about 200 years ago 4 a week 5 the horses
6 because he likes Spanish music

Activity 3

- 1 Hold a short class discussion about the festival with the class.
- 2 Elicit reasons for the answers they give.

WB: Individual speaking (WB p90)

Exercise 1

- 1 Read through the task with the class.
- 2 Ask a volunteer to read the questions in the boxes. Tell the class they should use these questions to help them write notes. Explain that if they make all the notes, they will find it easy to write sentences about the festival they have chosen.
- 3 If some students have never been to a festival, tell them to choose one of the festivals illustrated on SB p106 (not the Spanish Fair) or any other festival and find out about it. Then they write notes as if they had been to it.

Exercise 2

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 3

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about a festival. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.
- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 10 as a complete lesson*).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (p145).

WB: Listening and speaking (WB p90)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Laura: found, magazine
Ross: Let's have a look
Laura: Chinese, aren't they
Ross: What on earth
Laura: carrying
Laura: new year
Ross: I get it, is it
Laura: Honestly
Ross: taken, It's awesome
Laura: I think
Ross: been, I mean
Laura: I haven't, Have you
Ross: actually, went, ago, wasn't, see, dragons

WB: Check-out 10 (WB p91)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 10 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 10 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit

- check on individuals' progress in particular areas set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 10 answers

Reading 1 a in hospital b Mum c Grandma
2 a Sadie b Annette 3 a Mum b Annette c Grandma

Vocabulary 2 laughing and shouting 3 a nervous
b marvellous c furious d ridiculous e courageous
4 a metre b centre c mutter d theatre

Grammar 1 have been throwing, for, have been riding,
since 2 Have ... swum, stayed, learnt, have ... seen
3 go over

Writing 1 beginning, middle, end 2 the following
morning, later that week, the next day

Homework after Check-out 10

Students read the Check-in page for Unit 11 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision 5 (Units 9 and 10) (WB p92–93)

WB answers

Exercise 1 1 were blown 2 will be built 3 has ...
been worn 4 are sold

Exercise 2

- 1 These poems were written by a young boy.
- 2 The cakes have all been eaten.
- 3 Messages are sent to the brain by the optic nerve.
- 4 The test will be taken by every student in the school.
- 5 This land has been farmed for centuries.

Exercise 3 1 isn't it? 2 don't they? 3 isn't she?
4 don't you? 5 doesn't he/she? 6 does it? 7 are we?
8 do you?

Exercise 4 1 has broken 2 has been taking 3 Have
... woken 4 have been working, have finished

Exercise 5 1 for 2 since 3 since 4 for

Exercise 6 1 went, Have ... been 2 saw, have ...
seen 3 have ... eaten, ate 4 Have ... written, wrote

Exercise 7 1 Humans, vision, approximately 2 brain,
muscles 3 tough

Exercise 8 1 concerned 2 glance 3 opportunity
4 eventually 5 talent 6 depressed 7 regain 8 pause
9 enquire

Exercise 9 1 visible 2 nervous 3 lovable
4 courageous 5 believable 6 sensible 7 ridiculous
8 terrible

Exercise 10 1 ridiculous 2 lovable 3 terrible
4 nervous 5 visible 6 believable

Exercise 11 1 out 2 off 3 down 4 up 5 on
6 over

Sports reports

11

In this unit, students:

- read and understand a newspaper sports report
- develop a close understanding of the content, style and vocabulary of the report
- form and use compound and hyphenated words; pronounce and spell correctly words with *-tch*
- use reported speech
- use defining relative clauses
- use phrases with *make* and *do*
- learn the features of writing a sports report; write a report of a sports final
- listen to a conversation about travel and to airport announcements
- present a monologue about a journey they have made

Lesson 1 Check-in; Reading SB p107–109

Lesson aims

- to prepare for the topic of *Sports reports* and other aspects of work in Unit 11 through the Check-in page
- to read and gain a good general understanding of a sports report

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 11 vocabulary list (p125)

Time division: a rough guide to a 40-minute lesson

- ▶ Check-in – 10
- ▶ General questions – 5
- ▶ Reading – 10
- ▶ Reading practice – 10
- ▶ Vocabulary check – 5

Point out the unit title. Ask the class which sports they know and can name. Give the English for any sports they cannot name. Ask if they recognise the sports in the pictures (football and tennis).

Ask what they notice about the cameras being used. Students should recognise that they are special cameras with lenses for taking action photos in close-up. Ask why the photographers are using this kind of camera. Students should be able to say that close-up action photos look exciting and get printed in newspapers and magazines.

Check-in

- 1 Read the first statement.

Task box Ask the questions around the class. Encourage students to say as much as they can.

List sports on the board. List places where news about sports appears. Find out which sources the students use most. Ask why they use these.

- 2 Read the second statement.

Reading

- 1 Read the five information points about newspaper reports. Students may have looked at this kind of report in their primary work so most of the terms should be familiar. If necessary, explain *headline*, *facts* and *comment*.

Task box Ask the question. Students should know that the text is set in columns.

If possible, show a newspaper with sports reports or a sports section. Show some of the features: the headline, photos and captions. Point out how the text is set out. Students should be able to say that it is in columns.

- 2 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the work that will be covered in the unit.
- 2 Ask students what words they already know that end with *-tch*. Elicit, e.g. *match*, *pitch*, *catch*.

Grammar

- 1 Read out the work that will be covered in the unit.
- 2 Remind the class that reported speech is frequently found in newspaper reports and they will need to use this in their writing.
- 3 Point out that they are going to learn more phrases with *make* and *do*.

Writing

- 1 Read out the writing tasks in the unit.
- 2 Point out that these writing tasks will help them with reports they might want to write themselves for a school magazine, for example.

Listening

- 1 Read out the listening tasks that are included in the unit.

- Ask the class what they think they might hear as an announcement at a station or airport. Elicit, e.g. **times of departure, arrivals, delays, changes to times, emergency announcements.**

Speaking

- Read out the work that will be covered in the unit.
- Point out the use of *make* with a *journey*.

Reading: A match with a difference

SB p107–108

Before reading

Pre-reading questions

- What does the headline say? **A match with a difference**
- Look at the report. What do you think the 'difference' could be? Students will probably guess it is something to do with the hot-air balloon.
- Ask the class to scan the first part of the report. Ask: *Which teams are playing?* **City and United** Who wrote the article?
Andy Bridges

Reading

- Play track 2.17 to the class or read the text aloud. Students follow in their books.
- Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 11, p177–178 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading

General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- Who arrived in the hot-air balloon? **Mr Fergal Flynn**
- Who is he? **the new owner of United**
- Which team took an early lead? **City**
- What colour balloons were let off at half time? **green and yellow**
- Which player scored the winning goal? **Billy Jones**
- Which team is the favourite to win the championship? **United**

Reading practice

- Ask different students to read sections of the text aloud.
- Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.

- Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the sports report (track 2.17). They re-read the report carefully and check meanings again as necessary. Explain that words listed for Unit 11 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p110

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the sports report
- to give a personal response to the sports report

SB skills: reading for detail; vocabulary; dictionary; paragraph summary recognition; critical thinking

WB practice: re-reading; cloze; close meaning; vocabulary; football lexis; adjectives; adjectival phrases

EPB link: Test 7, Reading Q2

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|------------------|
| ▶ Warm-up – 3 | ▶ Activity 2 – 7 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 6 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 9 | |

Warm-up

- Write some words from the reading text on the board. Divide the class into two teams. Read out definitions for the words. The first student with their hand up to match the definition correctly to the word gets a point for their team.

Before starting this page, read A match with a difference again or play track 2.17.

Activity 1

- Ask the multiple-choice questions to check comprehension of the sports report.
- Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers 1 semi-final 2 pitch 3 the spectators
4 planes 5 goalkeeper 6 decider 7 championship

Activity 2

- Students work in pairs or small groups to discuss answers to these questions.

- 2 Remind students that they will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 Students should be familiar with this type of activity by now and should be able to discuss several questions, note answers and be ready to discuss as a class by the end of the time limit.
- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

- 1 *Because most matches don't have someone arriving at the stadium in a hot-air balloon so that is something that is really different.*
- 2 *It was a good match: the reporter says it was full of drama from the start; there was an early goal; the second half began with some skilful football from both teams.*
- 3 *Students could suggest a wide variety of answers: He is probably a bit of a show-off because he decided to arrive where 50,000 people would see him. He must be confident because he spoke to all the spectators. He is probably good at making decisions because he runs a successful airline. He is also a good businessman because the balloons had 10% off vouchers to encourage people to use his airline. He must be rich if he can afford to buy a big football club.*
- 4 *Because they won the semi-final and they are favourites to win the championship.*
- 5 *Students' own answers. Ask for reasons for their views.*

Activity 3

- 1 Ask a volunteer to read the expressions in the box.
- 2 Give students a time limit to read the definitions, discuss and match.
- 3 Check answers together.

Answers 1 first class 2 show-off 3 kick-off
4 half-time 5 semi-final

Activity 4

- 1 Students should do this activity in pairs or small groups.
- 2 They read the information they are searching for then skim read the text and find paragraphs.
- 3 Give them a time limit then check answers together.

Answers a5 b7 c3 d9 e1 f6 g4 h8 i2

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p94)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2

- 1 Andy Bridges
- 2 National Championship: City 1, United 2
- 3 50,000
- 4 the new owner of United arrived by hot-air balloon
- 5 a stunt for Flynn Airlines
- 6 Fred Usher, Jamie Usher
- 7 the United colours would change to green and yellow to match the Flynn airline planes
- 8 after 40 seconds
- 9 2,000 green and yellow balloons were released
- 10 King

Exercise 3 1 soared 2 sank 3 descended
4 addressed 5 relax, equalised

Exercise 4 1b 2b 3a 4b

WB: Vocabulary (WB p95)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 pass 2 header 3 tackle 4 foul
5 dodge 6 cross 7 save

Exercise 2 1 jubilant 2 swift 3 predictable
4 clumsy 5 skilful 6 splendid 7 deliberate

Exercise 3 deliberate foul spectacular save
powerful header clumsy tackle reserve striker

Lesson 3 Working with words SB p111

Lesson aims

- to learn about compound nouns and hyphenated words
- to pronounce and spell correctly words with *-tch*

SB skills: dictionary use; word building; spelling; pronunciation

WB practice: compound nouns; compound adjectives; spelling words with *-tch*

EPB link: Test 7, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Spelling – 10

▶ A Making new words – 25

Warm-up

If students have completed their work from *Your views* on SB p110, ask two or three students to read out their responses.

A Making new words

Compound nouns

Information box Read the information about compound nouns

Ask a volunteer to read each example. Students should be familiar with both the compound nouns, so it should be clear how they are made up of two other words.

Activity 1

Students write and say the words.

Answers businessman airline

Activity 2

- 1 Ask a volunteer to read each definition. Invite another to give the complete word.
- 2 Students have met all the compound nouns before, so they should be able to work out the answers fairly easily. If they need to be prompted, ask them to find the key noun in each definition then to look at the other words in the definition.

Answers 1 workbench 2 beefburger 3 sunlight
4 crossroads

Activity 3

- 1 Give students a time limit to think of compound nouns. Encourage them to scan pages in their dictionaries if they cannot think of any themselves.
- 2 Elicit answers.

Hyphenated words

Information box Read the information about hyphenated words.

Activity 4

Ask a student to read the words then ask the question.

Answers nouns

Hyphenated words as adjectives

Information box Read the information point to the class. Ask a volunteer to read the example. Check students understand the meaning.

Activity 5

- 1 Ask a volunteer to read out the phrases.
- 2 Ask another to read the speech bubble.
- 3 Ask different students to explain what a chauffeur, a limousine, and a fan are.

Activity 6

- 1 Read the first question to the class. Tell students to think about what each phrase means for a moment. Tell them that the meaning could be given in several different ways.
- 2 Ask different students to tell you how they would explain the first phrase. Accept answers that express the meaning. Encourage a variety of answers.
- 3 Do the same with the other two phrases then students write their own answers.

Example answers

a balloon filled with hot air / a balloon with hot air inside / a balloon that flies with hot air in it

a limousine driven by a chauffeur / a limousine with a chauffeur as the driver

a fan who has been one for a long time / a person who has been a fan for a long time

- 4 Ask the second question. Students should realise that the hyphenated adjective saves a longer description.
- 5 Point out that this shortening of language is very useful for newspaper and TV reporters because they have limited space or time in which to give a lot of detail to the reader or viewer.

B Spelling

Words with *-tch*

Information box Read the first information point to the class.

Ask different students to read the examples.

Ask if anyone can give a definition of *stitch*, either as a verb or a noun.

Ask if anyone can give two meanings of *match*.

Activity 1

Students complete the words and write them under the pictures.

Answers pitcher, satchel, kitchen

1 satchel 2 kitchen 3 pitcher

Activity 2

- 1 Students work in pairs. They read the definitions and think of the words.
- 2 Give them a time limit. Tell them they may check their ideas in the dictionary.
- 3 Check answers together.

Answers 1 catch 2 fetch 3 hatch

WB: Working with words (WB p96)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 skateboard 2 airport 3 workbench
4 penknife 5 eyebrow 6 beefburger 7 railway
8 briefcase

Exercise 2 Students' own sentences

Exercise 3 1 without end, not stopping 2 written in a skilful way
3 not all the time 4 going in one direction only
5 confusion, muddle 6 made by people

Exercise 3 1 part-time 2 never-ending 3 well-written
4 mix-up 5 man-made 6 one-way

Exercise 5 1 crutch 2 hutch 3 patch 4 ditch
5 latch 6 stitch 7 sketch

Lesson 4 Grammar SB p112

Lesson aims

- to read and understand a short text using direct speech that is also reported
- to understand and practise correct use of reported speech

SB skills: reading; grammar accuracy; interviewing, note-taking; speaking

WB practice: writing reported speech (changes in tenses and pronouns)

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 3 ▶ Activity 2 – 5 ▶ Activity 4 – 10
▶ Activity 1 – 5 ▶ Activity 3 – 7 ▶ Remember! – 10

Warm-up

Write some words for sports on the board with the letters scrambled. Choose some more difficult ones as well as the obvious ones they will guess easily, e.g. *table tennis*, *diving*, *gymnastics*, *sailing*, *skating*, etc. Students write as many sports as they can within a time limit.

Activity 1

- 1 **Pre-reading questions** Point out the pictures. Ask:
Who has just bought the United football team? Fergus Flynn
What business does he run? Flynn Airlines
How did he arrive at the stadium? in a hot-air balloon
What did he plan to do with United's team colours? change them to yellow and green to match the colours of Flynn Airlines
- 2 Ask different students to read the speech bubbles and the thought bubble.
- 3 Ask two students to read a paragraph each of the text below the pictures.
- 4 After reading, ask questions about the direct speech in the bubbles compared with the reported speech in the text:
What happens to the present tense of 'to be'? e.g. Point out: *It's an advertising stunt ...* in the thought bubble. Ask how it is reported. Ask students to find more examples of *to be* changing to *was/were*.
What happens to verbs in the present simple? e.g. Point out: *I love football*. Ask how it is reported in the text. Ask the class to find more examples of present simple changing to past.
What happens to verbs in the future? e.g. Point out: *The new United colours will be green and yellow*. Ask how it is reported in the text. Ask students to find more examples of *will* changing to *would*.
- 5 Explain to the class that we use many other words than *said* when we are reporting speech. Ask: *How many other reporting verbs can you find in the text?*
- 6 Go through the Remember box now or at the end of the lesson.

Note: Other changes when reporting speech will be looked at later in the course, e.g.:

- past tenses changing to past perfect
- changes in demonstrative adjectives and pronouns (*this* becomes *that*, *these* become *those*)
- changes in time phrases (*tomorrow* becomes *the next day*, *yesterday* becomes *the day before*, etc.)

Activity 2

Ask the literal questions to check understanding and practise the target language. The answers can be found in the text.

Answers

- 1 They thought it was an advertising stunt.
- 2 Someone shouted that the balloon was landing on the pitch.
- 3 They said that he was a bit of a show-off / that they hoped Flynn would buy some new players / that they needed a man like him.
- 4 He said that he loved football.
- 5 He said that United's new colours would be green and yellow.

Activity 3

- 1 If your class is confident with the grammar, let them work in pairs and write down the reporting sentences then check answers together.
- 2 Alternatively, go through each sentence with the class working together and ensure that the whole class understands the reporting language.
- 3 If you wish, writing complete answers to this Activity could be an additional homework task.

Answers

- 1 ... United was a great team.
- 2 ... the balloon was an advertising stunt.
- 3 ... the balloon was landing on the pitch.
- 4 ... the club needed new players.
- 5 ... the new colours would be green and yellow.

Activity 4

- 1 In pairs, students ask each other alternate questions and note answers.
- 2 They then work out the reported sentences.
- 3 Ask different pairs to tell you some of what Mr Flynn said.

Remember!

Point out the box and go through the rules, asking volunteers to read the example sentences.

WB: Grammar (WB p97)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1

- 1 the club's new owner was ...
- 2 A man added that he owned ...
- 3 A fan shouted that the balloon was landing ...
- 4 ... said that he didn't usually travel ...
- 5 ... explained that he would spend ...
- 6 ... promised that the club would win ...
- 7 ... said that they were planning ...
- 8 ... told the spectators that they would like ...

Exercise 2

- 1 He said he was going ... He believed that City was ... but he said that he thought United would ...
- 2 They told mum that they hadn't got ... They said that there was ... They promised they would tidy ...

Lesson 5 Grammar in use SB p113

Lesson aims

- to listen to, read and understand a short conversation about transport
- to understand and practise relative clauses
- to understand and practise phrases with *make* and *do*

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: defining relative clauses: sentence completion and writing sentences; sentence completion using *make* and *do*

EPB link: Test 7, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 4 | ▶ Activity 3 – 6 | ▶ Grammar extra – 7 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 8 | |
| ▶ Activity 2 – 5 | ▶ Remember! – 5 | |

Warm-up

- Ask the class to think of all the forms of transport that exist in their town or city.
- Ask which ones are the oldest forms and which are the newest.
- Ask if they know when cars, trains and planes were invented.
- Ask if they think that transport is better now than it used to be. Are there any problems connected with transport in this town/city? What?

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
Does Hampton look like a busy place?
What do you think the main form of transport in Hampton is?
Why do you think Jack and Holly are including transport in the Portrait of Hampton?
- 2 Play track 2.18. Students listen and follow in their books.
- 3 Point out the words in bold. Remind the class that these words begin the clauses that give extra information.
- 4 Go through the Remember box now or at the end of the lesson as a recap.

Activity 2

- 1 Ask the literal questions to check understanding and practise the target language.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 It's getting better.
- 2 People leave their cars on the ring road and get onto buses which take them into the town.
- 3 Pedestrian areas are streets where cars are banned.
- 4 A ring road is a road that goes round a town or city in a circle.
- 5 The rush hour is the time when people are going to and from work.
- 6 Commuters are people who travel into a big town or city to work every day.

Activity 3

- 1 Give the class time to read the sentence beginnings and endings.
- 2 Students match the sentence beginnings and endings. They may do this in pairs if you wish.
- 3 Invite volunteers to read out complete sentences. Other students listen and check.

Answers 1b 2e 3a 4d 5c

Activity 4

- 1 Ask different students to read out the phrases in the box.
- 2 Ask a pair to read the example question and answer.
- 3 Point out how the relative clause is used to give the answer.
- 4 Students take turns to ask each other questions about features of travel using the phrases in the box.
- 5 Go around listening while they work then ask as many pairs as possible to ask questions and answer while the class listens.

Remember!

Read the information and ask volunteers to read the example sentences.

Make sure they understand that in the first example sentence *which* and *that* are alternatives and either word can be used. In the second example *who* and *that* are alternatives and either word can be used.

Either, give students time to think of more sentences working in pairs or groups, or simply elicit sentences from around the class.

Grammar extra (SB p130)

Remind the class that some object phrases use *make* and some use *do*. They have already looked at some of these and this section shows them some more that they should learn.

Activity 1

- 1 Students should be able to make good guesses at the answers and one of the phrases was used in the match report.
- 2 Give students time to look at the first sentence. Ask a volunteer to suggest the correct complete sentence.
- 3 Continue with the other sentences.

Note: *do the dishes* means *do the washing up*; *make a dish* means to cook something, e.g. *The chef made a new dish for the opening of the restaurant.*

Answers 1 made 2 did 3 make 4 made 5 do

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *make* or *do*, e.g. *The kittens are making a mess.*

Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down sentences for each word.
- 2 Elicit sentences from as many pairs/groups as possible.

WB: Grammar in use (WB p98)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 who 2 which 3 which 4 who
5 which 6 who

Exercise 2 1 which 2 where 3 who 4 when
5 that

Exercise 3

- 2 We met a man who was cycling ...
- 3 Autumn is the season when we get ...
- 5 The car park where we used to leave our car has been closed.
- 6 The pollution which was caused by heavy traffic has decreased.

Exercise 4 1 making 2 do 3 made 4 made
5 do

Lesson 6 Writing SB p114–115

Lesson aims

SB

Stage 1: to review the features of writing a sports report

Stage 2: to work collaboratively to plan and produce a report of a football match

WB

Stage 3: to prepare in class for writing a sports report independently; to plan and produce a sports report

SB skills and WB practice: recognising and using the features of journalistic writing

EPB link: Test 7, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Revise vocabulary from the unit. Write part of a compound noun or hyphenated word on the board. Students complete.

Stage 1 Features of newspapers and magazines

Read the information in the box to the class. Ask students to explain what the first sentence means. Ask: *How many teams take part in semi-finals?* **four**

Ask students what kinds of events apart from sports are reported in newspapers and magazines.

▶ **Headline**

- 1 Read the sentences. Ask a volunteer to read the example headline. Ask: *Do you look at headlines in newspapers and magazines? Does the headline make you want to read or not read the article? Why?*
- 2 Point out the Activity box. Elicit answers to the questions in 1 from different students.
- 3 Students read the other headlines and suggest what the different reports are about. Elicit oral suggestions from the class.

Example answers

United 6–0 Disaster: A football match where United have been badly beaten. It is perhaps a 'disaster' because they were expected to win / might be no longer top of the league / might be relegated, etc.

World Cup Mystery: It could relate to many sports that have a 'world cup'. Perhaps the cup has been lost or stolen.

Olympic Gold For Russia: It could relate to any of the Olympic sports where Russia has won the gold medal.

▶ **By-line**

- 1 Read the statement. Point out the name.
- 2 Ask the class to turn back to SB p108 to see where the by-line is in place in the report.

▶ **Past tenses**

- 1 Read the statements. Ask volunteers to read the examples.
- 2 Point out the Activity box. Students turn back to the report and find examples of the past tense. They may do this in pairs if you wish.
- 3 Elicit answers from different pairs.

Example answers

watched, expected, soared, thought, sank, descended, etc.

▶ **Opening paragraph**

- 1 Read the information about the opening paragraph. Why do students think the opening paragraph must 'keep the reader interested'?
- 2 Ask a volunteer to read the example statements that summarise the content of the opening paragraph.

▶ **Sequence of events**

- 1 Read the information to the class. Point out the sequence in the article.
- 2 Ask the class to explain why they think the report follows the order of events. They should be able to say that it is easier for the reader to understand what happened at the event. In a match, the order of what happened is important. The reader does not want to know about the last goal first.

▶ **Facts**

- 1 Read the statement. Ask volunteers to read the examples.
- 2 Point out the Activity box. Students look for facts in the report. They may do this in pairs.

Example answers

the waving figure of Flynn could be seen / Amos slammed it straight to the back of the net / Mr Flynn talked to reporters / the score 1–1 at half time, etc.

▶ **Quotations**

- 1 Read the information. Ask a volunteer to read the example spoken words.
- 2 Ask: *Why do you think reporters quote the words spoken by someone? Do quotes from people involved in the event make the article more/less interesting? Why?*

▶ **Illustrations**

Read the information about illustrations. Ask what sort of photographs make a sports report more interesting.

Stage 2 Writing together

Explain to the class that you are going to write a newspaper report together on the board. Read the information in the box and ensure that students understand the task.

Activity 1

- 1 Ask different students to read out the questions. Check understanding.
- 2 Discuss any difficult words, using a dictionary where necessary.
- 3 Ask the class each question and take the majority view of each answer. Make a note of each answer on one side of the board.
- 4 Allow students to incorporate their own ideas into the newspaper report as well as using the questions in the SB to prompt ideas.

Activity 2

- 1 Organise the notes under the headings.
- 2 Ask the class to tell you which heading each note belongs under.

Activity 3

- 1 The headline: Read the suggestions about the headline. Give the class a moment to think. Write students' suggestions for the headline on the board. Take a vote.
- 2 The opening paragraph: Read the points for inclusion and the questions. Construct the opening paragraph from students' suggestions.
- 3 Quotes: Read out the information and questions. Ask the class to suggest quotes that could be used. Write notes under the appropriate heading.

Activity 4

- 1 Write the first draft of the report, using the notes on the board.
- 2 Read through the draft on the board and discuss all aspects of it. Would the headline make people read the newspaper report? Does the first paragraph make it clear what the report is about? Does it follow what happened in order?
- 3 Edit the report with the class. Make changes that you and the class agree improve the report.
- 4 Re-read the final report.

Stage 3 WB: Individual writing (WB p99)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the information in the box and explain the task.
- 2 Read through the questions. Remind students that their answers will help them to write the report.

- 3 Point out the Remember section. Check they understand all the parts of the report: headline, by-line, opening paragraph.
- 4 Tell the class they may do a first draft in their copy books or on paper and then re-read and make corrections. They should give in a neat, checked copy on paper for marking and to be kept in a Writing folder.

Assessment

In assessing the work, look for:

- an interesting headline / opening paragraph
- use of past tenses
- a logical order
- inclusion of facts
- use of quotes

Lesson 7 Listening and speaking SB p116

Lesson aims

- to listen to and understand the gist of a dialogue about travel
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about a journey they have made

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 7, Listening Q1, Q2, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Listening comprehension – 10

▶ Conversation practice – 18

▶ Individual speaking – 7

Warm-up

- Give the class two minutes to think of as many forms of transport as they can, including all types of vehicles, all types of boat and all types of flying craft. They may do this in pairs or small groups, if you wish. Ask the first pair/group for their list and write the words on the board. Ask other groups what they can add.

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Laura and Ross**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do you think Laura and Ross are talking about?* Establish that they are talking about travel.

- 5 Ask the class to name the different forms of transport that are illustrated. Ask which ones they have used.

Activity 2

Play track 2.19. Students listen to the conversation between Ross and Laura to check their ideas in Activity 1.

Audioscript

Track 2.19 Activities 2 and 3

Laura: Have you ever flown in a plane?
 Ross: Yes, I have. I went by plane to New York last summer.
 Laura: New York? Wow! How long was the flight?
 Ross: Let me see ... About six hours, I think. It was a long flight anyway.
 Laura: Do you like flying?
 Ross: I love it. It's really exciting. Haven't you been in a plane?
 Laura: No, never. I've only ever travelled by train – and by car, of course.
 Ross: I like trains.
 Laura: Me, too. You can stand up and walk around in a train.
 Ross: Absolutely! In a car you have to sit still the whole journey.
 Laura: It's so boring.
 Ross: And when you get stuck in a traffic jam ...
 Laura: And nobody's moving ... and it's so hot ... ugh!
 Ross: What a nightmare!
 Laura: Now I'd like to travel by ship, a beautiful big, white ship and sail across the calm, blue sea. Perfect! My aunt made a voyage on one of those ships. She said it was great.
 Ross: Very nice in good weather but suppose there was a storm.
 Laura: Oh yes – not so perfect! I'd forgotten about storms.
 Ross: When I was in New York I went in one of those carriages which are pulled by horses.
 Laura: How lovely! Now that's the way to travel!
 Ross: Hmm ... It's a bit slow ... A plane's more my kind of thing.

Activity 3

- 1 Ask a volunteer to read the questions.
- 2 Play track 2.19 again. Elicit answers around the class.

Answers

Laura: train, car
 Ross: plane, train, car, carriage
 Laura's aunt: ship

Activity 4

- 1 Students work in pairs. One asks questions using the pictures and word prompts and the other answers. Then they change over. Point out the starting question first.

- 2 Go around listening as they work.
- 3 Give them a time limit then ask a few pairs to ask and answer questions while the class listens.

Listening comprehension

Activity 1

- 1 Explain the task.
- 2 Play track 2.20. Students listen and note down the two places.

Answers a railway station, an airport

Audioscript

Track 2.20 Activities 1 and 2

The train arriving at Platform 3 is the fast train to London. Please stand away from the edge of the platform.

*

We regret to announce that the 16.25 train from Hampton has been delayed. The delay has been caused by a tree on the line. Work to remove the tree from the line is in progress and should be completed within half an hour. The train should arrive at approximately 16.55.

We apologise to passengers for the delay.

*

Will the mother of Lucy Davies please come immediately to the ticket office where her daughter is waiting for her?

*

British Airways announces the departure of flight BA306 to Moscow. Will passengers please proceed to Gate 7 where the flight is now boarding?

*

Please keep your luggage with you at all times. Any bags left unattended will be removed by Airport Security and may be destroyed.

*

Will passenger David Robertson please return to the information desk where he has left his family's tickets and boarding passes?

*

American Airlines regrets to announce the late departure of flight AA736 to New York. This delay is due to a technical fault. The flight will now depart at 22.30.

Passengers are invited to the restaurant in the departure lounge where they will receive free drinks and snacks. We apologise for this delay.

Activity 2

- 1 Give the class time to look at the incomplete sentences.
- 2 Play track 2.20 again. Students listen and complete the information.
- 3 Check answers together.

Answers 1 platform 3 2 a tree on the line
3 half an hour 4 her mother 5 depart 6 luggage
7 will be removed 8 at the information desk
9 New York 10 delay

WB: Individual speaking (WB p100)

Exercise 1

Explain that students are going to talk about a journey they have made. Give them a few moments to think of a journey by plane, train or car.

Exercise 2

- 1 Ask a volunteer to read the questions. Tell the class they should use these questions to help them write notes. Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 2 Explain that if they make all the notes, they will find it easy to write sentences about their journey.

Exercise 3

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their journeys. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.
- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 11 as a complete lesson*).
- 3 If you do not plan to run a Check-out lesson, set the Homework task (see p157).

WB: Listening and speaking (WB p100)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Holly: travel
Laura: flew, Honestly, silly
Holly: boats, you know
Laura: you're right, ages
Holly: by plane
Laura: Let me see, took
Holly: journey, got stuck, traffic jam, move
Laura: What a nightmare
Holly: Absolutely, boring, sit still,
Laura: pass
Holly: argued
Laura: Oh dear, voyage
Holly: Me too, of course

WB: Check-out 11 (WB p101)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 11 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 11 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 11 answers

Reading 1 a football b United and City c airline business 2 past, headline

Vocabulary 2 Students' own ideas, e.g. sunshine, sunshade, sunglasses, sunlight, sunburn, sunbeam, etc.
3 Students' own ideas, e.g. football, basketball, volleyball, netball 4 watch, match, pitch

Grammar 1 Andy said that it was a brilliant match.
2 A football stadium is a place where football matches (games) are played / where people play football.
3 makes, do, do

Writing 1 headline, paragraph, order, facts, picture

Homework after Check-out 11

Students read the Check-in page for Unit 12 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

In this unit, students:

- read and understand a playscript based on a classic text
- develop a close understanding of the playscript, its form and vocabulary
- form and use adverbial phrases and words with suffix *-ive*; pronounce and spell correctly words with modified *a* after *w*
- use the second conditional
- use modals *have to* and *must* in questions and negatives
- use phrasal verbs with *break*
- learn the features of a playscript; write a scene of a playscript
- listen to a conversation about tasks to be done and to an email
- present a monologue about tasks to be done

Lesson 1 Check-in; Reading SB p117–119

Lesson aims

- to prepare for the topic of *playscripts* and other aspects of work in Unit 12 through the Check-in page
- to read and gain a good general understanding of a scene in a playscript

SB skills: discussion; reading for general understanding; oral comprehension; dictionary work

WB practice: Unit 12 vocabulary list (p125)

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------|-------------------------|
| ▶ Check-in – 10 | ▶ General questions – 5 |
| ▶ Reading – 10 | ▶ Reading practice – 10 |
| ▶ Vocabulary check – 5 | |

Point out the unit title and give students a few moments to look at the pictures.

Ask students if they have ever been in a play when they were younger. Are any of them in plays now? Is anyone involved in any other kind of performance such as music or poetry?

Tell the class that the main picture shows the Coliseum Theatre in London where opera and ballet are performed.

Check-in

- 1 Read the information about playscripts to the class.

Task box Use the questions to help you hold a short discussion about learning lines and doing any kind of speaking in front of an audience.

Encourage students to say as much as they can about their own experiences and to give their own views.

- 2 Read the last statement.

Reading

- 1 Read the three information points. Students may be familiar with this information from their primary English work.

Task box Ask the question. Students should know that playscripts do not use speech marks (but stories use speech marks to show direct speech).

- 2 Read about stage directions. Students may be aware of these, but explain they are going to learn about more detailed stage directions.
- 3 Check the vocabulary with the class. Ask volunteers to read out the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

Vocabulary and spelling

- 1 Read out the work that will be covered in the unit.
- 2 Ask the class to define *disaster*: **a terrible event that causes a lot of damage**. Ask if they can give an example of such an event.

Grammar

Read out the work that will be covered in the unit.

Writing

Read out the writing tasks in the unit. Tell the class they will have the opportunity to perform their own script if they wish.

Listening

- 1 Read the first information point. Explain that Laura, Jack, Holly and Ross are coming to the end of their work on the *portrait* project. Ask the class if they can remember any of the places that the friends included in their project. Elicit three or four.
- 2 Read out the other work that will be covered.

Speaking

Read out the work that will be covered in the unit.

Reading: Danger on the railway

SB p118-119

Before reading Pre-reading questions

Ask the class to scan the first part of the playscript. Ask:
How many characters are in the scene? **three**
Does the scene take place indoors or outdoors? **outdoors**
Is this the first scene in the play? How do you know? **It is not the first scene because some events have already happened and these are shown in a short paragraph before the scene starts.**

Reading

- 1 Play track 2.21 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 12, p178 for words that students can check in Dictionary 7. Only check meanings during the lesson that are essential to a general understanding.

After reading General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 *What was the disaster that the children tried to stop?* **They tried to stop the train from running into the landslide.**
- 2 *Why couldn't they get to the station?* **There was no time.**
- 3 *What does the colour red often mean?* **danger**
- 4 *Why did they want to wave something red?* **so the train driver would realise there was danger ahead**
- 5 *What did they use to wave at the train?* **the girls' red petticoats (clothing)**

Reading practice

- 1 Ask different students to play the characters for the first part of the scene until they climb down the hill. Then let another group of three take over.
- 2 Ask a student to read the *Events so far*, the scene, the characters and the stage directions in the brackets.
- 3 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 4 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students listen again to the playscript (track 2.21). They re-read the playscript carefully and check meanings again as necessary. Explain that words listed for Unit 12 at the back of their Workbooks can be found in their dictionaries.

Lesson 2 Reading comprehension SB p120

Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the playscript
- to give a personal response to the playscript

SB skills: reading for detail; scanning; dictionary; critical thinking

WB practice: re-reading; sentence order; Who was it?; odd one out; vocabulary: word classes; cloze

EPB link: Test 7, Reading Q1

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|------------------|
| ▶ Warm-up – 3 | ▶ Activity 2 – 7 | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 8 | |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 7 | |

Warm-up

- Write some words from the text on the board. Read out definitions. Students tell you which word the definitions match.
- Write some more words from the text on the board. Ask students to tell you of another word that means the same or nearly the same.

Before starting this page, read Danger on the railway again or play track 2.21.

Activity 1

- 1 Ask the literal comprehension questions. This activity enables the teacher to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 watch the trains go by (and wave to the drivers and passengers)
- 2 to pick wild cherries
- 3 there was a weird sound
- 4 a tree was moving
- 5 There was a landslide.

- 6 They must tell the people at the station about the landslide otherwise there would be a terrible disaster.
- 7 It was too far and there wasn't enough time to get there.
- 8 to climb up a telegraph pole and do something to the wire
- 9 to wave something red
- 10 They used Roberta and Phyllis's red petticoats.

Activity 2

- 1 Set up and run small discussion groups following the usual procedure.
- 2 Set a time limit.
- 3 Appoint a note taker for each group and ask them to note answers in a few words.
- 4 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 5 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

Example answers

Encourage different answers and accept sensible suggestions. The following are examples only.

- 1 *Phyllis had probably never seen a landslide before so did not realise that the earth was moving under the trees. The children could not see the earth moving so it looked as if the trees were moving by themselves.*
- 2 *The engine would run into the mound of earth. It might come off the rails and pull the carriages over. The train driver and the passengers would probably be badly injured or killed.*
- 3 Students' own ideas. Listen to their opinions and encourage them to give full reasons for their answers.
- 4 *She was annoyed (cross) because it made Peter more important than her and Roberta. Phyllis wanted to be the one with two flags so she was a bit jealous.*
- 5 Students' own ideas. Encourage them to speculate about the likely outcome of the scene and to give their reasons for their suggestions.

Activity 3

- 1 Ask one or more volunteers to read out the words in the box.
- 2 Students work in pairs to match the synonyms. Remind them to check in their dictionaries if they are not sure of a word.

Answers accident, disaster; weird, strange; anxiously, worriedly; desperately, urgently; slide, slip

Activity 4

- 1 Ask the class to complete this task individually or in pairs.
- 2 Students read, scan the text and find the names.

- 3 Give them a time limit to complete this then check answers together. If incorrect answers are given, ask students to look back at the text and scan again to find the correct answer.

Answers 1 Phyllis 2 Phyllis 3 Roberta 4 Peter
5 Phyllis 6 Roberta 7 Phyllis 8 Peter 9 Peter
10 Phyllis 11 Phyllis 12 Peter 13 Peter 14 Phyllis
15 Roberta

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

WB: Reading comprehension (WB p102)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 2 a9 b8 c10 d5 e2 f1 g6 h3
i7 j4

Exercise 3 1 Phyllis 2 Peter 3 Peter 4 Peter
5 Roberta 6 Phyllis 7 Peter 8 Phyllis 9 Peter
10 Roberta 11 Roberta 12 Roberta

Exercise 4 1 amused 2 furious 3 hopeless

WB: Vocabulary (WB p103)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 2 1 reach, slip 2 firmly, urgently, desperately
3 landslide, brainwave, flagpole 4 familiar, weird, shocked
5 flannel petticoat, top speed, like mad, telegraph post
6 mound, disaster, cuckoo, accident, bush

Exercise 3 1 familiar 2 reach 3 brainwave
4 shocked 5 bush 6 accident, urgently 7 mound
8 landslide 9 like mad 10 top speed

Exercise 4 Students' own sentences

Activity 3

- 1 Students should be able to do this activity quickly and easily as they have met all these words before and have had the opportunity to check them.
- 2 Give the class a minute or two to write the words.
- 3 Check answers together.

Answers 1 ward 2 wander 3 waft 4 war

WB: Working with words (WB p104)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

WB answers

Exercise 1 1 time 2 how 3 place 4 place 5 time
6 how

Exercise 2 1 before he opened it 2 with a smile
3 in a hurry 4 under the table 5 After the storm
6 through the door

Exercise 3 1 protective 2 attractive 3 inventive
4 impressive 5 active

Exercise 4 1 secretive 2 positive 3 attentive

Exercise 5 a wash b war c warrior d warm
e wall f wander g ward h waft i water j want
1 wash, warrior, wander, waft, want
2 war, warm, wall, ward, water

Lesson 4 Grammar SB p122

Lesson aims

- to read and understand a short text using the second conditional
- to understand and practise correct use of the second conditional

SB skills: reading; grammar accuracy; speaking

WB practice: second conditional: sentence completion and writing sentences

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 4 ▶ Activity 2 – 6 ▶ Activity 4 – 10
▶ Activity 1 – 6 ▶ Activity 3 – 8 ▶ Remember! – 6

Warm-up

Remind the class of the emergency situation that they read about in the play.

- Ask the class to think about the best way to behave in a disaster or emergency situation.
- Ask them to make two lists: three things you should do; three things you shouldn't do.
- They should be able to list, e.g. *stay calm, think clearly, try to be brave, help other people; don't panic, don't scream and frighten other people, don't think only of yourself, listen to advice.*
- Ask which list they think the three characters followed.

Activity 1

- 1 **Pre-reading questions** Point out the picture and tell the class to think about the situation it shows. Ask:
What event has already happened? a landslide
How do you think the children feel about it? e.g. worried, anxious, scared
What do you think the children are going to talk about? the train that is coming soon and the accident that might happen
- 2 Ask two students to read a paragraph each of the text.
- 3 After reading, point out the structures in bold: *if* followed by the past tense and *would/could* in the main clause.
- 4 Ask different students to read out again the sentences with the conditional structure.
- 5 Explain that the second conditional is usually used in a present situation where something might happen but might not: the possibility is balanced.

Activity 2

Ask the literal questions to check understanding and to practise the target language. The answers can be found in the text.

Answers

- 1 A huge mound of earth is covering the line.
- 2 It would crash into the mound of earth.
- 3 No, the station is ten miles away.
- 4 They would be able to run to it.
- 5 They're wearing red petticoats.
- 6 They could make them into flags.

Activity 3

- 1 Students work in pairs or small groups. They read and match the sentence beginnings and endings.
- 2 Tell them to read the complete sentence back and check it makes sense.
- 3 Give them a time limit to do this and then check answers together.

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

Remember!

After matching, point out the Remember box and make sure students have understood the structure. Elicit other sentences from the class.

If your class has already understood the structure, you may wish to move on to further practice and go through the box at the end as a quick revision.

Activity 4

- 1 Read the information then ask two students to read the example sentences. Point out the change.
- 2 Ask a student to read the first sentence. Ask a volunteer to change it using *could*.
- 3 Check with the class if the sentence is correct.
- 4 Continue with the other sentences.
- 5 For the last three sentences, explain that the change is the other way round.
- 6 Work through the sentences in the same way.

Answers 1 they could tell 2 they could warn
3 they could make 4 they would be able to swim
5 he would be able to play 6 we would be able to have

WB: Grammar (WB p105)

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers

Exercise 1 1 was, would/could run 2 knew, would be able to/could 3 took, could 4 would buy, had 5 was, could 6 would arrive, left

Exercise 2 Answers may vary. Accept any that are grammatically correct and make sense.

- 1 If there was less traffic, the town would not be polluted and noisy.
- 2 If there was a swimming pool, the children could learn to swim.
- 3 They could go and see new films if there was a cinema in the town.
- 4 There would be good shops if there was a shopping centre.

Lesson 5 Grammar in use SB p123

Lesson aims

- to listen to, read and understand a short conversation about what the students *must/have to do*
- to understand and practise modals *have to, had to, must*
- to understand and practise phrasal verbs with *break*

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: *must* and *have to*: sentence completion and writing sentences; sentence completion using phrasal verbs with *break*

EPB link: Test 7, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 4
- ▶ Activity 1 – 6
- ▶ Activity 2 – 7
- ▶ Activity 3 – 2
- ▶ Activity 4 – 7
- ▶ Remember! – 8
- ▶ Grammar extra – 6

Warm-up

Remind the class that the four friends are at the end of their project. Ask the class to think of all the different places they went to. They may look back in the book. Write a list.

Ask the class which sections of the *Portrait of Hampton* they think were the most interesting.

Activity 1

- 1 **Pre-listening questions** Point out the characters and the project note. Ask:
What were all the different ways of recording information that the students used? Elicit, e.g. **taking notes, recorded interviews, video, photos, drawings**
Why do you think Laura is holding a CD? Accept sensible suggestions. Students may realise that this is how the finished project is to be presented and sent in.
- 2 Play track 2.22. Students listen and follow in their books.
- 3 After listening, ask different students to read out the sentences with the target language in bold.
- 4 Point out that in the past and future tenses, *have to* is the verb that is used.

Activity 2

- 1 Ask the literal questions to check understanding and to practise the target language.
- 2 Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

Answers

- 1 They had to edit the videos.
- 2 They have to check everything.
- 3 They will have to post it soon.
- 4 They must remember to make a copy, so they don't lose all their work.
- 5 They must cross their fingers and hope for the best.

Activity 3

Ask different students to read out the entry for each day.

Activity 4

- 1 Point out the example. Ask a pair to read the question and answer.
- 2 Go through the other prompts with the class and elicit questions and answers.
- 3 For numbers 3 and 4, remind the class that, for this activity, today is Thursday.
- 4 Repeat the activity with students working in pairs.
- 5 Go around listening as they work.

Answers

- 2 What did she have to do on Tuesday? She had to finish her art project.
- 3 What did she have to do yesterday? She had to revise for her maths exam.
- 4 What must she do today? She must get to school early (for her maths exam).
- 5 What does she have to do tomorrow? She has to make a birthday cake.
- 6 Where do Jack and Laura have to go on Saturday? They have to go to the shopping centre.
- 7 What must Jack and Laura do on Sunday? They must make sure that Mum has a nice day.

Remember!

Read the information in the box. Ask volunteers to read the example sentences.

Make sure they understand the different meanings in the negative forms.

Remind the class that when talking about the future and the past, they must use *have to*.

Elicit some sentences from the class using the two verbs.

Grammar extra (SB p130)

Ask a volunteer to read the bubble. Explain that *break* can be used in different phrases. In these phrases, *break* has different meanings.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the phrase in bold means. If necessary, help the class to work out the meaning and express it in their own words.
- 3 Continue with the other sentences.

Example answers

- 1 remove a piece from the main part of something
- 2 get into a building using force
- 3 stop working

- 4 classes end and the holidays begin
- 5 start to happen

Cartoon

- 1 Point out the cartoon. Ask a volunteer to read the speech bubble.
- 2 Ask the class to think of a sentence for the situation in the picture using *break*, e.g. *Someone has broken into the bank*.

Activity 2

Students may think of their own sentences in pairs or as an extra homework task if you are short of time.

WB: Grammar in use (WB p106)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 have to 2 has to 3 had to
4 will have to 5 have to

Exercise 2

- 1 Must the students wear ...?
- 2 Do they have to arrive ...?
- 3 What did they have to buy ...?
- 4 When must they be ready ...?
- 5 How long will he have to stay ...?

Exercise 3

- 1 You mustn't speak ...
- 2 He doesn't have to ...
- 3 They don't have to ...
- 4 Jane didn't have to ...
- 5 John won't have to ...
- 6 Molly didn't have to ...

Exercise 4 1 broke into 2 break up 3 broke off
4 broken out 5 broken down

Lesson 6 Writing SB p124–125

Lesson aims

SB

Stage 1: to review the features of writing a playscript

Stage 2: to work collaboratively to plan and produce the next scene of the playscript

WB

Stage 3: to prepare in class for writing a scene independently; to plan and produce a play scene following on from events in the reading text

SB skills and WB practice: recognising and using the features of a playscript

EPB link: Test 7, Writing Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

Warm-up

Ask the class if they like reading playscripts. Why or why not?

Ask what plays or performances they have been in recently or any they can remember being in when they were younger.

Ask those who have performed/acted how they feel in front of an audience. Do they prefer reading/acting with or without an audience?

Stage 1 Features of playscripts

Read the information in the box. Ask students to explain in their own words what the information means. Make sure they understand that the playscript has all the lines that are said by all the characters in the play.

▶ Characters

- 1 Read the statement.
- 2 Ask students to look at the example list. Ask if it is the complete list for the scene they read. If the play continued, what other characters do they think would appear? Ask for one or two suggestions.

▶ Scene

- 1 Read the statement.
- 2 Ask a volunteer to read the extract from the scene they read.

▶ Layout

- 1 Read the information about layout.
- 2 Point out the position of the character name and the line spoken by the character.
- 3 Revise the term *dialogue* with the students. Ask: *What is different about the appearance of dialogue in a story and dialogue in a playscript?* Elicit that a play doesn't have speech marks.
- 4 Write the example line on the board: *ROBERTA: It isn't the wind.* Point out that there are no speech marks.
- 5 Point out the Activity box. Work with the class on writing the conversation as a playscript.
- 6 Ask a volunteer to read out the conversation.
- 7 Ask the class what to write first. Elicit: *PHYLLIS*. If the class does not give the correct answer immediately, refer them to the example line you have already written on the board.
- 8 Continue with the other lines, eliciting names and complete sentences. Again, point out the absence of speech marks.

Answers

PHYLLIS: What shall we do today?

ROBERTA: I don't know.

PETER: We could just stay indoors. It looks cold out there.

ROBERTA: That's boring. We can't stay in all day.

PHYLLIS: I know, let's go down to the railway line and pick wild cherries.

▶ Stage directions

- 1 Read about stage directions.
- 2 Point out the first example. Explain that the words in brackets tell the actor what to do while they are speaking, or how to speak. The actor should take note of these directions and follow them. (You may wish to point out that it is not possible to follow actions to move unless the reading is taking place in an open space.)
- 3 Point out the second stage direction. Ask a volunteer to read it out. Explain that this shows the action when the actors are not speaking. When reading a playscript in class, it is sometimes helpful to read these directions so that everyone knows what action happens in the play.
- 4 Discuss why stage directions are useful for the actors. Elicit ideas, e.g. **They tell the actor how the writer wants the lines performed. They might help the actor to perform better. They make the scene more active and interesting.**
- 5 Ask students to find an example of each type of stage direction.

Stage 2 Writing together

Explain to the class that you are going to write a playscript together on the board. Read the information in the box and check students understand the task.

Activity 1

- 1 Read through the questions and instructions for the task.
- 2 Check understanding of vocabulary. Discuss any difficult words, using a dictionary where necessary.
- 3 Elicit suggestions in answer to the questions. Help the class to come to an agreement about the best suggestions.
- 4 Make notes on one side of the board in answer to all the questions.

Activity 2

- 1 Write the first draft. Ask the class what goes first. Elicit: **the list of characters and the scene.**
- 2 Continue with the dialogue.

Activity 3

- 1 Go through the dialogue, asking students to suggest stage directions. Remind them that these could tell the actors what to do or how to speak. Other stage directions explain what the action is when there is no dialogue.
- 2 Ask students to take the parts and read the dialogue.

- 3 Edit the scene with the class. Ask: *Is the draft laid out correctly? Does it include stage directions that indicate how characters speak/what they do? Can you suggest improvements?*
- 4 Make any changes that you and the class agree make the scene better.
- 5 Ask different students to re-read the final scene.

Stage 3 WB: Individual writing (WB p107)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Read the box and explain the task.
- 2 Point out the questions and the two types of brackets for stage directions.
- 3 Read through and check students understand what to do.

Assessment

In assessing the work, look for:

- correct layout
- interesting dialogue
- appropriate stage directions

Lesson 7 Listening and speaking SB p126

Lesson aims

- to listen to and understand the gist of a dialogue about tasks to be done
- to hold a similar discussion in pairs/groups
- to listen to an email for gist and detail
- to prepare and present a monologue about tasks to be done

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: completing a dialogue; planning framework for individual speaking task

EPB link: Test 7, Listening Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up – 5 | ▶ Listening comprehension – 10 |
| ▶ Conversation practice – 18 | ▶ Individual speaking – 7 |

Warm-up

Ask students how they keep a record of all the things they have to do each week, e.g. do they use a special notebook provided by the school, their own notebook, a diary or notes on their phone?

- Ask the class if the system they use works or whether they forget things and need reminders. Ask who reminds them about appointments and things they have to do, e.g. mum, dad, friends?
- Ask the class if they think they are good at organising themselves. What could they do to improve?

Conversation practice

Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Laura, Jack, Holly and Ross.**
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do you think Laura, Jack, Ross and Holly are talking about?* Elicit that the friends are talking about tasks they have to do.

Activity 2

Play track 2.23. Students listen to the conversation to check their ideas in Activity 1.

Audioscript

Track 2.23 Activities 2 and 3

- Jack: When will we hear the results of the *portrait* project?
- Ross: I'm not sure. Maybe this week.
- Holly: If we won, I'd be so happy.
- Laura: Well, we'll have to wait and see. What are we all doing this week?
- Holly: I'm going shopping at the shopping centre this afternoon. I have to buy a present for my grandma. It's her birthday on Saturday.
- Laura: I have to go to the dentist on Tuesday.
- Ross: Oh, poor you! I hate going to the dentist.
- Laura: Me, too. But I must go. One of my teeth is starting to hurt a bit.
- Holly: How about you, Jack?
- Laura: Jack has to go to the hairdresser's. Look at his hair! It's so long!
- Jack: My hair's fine!
- Laura: What about you, Ross? Are you doing anything special this week?
- Ross: No, nothing special.
- Holly: Come to the shopping centre with me!
- Ross: No thanks! Anyway, my dad's going to phone me this afternoon so I'll have to be at home. He's working in America this month.
- Jack: Lucky him!
- Ross: It's strange without him here but he sends me emails all the time. I must email him later, actually.
- Holly: What's that? It came from your computer.

Ross: It's an email. It's probably from Dad ... No, it's not.
Oh! Guess what!

Jack: What?

Ross: It's from The *portrait* project.

Laura: Yes ... And?

Ross: Guess what!

J,H,L: WHAT?

Ross: We've won! We've won FIRST PRIZE!

J,H,L: Really? Oh, wow, amazing, woohoo, that's fantastic,
I don't believe it ...

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Play track 2.23 again. Students listen and raise their hands when they hear the phrases.

Activity 4

- 1 Students work in pairs and take turns to ask about the things they have to do this week. Point out the starting sentence.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

Listening comprehension

Activity 1

- 1 Read out the information to the class and the question.
- 2 Students may guess that the email is good news for the friends. It does not matter if they guess correctly or not. Listen to their suggestions.
- 3 Play track 2.24. Students listen.

Audioscript

Track 2.24 Activities 1 and 2

Dear Ross, Laura, Jack and Holly,

It gives me great pleasure to inform you that after much thought and a lot of discussion, the panel of judges for the project *A portrait of our town* have decided that your team produced the best portrait. There were several hundred entries in the competition and many of these were of an extremely high standard. However, the judges agreed that one project stood out above the rest and that project was your *Portrait of Hampton*. Many congratulations! You put a lot of thought and hard work into your portrait and produced an excellent piece of work. You can all feel very proud of yourselves.

I have some more exciting news! I'm not sure if you know that The *portrait* project has been happening in other countries – not only in the UK. The winning team from each country is invited to attend the Grand Final which will be held in New York next spring. All your flights and hotel expenses will be paid for, of course. We hope very much that you will be able to join us and that you will enjoy meeting the other teams from around the world.

I look forward to seeing you again soon. Congratulations and well done all of you!

With very best wishes,

Professor John Brown

Hampton University

Activity 2

- 1 Ask students to read the sentences silently.
- 2 Play track 2.24 again. Students write *T* or *F*.

Activity 3

- 1 Students check their answers together. Be prepared to play the track again for them to check if there is disagreement or many students have the wrong answers.
- 2 Ask volunteers to correct the false sentences.

Answers

1F: *have won*

2F: *several hundred entries*

3F: *extremely high standard* 4T

5F: *in other countries, not only the UK*

6F: *teams from each country*

7F: *flights and hotel expenses will be paid for* 8T

Activity 4

- 1 Elicit as many different answers to the questions as you can.
- 2 Ask the class what things they would include in a project like this.

WB: Individual speaking (WB p108)

Exercise 1

- 1 Read out the task. Check students understand.
- 2 Explain that ideas in the Workbook are given to help them but they may use their own ideas if they wish.

Exercise 2

- 1 Tell students to make notes in the chart to help them write about their tasks. Point out that they must talk about all three weeks not just the present week.

Exercise 3

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about the things they had to, have to and will have to do. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals'

level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

- Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 12 as a complete lesson*).

WB: Listening and speaking (WB p108)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

WB answers

Exercise 1

Laura: have to, dentist
Holly: poor you, had to
Laura: Me, too; hurts; have to
Holly: How about you
Laura: has to, hairdresser's
Jack: Shut up
Holly: anything special
Ross: nothing special, think
Laura: must
Ross: I'm not sure, maybe
Jack: would be, won
Laura: email
Ross: Guess what
Holly: What
Ross: first prize

WB: Check-out 12 (WB p109)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 12 without using an additional lesson

- Students complete the Check-out page for homework.
- Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

Check-out 12 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

Check-out 12 answers

Reading 1 a the trains (railway) b there was a landslide onto it 2 a three b at the railway line

Vocabulary 2 a time b place c how 3 a protective b attractive 4 a warrior b wander c waft

Grammar 1 had, could buy, would be, bought 2 have to/must, mustn't 3 broke down

Writing 1 left, names, speech marks, stage directions

Revision 6 (Units 11 and 12)

(WB p110–111)

WB answers

Exercise 1

- A man explained that Mr Flynn was the new owner of the club.
- Mr Flynn said that he usually travelled by car.
- The fans said that they were enjoying the match.
- The goalkeeper said that they were playing well at the moment.
- The players promised that they would win every match.

Exercise 2 1 who 2 when 3 where 4 which 5 that

Exercise 3 1 came, would crash 2 would run, was 3 had, would be able to 4 sang, could 5 would pass, studied

Exercise 4

- The students have had to work hard on their project.
- Laura had to edit the videos.
- Today they have to check their work.
- They must remember to make a copy.
- They will soon have to post their entry.

Exercise 5 1 deliberately, clumsy 2 manager, skilful
3 lead, relaxed 4 shocked, disaster 5 top speed,
accident 6 slipped, weird

Exercise 6 1 sunlight 2 railway 3 eyebrow
4 skateboard 5 goalkeeper 6 businessman
7 crossroads 8 airport

Exercise 7 1 Has ... broken 2 made 3 do
4 broke 5 do 6 will make

Classroom games and activities for warm-ups and lesson fillers

Most of these games can be adapted to suit different contexts and can be used as quick activities with the whole class or as games for two or more teams with points being scored and a winner found.

Word activities

Vocabulary

Definitions (1)

Write some vocabulary from a particular text. Read out definitions. Students tell you which word the definitions match.

Definitions (2)

This version is harder: give the definition of a word from a text. Students tell you the word, scanning the text if necessary.

Synonyms

Write some suitable words from a text. Ask students to tell you another word that means the same or nearly the same, e.g. *scent* (*perfume, smell*), *dusty* (*dirty*), *glisten* (*shine*), *busy* (*crowded, bustling*), *glance* (*look*).

Antonyms

Do the same as above using words from a text or any group of words that students know. Choose words that require students to think of a different word, not just the negative prefix, e.g. *send* (*receive*), *vast* (*tiny*), *sell* (*buy*), *top* (*bottom*).

Category races

Divide the class into teams. Give them one minute to write down as many sports as they can. Ask team 1 to read their list. Write them on the board. Ask team 2 if they have any different sports in their list. Keep asking teams to add sports until no team can add any new ones.

Do the same with other categories, e.g. animals, furniture, parts of the body, countries, cities, jobs, etc.

Scrambled categories

Write some words for sports with the letters scrambled. Choose some more difficult ones as well as the obvious ones they will guess easily, e.g. *table tennis*, *diving*, *gymnastics*, *sailing*, *skating*, etc. Students write as many sports as they can within a time limit.

Do the same with words from other categories.

Word classes

What's the class?

Write new vocabulary from a reading text, e.g.:

educate improvement prevention encourage technique support collect supporter

Ask students to tell you what part of speech they are.

Word conversion

Write verbs on the board, e.g. *pollute, introduce, reproduce, protect*. Ask what the corresponding nouns are: *pollution, introduction, reproduction, protection*.

Write nouns on the board, e.g. *smoke, dirt, industry, nature, fur, beauty*.

Ask what the corresponding adjectives are: *smoky, dirty, industrial, natural, furry, beautiful*.

Write adjectives on the board, e.g. *natural, beautiful, angry, rich, bright, sudden*, etc.

Ask what the corresponding adverbs are.

Adjective races

List adjectives to describe:

- a person's appearance, e.g. *tall, elegant, graceful, thin*, etc.
- a city, e.g. *vast, beautiful, clean, dirty, famous, polluted*, etc.
- a garden / park, e.g. *quiet, calm, shady, scented, pretty, colourful*, etc.
- a kitchen, e.g. *clean, bright, shiny, hot, busy, steamy*, etc.
- a beach, e.g. *hot, sunny, crowded, busy, sandy, rocky, interesting*, etc.

Adverb races

Simple version: write down as many adverbs as possible within a time limit.

Harder versions: write down adverbs that express:

- the quality of particular actions, etc.
- how someone or something moves, e.g. *suddenly, cautiously, carefully, silently*, etc.
- how someone speaks, e.g. *sadly, happily, quietly, angrily*, etc.
- how someone is dressed, e.g. *poorly, richly, fashionably, carelessly, beautifully, terribly*, etc.

Noun searches

Write some common nouns and abstract nouns on the board, e.g.:

threat spill fear danger slide silence girl elegance dress winner beauty

Ask volunteers to circle the abstract nouns.

Write some common nouns and proper nouns without capital letters on the board, e.g.:

london traffic city volunteer france competition jack thames

Ask volunteers to find the proper nouns and correct the initial letter to a capital.

Spelling

Spelling competition

Divide class into teams of 4 or 5. Team A gives a word to the other teams to spell. Team A must also write the word down. Ask each team to spell their words. If they were correct, Team B gets two points and Team A gets one point. If Team B spelled it incorrectly they lose a point. If Team A spelled the word incorrectly, they lose two points. Continue until each team has chosen a word for the others to spell. The winning team is the one with the most points.

Syllable search

Write longer words, e.g.:

Interested important funnier fascinating biography

vaccination

Ask the class to tell you how many syllables each word has.

Missing vowels

Write words with vowels missing. Students complete the words.

Simple version: words with single vowels missing, e.g. tr__ff__c,

h__n__g__l__y, d__n__c__r

Harder version: words with vowel blends, e.g. sp__ _ d (speed),

st__t__n (station), thr__ _ t__n (threaten), s__sp__c__ _ s (suspicious)

Dictionary games

Which page?

Say a word. Students find it and tell you which page it is on.

Which word?

Say a word. Students find it and tell you which word comes before it. Variation: do the same asking which word comes after.

Think of a word (1)

Give students two headwords from the dictionary. Ask students to think of a word, without looking in the dictionary, that comes between the two headwords. (So long as the word is correct, it need not be one from the **EW7** dictionary.) If you wish, students may look afterwards to see what words they could have said.

Variation: ask for two or more words that come between the headwords.

Think of a word (2)

Give students two headwords from the dictionary. Ask students to think of a word beginning with the same letter that comes before the given headwords. Variation: do the same, asking for a word beginning with the same letter that comes after the given headwords.

Class games

I went to the market and I bought ...

The first player says this beginning and adds an item beginning with 'a', e.g. *I went to the market and I bought an apple*. The next player repeats this sentence and adds an item beginning with 'b', e.g. *I went to the market and I bought an apple and a ball*. The third player repeats this and adds an item beginning with 'c', e.g. ... and *I bought an apple, a ball and a car*. The players continue to take turns to add items for each letter until someone cannot remember something in the list. The game then starts again.

This game is for any number of players from 2–30 or more.

It can be played in small groups in the classroom or with the whole class.

Change the opening to practise other tenses, e.g.:

I'm going to market and I'm going to buy...

I'm at the market and I've just bought ... I've been to the market and I bought ...

I spy ...

You and your class may already know this game which is for any number of players from 2–30 or more. The first player thinks of an object that can be seen by everyone and gives the first letter of the word by saying: *I spy with my little eye, something beginning with (e.g.) b*. The other players suggest objects, e.g. *book, ball, board, bag*, etc. The person who suggests the correct object is the winner and starts the next round. Older students could play this game in small groups. Variation: students use a picture from the book to play the game with.

Who is it?

Write on the board: *is good at, likes, hates, is interested in*.

Divide the class into 4–6 groups. Each group chooses a person in the next group and completes statements using the verbs and

phrases, e.g. *This person is good at sport. He/She likes English but hates maths. He/She is interested in music and computer games*.

Give groups a short time limit. They take turns to read out their sentences. Other groups guess who the person is.

What's the job?

Ask the questions followed by one of the descriptions, and others of your own choice:

What do you call a person who ... ?

studies the stars, travels in space, mends taps, plays music, plays the violin, paints pictures, paints buildings, digs up buildings from the past, etc.

Project 1 (Unit 2): What happened next?

This project gives two possible ideas for the conclusion of *The man at the fountain*.

The man is a thief

The first idea continues the suggestion that the man really is a thief. Philippe finds this out but another man gets hold of him. Students can decide whether this person helps Philippe, whether he is already trying to catch the thieves or whether he is another thief himself. Students complete the story according to their own decisions.

The man is not a thief

The second idea suggests Philippe was mistaken about the person he saw and he is not a thief. Students can decide who the man is and why he was in the square. Suggestions are given and students complete the story according to their choices.

Class preparation

- 1 If you have time, ask a volunteer to read out the first text. Read through the questions.
- 2 If your class is able, or you wish to find out how they work alone, give them the suggested writing guidance below.
- 3 If your class needs support in thinking of ideas, ask for suggestions to answer some or all of the questions. This preparation could be done in pairs or groups. Give them a few moments to discuss then ask pairs/groups about their idea. Do the same with the second text and questions.
- 4 Explain that when they write, it will be their own story. They do not have to follow the group idea and they may change it to something completely different if they wish.

Suggested writing guidance

- Remind students of the importance of dialogue in a story to make it interesting and to bring the characters to life.
- Remind them to give descriptions of places in the story.
- Tell them to re-read their story and check that there are enough adjectives.
- Remind them to think of interesting verbs and adverbs.
- When they have re-read their story, made improvements and checked for mistakes, they should write a neat copy.
- Encourage the class to illustrate their work.
- If you wish, tell them how much you would like them to write. If you prefer, give them a minimum and a maximum amount.

Project 2 (Unit 4): A letter to a friend

If your class is able and familiar with writing informal letters, let them read about and complete this project independently. Give them the suggested writing guidance below.

Class preparation

- 1 If your class needs support or you want to be sure they have understood, go through the task. Read out the detail that should be included in each of the three paragraphs.
- 2 Tell students to look at the illustration of the letter at the bottom of the page. Go through the layout, pointing out and reading the labels indicating the key features of an informal letter. Students may remember most of this from their primary work but make sure they thoroughly understand the given information about letters.

Suggested writing guidance

- Remind the class to do a first draft.
- Tell them to re-read and look for mistakes in spelling, punctuation and grammar.
- Remind them to check the layout of their letter against the example on p132.
- When they have made all their corrections, they should write a neat copy to hand in.

Project 3 (Unit 5): A great life

Class preparation

- 1 Remind them that *great* has different meanings. Ask what meanings they can think of. Either ask students to check the entry for *great* in their dictionaries or elicit the meanings below. Ask for example sentences or write the suggested examples on the board:
enormous, or **a lot**, e.g. *The waterfall cascaded from a great height. I have a great many things to do today.*
important or **powerful**, e.g. *Shakespeare was a great writer. Elizabeth was a great queen.*
good, **excellent**, e.g. *We had a great time at the beach.*
- 2 Ask which meaning of *great* is used here: the second. Make sure they understand that they must write about a person who has achieved something that people recognise as having value. Point out their task is not to write about someone who they personally like and think is having a good life such as their own favourite footballer or film star, for example.
- 3 If your class is able, move straight to the suggested writing guidance below. If your class needs support, go through the

five stages, checking they understand the need to find out the information required and put it into three paragraphs as explained in stages 2 and 3.

- 4 The fourth paragraph is their own opinion. Remind them that they will need to explain what special things the person has done that makes them great.

Suggested writing guidance

- Remind them if they download information from the internet, they should rewrite it in their own words.
- Remind them to re-read, check and correct mistakes before making a final copy.
- They can download pictures from the internet or do their own drawings from books.
- Point out that other kinds of illustration may be important, such as maps or plans.

Project 4 (Unit 8): What do you think?

If you are short of time, you may wish simply to explain the project briefly and give the suggested writing guidance. Alternatively, ask students to read through the arguments silently then hold a short class debate as suggested below.

If your class needs more support, prepare them for the project using the following steps.

Class preparation

- 1 Read the first line. Tell the class that they must decide what their answer is but first they should read the information and the different points of view.
- 2 Ask one or more volunteers to read the information about rainforests. Ask another to read Jack's opinion. Point out and read the questions on the left.
- 3 Ask one or more volunteers to read the information about people in the world. Ask another to read Holly's opinion. Point out and read the questions on the left.
- 4 Remind the class that they need to think about who they agree with. Make sure they understand that there is no right or wrong opinion. There are good reasons for both sides of the question. Their task is to think and to reach their own view based on reasons.

Optional class debate

A short class debate will give students the opportunity to think through their ideas and perhaps change their opinion on hearing different arguments being put forward.

- Do this as a whole class, inviting individuals to put their points of view.
 - Encourage them to back up their views with reasons.
 - Invite other students who agree with that point of view to add other reasons.
 - Give equal opportunities for the two sides of the argument to be discussed.
- 5 Read through the tasks for those who agree with Jack and for those who agree with Holly.
 - 6 Point out that the final question in step 3 gives students the opportunity to write something about the other side of the argument. They should write a few sentences explaining how the opposite problem can be helped.

Suggested writing guidance

- Tell the class to write a first draft.
- Tell them to re-read and check for spelling, punctuation and grammar. Does it make sense and are there enough facts, information and reasons for their point of view?
- When they have made corrections, they should make a final neat copy.

Project 5 (Unit 9): Amazing eyes in the animal kingdom

This project may be done individually or in pairs or groups with students dividing the animals between them, giving them the suggested writing guidance below. Alternatively, complete Activity 1, following steps 1 and 2 below.

Class preparation

- 1 Let students complete the first part of step 1, matching names of animals to the pictures. They may do this working in pairs or groups.

| |
|---|
| Answers Picture order: 4 chameleon 1 hammerhead shark 6 owl 2 hippo 5 eagle 3 frog |
|---|

- 2 Ask one or more volunteers to read out the list of facts about the animals' eyesight. Ask if anyone can match any of the facts to the correct animals. Students may know some of these but some they might only be able to guess others. Do not check answers at this point. Tell the class that they will need to find out about these animals in order to be sure which fact applies to each animal.

- 3 Go through the list of questions in step 2. Tell the class that a good source of information will help them to find answers. Tell them that they must answer the first three questions. Explain that the last question gives them the opportunity to write any more interesting facts that they can find out. They may write as much extra detail as interests them but emphasise that it must be their own writing from facts they have found out and understand.

Suggested writing guidance

- Remind them that they can download information from the internet or find information from books.
- They should not copy out information that they find or download but use it to find the relevant facts and make notes.
- They must then write their own paragraphs about each animal.
- Remind them to re-read their work, checking spelling, grammar and punctuation before making a neat copy and adding illustrations.

Answers to facts a owl b frog c chameleon
d hammerhead shark e hippo f eagle

Project 6 (Unit 11): School magazine – group project

This project gives students the opportunity to write a magazine together in groups according to their own interests, concentrating on sports or widening out to include all kinds of school activities.

Go through the list of instructions with the class.

Encourage them to be as ambitious with their magazine as appropriate for the time and resources available. For example, they could:

- take photos of particular events that are happening
- use interesting graphics and layout
- put everything into a computer file and print it

Remind the class that detail and accuracy are important and they should check everything for mistakes and help each other to make corrections.

Word list

The words are listed alphabetically for each unit. The words in bold are the key words from Lesson 1 (Reading) and the students should learn as many of these as possible. The words in plain type are additional words from Lesson 1, as well as words which fall into particular spelling categories from Lesson 3 (Working with words). These lists are also at the back of the Workbook.

Unit 1

Words to do with working on a group project

construct
create
decide
discuss
enthusiastic
excitement
get on (progress)
imagination
include
invite
popular
present v
produce
respond
response
run (organise)
session
subject
surf v (internet)
volunteer n / v

buzz
chance n
evidently
limit n
local
motivate
neighbourhood
portrait
rush n
technology

words ending -tion

animation
construction
creation
invitation
motivation
presentation
production

words ending -ssion

discussion

impression
mission
procession

Unit 2

Words used in describing a city square

broad
bustling
disguise
drift
dusty
elegant
entrance
fume
gallop
glisten
hiss
mingle
movement
oily
particularly
recognise
scent
shade
spot (see)
take notice

cascade
chariot
click
coo
cruise
dart v
duke
frown
gape
never-ending
no longer
pigeon
snack
spurt
startle
strut

spelling

cancel
quarrel
refer

Unit 3

Words to do with animals, habitat and threats

appearance
ban
climate
diet
extinct
female
habitat
industry
male
newborn
pollution
region
reproduction
seal
shore
snowdrift
spill
survive
threaten
whiskers

alert
bob
chest
den
entire
floe
fully
guarantee
harmful
industrial
insulate
mammal
partly
patiently
polar
prey

pup
seize
tanker
uncertain
waterproof

words ending -al

coastal
comical
continual
electrical
factual
final
industrial
internal
musical
natural
normal
seasonal
several

words ending -y

dirty
dusty
furry
handy
nutty
powdery
smoky
starry

ei / ie words

grief
receive
seize

Unit 4

Words to do with advertising an adventure sports centre

automatic
booking n
challenge
confident
contact
electrifying
entry

exhilarating
half price
indoor
membership
provide
qualified
reduction
runway
skills
swoop
trainer (person)
unforgettable
unique

aerial
benefit
bird's eye view
bungee jump
complex n
members-only
off
selected
skydiving
suspended
unmissable
vertical

**words ending
-ent / -ence**

confidence
difference
evidence
evident
excellence
obedience
patience
silence

**words ending
-ant / -ance**

brilliance
defiance
elegance
ignorance
importance
reliance

Unit 5

**Words to do with the
life events of a ruler**

adore
allow
condition
devastated

exhausting
expand
expansion
harsh
immensely
lonely
period
population
progress
public
rather
refuse
rely on
remove
share
strict

childhood
duty
governess
guidance
handsome
matter
prime minister
request
role
ruler
sadden
state
support
tutor
wedding

words ending -ment

agreement
announcement
appointment
argument
arrangement
disappointment
entertainment
equipment
excitement
government
measurement
movement
payment
statement

word with gu-
guilty

Unit 6

**Words describing a
person's appearance
and craftsman's tools**

cheek
cheeky
cheerful
concentration
droop
expression
eyebrow
fashion (way)
forehead
glimpse
grin
moustache
penknife
screwdriver
sharpen
sharp-eyed
striking
tools
waft
workbench

ascend
carve
crescent
crimson
descend
intricately
laden
lean v
mind v
perch
pliers
rim
rosy
satisfaction
scrutinise
simmer
tasty
varnish
workshop

words ending -ate

celebrate
concentrate
delicate
educate
fascinate
fortunate
illustrate

insulate
intricate
separate

Unit 7

**Words for ingredients
and cooking**

beat
beefburger
chop
crush
filling
finely
form v
fresh
freshly
fridge
fry
get out
ground pepper
herb
ingredients
medium
prepare
refrigerate
roll (bread)
sauce

clove
fall apart
garlic
mayonnaise
minced beef
olive oil
parsley
thyme
tomato ketchup

words with prefix pre-

precede
predict
preheat
preview

words ending -ture

culture
furniture
future
sculpture

Unit 8

Words to do with animals in captivity

abolish
ban
behaviour
boredom
captivity
continual
convince
cruel
disgrace
existence
exploitation
instincts
isolation
post v (put up)
precisely
prison
regular
stress
suffer
unbelievably

according
available
close-up
exchange
link
occupy
pace
pant
pound
related
update

words with prefix *im-*

impatient
imperfect
impolite
improbable

words with prefix *in-*

incredible
independent
indirect
informal
inseparable
invisible

homophones

source
role
mail

words with *ci / ti*

cautious
initial
official
optician

Unit 9

Words to do with the eye and sight

approximately
automatically
blink
brain
detect
eyelash
eyelid
focus
goggles
human
iris
movie
muscle
nerve
pupil
purpose
tough
transparent
upper
vision

baseball
cornea
lens
optic
ouch
sclera
visor
weld

words ending *-ible*

credible
divisible
horrible
sensible
visible

words ending *-able*

believable
breakable
likeable
lovable
noticeable
separable

words ending *-sion*

confusion
decision
inclusion
vision

Unit 10

Words to do with behaviour and feelings

cheerfully
cheerfulness
come round (visit)
concentrate
concerned
depressed
embarrass
enquire
glance
inspire
miss
modestly
occasion
opportunity
pause
regain
suggest
suggestion
talent
tremendous

album
biological
breeze
certainty
chemistry
cheque
crisp
enquiringly
gallery
grade
plenty
radiant
shimmering
text book
translucent
ultimately

words ending *-ous*

courage
courageous
fame
famous
fury
furious

glory
glorious
gorgeous
marvel
marvellous
nerve
nervous
ridicule
ridiculous
vary
various

Unit 11

Words to do with football

clumsy
dodge
equalise
fan
foul
goalkeeper
half-time
header
kick-off
manager
opponent
pass
reserve
semi-final
show-off
skilful
splendid
swift
tackle
wing

address (speak to)
chauffeur-driven
cross
deliberate
execute
first-class
fixtures list
flag v
forward n
invest
jubilant
justify
lead
limousine
long-time
power v
predictable

ragged
relax
release
roller skates
soar
spot n
staff
striker
stunt
substitute
turn up

compound nouns

airline
businessman

crossroads
workbench

words with -tch-

pitcher
satchel

Unit 12

Words to do with a railway disaster

accident
brainwave
bush
danger
desperately

disaster
familiar
firm
landslide
like mad
massive
mound
reach
shocked
situation
slip
terrible
top speed
urgently
weird

flagpole
flannel
petticoat
telegraph

words ending -ive

active
attractive
impressive
possessive
protective

words with a after w sounding /d/

waft
wander

CONTENTS

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Introductory notes to the teacher

The practice tests in the exam practice book are intended to be used in class for class tests. It is a good idea to keep these books in a secure location and give them out to your students and collect them in again during the classes when you wish to give a test or part of a test.

This table indicates which units of the course materials each test covers:

Coverage

| Test number | Coverage |
|---------------|-----------------|
| Test 1 (unit) | Units 1 and 2 |
| Test 2 (unit) | Units 3 and 4 |
| Test 3 (unit) | Units 5 and 6 |
| Test 4 (term) | Units 1 to 6 |
| Test 5 (unit) | Units 7 and 8 |
| Test 6 (unit) | Units 9 and 10 |
| Test 7 (unit) | Units 11 and 12 |
| Test 8 (term) | Units 1 to 12 |

The following table suggests how much time to allow for each section in the unit tests:

Unit Tests

| Section | Approximate time to allow |
|------------------------|---------------------------|
| Grammar and vocabulary | 40 minutes |
| Listening | 20 minutes |
| Reading | 30 minutes |
| Speaking | up to 8 minutes per pair |
| Writing | 30 minutes |

This table indicates how much time to allow for each section in the term tests:

Term Tests

| Section | Approximate time to allow |
|------------------------|---------------------------|
| Grammar and vocabulary | 50 minutes |
| Listening | 25 minutes |
| Reading | 40 minutes |
| Speaking | up to 10 minutes per pair |
| Writing | 50 minutes |

Conducting the tests

The tests should only be given at the end of the teaching units, once the activities and tasks in the Student's Book and Workbook for those particular units have been completed. Please note which units particular tests cover.

Content and progression of the tests

The tests focus on the new vocabulary, structures, functions, skills and topics introduced and practised in particular units of the Student's Book and Workbook. For example, Test 1 focuses on the language of Units 1 and 2 and Test 5 focuses on the language of Units 7 and 8. Please note that each test presupposes a knowledge of preceding material. Thus, while the focus of Test 1 is the language of Units 1 and 2, it will contain language from previous levels of the course. And, while the focus of Test 5 is the language of Units 7 and 8, it will contain language from previous levels of the course together with the language from Units 1 to 6 of *English World 7*.

The written tests

The written tests contain four parts: grammar and vocabulary, listening, reading and writing. These tests can be given in the order presented in the materials as a single test. Alternatively, the tests can be broken into their sections and given in different order. An example of this might be, that a grammar and vocabulary section is covered in one class, followed by the listening and reading sections in the next class and finally the writing section in a third class.

Speaking tests

Speaking tests should last around eight minutes for the unit tests and about ten minutes for the term tests. If possible, the speaking tests should take place in a small room with only the students and the teacher(s) in attendance. It is important to allocate the same amount of time to all students, to give them all a fair and equal opportunity to show their speaking skills.

Students should take the tests in pairs. There are two speaking tasks in the unit tests and three speaking tasks in the term tests (Tests 4 and 8). The first task is the same in both the unit tests and the term tests.

In the first task, students should talk to each other. Before the students talk, nominate one student as Student 1 and the other student as Student 2 (it is not important which student is which).

At the beginning of Part 1, give Student 2 Card A (which you should copy from the Teacher's Book, p205–208). Student 1 now uses the prompts in Question Box A to make questions for Student 2. Student 2 answers the questions about the topic on Card A.

At the beginning of Part 2, give Student 1 Card B (which you should copy from the Teacher's Book, p205–208). Student 2 now uses the prompts in Question Box B to make questions for Student 1. Student 1 answers the questions about the topic on Card B.

In the second and third tasks, students will talk on their own. During the second task, the student who is not speaking can leave the room, so he or she won't hear or be influenced by the response of the student who speaks first. In the third task (Tests 7 and 13 only), specify one of the subjects on the card for the first student and specify a different subject for the second student.

It is recommended that you follow one of three ways below to allocate marks to each pair of students as they do their speaking tests:

- (1) You can work alone, listen to the students and note down their performance as they speak. You can then award final marks after the students leave the room.
- (2) You can work with a colleague. One teacher conducts the test while the other teacher listens and assesses performance. After the students leave the room both teachers discuss performance and award scores. In cases where teachers disagree, the 'assessing' teacher should have the final say.
- (3) You can record each session of the speaking test and assess the performance by listening to the test again later and awarding scores as you listen to the recording.

Speaking criteria: Unit Tests

After each test taker's **Unit Speaking Test**, use the speaking criteria below to award an overall speaking mark of between 0 marks to 15 marks in the **two speaking tasks taken together**. The speaking criteria contain five traits. For each trait you can award a score of between 0 to 3 marks, according to the performance of each test taker. After you have awarded a score for each trait, add all the scores of the traits together to obtain an overall assessment of the test taker's speaking performance.

| TRAIT | 3 marks for | 2 marks for | Award 0 or 1 mark for |
|---|--|---|--|
| Pronunciation, stress and intonation | good overall pronunciation, despite a few minor errors of stress, intonation or pronunciation | pronunciation that sympathetic listeners can follow despite errors | no or minimal responses or pronunciation errors make responses difficult to follow |
| Task achievement | responses that cover all or almost all of the task requirements | incomplete but relevant responses or responses which are partially relevant | no or minimal responses or no relevant content in the responses |
| Vocabulary and grammar | responses with an accurate knowledge and appropriate use of vocabulary and grammar; no or few serious errors | responses in which the knowledge of grammar and vocabulary is sufficient to do the task despite noticeable errors | no or minimal responses or numerous errors or knowledge of vocabulary and grammar is not up to the task |
| Interaction (mostly Task 1) | language that is used effectively to engage and to respond to the other speaker | language that, despite, misunderstanding or repetition, engages and responds to the other speaker | no or minimal responses or very little attempt, effort or success in engaging in meaningful interaction |
| Communication and fluency | responses that are coherent, effective and fluent relative to the tasks; good overall language skills | responses that convey the message to a sympathetic listener; moderate spoken language skills | no, minimal or slow and ineffective responses; very poor or poor spoken language skills |

A sample grade: Task 1 and Task 2 taken together

| TRAIT | 3 marks | 2 marks | 1 mark | 0 marks |
|-----------------------------|---------|---------|--------|----------------|
| Pronunciation, stress, etc. | | | ✓ | |
| Task achievement | | ✓ | | |
| Vocabulary and grammar | | | ✓ | |
| Interaction (mostly Task 1) | | ✓ | | |
| Communication and fluency | | ✓ | | |
| Overall score: | | | | 8 marks |

Speaking criteria: Term Tests

After each test taker's **Term Speaking Test**, use the speaking criteria below to award an overall speaking mark of between 0 marks to 5 marks in each of the **three speaking tasks**. The speaking criteria contain five traits. For each trait you can award a score of 0, ½ or 1 mark, according to the performance of each test taker. After you award scores for each trait, add the five scores together to obtain an overall mark for that task. Then **add the three scores** for each speaking task together to obtain an overall assessment of the test taker's speaking performance.

| TRAIT | 1 mark for | ½ mark for | Award 0 marks for |
|---|--|---|--|
| Pronunciation, stress and intonation | good overall pronunciation, despite a few minor errors of stress, intonation or pronunciation | pronunciation that sympathetic listeners can follow despite errors | no or minimal responses or pronunciation errors make responses difficult to follow |
| Task achievement | responses that cover all or almost all of the task requirements | incomplete but relevant responses or responses which are partially relevant | no or minimal responses or no relevant content in the responses |
| Vocabulary and grammar | responses with an accurate knowledge and appropriate use of vocabulary and grammar; no or few serious errors | responses in which the knowledge of grammar and vocabulary is sufficient to do the task despite noticeable errors | no or minimal responses or numerous errors or knowledge of vocabulary and grammar is not up to the task |
| Interaction (mostly Task 1 and Task 3) | language that is used effectively to engage and to respond to the other speaker | language that, despite, misunderstanding or repetition, engages and responds to the other speaker | no or minimal responses or very little attempt, effort or success in engaging in meaningful interaction |
| Communication and fluency | responses that are coherent, effective and fluent relative to the tasks; good overall language skills | responses that convey the message to a sympathetic listener; moderate spoken language skills | no, minimal or slow and ineffective responses; very poor or poor spoken language skills |

A sample grade: Task 1 Task 2 Task 3

| TRAIT | 1 | ½ | 0 | 1 | ½ | 0 | 1 | ½ | 0 |
|-----------------------------|---|---|---|---|---|---|----------------|---|---|
| Pronunciation, stress, etc. | | ✓ | | | | ✓ | | ✓ | |
| Task achievement | | | ✓ | | ✓ | | | ✓ | |
| Vocabulary and grammar | | ✓ | | | ✓ | | | ✓ | |
| Interaction (mostly Task 1) | | ✓ | | | | ✓ | | | ✓ |
| Communication and fluency | | | ✓ | | ✓ | | | ✓ | |
| Overall score: | | | | | | | 5 marks | | |

Writing key: Unit Tests

After collecting the writing tasks for each test taker's **Unit Writing Test**, use the writing criteria below to award an overall writing mark of between 0 marks to 15 marks in the **writing task**. The writing criteria contain five traits. For each trait you can award a score of between 0 to 3 marks, according to the performance of each test taker. After you have awarded a score for each trait, add all the scores of the traits together to obtain an overall assessment of the test taker's writing performance.

| TRAIT | 3 marks for | 2 marks for | Award 0 or 1 mark for |
|----------------------------------|---|---|--|
| Spelling and punctuation | good overall spelling and punctuation despite minor errors or misspellings | despite some errors readers can follow the message | no responses or errors which make texts difficult to follow |
| Task achievement | excellent responses that cover all or almost all of the task requirements; responses are the right length | incomplete but relevant responses or responses which are partially relevant; responses may be too long or too short | no or minimal responses or no relevant content in the overall response; responses may be very short |
| Vocabulary | responses with an accurate knowledge and appropriate use of vocabulary; no or few serious errors | responses in which the knowledge of vocabulary is sufficient to do the tasks despite noticeable errors | no responses or numerous errors or omissions or knowledge of vocabulary is not up to the tasks |
| Grammar | responses with an accurate knowledge and appropriate use of grammar; no or few serious errors | responses in which knowledge of grammar is sufficient to do the tasks despite noticeable errors | no responses or numerous errors or knowledge of grammar is not up to the tasks |
| Communication and fluency | responses that are coherent, effective and fluent relative to the tasks; good overall language skills | responses that convey the message to a sympathetic reader; moderate language skills | no, minimal or ineffective responses; very poor or poor language skills |

A sample grade:

| TRAIT | 3 | 2 | 1 | 0 |
|---------------------------|---|---|----------------|---|
| Spelling and punctuation | | | ✓ | |
| Task achievement | | ✓ | | |
| Vocabulary | ✓ | | | |
| Grammar | | | ✓ | |
| Communication and fluency | | ✓ | | |
| Overall score: | | | 9 marks | |

Writing key: Term Tests

After each test taker's **Term Writing Test**, use the writing criteria below to award an overall writing mark of between 0 marks to 15 marks in the **two writing tasks taken together**. The writing criteria contain five traits. For each trait you can award a score of between 0 to 3 marks, according to the performance of each test taker. After you have awarded a score for each trait, add all the scores of the traits together to obtain an overall assessment of the test taker's writing performance.

| TRAIT | 3 marks for | 2 marks for | Award 0 or 1 mark for |
|----------------------------------|---|---|--|
| Spelling and punctuation | good overall spelling and punctuation despite minor errors or misspellings | despite some errors readers can follow the message | no responses or errors which make texts difficult to follow |
| Task achievement | excellent responses that cover all or almost all of the task requirements; responses are the right length | incomplete but relevant responses or responses which are partially relevant; responses may be too long or too short | no or minimal responses or no relevant content in the overall response; responses may be very short |
| Vocabulary | responses with an accurate knowledge and appropriate use of vocabulary; no or few serious errors | responses in which the knowledge of vocabulary is sufficient to do the tasks despite noticeable errors | no responses or numerous errors or omissions or knowledge of vocabulary is not up to the tasks |
| Grammar | responses with an accurate knowledge and appropriate use of grammar; no or few serious errors | responses in which knowledge of grammar is sufficient to do the tasks despite noticeable errors | no responses or numerous errors or knowledge of grammar is not up to the tasks |
| Communication and fluency | responses that are coherent, effective and fluent relative to the tasks; good overall language skills | responses that convey the message to a sympathetic reader; moderate language skills | no, minimal or ineffective responses; very poor or poor language skills |

A sample grade: Task 1 and Task 2, taken together

| TRAIT | 3 | 2 | 1 | 0 |
|---------------------------|---|---|-----------------|---|
| Spelling and punctuation | | | ✓ | |
| Task achievement | | ✓ | | |
| Vocabulary | ✓ | | | |
| Grammar | ✓ | | | |
| Communication and fluency | | ✓ | | |
| Overall score: | | | 11 marks | |

Exam Practice Book Answer keys

Test 1 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 talking to a 2 interviewed a very 3 Anna used to
4 she is writing 5 was listening to
- 2 5 marks: (10 x ½)
1 are helping 2 are interviewing 3 want 4 was
5 is enjoying 6 was lying 7 broken 8 was riding
9 startled 10 threw
- 3 2½ marks: (5 x ½)
1 are you working on 2 Were you working 3 do you meet
4 did you start 5 did you use to do
- 4 2½ marks: (10 x ¼)
b rewrite c disagreement d disbelieve e review f unfair
1 rewrite 2 review 3 disagreement 4 unfair 5 disbelieve
- 5 2½ marks: (5 x ½)
1 elegant 2 entrance 3 strut 4 cascade 5 shade
- 6 5 marks: (10 x ½)
1D 2A 3C 4B 5C 6C 7D 8B 9D 10A

Listening

- 1 5 marks: (5 x 1)
2B 3F 4A 5D Phrase C is not needed
- 2 5 marks: (5 x 1)
1 (playing) tennis 2 (visiting) old libraries 3 (keeping)
pigeons 4 flying 5 spiders
- 3 5 marks: (5 x 1)
1A 2C 3B 4C 5B

Reading

- 1 10 marks: (10 x 1)
1B 2B 3A 4A 5A 6C 7C 8B 9A 10C
- 2 5 marks: (5 x 1)
2G 3F 4A 5E 6C Question D is not needed

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Book to award marks for the speaking tasks.

Writing

- 1 Up to 15 marks
Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 2 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 is driving 2 has just 3 haven't arrived 4 are you going
5 since one
- 2 5 marks: (10 x ½)
1 has (just) been 2 has/returned 3 animals
4 exhilarating 5 have (ever) taken 6 cubs 7 patiently
8 has (just) begun 9 is travelling 10 will live
- 3 2½ marks: (5 x ½)
1 What are we having for lunch today?
2 Abdullah has had his sports bag for a month.
3 Has Lucy finished her notes about sea otters?
4 Pollution and oil spills will threaten polar bears.
5 Are you going to try bungee jumping on Thursday or Friday?
- 4 2½ marks: (5 x ½)
1 tanker 2 seal 3 trainer 4 pup 5 shore
- 5 2½ marks: (5 x ½)
1 insulate 2 seize 3 half price 4 contact 5 booking
- 6 5 marks: (10 x ½)
1A 2D 3A 4B 5C 6B 7C 8C 9B 10D

Listening

- 1 5 marks: (5 x 1) Response B is not needed
2F 3D 4A 5B Phrase E is not needed
- 2 5 marks: (5 x 1)
1 seeing a film
2 go(ing) to (two) museums
3 go(ing) shopping / get(ing) trainers
4 do(ing) homework
5 fly(ing) (back) home
- 3 5 marks: (5 x 1)
1 Not stated 2 False 3 True 4 True 5 Not stated

Reading

- 1 5 marks: (5 x 1)
2G 3B 4F 5E 6C Heading A is not needed
- 2 10 marks: (10 x 1)
1 True 2 False 3 True 4 Not stated 5 False 6 False
7 True 8 Not stated 9 True 10 False

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

1 Up to 15 marks

Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 3 Answer key

Grammar and Vocabulary

1 2½ marks: (5 x ½)

1 a large family 2 as tall as 3 the worst cook 4 playing the guitar 5 Gary's guitar

2 5 marks: (10 x ½)

1 began 2 education 3 the most hard-working 4 teachers 5 ability/abilities 6 interested 7 to send 8 competition 9 to become 10 most popular

3 2½ marks: (5 x ½)

1 the 2 X (no article) 3 X (no article) 4 a 5 an

4 2½ marks: (5 x ½)

1 penknives 2 moustaches 3 tools 4 brides 5 sculptures

5 2½ marks: (10 x ¼)

b vaccination c excitement d improvement e illness f illustration
1 illustration(s) 2 vaccinations 3 excitement 4 illness 5 improvement

6 5 marks: (10 x ½)

1B 2A 3D 4A 5C 6D 7C 8D 9C 10B

Listening

1 5 marks: (5 x 1)

2B 3A 4F 5E Phrase D is not needed

2 5 marks: (5 x 1)

1 twenty-five/25
2 toy maker / makes toys
3 rosy cheeks
4 (extremely) short [½] (and) thin [½]
5 cheerful [½] (and) friendly [½]

3 5 marks: (5 x 1)

1B 2C 3B 4A 5A

Reading

1 10 marks: (10 x 1)

1 True 2 Not stated 3 True 4 False 5 Not stated
6 False 7 False 8 Not stated 9 True 10 False

2 5 marks: (5 x 1)

2E 3G 4C 5F 6B Question A is not needed

Speaking

1 and 2 Up to 15 marks

Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

1 Up to 15 marks

Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 4 Answer key

Grammar and Vocabulary

1 5 marks: (10 x ½)

1 she is making 2 used to 3 haven't arrived 4 for an/ one hour / sixty minutes 5 a large car 6 as short as 7 was watching 8 you going to / planning to 9 the worst driver 10 has just

2 2½ marks: (10 x ¼)

b natural c confident d different e thirsty f factual
1 confident 2 thirsty 3 factual 4 different 5 natural

3 5 marks: (10 x ½)

1 haven't seen 2 comes 3 missed 4 has (just) changed 5 arrive 6 earlier 7 will/'ll tell 8 different 9 travel 10 doing

4 2½ marks: (10 x ¼)

1 have/'ve hurt 2 likes 3 hasn't written 4 is going to be 5 have/'ve been 6 live 7 was turning/had turned 8 are driving 9 finished 10 going to fall

5 2½ marks: (5 x ½)

1 snowdrift 2 marriage 3 pollution 4 tools 5 seal

6 2½ marks: (10 x ¼)

1 take 2 look 3 catch 4 bring 5 make 6 look 7 stand 8 catch 9 do 10 make

7 5 marks: (10 x ½)

1 mammal 2 diet 3 appearance 4 unique 5 chest 6 popular 7 construct 8 ruler 9 broad 10 survive

8 5 marks: (10 x ½)

1A 2B 3D 4D 5B 6C 7C 8B 9A 10B

Listening

1 5 marks: (5 x 1)

2D 3A 4F 5C Phrase E is not needed

2 5 marks: (5 x 1)

1 (in the) north-west
2 twenty-five thousand/25,000
3 educated at home / parents taught her

- 4 skating
5 (sound of the) sea
- 3 5 marks: (5 x 1)
1 False 2 False 3 True 4 Not stated 5 True
- 4 5 marks: (5 x 1)
A3 B6 D2 E4 F5

Reading

- 1 5 marks: (5 x 1)
2G 3B 4C 5D 6A Heading E is not needed
- 2 7 marks: (7 x 1)
1 five/5 (brother and sisters)
2 Charlotte's father, (Patrick Brontë), had (a new) job
3 1821
4 (her) life at (Cowan Bridge) school
5 a magical/imaginary world
6 2/two years / from 1842 to 1844
7 companies did not take books by female writers
- 3 8 marks: (8 x 1)
1 False 2 False 3 True 4 Not stated 5 True 6 False
7 False 8 True

Speaking

Task 1, 2 and 3 Up to 15 marks

Please refer to the speaking criteria on p183 of the Teacher's Guide to award marks for the three speaking tasks.

Writing

Task 1 and 2 Up to 15 marks

Please refer to the writing criteria on p185 of the Teacher's Guide to award marks for the two writing tasks.

Test 5 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 any garlic 2 How many onions 3 it takes less
4 You should wash 5 if the heat
- 2 5 marks: (10 x ½)
1 be banned 2 unbelievably 3 stress 4 will have
5 exploitation 6 don't agree 7 be told 8 impossible
9 will become 10 are disappearing
- 3 2½ marks: (5 x ½)
1 Heat the butter until all of it melts.
2 You ought to add fresh herbs to the meat.
3 You mustn't forget to weigh the ingredients.
4 If you boil the sauce too quickly, it won't taste nice.
5 How much minced beef should I use to make six hamburgers?

- 4 2½ marks: (10 x ¼)
1 ground coffee 2 beaten egg 3 minced beef
4 chopped onion 5 crushed garlic
- 5 2½ marks: (5 x ½)
1 refrigerate 2 abolish 3 isolation 4 convince
5 form
- 6 5 marks: (10 x ½)
1A 2C 3A 4D 5B 6C 7D 8B 9C 10D

Listening

- 1 5 marks: (5 x 1)
2E 3C 4A 5B Phrase D is not needed
- 2 5 marks: (5 x 1)
1 olive [½] oil [½] 2 six/6 [½] eggs [½]
3 small [½] pieces [½] 4 frying [½] pan [½]
5 another [½] twenty/20 minutes [½]
- 3 5 marks: (5 x 1)
1A 2B 3C 4B 5B

Reading

- 1 10 marks: (10 x 1)
1 True 2 True 3 False 4 Not stated 5 False 6 True
7 False 8 Not stated 9 False 10 False
- 2 5 marks: (5 x 1)
2D 3A 4F 5G 6B Heading C is not needed

Speaking

1 and 2 Up to 15 marks

Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

1 Up to 15 marks

Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 6 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 was your foot 2 have you had 3 don't you
4 will be checked 5 has been
- 2 5 marks: (10 x ½)
1 suggestion 2 isn't 3 have been selling 4 look
5 have (ever) seen 6 approximately 7 aren't
8 are produced 9 been making 10 is made
- 3 2½ marks: (10 x ¼)
1 have cut 2 has been doing 3 is 4 has not/hasn't been

studying 5 was stolen 6 has seen 7 are sent 8 thought
9 will be opened 10 looking

4 2½ marks: (5 x ½)

1 lenses 2 goggles 3 brain 4 muscles 5 eyelashes

5 2½ marks: (10 x ¼)

b embarrassed c nervous d sensible e depressed

f marvellous

1 depressed 2 embarrassed 3 nervous 4 marvellous

5 sensible

6 5 marks: (10 x ½)

1A 2C 3D 4A 5C 6B 7C 8C 9D 10A

Listening

1 5 marks: (5 x 1)

2A 3F 4C 5E Phrase D is not needed

2 5 marks: (5 x 1)

1 nine (o'clock/am)

2 taking photos (for his album)

3 fruit and vegetable stall

4 chocolate ice cream

5 vegetable soup

3 5 marks: (5 x 1)

1B 2C 3A 4C 5B

Reading

1 7 marks: (7 x 1)

2C 3A 4E 5G 6B 7H 8F

2 8 marks: (8 x 1)

1 Not stated 2 False 3 False 4 True 5 False 6 True

7 True 8 Not stated

Speaking

1 and 2 Up to 15 marks

Please refer to the speaking criteria on p182 of the
Teacher's Guide to award marks for the speaking tasks.

Writing

1 Up to 15 marks

Please refer to the writing criteria on p184 of the
Teacher's Guide to award marks for the writing task.

Test 7 Answer key

Grammar and Vocabulary

1 2½ marks: (5 x ½)

1 would not lose 2 striker who scored 3 it was great

4 to leave 5 which the crowd

2 5 marks: (10 x ½)

1 would move 2 days 3 have 4 would stay 5 told
6 noisy 7 commute 8 mustn't 9 pack 10 didn't own

3 2½ marks: (10 x ¼)

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

7 when 8 who 9 when 10 who

4 2½ marks: (5 x ½)

1 fan 2 header 3 goalkeeper 4 tackle 5 foul

5 2½ marks: (5 x ½)

1 shocked 2 skilful 3 deliberate 4 familiar 5 clumsy

6 5 marks: (10 x ½)

1C 2D 3C 4D 5B 6A 7A 8C 9B 10D

Listening

1 5 marks: (5 x 1)

2A 3D 4F 5B Phrase E is not needed

2 5 marks: (5 x 1)

1 London Town

2 (her) money will help (the club)

3 (to) relax

4 (so) much better

5 one goal to zero / 1 to 0

3 5 marks: (5 x 1)

1B 2C 3A 4B 5C

Reading

1 7 marks: (7 x 1)

2B 3D 4E 5H 6F 7A 8C

2 8 marks: (8 x 1)

1 False 2 False 3 True 4 True 5 Not stated 6 True

7 False 8 Not stated

Speaking

1 and 2 Up to 15 marks

Please refer to the speaking criteria on p182 of the
Teacher's Guide to award marks for the speaking tasks.

Writing

1 Up to 15 marks

Please refer to the writing criteria on p184 of the
Teacher's Guide to award marks for the writing task.

Test 8 Answer key

Grammar and Vocabulary

1 5 marks: (10 x ½)

1 ingredients cooked 2 the most cheerful 3 will suffer if

4 don't you 5 have any good 6 has been preparing 7 has

just 8 would know 9 Anna was visiting 10 said she was

- 2 2½ marks: (10 x ¼)
b preheat c regain d disagree e impatient f invisible
1 disagree 2 invisible 3 regain 4 Preheat 5 impatient
- 3 5 marks: (10 x ½)
1 was studying 2 regularly 3 tells 4 has/have lived
5 took 6 running 7 fallen 8 said 9 had to
10 would buy
- 4 2½ marks: (10 x ¼)
1 concentrate 2 wear 3 has/'s just kicked off 4 have
been 5 is needed 6 has been taking/has taken 7 did
not/didn't enquire 8 would/'d arrive 9 didn't have to
10 will/'ll have
- 5 2½ marks: (5 x ½)
1 vaccination 2 beefburger 3 chef 4 roll 5 bush
- 6 2½ marks: (10 x ¼)
1 take 2 catch 3 break 4 get 5 turn 6 shut 7 do
8 go 9 stand 10 bring
- 7 5 marks: (10 x ½)
1 chop 2 transparent 3 extinct 4 reduce 5 splendid
6 enthusiastic 7 destination 8 depressed 9 gallop
10 weird
- 8 5 marks: (10 x ½)
1C 2B 3C 4A 5C 6D 7D 8B 9C 10A

Listening

- 1 5 marks: (5 x 1)
2D 3A 4B 5C Phrase F is not needed
- 2 5 marks: (5 x 1)
1 False 2 Not Stated 3 True 4 True 5 False
- 3 5 marks: (5 x 1)
1B 2C 3A 4C 5A
- 4 5 marks: (5 x 1)
A3 B5 C6 E4 F2

Reading

- 1 5 marks: (5 x 1)
2G 3C 4E 5B 6A Heading F is not needed
- 2 7 marks: (7 x 1)
1 four/4 (features)
2 artist
3 10/ten years
4 (he) injured (his) hand
5 (a large) animal (walked in front of the car)
6 (a local) farmer
7 (in) 2008 / (a) year after his car crash/accident
- 3 8 marks: (8 x 1)
1 False 2 Not stated 3 True 4 True 5 False 6 False
7 Not stated 8 True

Speaking

- Task 1, 2 and 3** Up to 15 marks
Please refer to the speaking criteria on p183 of the
Teacher's Guide to award marks for the three speaking tasks.

Writing

- Task 1 and 2** Up to 15 marks
Please refer to the writing criteria on p185 of the
Teacher's Guide to award marks for the two writing tasks.

Exam Practice Book Audioscripts

Audioscript for Test 1

Track 1

Test 1 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Male: Well, I enjoyed swimming and walking in the mountains. My younger sister liked the same things. We often went for walks together. But my older sister was different. She hated being outside. She was only interested in fashion and clothes design.

Extract one matches phrase E. That was the example. Now listen and match the phrases to the other extracts.

Extract two

Female: My mum was driving us along a mountain road. We stopped to have a snack. It was hot, so I went to sit on a rock in the shade of a tall tree and watch the stream cascading down the side of the hill. It was just then I saw it. A huge brown bear! I tell you, I ran back to the car very quickly and shouted to the others to do the same!

Extract three

Female: He was tall and was wearing a dark coat and a hat. When I first saw him, it was in the small village where we stayed for our holidays. He always stood in the same place, looking in the shop window. Of course, I didn't recognise him. It was before he had made his first film and became famous.

Extract four

Male: I remember it when it was still open. My dad used to take us during our summer holidays. The most famous singers and musicians used to play there. I loved visiting the old concert hall. It was bustling, elegant, full of music, movement and people. Now, it's old and empty. No one ever comes here anymore.

Extract five

Female: I got this picture five or six years ago during my holidays. I was walking with my sister across a bridge in the old part of town. I stopped to look at the view across the river. While I was standing there an artist started to draw my portrait. She worked very quickly. After five minutes she showed me the finished picture.

I thought it was fantastic and bought it immediately. I still like it.

Now listen again and check your answers.

Track 2

Test 1 Listening Question 2

Tom is talking about himself and some of the other people in his family. Listen and fill in the missing information in each numbered space in the notes. There is one example.

Tom: Hi, I come from a family of five. There's me, Tom, Mum and Dad, my sister Gabriella and my brother Maximilian, or Max as we call him. I am 16 years old, Gabriella is 19 and Max is only 12. Max, Gabriella and I are in the same family but we are interested in very different things. I enjoy all sports, particularly basketball and football. Gabriella doesn't like watching sports but she is really keen on playing tennis. It's her favourite sport. Max isn't very interested in sports most of the time but he enjoys skating in the winter. In my spare time my main interest is reading. I also love visiting old libraries. I don't know why. Gabriella is studying science at university but she's very keen on the theatre. She is also very keen on new technology. That's why she likes online computer games! Max is only interested in animals and birds. He's mad about them. He also enjoys keeping pigeons. I don't dislike many things – just fast food really because it's very unhealthy. Gabriella hates lots of things but what she dislikes most is flying. It frightens her, so she always travels by bus or train. Finally, spiders might be popular with some people but Max finds them scary. He doesn't kill them but he is happy for birds to eat them.

Now listen again and check your answers.

Track 3

Test 1 Listening Question 3

Listen to the programme. For each question, circle the correct answer A, B or C. There is one example.

Female 1: Hello. Welcome to *History Now!*

Female 2: Today, we're speaking to you from Hampton. We're looking at one of the oldest buildings in the town, Holly House. Parts of the building are 700 years old.

Female 1: Holly House was a large farm when it was built in the 15th century. In 1610, Richard Green bought the farm. Richard was Duke of Hampton and he used to be one of the wealthiest men in Hampton. Before Richard died, he changed Holly House into a hospital for the town's poor people.

Female 2: Of course, this pleased the people in the town but Richard's family was not so pleased with him.

Female 1: In Richard Green's time Holly House used to be outside the town but over the centuries the town became bigger and Holly House is now in the centre of town.

Female 2: Holly House was a hospital for about a hundred years, then it became a school in 1710.

Female 1: Yes, for more than two hundred years the children of Hampton used to have their lessons here.

Female 2: When the school moved to a new building early last century, no one wanted to use Holly House and it was empty for twenty years.

Female 1: But in 1930, a rich businesswoman, Anna Foot, bought Holly House and made it into a hotel and it's still a hotel now.

Female 2: So that's Holly House, a building with lots of history. It used to be a farm, then a hospital, then a school and now it's an elegant hotel.

Female 1: Later, we'll go inside to look at some of the famous portraits and other pictures there. But first it's back to the studio for some information about a popular sports club.

Now listen again and check your answers.

Audioscript for Test 2

Track 4

Test 2 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Female: You can see it if the weather's fine so I hope it will be a clear and sunny day on Friday. I am sure the sight of the rushing water falling over the rocks into the pool below will not disappoint you.

Extract one matches phrase C. That was the example.

Now listen and match the phrases to the other extracts.

Extract two

Male: OK, so in the morning we're starting with a boat trip on the river. You can get excellent views of some of the capital's most important sights. You can also take some good pictures. After lunch we're going to the world-famous sea life aquarium.

Extract three

Female: The new Cross Keys Complex has only been open since January but it's already an important place to come during the summer holidays. If you like shopping, you can find a great selection of clothes shops, supermarkets, computer stores, cinemas, bookshops and restaurants. There's even a sports club if you want to get fit!

Extract four

Male: If you look south you can see the old castle – now a museum – where the kings and queens lived until a hundred and fifty years ago. I hope we'll have time to see it tomorrow because it's a really exhilarating place to visit.

Extract five

Female: This is a message for Sergei. Sergei, it's Anna here. I'm phoning to say sorry. I know I told you I could book your hotel but I haven't done it yet. I didn't have any free time today. In the morning I had a long meeting and in the afternoon I went to meet our new manager. But don't worry. I'll book the hotel tomorrow morning.

Now listen again and check your answers.

Track 5

Test 2 Listening Question 2

Emma and Lucas are talking about the weekend. Listen and fill in the missing information in each numbered space in the notes. There is one example.

Emma: What are you doing at the weekend, Lucas?

Lucas: Well, on Saturday morning I'm swimming in a race in a swimming competition at the local sports club.

Emma: Oh really? Are you racing in a team?

Lucas: Yes, the swimming club under sixteens. We hope we're going to be champions.

Emma: Great! Well, good luck. Are you going to be at the sports club all day?

Lucas: No, I am seeing a film in the afternoon.
How about you, Emma? What are you doing on Saturday?

Emma: I'm going to Paris.

Lucas: Paris! Wow, lucky you!

Emma: I know. I can't wait. Dad's taking my brother and me. We're flying early in the morning.

Lucas: You aren't going by train?

Emma: No, the plane is quicker.

Lucas: And what are you doing there?

Emma: In the afternoon we're going to two museums.

Lucas: Great. But aren't you going shopping?

Emma: Yes, but on Sunday morning. My dad's buying me a smart coat.

Lucas: That's what I'm doing, too.

Emma: What? Getting a smart coat?

Lucas: No, I'm going shopping on Sunday morning. I hate shopping but I've got to get some new trainers. Then I'm doing my homework in the afternoon.

Emma: That's when we are flying back home – after lunch in a French restaurant.

Lucas: Your weekend plans sound more exciting than mine. Well, have a nice weekend.

Emma: Yes, you too.

Now listen again and check your answers.

Track 6

Test 2 Listening Question 3

Listen to the interview. Is the information in each sentence about the interview true, false or not stated? For each sentence circle the correct answer True, False or Not stated. There is one example.

Male: Congratulations, Olivia! That was a fantastic display!

Olivia: Thanks very much.

Male: You've just won the semi-final of the National Gymnastics competition. Next month you will be in the final in London! What do you think of that?

Olivia: It feels fantastic, really fantastic!

Male: And that wasn't just a fantastic result for you, was it?

Olivia: No.

Male: Your gymnastic club, the Jumping Jets, also won the team competition. You must be very pleased.

Olivia: Absolutely! The whole team has trained very hard for six months. We all performed really well tonight and I think we deserved to win.

Male: Definitely! How long have you been with the Jumping Jets, Olivia?

Olivia: For about five years. I've been the captain since last June.

Male: When did you start doing gymnastics?

Olivia: When I was five.

Male: And why did you choose gymnastics and not another sport like tennis or swimming?

Olivia: Well, actually the reason I started gymnastics was because I was small but I was also strong.

Male: Really?

Olivia: Yes. My teacher gave us a lesson at school. That was the first time I tried it and I loved it.

Male: Well, thanks for talking to us and good luck in the finals. We're looking forward to you winning the competition.

Olivia: Oh! Don't say that! A lot of things can go wrong. I'll do my best but I haven't won it yet!

Now listen again and check your answers.

Audioscript for Test 3

Track 7

Test 3 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Female: I read lots of different kinds of books. I like reading detective stories. They're interesting. I like trying to solve the crimes in them. But to be honest, I prefer biographies, especially of famous scientists. They're the best books for me because I love reading about the history of science.

Extract one matches phrase C. That was the example. Now listen and match the phrases to the other extracts.

Extract two

Male: Marie Curie is not her original name and she was not a French woman. When Marie was born in November 1867 in Warsaw, Poland, she was named Maria Sklodowska. She lived in her home country until she was 24 when she went to study in France. She stayed in France for the rest of her life.

Extract three

Female: When I was at school I liked geography and maths but my favourite subject was science. We had science lessons of course, but there was an astronomy club in my school. Every Tuesday and Thursday after school I spent a lot of time at the club watching the night sky. It's always beautiful on a summer evening when the stars and planets begin to come out in the sky. You can see them with your eyes but a telescope makes them look so much clearer and brighter.

Extract four

Male: In 1887 Maria got a job as a tutor with a rich family. While she was working there, she fell in love with their young son who was later to become a famous maths professor. The family did not want him to marry Maria because she was from a poor family. She lost her job and got another one as a governess.

Extract five

Female: I had been interested in astronomy for two or three years, and then my parents gave me a telescope for my twelfth birthday. The telescope wasn't particularly expensive or powerful but with it I was able to see the stars and planets in much clearer detail. One night I saw my first comet – a huge ball of rock and ice. It was the most magical moment of my life.

Now listen again and check your answers.

Track 8

Test 3 Listening Question 2

A student is talking about two neighbours. Listen and fill in the missing information in each numbered space in the notes. There is one example.

Female: About ten or twelve years ago two new neighbours, Margaret and her son Sam, moved into the house next door to ours. They are both very nice people. Mum told me that Margaret is 49 years old – I didn't know that. Sam is eight years older than me. I'm 17 and he's 25. Margaret and Sam have unusual jobs. Margaret has a workshop in the garden of her house. She's a toy maker and she makes beautiful

toys for a big shop in London. Sam is very clever and hard-working. After university he got a job with a rich singer and her husband who live near our town. Sam is a tutor to their two young children. Margaret and Sam look different from each other. Margaret is quite tall and quite strong. She has rosy cheeks and short white hair. Her eyes are large and brown. Sam's eyes are blue. He wears glasses and has straight, fair hair. He used to have a moustache but he doesn't have one now. The most striking thing about Sam is he is extremely short and thin. Sam and Margaret have different characters, too. Margaret is serious and patient and always determined to finish her work. Sam is always laughing. He is much more cheerful and friendly and doesn't like being lonely. Margaret doesn't mind being on her own.

Now listen again and check your answers.

Track 9

Test 3 Listening Question 3

Listen to the part of a programme about careers. For each question, circle the correct answer A, B or C. There is one example.

Jenny: Hello. My name is Jenny Tobin and today, I am talking about jobs with some young school-leavers. Let's start with you, Luke. What are you planning to do when you leave school?

Luke: You mean, what career do I want, Jenny?

Jenny: Yes.

Luke: Well, I quite like animals but I don't want to be a vet. To be honest, I am more interested in people's health so I'm thinking about becoming a doctor.

Jenny: How about you, Trish? What are your plans?

Trish: Well, I enjoy taking photos but I don't want to make my hobby into my job. No, I'd like to work with computers. Maybe designing computer games, something like that. Another job would be a fashion designer.

Jenny: Now who said they wanted to be a mining engineer?

Sarah: It was me.

Jenny: Sarah! OK, tell me about it.

Sarah: Well, I've always been interested in mining and where we get things from. I'd love to find different metals in rocks deep underground.

Jenny: It sounds exciting. But I hope you don't mind being underground, away from the sunlight. Are you afraid of the dark, Sarah?

Sarah: No, I like it. I like being away from all the wet weather above ground.

Jenny: Well, that's original. Now what do you want to do, Paul?

Paul: Well, I wanted to be a sports teacher but I've changed my mind. Now, I am planning to be a tour guide because I like history and old buildings.

Jenny: Thanks. Trish, you might become a fashion designer, is that right?

Trish: Yes.

Luke: But you need to be good at art to be a fashion designer.

Trish: Are you saying I'm not good at art, Luke?

Luke: No, Trish. You're good at art and good at English. But you're really fantastic at history.

Trish: Yes, of course. It's my best subject. But what can you do with history?

Now listen again and check your answers.

Audioscript for Test 4

Track 10

Test 4 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Female: So you want to come and see what North Valley Sports is like? Well, we're to the north of town, just a short distance from the motorway exit to Hampton. As you leave the motorway, take the first turning on the left. Keep going for 200 metres and you'll see us on the left. It's as simple as that.

Extract one matches phrase B. That was the example. Now listen and match the phrases to the other extracts.

Extract two

Male: Are you tired of paying too much to practise your favourite sport? Would you like to take two friends or two family members skydiving for half price? Would you like money off your own membership for every

person you introduce? Yes? Then contact us at North Valley Sports.

Extract three

Female: Well, I've been wakeboarding and diving in the Pacific Ocean. And, of course I've done all the usual sports like basketball and tennis. I haven't tried the vertical slide yet. I mean, people have told me it's pretty amazing. But the trouble is, I injured my arm last month and I need to rest it for another two weeks. I can't do anything dangerous at the moment.

Extract four

Male: When I was younger, I didn't really enjoy doing sports at all, particularly ones that were dangerous. I also hated heights, so I didn't use to walk on walls or climb trees like some other kids. But since I came to North Valley Sports, I am not frightened anymore. I've tried lots of adventure sports and I am ready to try lots more!

Extract five

Female: So we've got all these sports which are really wild, new, electrifying and exhilarating. Adventure is just a phone call away. But adventure's not the only thing we care about. We also provide the best protective clothing, expert trainers and the latest equipment. And why do we do this? Because you can't have fun if you get hurt.

At North Valley Sports, you can be confident that we'll look after you while you have the adventure of a lifetime.

Now listen again and check your answers.

Track 11

Test 4 Listening Question 2

Two university students are comparing the places where they come from. Listen and fill in the missing information in each numbered space in the table. There is one example.

Steve: So where are you from, Nichole?

Nichole: Foxton.

Steve: It's 50 kilometres north of London. Isn't it?

Nichole: Yes, that's right. Where do you come from, Steve?

Steve: Melney.

Nichole: Melney? How do you spell that?

Steve: M-E-L-N-E-Y.

Nichole: And sorry? Where is it? I've no idea.

Steve: It's an old fishing village so it's by the sea. It's in the north-west.

Nichole: Oh really. Did you go to school there?

Steve: No, it's too small. Only 500 people live there.

Nichole: Well, Foxton isn't huge either – about 25,000 people. Where did you go to school?

Steve: A place called Deepford, it's a town of about 10,000, about eight kilometres from Melney. Did you go to school in Foxton?

Nichole: No, I had a funny education.

Steve: Oh really? What?

Nichole: Well, when I was very young, Mum and Dad used to travel. There weren't any English schools, so I was educated at home. Mum and Dad are both teachers. I liked it so much, Mum and Dad taught me until I was 18. It was great!

Steve: Wasn't it a bit lonely?

Nichole: Lonely, no. To be honest I had lots of friends and did lots of activities. I played tennis and I used to go swimming. I don't play tennis now but I swim a lot. Do you swim, Steve?

Steve: Swim? Oh no, I can't swim.

Nichole: Right.

Steve: When I was younger, I did the usual things, reading, music, computer games but I really like skating. It's still my favourite sport. I go every Monday night here.

Nichole: Excellent.

Steve: So what do you miss about home?

Nichole: Well, Mum and Dad of course and the ice cream. You can get home-made ice cream in Foxton. It's fantastic. What about you, Steve?

Steve: This sounds a bit weird but I miss the sea. I used to listen to it in my room at night. All you get here is the noise of traffic.

Now listen again and check your answers.

Track 12

Test 4 Listening Question 3

Listen to the conversation. Is the information in each sentence about the conversation true, false or not stated? For each sentence circle the correct answer True, False or Not stated. There is one example.

Helen: Ray, what are you doing?

Ray: I'm playing a computer game.

Helen: Lucky you! Have you done your homework?

Ray: Yes. What about you, Helen?

Helen: No. Nothing's going right.

Ray: Why not?

Helen: This maths is so difficult! It's taking ages.

Ray: Well, I've finished my homework and I've done my other work. So now I can have some fun.

Helen: Oh really? Have you emailed Dad? Have you phoned Jenny? Have you sent a text to Dave?

Ray: No, no and no. What a fuss you're making!

Helen: Why are you resting, then? And look at this room! What a mess! You obviously haven't tidied it and Mum asked you to tidy it.

Ray: Yes, I know.

Helen: So you haven't finished all your work, have you?

Ray: OK, I suppose you're right. Look, before I start tidying, just tell me a couple of things about our trip on Monday.

Helen: OK. What?

Ray: Well, what time is the plane?

Helen: It's at 8 o'clock. We have to be at the airport at six. That means leaving home at five.

Ray: Five! Oh dear! Why are we catching such an early plane?

Helen: We have to leave very early in the morning because there are lots of things we plan to do in the city.

Ray: I know we're going to have a walk in the city centre, along the river. But what are we going to do after that?

Helen: At 3 o'clock we've booked a boat trip along the river. On Tuesday morning we'll also be able to see the old castle with its two towers.

- Ray: What about Tuesday afternoon?
- Helen: Mum and I are going clothes shopping. And you're coming, too.
- Ray: Clothes shopping? Me? Why have I got to come?
- Helen: To be honest, because we need someone to carry our shopping bags. That's why.

Now listen again and check your answers.

Track 13

Test 4 Listening Question 4

Listen and number the pictures in the correct order. There is one example.

- Male: Thanks for visiting our website. To learn more about our holiday, click on a picture and listen. We arrived here on Friday afternoon and drove from the airport to our hotel. It was in an old castle above the town where we stayed. It's a very interesting place. On Saturday morning we spent the day at a sports centre. They took us bungee jumping from a bridge. I was scared but it was really exhilarating. After the excitement of Saturday, Sunday was much quieter. We went to a local puppet-maker's workshop. We sat at workbenches and made our own puppets. I really enjoyed it. On Monday we went to a new regional park where wildlife is protected. I enjoyed watching the birds of prey take food to their young. It was amazing. After the park, we went the next day to a country house where a famous writer used to live. There was a unique collection of old sculptures but I didn't find them very interesting. Wednesday was market day at the town where we were staying. The square was bustling. You could buy so many different kinds of food, clothes and jewellery. I took loads of pictures. The market lasted two days but on Thursday, we decided to visit a film studio where they make animations and cartoons. It was great fun. I've done this before ...

Now listen again and check your answers.

Audioscript for Test 5

Track 14

Test 5 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

- Female: Ladies and gentlemen, as you all know, we are having this meeting to discuss the cost of houses in our town. They are too expensive and they have been too expensive for many years. And what happens? Many people, especially young people, do not have enough money to buy a house so they have to leave town.

Extract one matches phrase F. That was the example. Now listen and match the phrases to the other extracts.

Extract two

- Male: I don't want any new houses in this town. It's big enough and busy enough already. I don't want us to live in isolation from the world but lots of people live here. If more people come, there will be more cars, more noise and more pollution. We'll have more kids here and we'll have to build a bigger school, then we'll need more teachers and that will cost more money. No, the council is right. No more new houses here.

Extract three

- Female: Of course, there is no reason why this problem should continue. We can easily do something about it: build more houses. When we suggest this plan, the council members always say the same thing: "If you can find some land, we'll build some new houses." Ladies and gentlemen, there is lots of land for new houses in our town.

Extract four

- Male: It's a very tall building. It would be a long way to climb if the lift wasn't working. But that doesn't happen. There are 25 storeys. I live right at the top. The views are absolutely fantastic. The building is made of concrete and glass and it looks very modern. Some people don't like it and want houses made out of brick or stone. I think our building is great and I'm very glad that I live here.

Extract five

- Female: We all know there is a place in the town where we can build new houses. But the council members won't allow us to build there. They tell us that a rare plant grows in this field and that this is only one of four places in the country where these plants grow. They also say that local birds and insects depend on this field for food. This may be true. But I recently had an idea that we might be able to build homes and protect wildlife.

Now listen again and check your answers.

Track 15

Test 5 Listening Question 2

A French chef is talking about a recipe. Listen and fill in the missing information in each numbered space in the table.

There is one example.

Patrice: Hello, I'm Patrice LeBlanc and tonight I am going to tell you how to cook oven-baked potatoes and eggs. This recipe makes enough for four servings and it is not expensive. The ingredients you need are four medium potatoes which you should peel before you start cooking. You also need some olive oil and a large chopped onion. You need six eggs and don't forget about salt and pepper and finely chopped fresh herbs.

Oven-baked potatoes and eggs are easy to cook. First, turn on the oven to hot and preheat it for ten minutes. While the oven is heating, cut the potatoes into small pieces. Put them in a metal dish, cover them with a little olive oil and cook them in the oven for twenty minutes.

You should prepare the onions while the potatoes are cooking. Heat some olive oil in a large frying pan, add the onions and fry them for five minutes.

You should also prepare the eggs before the potatoes are cooked. Break the eggs into a glass bowl then add the herbs, salt and freshly ground pepper. Mix everything together and beat the mixture with a fork.

Finally, take the potatoes out of the oven. Add the fried onions and the egg mixture to the potatoes. Cook everything together in the oven for another 20 minutes.

Now listen again and check your answers.

Track 16

Test 5 Listening Question 3

Listen to a meeting to discuss new houses. For each question, circle the correct answer A, B or C. There is one example.

Female 1: Hello again. It's good to see so many people today - 71 in fact. That's a big change from 48 at our last meeting. I can even remember a meeting two years ago when just 25 people came. Anyway, let's start. First, the important news. The council has agreed to our plan for new houses. Yes, we're all very pleased after all the boredom and anger that we felt during our first meetings with the council when they always said no.

Voices: Yes. Yes, indeed.

Male 1: Carol, may I ask a question?

Female 1: Certainly, Tim.

Male 1: The council banned new houses where we want to build because of the rare plants that are growing there. How did you persuade the council members to let us build on the site, Carol?

Female 1: It wasn't me, Tim.

Male 1: Wait a minute! Not you? But who convinced them, then? One of the scientists that you wrote to?

Female 1: No, it was a friend, a farmer. He had a very simple idea.

Female 2: Wow! What? To try to find some of the same plants in a location nearby?

Female 1: No, to collect seeds from the plants. He did that and planted them close to the original site. Some of the seeds did not grow and some new plants died. But some new plants grew from the seeds. When the council saw that there were healthy new plants growing safely in a new location, they agreed to our plan for new houses.

Male 2: Carol, when is the building of the new houses going to start?

Female 1: Next month. The houses will be finished in a year and people can move into them in about 14 months, something like that.

Male 3: Should we build the new houses out of concrete and glass? To make them look modern? Or perhaps we ought to use brick?

Female 1: The council wants them to look like the traditional houses of the town, so they will be built of stone. I think that's a good idea.

Now listen again and check your answers.

Audioscript for Test 6

Track 17

Test 6 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Male: Human eyes are round in appearance. They are approximately two and a half centimetres wide and deep and about two point three centimetres tall. The eye has a number of different parts including the pupil, the iris, the lens, the retina and the optic nerve.

Extract one matches phrase B. That was the example. Now listen and match the phrases to the other extracts.

Extract two

Female: A friend of mine asked me the other day, "Jane, why are you holding that book so close to your face?" Well, I didn't realise I was holding the book close to my face. I had never really looked at other people when they were reading. So I asked him, "Nikolai, you have a book this close to your face when you read, don't you?" But Nikolai said no. He showed me where he holds a book when he reads. So I decided straight away that I should make an appointment to have my eyes checked.

Extract three

Male: Human eyes are a kind of living camera. They detect the light from objects. The light from surrounding objects passes through the pupil and is focused by the lens onto the retina. The retina is like a movie screen where the picture of surrounding objects is changed into an electrical message for the brain.

Extract four

Male: The body has natural ways to protect the eyes. The eyelids can shut out bright light and close when you sleep. They also close quickly and automatically if something is flying towards your eyes. Tears from tear glands spread across the eyes to keep them clean and comfortable. Man-made objects like visors, sunglasses and goggles are also worn to protect the eyes.

Extract five

Female: I've been teaching skiing for a long time now – about four or five years. People sometimes ask me why they have to wear snow goggles. They complain they aren't very comfortable. Well, there are two important reasons. First, snow is white of course, so it can reflect strong sunlight. The goggles stop the sunlight from harming your eyes. Also, you go quickly when you ski and the wind blows straight into your eyes.

Now listen again and check your answers.

Track 18

Test 6 Listening Question 2

Two friends are talking in a local market. Listen and fill in the missing information in each numbered space in the table. There is one example.

- Dave: Amy! Over here!
- Amy: Dave! How are you?
- Dave: Great, thanks. You?
- Amy: Fine. I don't often see you in the market.
- Dave: No, I haven't been here since last year. But you come to the market every weekend, don't you?
- Amy: Yes, most weekends. I came last Saturday. Have you been here long?
- Dave: Not really. About half an hour, I expect. I arrived at half past ten. What about you?
- Amy: I came at nine, so it's about a couple of hours. What are you doing? Looking round?
- Dave: No, I was taking photos for my album. I've finished now. What are you up to?
- Amy: I've been looking at the clothes stalls.
- Dave: Yeah, your kind of thing. I'm on my way to the music stall. Do you want to come?
- Amy: Sure, I like the CDs they sell.
- Dave: It's my favourite place in the market. I suppose you like one of the clothes stalls best, don't you?
- Amy: No. Actually my favourite stall sells fruit and vegetables. Their strawberries are just tremendous.
- Dave: Wow! Let's go and buy some.
- Amy: We can't. They're closed today.
- Dave: Oh. Well, how about buying something else to eat? I'm really hungry. There's a place with good food just round this corner.
- Amy: Sounds good
- Dave: I'm going to have a chocolate ice cream. The ice cream here is fantastic.
- Amy: What's their soup like? Any good?
- Dave: What's the matter? Why aren't you having the ice cream?

Amy: I've been having too many sweet things lately, I'm afraid.

Dave: Oh, I see. Well, their soup is all home-made. You like tomato soup, don't you?

Amy: Yes, I do, but I think I am going to have the vegetable soup. It looks delicious.

Now listen again and check your answers.

Track 19

Test 6 Listening Question 3

Listen to a photographer talking about his work. For each sentence, circle the correct answer A, B or C. There is one example.

Female 1: Good evening ladies and gentlemen. It's very good to see you all on such a cold winter night. I'd like you to give a warm welcome to the famous photographer, Martin Shaw, who has kindly agreed to talk to the Photography Club this evening. Welcome Martin.

Martin: Thank you very much.

Female 1: You have worked as a photographer for ten years, haven't you, Martin?

Martin: Only nine, actually. I haven't been a photographer all my working life. After I left art college, I worked as a teacher for six years because I couldn't find a job as a photographer.

Male 1: A quick question before you start, please, Martin. You're famous now for your wildlife pictures. But is it true that you started your career as a fashion photographer?

Martin: Yes, that's right. Then I worked as a news photographer for three years. I have been concentrating on animal photos for the last three years. Now, it is true I have been taking lots of animal photos and some portraits of my family. But actually the photos in my most recent collection are of festivals. That's a big change from animals, isn't it? I wanted to take pictures of people who look cheerful. We see so many photos in magazines or on the internet of people who are sad or depressed or embarrassed, so taking pictures of festivals is an exciting change. This first picture you can see was taken at a carnival. People in the photo haven't been working. No one has been crying. No, they're just happy. Just look at their faces. There's lots of music and they've been dancing. To take a picture like this

Now listen again and check your answers.

Audioscript for Test 7

Track 20

Test 7 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Female: Calling Mrs Jane Andrews. Mrs Andrews, if you are in the departure lounge, please could you go immediately to the Information Desk which is located opposite the bookstore. We are happy to say that your handbag has been found. Please ask for the manager, Ben, who can give you more details.

Extract one matches phrase C. That was the example. Now listen and match the phrases to the other extracts.

Extract two

Female: Peter, it's Natalya. I'm very sorry I am so late. I know I told you I would be there at six. Well, it's six forty now and you've probably been waiting since a quarter to six. Well, first it was the rush hour. There were just so many cars and then there was an accident and nothing moved for about half an hour. Anyway, I should be there in another ten minutes. See you soon.

Extract three

Male: This is a message for passengers on the eleven twenty train to Leeds. North Rail Trains regrets to announce that the eleven twenty train to Leeds has had to be delayed for an hour. This delay is because of heavy snowfall on the line in the Leeds area. Passengers are invited to listen for further announcements. We are very sorry for this delay.

Extract four

Female: Good afternoon, this is your pilot, Wendy Hughes. I hope you are enjoying your flight with us. We like to think all our passengers are special but we have a very special passenger today. Before we left London we had a call from Mrs Hayman to say that her son Josh who is flying with us is nine years old today. We are going to serve birthday cake now and I would like to ask everyone to join in and sing 'Happy Birthday' to Josh. After three, please. One, two, three, Happy Birthday ...

There are going to be teams of four competitors from eight countries at the finals which are going to be on the twelfth of July. I'm sure you'll enjoy meeting the other teams from around the world.

Of course, you have to ask your parents if you can come but I am certain they will say "yes". If you have any questions, Heather, or need some more information, just send me an email. You know my email address. It would be too expensive to phone me. So once again, very many congratulations and we look forward to seeing you in Australia. Bye for now.

Now listen again and check your answers.

Audioscript for Test 8

Track 23

Test 8 Listening Question 1

Listen to the people talking. Choose the correct phrase from phrases A to F below to match to extracts 1 to 5. There is one example and one extra phrase.

Extract one

Female: In an interview with Sports Radio, Matt Hastings spoke about City Football Club. Mr Hastings said he was delighted to own the club. He added that he wanted City to be the best football club in the country and said he'd spend a lot of money to do this.

Extract one matches phrase E. That was the example. Now listen and match the phrases to the other extracts.

Extract two

Female: Josh, it's Kelly here. We're late for the City match. I can't find Sam. He said he'd meet me at the bus station at half past two but he hasn't arrived. Maybe he went to the train station instead. Yes, I think that's what has happened. I'm here at the bus station and he's probably at the train station. I've tried phoning Sam but his mobile isn't on. What are we going to do? The match starts in ten minutes. Phone me when you get this message, please.

Extract three

Male: Mario da Santos, the South American striker who has just arrived at City, was introduced to reporters and fans today. Mario said he was sorry that he didn't speak better English. Mario also said he was sure he would score twice for City in next week's match against United.

Extract four

Male: We have just seen a match full of drama. United were the better side and got a goal through Benezi after 22 minutes. They were unlucky not to score four or five but City goalkeeper Hanson made some fantastic saves. When City supporters became convinced that City would lose, City equalised in the last minute with a powerful shot from Evans. City fans were jubilant.

Extract five

Female: You'll never guess, Nadya. I've just been on the radio. They were asking City fans what we thought of the new owner, Matt Hastings. Well, I said I thought he was great and I added that I was pleased he was buying new players. Of course, George said he thought it was terrible what Matt Hastings was doing at the club and my sister Yasmine said it was great that City had got some new players but she complained that ticket prices were more expensive.

Now listen again and check your answers.

Track 24

Test 8 Listening Question 2

Two students are talking about zoos. Listen to the conversation. Is the information in each sentence about the conversation true, false or not stated? For each sentence circle the correct answer True, False or Not stated. There is one example.

Teacher: We're discussing zoos today. We'll try and answer the question: Are zoos useful places? Or should we leave animals in their natural habitat? Two students are going to give us their opinions. OK, Trish and Mark, are you ready?

Trish: Hello everyone. Many of you know my opinion of zoos. I'm against them. I'll tell you why I think we should close zoos.

Mark: And I think zoos are a good thing and I'll explain why.

Teacher: Trish, Mark, have you been to any zoos recently? I mean, when was your last visit?

Trish: Thanks. I used to like going to zoos when I was younger. I last went when I was ten.

Mark: I go to zoos quite often. My last visit was with my young cousin. I took him to our local zoo. That was two months ago.

Trish: I said that I used to go to zoos but I don't anymore. I've begun to realise that zoos are bad for animals. I mean, what a nightmare. The animals are not free.

They can't go where they like. They can't live in a natural family group.

Mark: I agree that animals in zoos are not free. But I don't think that's a problem. You see if some animals were left in the wild, they would be in danger. There isn't much room in today's world and animals aren't really safe in the wild. And so many animals are endangered.

Trish: Some animals are endangered, absolutely! And some zoos try to give animals the most natural habitat that they can but it's not a really natural habitat. If animals are born in a zoo, they can't use their natural instincts. We should create parks in the natural habitats where animals are protected.

Mark: I think we can protect animals better when they are in zoos. Some animals are nearly extinct and we shouldn't let them die out in the wild. Another advantage of zoos is that people can learn about animals. You can see them close up. Zoos are very educational.

Trish: I don't think that's right. We shouldn't use animals to entertain people ...

Now listen again and check your answers.

Track 25

Test 8 Listening Question 3

Listen to the interview. For each question, circle the correct answer A, B or C. There is one example.

Male: Hello. Today, I am talking to the famous chef, Stella Conti. Hello Stella and welcome to *Jobs Choice*.

Stella: Thank you for inviting me.

Male: Stella, you've been a chef for ten years. Have you been living in Britain all that time?

Stella: No, I worked in Italy for two years and in Germany for seven years before I came to Britain three years ago.

Male: Now you're an excellent cook but you have other talents. I know you speak English and Italian but you speak other languages, I believe. German maybe?

Stella: Yes, I speak German and French as well. I tried to learn Persian but I didn't have time to learn it properly.

Male: I see.

Stella: Languages have been an important part of my life – almost as important as food and working as a chef.

Male: Really?

Stella: Well, my husband teaches and my father was a hotel manager. He worked in different countries. That's how I first learned English and German.

Male: And did you learn about food when you lived abroad?

Stella: Yes, I did. Originally I became interested in food because of my mum. She's an amazing cook. Later I learned about the food in the countries where we lived and the food in the hotels where my dad worked.

Male: And this interest became a career, didn't it?

Stella: Yes, that's right, James. I started cooking at home and then I studied cooking in college. I opened a restaurant when I was 20.

Male: And would you agree that you are most famous for Italian cooking?

Stella: Not really. I mean, of course I cook Italian food and international food but people always say to me that the food I cook is both tasty and healthy. So I think that's what I am famous for.

Male: OK. Now, please answer a question that lots of our listeners want to know. What's your favourite food, Stella?

Stella: Gosh, that's a difficult question. I mean, I like so many things – pizza, lemon chicken and olives, healthy beefburgers and salad. But if I have to choose one dish, it's spaghetti in tomato sauce.

Male: Great! And another question the listeners ...

Now listen again and check your answers.

Track 26

Test 8 Listening Question 4

Listen and number the pictures in the correct order. There is one example.

Stella: Lemon chicken with olives is very easy to make. This recipe is for four people. You need a whole chicken, water, olive oil, a large onion, three cloves of garlic, the juice from two lemons, 100g black olives, fresh herbs, for example thyme, salt and freshly ground pepper.

To start with, get a sharp knife and cut the chicken into eight pieces. Be careful because you don't want to cut yourself. Try to make the chicken pieces about the same size.

Next, crush the cloves of garlic and then chop the onion finely. At the same time, heat the olive oil in a thick metal pan that you can use on the cooker and in the oven. Add the garlic and onion to the hot oil and fry together for five or six minutes until the onion is translucent.

Turn the heat up and add the chicken pieces. Fry the chicken quickly until the outside of the pieces are brown. Then turn the heat down and add the herbs, olives and the lemon juice.

Add enough water to cover the chicken pieces. Turn the heat up again until the water is boiling, then cover the chicken and cook it in the oven at a low heat for about 50 minutes.

At the end of the cooking time, add salt and freshly ground black pepper and serve the chicken immediately. This dish is excellent with rice and green salad.

Now listen again and check your answers.

Exam Practice Book

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Test 1

Card A

Your brother or
your friend



Card B

Your sister or
your friend



Test 2

Card A

Your holiday



Card B

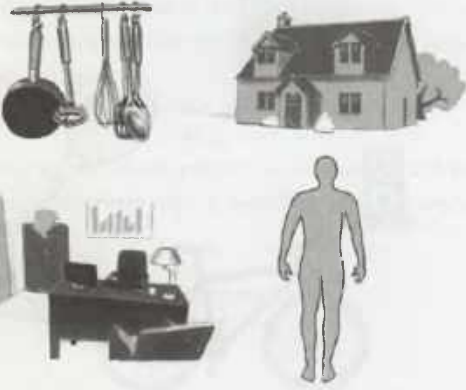
Your picnic



Test 3

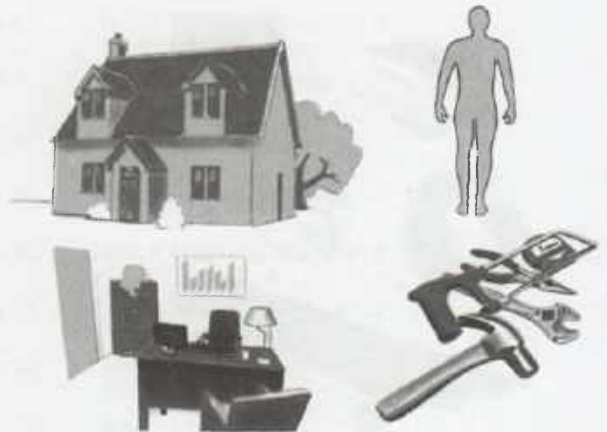
Card A

Your mother's
biography



Card B

Your father's
biography



Test 4

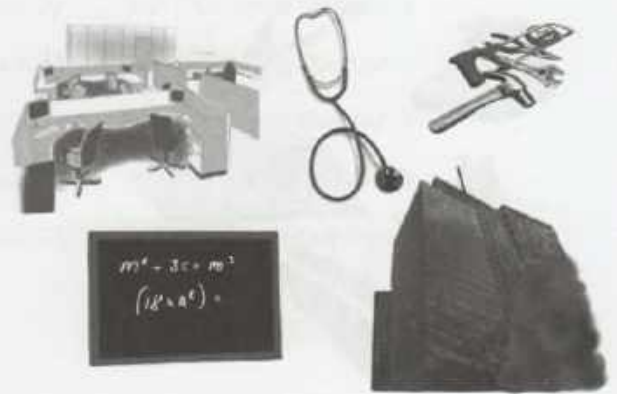
Card A

Plans for education
after school



Card B

Plans for work
after education



Test 5

Card A

Your favourite holiday destination



Card B

Your favourite shopping centre



Test 6

Card A

A day in the country



Card B

A day in the city



Test 7

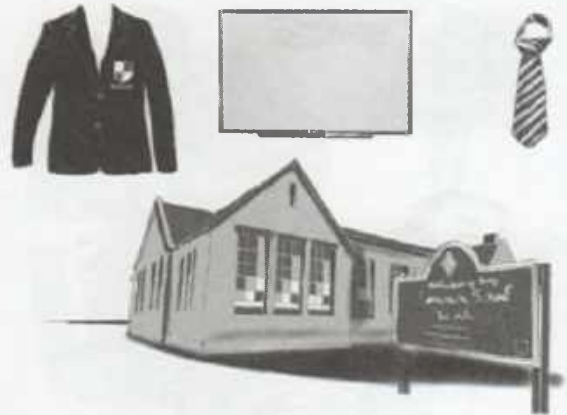
Card A

At home



Card B

At school



Test 8

Card A

Pets



Card B

Wild animals

