

English World

Teacher's Digibook

8



MACMILLAN

In this unit, students:

- develop study skills by reading, understanding and correcting a variety of reviews of New York
- develop a close understanding of the reviews
- learn about adjectives; spell words with *oi* / *oy*; learn about the conjunction *because*
- learn and practise the order of adjectives
- learn and practise *see, hear, watch, feel* something happen/happening
- learn about the features of proofreading; correct and rewrite given texts
- listen to a conversation about photos; discuss the photos; listen and answer questions on a talk about the Statue of Liberty
- make a short individual presentation about interesting local sights

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Lesson 1 Check-in; Reading SB pp17-19

Lesson aims

- to prepare for the topic of New York and other aspects of work in Unit 2 through the Check-in page
- to read and gain a general understanding of students' reviews and recounts

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

WB practice: Unit 2 vocabulary list (p138)

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

► Check-in - 10	► After reading - 10
► Before reading - 3	► Reading practice - 10
► Reading - 7	

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

Ask: What can you see in the photographs?

Check-in

- 1 Read the first two statements.

Task box Elicit ideas from the class about New York. Encourage them to say as much as they can about the city. Students may know a lot about the city and may be able to talk about a number of activities. If they do not, encourage them to think of the kind of places most cities have, e.g. museums, parks, etc.
Elicit as many students' views as possible.
Elicit different activities that students tell you about.

- 2 Read the last statement.

Reading

- 1 Read the first two points.

Task box Ask the class what the answer to this question is: *proofreading*.

Note: If you wish, explain that a proof is a first printing of a page which is then used to mark necessary corrections before the final printing.

- 2 You might wish to ask the class if they know another meaning of proof as a noun. They may know that it can also mean *evidence*, e.g. *We believe he is guilty but we have no proof*.
- 3 Read about the new words and elicit meanings.

Looking at language

- 1 Read out the work that will be covered in the unit.
- 2 If you wish ask the class to think of a word with each of the *oi* / *oy* spellings.

Task box Read out the question and elicit that a conjunction joins two main clauses. Ask the class to name one or two other conjunctions. They should know that *and*, *but* and *or* are conjunctions.

Grammar

- 1 Read the sentence about adjectives.

Task box Elicit the answer: *an adjective describes (tells you more about) a noun*.
Ask the class for a few examples of adjectives.

- 2 Read about the other work that students will cover in the unit.

Writing

- 1 Read out the proofreading work that students will do in the unit.
- 2 Check they remember what proofreading is.

Listening

Read out the work that students will cover in the unit.

Task box Ask the question. Elicit that the Statue of Liberty is on Liberty Island in New York Harbour.

Speaking

- 1 Read the information about Speaking.
- 2 Explain that structures can include things like bridges, statues, memorials, etc.

Reading: New York! New York! SB pp18–19

Before Reading Pre-reading questions

- 1 Tell the class to skim over the texts on the two pages.
- 2 Ask: *How many texts are there?* **six**
Are they all different? **No. Each text is shown twice.**
- 3 Explain that the first text of each pair is uncorrected. The second text is the one that the students have proofread and marked corrections on.
- 4 Ask: *What places or things are shown in the pictures?* **a silk robe, a park, a performance**

Reading

- 1 Read the text to the class or play track 1.05.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 Some or all of the key words for Unit 2 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary, and as a homework task.

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

After reading General questions

Check students' general level of understanding by asking questions on the gist of the texts. Students should be able to answer broad questions fairly easily. Elicit answers. Make sure that everyone agrees. Refer the whole class to the texts to check details, if necessary. Use the following questions or any of your own:

- 1 Which students went to a place where works of art are kept?
Holly and Sofia
- 2 What was the name of the place? **the Metropolitan Museum of Art**
- 3 Which students wrote about The Lion King? **Jack and Ali**
- 4 What did Laura write about? **the meeting with Professor Brown at the end of the week**
- 5 Who wrote the most? **Jack and Ali**
- 6 How did Jack and Ali travel to the theatre? **by train**
- 7 From what Laura wrote, how much did the friends enjoy their visit to New York? **a lot**

Reading practice

- 1 Ask different students to read sections of the texts aloud using the corrected copies.
- 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 texts for the next lesson.

Homework

Students listen again to the recounts (track 1.05). They re-read them carefully and check meanings again as necessary. Explain that they should ensure they understand all the words listed for Unit 2 at the back of their Workbooks.

Lesson 2 Reading comprehension SB p20

Lesson aims

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- to re-read *New York! New York!* (I) in full (II) in sections for detail
- to develop a close understanding of the texts
- to give a personal response to the students' recounts of their time in New York

SB skills: reading for detail; discussing meanings in context; identifying mistakes; critical thinking; vocabulary; personal views

WB practice: true/false; cloze; personal views

EPB link: Test 1, Reading Q1, Q2, Q3

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

▶ Warm-up – 2	▶ Activity 2 – 6	▶ Vocabulary check – 4
▶ Re-reading – 5	▶ Activity 3 – 5	▶ Your views – 3
▶ Activity 1 – 6	▶ Activity 4 – 9	

Warm-up

Ask the class to think of as many places in New York as they can. They should be able to recall the places mentioned in the reading texts. They may be able to name others from their own knowledge.

Before starting this page, read *New York! New York!* again or play track 1.05.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the texts.
- 2 Elicit oral answers from the class. (They will need to work out the answer to question 6 from facts in the text.)
- 3 Encourage them to turn back to the texts and scan them to find or check answers. Tell them to scan the texts the writers have corrected rather than the ones with the mistakes.

Answers

- 1 the Metropolitan Museum of Art
- 2 1000 5th Avenue at 82nd Street
Note: If appropriate, explain to the class that much of New York is built on a grid system with the avenues running from north to south and the streets running from east to west. The Metropolitan Museum of Art is on 5th Avenue at the junction with 82nd Street.

- 3 a more than two million
b nearly five million
- 4 a great view of Central Park
- 5 the Lyceum Theatre in Times Square
- 6 Scar is Simba's uncle
- 7 None, it was as bright and noisy as when they arrived.
- 8 sightseeing, taking photos and shopping
- 9 to create a website where young people can find out about each others' lives
- 10 in a leaflet

Activity 2

- 1 If you wish, students may work in pairs.
- 2 Ask the class to find the first word. Ask a volunteer to read the sentence in which it appears.
- 3 Give the pairs a moment to agree on the answer.
- 4 Elicit the answer and check that the class agrees.
- 5 Continue in the same way with the two phrases.

Answers 1b 2a 3b

Activity 3

- 1 Students work in pairs. Give them a time limit to scan the texts and to find the seven errors.
- 2 Check answers together.

Answers

Holly and Sofia's spelling mistakes: fascinating, two
Jack and Ali's grammatical mistakes: Prince Simba is (not are); for many years (not since); Everyone was humming (not Everyone were humming)
Laura's punctuation mistakes: line 2, full stop and speech marks missing after *brilliant*

Activity 4

- 1 Students discuss their answers to these questions in pairs or small groups. See Introduction p22 for advice on setting up groups if your class is not familiar with this.
- 2 Tell students to note their answers.
- 3 Give them a time limit to discuss the five questions.

Example answers

- 1 The opening date: 1870 determines the number of years the museum has been open.
- 2 Students should notice that the boys say it was *after dark* when they arrived at 42nd Street.
- 3 The boys say that the audience booed and cheered different characters so it sounds as though they were responding actively to the show. They also say that *Everyone was humming and singing as they left the theatre* so it seems likely that they enjoyed the music and remembered it afterwards.
- 4 Students' own answers

Vocabulary check

- 1 Ask the class to find the first word. Ask a volunteer to read out the sentence in which it appears.
- 2 Ask if anyone can suggest the meaning without looking in the dictionary. Encourage suggestions, e.g. **very interesting**.
- 3 If necessary, ask the class to look up the word to check the meaning.
- 4 Continue with the other words, encouraging the class to think first and check second.

Note: This activity may be set as an extra homework task.

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Your views

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

WB: Reading comprehension (WB p13)

Vocabulary check (if not done in class)

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the texts on their own before they start the exercises.

WB answers

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

Exercise 2

- 1 They have spent one week in New York.
- 3 Laura did not visit the Metropolitan Museum of Art.
- 6 The Metropolitan Museum of Art is on 5th Avenue / The Lyceum Theatre is in Times Square.
- 8 Laura is not very good at punctuating her work correctly.

Exercise 3 1 exhibits 2 information 3 prehistory
4 convinced 5 extraordinary

Exercise 4 Students' own answers

WB: Vocabulary (WB p14)

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 fascinate 2 amaze 3 astonish

Exercise 3 1 astounding 2 exciting 3 startling
4 confusing

Exercise 5 Students' own sentences

Exercise 7 Students' own sentences

Lesson 3 Looking at language SB p21

Lesson aims

- to investigate how adjectives are set out in a dictionary
- to practise spelling words with *oi* / *oy*
- to learn about and practise using the conjunction *because*

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

WB practice: comparative/superlative adjectives; spelling *oi* / *oy*; recognising clauses or sentences; completing sentences with clauses; identifying clauses of reason

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

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

► Warm-up - 5

► B Spelling - 10

► A Dictionary work - 10

► C Language development - 15

Warm-up

- Ask two or more students to read their responses to Your views on SB p20.

A Dictionary work

Information box Ask students to define the term adjective: **a word that describes a noun.**

Read through the entry for *wonderful*. Point out that the same key elements are given as for a noun which they looked at in Unit 1: word / phonetic spelling / word class / definition.

In the second entry, point out the extra information: the comparative and superlative forms. Ask what the spelling change is: **Where a consonant precedes y, it changes to i before *er*/*est* is added.**

Ask if they can think of any other adjectives that have this spelling change: prompt, e.g. *funnier/est*, *dirtier/est*. Remind students of changes to words ending with a short vowel sound + consonant, e.g. *big, bigger, biggest*.

Activity 1

- Students look up and write the comparatives of all the words.
- If students are confident, encourage them to write first, then check. If they have made a mistake they can correct it but encourage them to think back to the rules for spelling changes if they have forgotten to apply them.
- Check answers together.

Answers 1 noisier 2 sadder 3 lonelier 4 hotter
5 lovelier 6 luckier

Activity 2

- Complete this activity in the same way as Activity 1.
- Give them a time limit to complete the activity.
- Go around as they work and monitor how many students make accurate first attempts without having to look in the dictionary.

Answers 1 wettest 2 gloomiest 3 driest
4 thinnest 5 heaviest 6 shiniest

B Spelling

Information box Read through the information with the class. Ask students to read the example sentences and words.

If necessary, explain *soya*: a kind of bean.

Activity 1

- Students work in pairs. Remind them to look back at the rules if they are not sure of any spellings.
- Check answers together.

Answers 1 toy 2 oil 3 join 4 voyage 5 avoid
6 voice 7 employ 8 coin 9 loyal

Activity 2

- Give students a time limit to compose five sentences.
- Ask several individuals to read out their sentences.
- Alternatively, if you are short of time you may wish to set this as an additional homework task.

C Language development

- Read the first information point. Ask the class what other conjunctions they know. They should be able to name *and*, *but* and *or* as conjunctions they have studied.
- Read the next information point. Ask volunteers to read example a, with two separate sentences, and example b with the same sentences joined with *because*.

Activity 1

- Read out the first question. Remind the class that the final action means the event that happened last.

- 2 If necessary, prompt the class towards the correct answers. Help them to work out that the students won the competition first, then they went to New York.

Answers

The first clause tells the reader what the final action was:

They went to New York

The second clause tells the reader the reason for the action: **they had won a competition**

Read the information point and the example sentence.

Activity 2

Ask the two questions. Remind the class to think what happened last.

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Answers

The second clause tells the reader the final action.

The first clause tells the reader the reason for the action.

Read the next information point.

Activity 3

- 1 Read the question.
- 2 Ask a volunteer to read the two lines.
- 3 Elicit a response from the class. They should very quickly recognise that the second line is a complete sentence and the first is not.
- 4 If there is any hesitation about this, remind them that a clause expresses part of an idea but not a complete idea. Write up some examples of clauses and short sentences and invite the class to say which is which, e.g. *The man with the red hat* *The hat is red*, etc.
- 5 Ask the class to think of a complete ending to add to the clause in the first line. Elicit several different ideas, e.g. **we arrived late in school; we missed the train/plane; we were very cross**, etc.
- 6 Read the next statement and question.
- 7 Ask two volunteers to read each pair of lines.
- 8 Elicit the answer from the class.

Answer The second pair of lines is a complete sentence.

- 9 Ask the class in pairs to think of an ending to add to the clause in the first two lines and write a complete sentence, e.g. *we went indoors; Anna put on her coat*, etc.
- 10 Read the next information point.
- 11 Explain that texts can appear complicated when they have a lot of clauses. If the meaning of a sentence is unclear because there are so many, the reader should look for the completed action, then go back and look at the clauses.
- 12 Read about comprehension answers. Ask an individual to read the question and example short answer.
- 13 Read the last information point and ask a volunteer to answer in a complete sentence.

Answer Laura took lots of photos because she liked the city so much.

WB: Looking at language (WB pp15-16)

This work should be done as an independent homework task. Point out that Exercise 2 of the Dictionary work involves irregular adjectives, most of which they should know but should check in the dictionary if necessary.

WB answers

Dictionary work

Exercise 1 1 friendlier, friendliest 2 bigger, biggest
3 earlier, earliest 4 healthier, healthiest 5 busier, busiest

Exercise 2 1 worse, worst 2 less, least
3 further, furthest 4 better, best

Spelling

Exercise 1 1 choice 2 annoy 3 enjoy 4 spoil
5 royal 6 joint 7 destroy 8 point 9 voyage

Exercise 2 1 moisture 2 decoy 3 alloy 4 coy
5 envoy

Exercise 3 Students' own sentences

Language development

Exercise 1 1 Dad was very cross 2 complete sentence 3 Mum made coffee 4 Mum didn't buy it 5 complete sentence

Exercise 2 Students' own sentences
Example answers

Because we were scared, we ran away as fast as we could.
We stopped as soon as we could because we realised we were lost / we were completely exhausted.
Because we realised we were lost, we were scared.
We were scared because we heard the dogs barking / because we saw the explosion / we realised we were lost, etc.

Exercise 3

- 1 (The cliff was covered with) plants and bushes.
- 2 between the rocks and in deep cracks
- 3 The floor of the cave was rough.
- 4 because they had left in such a hurry
- 5 a torch, a candle and a box of matches
- 6 the dim light from John's mobile phone

Lesson 4 Grammar SB p22

Lesson aims

- to read and understand a short text with several adjectives describing a noun or nouns
- to learn the rules for the order of adjectives
- to practise the correct order of adjectives through oral and written activities

SB skills: reading, speaking, grammar accuracy

WB practice: categorising adjectives; ordering adjectives

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

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up - 4 | ▶ Activity 2 - 6 | ▶ Activity 4 - 8 |
| ▶ Activity 1 - 5 | ▶ Activity 3 - 10 | ▶ Activity 5 - 7 |

Warm-up

- Write some verbs on the board and ask the class to form adjectives, e.g. *astonish, fascinate, hide, excite, break*.
- Write some nouns and ask the class to form adjectives, e.g. *dirt, noise, wonder, colour*.

Activity 1

1 Pre-reading questions

What kind of buildings have the four friends seen in New York? Elicit, e.g. **tall, lots of windows/glass**.

What are the New York streets like? Elicit ideas, e.g. **busy, noisy, lots of traffic**, etc.

- 2 Ask three students to read a paragraph each. Point out that the adjectives are in bold type. Explain that the order of adjectives in English is important.

- 3 After reading the text, ask questions to practise the order, e.g. What was their week in New York like? **wonderful and busy**

What were the suits of armour like? **extraordinary, ancient, metal** Point out that the last adjective tells the reader what the armour was made of.

Activity 2

- 1 Go through this activity with the whole class.
- 2 Ask an individual to read the first sentence. Ask a volunteer to correct it. Check everyone agrees.
- 3 Continue with the other sentences.

Answers

Incorrect word underlined, correction in *italics*.

- 1 quiet noisy 2 bored fascinated 3 Japan China
4 Central Park Times Square 5 water solar 6 tiny huge

Activity 3

Remember!

Go through the information and examples in the box. Write the categories for the order of adjectives on the board on the left side, well spaced out.

Ask individuals to read out the phrases. Write the adjectives in each phrase under the correct category word.

- 1 Go through the practice activity with the whole class.
- 2 Tell the class to think about the order for *ancient, amazing*. Remind them to look at the categories on the board.
- 3 Elicit an answer. If it is correct, write the adjectives under the correct category word.
- 4 If the whole class has the wrong idea, ask them to think what each adjective does, e.g. *gives the age, gives an opinion*.
- 5 Continue with the other phrases, checking with the class that the answer matches the order of categories on the board.

Answers 1 an amazing, ancient castle
2 a marvellous, long holiday 3 a tiny, round box
4 a little, old lady 5 a new, oval window 6 an unusual, triangular painting 7 an extraordinary, huge, circular pool

Activity 4

Remember!

Go through the information in the box. Write the categories for the order of adjectives next to the first set of categories.

Ask individuals to read out the phrases. Write the adjectives in the example phrases under the correct categories.

- 1 Go through the practice activity.
- 2 Ask students to work in pairs to create descriptive phrases using the adjectives and nouns. Remind them to check their ideas against the order of categories on the board.
- 3 Give them a time limit. Ask different pairs to read out phrases. Ask the class to listen and check whether the adjectives are in the correct order.
- 4 If there is doubt, write the adjectives on the board and ask the class to check them against the categories.

Answers Students' own ideas

Activity 5

- 1 Students work in pairs. Give them a time limit to compose phrases for the pictures.
- 2 Ask different pairs to give their phrases for the four pictures.

Remember!

Point out the complete order of adjectives in the box. Explain to the class that this is a basic guide. Not all adjectives fit easily into these eight categories.

'Size' covers dimensions in general, e.g. length, height, depth. Also included in this category would be adjectives such as: *tall, short, narrow, wide, broad, deep, shallow*. Basic size adjectives precedes these dimensions, e.g. a *big, tall man* **not** a *tall, big man*.

WB: Grammar (WB p17)

Check students understand the tasks. Remind them to look in the Grammar reference section at the back of their WBs if they need to check rules.

WB answers

Exercise 1

opinion: wonderful, horrible, interesting
size: huge, wide, short
age: old, new, 16th century
shape: oval, circular, square
colour: purple, turquoise, crimson
origin: London, Greek, Pacific
material: wooden, straw, iron
purpose: riding, football, sewing

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Exercise 2

- 1 a charming, elderly, university professor
- 2 small, round, wooden tables
- 3 smart, new, brown, leather suitcases
- 4 an elegant, gold and silver wedding ring
- 5 magnificent, blue, Italian vases
- 6 a deep, oval, swimming pool

Exercise 3

- 1 We visited an amazing, huge, old castle in Scotland.
(Also correct: We visited an amazing, huge, old, Scottish castle.)
- 2 Jenny found some ancient, Roman, silver coins.
- 3 The woman kept her rings in a small, round, leather, jewellery box.
- 4 The archaeologists dug up a strange, red and black, Egyptian statue.
- 5 The men in the boat had a large, circular, fishing net.
- 6 Sam bought a fantastic, new, red and white, American guitar.

Lesson 5 Grammar in use SB p23

Lesson aims

- to listen to, read and understand a short conversation about ideas for the website
- to understand and practise the structure *to hear, see, feel, smell, notice*, etc. something happen/happening
- to understand and practise phrasal verbs with *come*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: cloze; sentence completion with own phrases; gapfill; choosing phrasal verbs

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 | ▶ Remember! - 4 |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 5 | ▶ Grammar extra - |
| ▶ Activity 2 - 5 | ▶ Activity 5 - 5 | |

Warm-up

- Ask the class to name the nine countries from which the teams come. Elicit: **Canada, UK, Australia, Kenya, Brazil, India, Thailand, Russia, Jordan.**
- What four subject areas will the website cover? **Science, the Arts, the Environment, Education**
- Ask if they can remember the name of the leaders of the Australian and Russian teams: **Carrie, Sergei.**

Activity 1

- 1 Point out the characters in the photo and the project note.
- 2 **Pre-listening questions**
Which teams are meeting? **UK, Australia, Russia**
Which students are meeting? **Ross, Laura, Carrie, Sergei**
Which subject area was this team given? **the Environment**
- 3 Explain that this is their first meeting in which they can start thinking about things they would like to put on the website.
- 4 Play track 1.06. Students listen and follow in their books.
- 5 Point out the words in bold type: the structure is the verb + infinitive without to or verb + present participle.
- 6 Tell the class they will practise these structures during the lesson.

Activity 2

Ask the literal questions to check understanding.

Answers

- 1 Carrie is from Australia, Sergei is from Russia, Ross and Laura are from the UK.
- 2 Carrie is excited because she says she was happy when Professor Brown announced it.
- 3 Carrie does scuba diving so she knows a lot about the Great Barrier Reef.
- 4 Scientists have noticed the coral dying.
- 5 She says it because they are thinking of a lot of ideas for what to include.
- 6 They want to feature the Great Barrier Reef, climate change, the destruction of the rainforests, renewable energy.

Activity 3

- 1 Ask one or more students to read the phrases in the box.
- 2 Point out the first example.
- 3 Students work in pairs to complete the sentences.

- 4 Check answers together. Remind them that to is not added before the second verb.
- 5 If you wish, go through the first part of the *Remember!* box now. Point out the structure and its use.

Answers

- 2 Holly heard someone shout her name.
- 3 I saw Laura take a photo.
- 4 Did you see the thief steal the diamond?
- 5 It was an earthquake. We felt the ground shake.
- 6 I heard the driver start the engine.

Activity 4

- 1 If you wish, go through this activity the first time with the whole class working together.
- 2 Point out the first question and the prompt words.
- 3 Ask a volunteer to read the question and the reply.
- 4 Point out the structure: verb + direct object + present participle + rest of the sentence. Write it on the board.
- 5 If you wish, read information in the second part of the *Remember!* box now. Ask a volunteer to read the example.
- 6 Ask a student to read the second question. Give the class a moment to look at the prompt words.
- 7 Elicit the answer. Check with the class that it is correct.
- 8 Make sure the class understands that this structure with the present participle means that the lights were continually flashing for a period of time.
- 9 Continue with the rest of the questions in the same way.
- 10 Go around listening as they work.

Answers

- 2 I saw lights flashing in the darkness.
- 3 The boy could smell meat roasting in the oven.
- 4 They watched (the) snow falling from the sky.
- 5 The tourists felt the sun burning their skin.

Activity 5

- 1 Ask different students to read the pairs of sentences.
- 2 Elicit from the class how they differ. For each one, students should recognise that the first sentence expresses one action that happened once. The second sentence expresses an action that happened repeatedly over a period of time or which took a period of time to happen.

Remember!

If you have not already done so, go through the box and ensure students have understood the structures and usage.

Grammar extra (SB p127)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning and express it in their own words.
- 4 Continue with the other sentences.

Example answers

- 1 lives in, is found in
- 2 found, discovered
- 3 broke, fell to pieces
- 4 happened, occurred
- 5 get, become the owner of

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Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answers

The bone comes from a dinosaur.
The archaeologist came across a bone from a dinosaur.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p18)

These exercises should be completed for homework.
Check the class understands the tasks.

WB answers

Exercise 1 1 jump, drive 2 start, shout 3 shake
4 swoop, grab 5 fall, crash 6 strike

Exercise 2 Students' own ideas

Exercise 3 1 shut 2 beating 3 planning 4 slip
5 drying 6 burst

Exercise 4 1 came across 2 comes apart
3 do ... come from 4 has come up 5 did ... come by

Lesson 6 Writing SB pp24–25

Lesson aims

SB

Stage 1: to introduce the concept of proofreading

Stage 2: to work collaboratively to proofread a piece of written text

WB

Stage 3: to proofread and rewrite two written texts

SB skills: recognising mistakes in spelling, grammar and punctuation in student's own work

WB practice: checking work independently for errors in spelling, grammar and punctuation

EPB link: Test 1, Writing

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

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

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Warm-up

- Write some words from the Spelling pages of Units 1 and 2 on the board, some with mistakes in and some without.
- In pairs, students decide which words are correct and make corrections to the words that are misspelt.

Stage 1 Features of proofreading

- Read the title and the information in the box.
- Ensure students understand that proofreading means both finding and correcting mistakes in: *spelling/grammar/punctuation*.
- Discuss with students whether they check their work when they have finished it.
- Ask: *Do you think this is a good idea? Why? Why not?* Students probably realise that they can lose marks by making small mistakes that they could easily correct.
- Encourage them to understand that if they get into the habit of always reading through their work and trying to improve it, they will i) find small errors they can put right ii) get used to the process and find it easier the more they practise it.

► Spelling

- Read the information about spelling and when to use a dictionary. Ask the class if words sometimes look wrong.
- Ask: *How could a dictionary be useful in correcting spelling mistakes?* Students should know that if they look up a word and it is not in the dictionary, it may be because they have misspelled it and they should try a different spelling.

Activity

- Ask a volunteer to read out the first sentence in the box. Ask the class which word is misspelled. Ask the class to look up any words that are incorrectly suggested.
- Elicit that *sensible* is misspelled. Ask for the correct spelling. Students should check in their dictionaries if they are not sure.
- Continue in the same way with the other sentences.

Answers 1 sensible 2 peaceful 3 believe
4 amazing 5 sitting

► Grammar

- Read the information about grammar mistakes.
- Explain that reading something aloud might help them to recognise something that does not sound right.

Note: This strategy does not help all students but it may help some, especially the more fluent speakers and writers.

Activity

Students do the activity in pairs. Check answers together. Ask what the mistake is in each sentence. Check that the class agrees. Ask for the correction.

Note: Make a record of anything that is incorrectly identified as needing correction. Make time to revise these structures at a suitable point.

Answers

- The theatre trip **was** very enjoyable.
- Who's** going to be the leader of the group?
- We had **an** opportunity to go shopping in New York.
- I have **been** in New York **for** three days.
- Professor Brown doesn't **want** us to lose touch.

► Punctuation

- Read the advice about punctuation and read the list.
- Go through the list and discuss which types of punctuation students have the most problem with.
- If there is a consensus – and it is usually direct speech – make a note to revise the concept as soon as possible.

Activity

- Ask a volunteer to read the first sentence. Give the class a moment to look at the sentence. Elicit the error: **the sentence should begin with a capital letter**.
- Continue with the other sentences. Tell the class to look at the list of punctuation points before they identify the error.

Answers

- The** Metropolitan Museum is one of the largest in the world. *The sentence must begin with a capital letter.*
- We went to sections on Islamic Art, Chinese Art, Arms and Armour and the roof garden. *Commas should be used in a list.*
- The theatre **group's** visit was very enjoyable. *An apostrophe is needed to show ownership (of the visit).*
- "Times Square was so crowded," said Ross. *Speech marks are needed round direct speech and a comma after 'crowded'.*
- "Are you looking forward to going home?" asked Laura. *A question mark is needed at the end of a question and a full stop after 'Laura'.*

Stage 2 Writing together

- 1 Read out the information and ensure students understand it.
- 2 Ask students what three types of mistakes they should look for: **spelling, grammar, punctuation**.
- 3 This activity is suitable for group or pair work. Ensure that more groups or pairs work on paragraph 1 than the other paragraphs, as it is the longest.
- 4 Give a time limit for them to spot the mistakes.
- 5 Groups/Pairs report back to the class in turn. (Do not ask the same group/pair to correct all the mistakes in one paragraph.) **مكتبيات صقر الجنوب** www.jnob-jo.com
- 6 List the mistakes and corrections on the board.
- 7 Check to see that students have found five spelling, five grammar and five punctuation mistakes in total.
- 8 Ask students what mark out of ten they would give the written piece in the SB and what mark they would give the corrected piece.
- 9 Ask them to explain why proofreading their own work is important.

Answer

Errors are underlined. The type of error and correction in italics are given in brackets.

Paragraph 1, Line 1: sity (sp. city) Line 2: cant (p. can't); huge_ (p. huge. The) Line 5: were (gr. was) Line 6: biger (sp. bigger) Line 8: famus (sp. famous); Macys_ (p. Macys, Bloomingdales) Line 9: were (sp. where); walk (gr. walked)

Paragraph 2, Line 1: wants (gr. want); Im (p. I'm) Line 2: are (gr. is); imigrants (sp. immigrants) Line 4: Can you believe that, (p. ?)

Paragraph 3, Line 2: countrys (sp. countries); intresting (sp. interesting); comes (gr. come)

Stage 3 WB: Individual writing (WB p19)

- 1 Read the Information box and explain the task.
- 2 Draw students' attention to the information on the right of each passage which explains how many and what kind of mistakes they are looking for.

Assessment

In assessing the work, check that all the mistakes have been corrected.

Note: Use this opportunity to record mistakes that remain uncorrected. Make time as soon as possible to revise the main errors in spelling, grammar and punctuation which the majority of students fail to correct.

Answers

Brasilia – Brazil – South America

Brasilia is a very intresting (sp. interesting) city. In 1956, it didnt (p. didn't) exist! There were (gr. was) just a huge desert-like area with no people_ (p. , comma) very little water and few plants and animals.

In 1956, the president of Brazil invited many architects (sp. architects) to desings (gr. design) a new city. Oscar Niemeyer's design was choose (gr. chosen) and a beautiful, modern city emerged with stuning (sp. stunning) buildings and large green areas_ (p. full stop)

It was planned for 500,000 people but today it has a populasion (sp. population) of over 2 million. It is a very good place to have a capital city as it is not thretened (sp. threatened) by any kind of natural disaster and the climate are (gr. is) very pleasent (sp. pleasant) all year round, (p. full stop)

Amman – Jordan

Amman is the capital sity (sp. city) of Jordan and have (gr. has) a population of nearly three million people_ (p. full stop missing) It were (gr. was) originally bilt (sp. built) on 7 hills or jabals far in north-western Jordan but it now cover (gr. covers) an area of nineteen (sp. nineteen) hills. It have (gr. has) hot summers and chillee (sp. chilly) winters. Spring is very short and the temprature (sp. temperature) can drop to as low as 0 degrees. It has even sean (sp. seen) snow!

Two of the main tourist attractions in Amman is (gr. are) the traditional market or souk which can be found in the older downtown area, (p. replace full stop with comma) and the King Hussain Mosque.

Lesson 7 Listening and speaking SB p26

Lesson aims

- to listen to and understand the gist of a dialogue about photos of New York
- to hold a similar discussion in groups
- to listen to Laura giving a talk to her class
- to prepare and deliver a presentation about interesting sights in students' home town or city

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

WB practice: dialogue gapfill; individual speaking about two special sights

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

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

► Warm-up – 4

► Listening comprehension – 10

► Conversation practice – 18

► Individual speaking – 8

Warm-up

- Write *photographs* on the board. Students work in pairs or groups to see how many smaller words they can make.
- Ask the first pair or group to say their words. Ask the next pair/group if they can add any.
- Students should be able to find three-, four- and five-letter words they know well, e.g. *top, hop, tap, gap, hat, rat, goat, root, trap, poor, shoot, short, sharp, shop, stop, star*, etc.

Conversation practice

Activity 1 **منتديات صقر الجنوب** www.jnob-jo.com

- Point out the photos at the top of the page. Read out the information about Laura and her parents and the question.
- Give the class a moment to look at the photos.
- Ask a volunteer to read the words in the box.
- Ask: *What do the photos show?* Elicit: **The famous places that are listed in the box.**
- Ask: *What are Laura and her mum and dad talking about?* Elicit students' suggestions, e.g. **the visit to New York, places in New York**, etc.

Activity 2

- Play track 1.07. Students listen.
- Elicit that they are talking about places in New York.

Audioscript

Track 1.07 Activities 2 and 3

Dad: Let's have a look at these photos then.

Laura: OK. The first one is Times Square. It's the most amazing, crowded place.

Mum: It's very colourful. Look at all those lights!

Laura: I know. I could watch them flashing for ages.

Dad: Is that where you went to the theatre?

Laura: Yes, that's where we saw *The Lion King*. This next one's Central Park.

Dad: It looks huge!

Laura: It is! And there's loads of stuff to do there.

Mum: What's this place?

Laura: This is the Metropolitan Museum of Art. It's absolutely massive.

Dad: You didn't see everything then ...

Laura: No chance! It has more than two million works of art.

Dad: Two million?

Laura: Yes, and five million people visit it every year.

Mum: Good heavens!

Laura: Now, this one's 5th Avenue.

Mum: That's where all the famous, big department stores are, isn't it?

Laura: That's right. It's absolutely brilliant for shopping.

Dad: And spending lots of money, no doubt.

Laura: Dad! I didn't spend too much money!

Mum: What's this skyscraper? Is it the Empire State Building?

Laura: That's right.

Dad: That's the tallest building in the world, isn't it?

Laura: It was 40 years ago. But not any more.

Dad: You can go up to the top, can't you?

Laura: Yes, you can but we didn't have time.

Mum: What a pity! I bet the view's amazing from right up there!

Activity 3

- Ask a volunteer to read the phrases.
- Play track 1.07 again.
- Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

- Students work in pairs or threes.
- Point out the starting sentences.
- Tell the groups to discuss and talk about each of the places.
- Go round as they work and monitor the discussions. Let the class go on talking without interrupting to correct mistakes. The aim of this activity is to help students to develop fluency and conversational skills. Take note of key errors and find an opportunity to go through them with the class.

Listening comprehension

Activity 1

- Read about the activity and point out the photo of the Statue of Liberty.
- Ask the class if they know anything about it. Encourage them to say anything they know. Tell the class they will hear Laura's talk and they can check what they know or find out about the statue by listening carefully.
- Play track 1.08.

Audioscript

Track 1.08 Activities 1 and 2

As most of you know, I was lucky enough to go to New York during the summer holidays. I had a fantastic time and visited so many interesting places. One of these was the Statue of Liberty and I'd like to tell you a bit about it.

¹The Statue of Liberty stands on a small island – Liberty Island in New York Harbour. ²It dates from 1886. Did you know that the Statue of Liberty was not made in America? It was a gift to the people of America from the people of France! It was designed by the French sculptor Frederic Auguste Bartholdi. ³It shows *Libertas*, the Roman goddess of freedom. She is holding up a torch in her right hand, bringing light to the world. ⁴The statue was made in France and transported to America in several separate pieces. When they arrived in America, the pieces were carefully put together on Liberty Island.

*To visit the statue you have to take a ferry boat. When you get on the boat, you can see the statue in the distance and it looks quite small. As you sail closer, it gets bigger and bigger. And when you finally arrive at the island and you are standing next to the statue, you can see that it's absolutely massive! *The whole thing is 93 metres tall – that's including the base, the stone part at the bottom. The height of the metal statue itself is 46 metres. Can you imagine that? Her right hand is five metres long and just her nose is one and a half metres long!

You can go up inside the statue. A few years ago you could go up inside the arm as far as the torch – there's a kind of balcony around the torch where you could stand. That part of the statue is too dangerous these days but *you can go up as far as the crown. *You go inside the statue and a lift takes you most of the way up. When you get out of the lift, you have to walk up 24 stairs and there you are – inside the crown with a fantastic view of New York!

It was a brilliant trip – one that I'll never forget.

Activity 2

- 1 Ask one or more students to read out the questions.
- 2 Play track 1.08 again. Students listen and note answers.
- 3 Be prepared to play the track a third time if they found the task hard.
- 4 Students work in pairs. Give them a few moments to compare answers.
- 5 Go through the questions with the class and elicit answers. The answers are underlined in the audioscript above. Students check and correct their answers.
- 6 If many of the class had incorrect or inaccurate answers, play the track again so that students can listen and compare their corrected answers to the track.

Activity 3

- 1 Hold a short class discussion about the statue.
- 2 Ask students: *What did you already know? What didn't you know? Did any of the information surprise you? Do you think Laura gave a good talk? What was good about it?*

WB: Individual speaking (WB p20)

- 1 Explain that students are going to talk about interesting places in their town. (If appropriate, this could include just a neighbourhood or a wider region.)
- 2 Tell students to look at WB p20. Explain that ideas are given to help them. They should answer all the questions about each one but they may add any of their own ideas if they wish. Remind them that finding and showing pictures of the sights will help to make the talk more interesting. Point out the suggestions for starting and ending. Explain that these are ideas and they may use their own opening and closing sentences if they wish.
- 3 Tell the class that their presentations should last between one and two minutes. Remind them to practise reading out the presentation as well as writing it.

WB: Listening and speaking (WB p20)

Students complete the dialogue and write their presentations independently for homework.

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise 1 متدببات صقر الجنوب www.jnob-jo.com

Amy: trip
 Laura: Brilliant!
 Amy: masses, no doubt, look
 Laura: Statue
 Amy: Wow!, absolutely massive
 Laura: base
 Amy: Good heavens!
 Laura: Museum, for ages
 Amy: recognise, Building, top
 Laura: time
 Amy: What a pity!
 Laura: Avenue, department stores
 Amy: I bet
 Laura: No chance!, busy

WB: Check-out 2 (WB p21)

This page can form the basis of a lesson that rounds off the unit with a check on progress, completed work and an opportunity to work on students' individual speaking presentations.

However, if you are short of time, the work can be covered more speedily, taking various opportunities during the following week or so.

Students complete this page as an independent task. They may do this for homework before the lesson.

It is not a formal test. It reminds students of the key points they have learned in the different skill areas.

Tell them they should be able to complete it easily and without needing to look back except to check. If they cannot, they should revise the work they are not clear about.

Check-out 2 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 2 as a complete lesson

Students bring their Check-outs completed apart from Speaking.

- go through the answers with the class. They may check their own answers
- remind them that this page is to help them to find out how well they have taken in the work in the unit. If they get a lot of incorrect answers they must look at the unit again in their own time
- take in corrected, proofread pieces about Brasilia and Amman if you have not already done so.

Unit 2 Speaking منتديات صقر الجنوب www.jnob-jo.com

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion: list all the sights that students have talked about. Ask: *If you could only choose one of these, which one would you advise visitors to go to? Why?*
- 5 Encourage individuals to put forward their ideas and reasons for their choice.
- 6 Use the remainder of the lesson time to:
 - check on individual's progress in particular areas
 - go over any difficulties or misunderstandings that the whole class has had
 - give some time for students to complete any unfinished work
 - let students who have completed everything start or continue a project or an extra task.

Check-out 2 answers

Reading

- 1 the Metropolitan Museum of Art; *The Lion King*
- 2 spelling, punctuation, grammar

Vocabulary

 confusing

Looking at language

- 1 Dictionary work: a friendlier b busier c further d better
- 2 Spelling: a destroy b annoying c choice d spoil e royal
- 3 Language development: Because Nina was ill, she didn't go to school. / Nina didn't go to school because she was ill.

Grammar 1 Standing in the doorway was a peculiar, little, old man. 2 felt, beating; saw, drop 3 came across, coming apart

Writing

- 1 a look words up in a dictionary
b speech marks

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 pp22–23)

WB answers

Exercise 1 1 thinks, is enjoying 2 are working, is
3 are giving 4 have, visit

Exercise 2 1 performed 2 told 3 was talking, showed
4 found, did ... know 5 were discussing, decided

Exercise 3 1 will present 2 will include 3 will disappear

Exercise 4 1 are going to hear 2 is going to be
3 was going to take

Exercise 5 1 has taken, has been saving 2 have seen, has been taking, has ... taken

Exercise 6 1 astonishing, old, Egyptian, stone
2 large, round, silver, dinner 3 fast, new, red, sports

Exercise 7 1 roaring, take off 2 shaking, rise up

Exercise 8 1 knives 2 matches 3 scissors
4 sheep

Exercise 9 1 dirtier, dirtiest 2 better, best
3 larger, largest 4 friendlier, friendliest

Exercise 10 1 discussion 2 decision 3 correction
4 revision

Exercise 11 1 point 2 voyage 3 choice 4 avoid
5 destroy 6 employ

Exercise 12 1 a fish pond 2 a paint brush
3 a door handle 4 a garden wall

Exercise 13

- 1 We went to bed early because we were tired. or Because we were tired, we went to bed early.
- 2 Mum was cross because she lost her ring. or Because she lost her ring, Mum was cross.
- 3 It was cold because Dan left the door open. or Because Dan left the door open, it was cold. (Because it was cold, Dan left the door open, is grammatically possible but does not make sense and is not an acceptable answer.)
- 4 We wore our coats because it was cold. or Because it was cold, we wore our coats.

Exercise 14 make, make, do

Exercise 15 comes from, come apart, come across, comes up

In this unit, students:

- read and understand an extract from a story set in another country
- develop a close understanding of the story, the events, cultural context and vocabulary
- learn about verbs in a dictionary; spell words with *gh* sounding *f*, and silent *gh*; learn about sentences with three main clauses; learn about the suffix *-ness*
- practise the past perfect simple and the past perfect continuous
- practise clauses of purpose using *so (that)* and *in order to*; practise phrasal verbs with *set*
- write a travel story expressing cultural features; write a school-based story expressing cultural features
- listen to a conversation about photos of Australia and hold a similar conversation in groups
- make a short individual presentation about a place of natural beauty or importance

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Lesson 1 Check-in; Reading SB pp27-29

Lesson aims

- to prepare for the topic of stories from other cultures and other aspects of work in Unit 3 through the Check-in page
- to read and gain a general understanding of an extract from a story set in another country

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 3 vocabulary list (p138)

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

▶ Check-in - 10	▶ After reading - 10
▶ Before reading - 3	▶ Reading practice - 10
▶ Reading - 7	

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

Ask: *Where do you think some of these pictures were taken?*

Ask: *Which ones look most different to your own culture?*

Ask if any students have travelled to another country. If any have, ask if they noticed any differences.

Check-in

- 1 Read, or ask a student to read, the first sentence.

Task box Students may have looked up *culture* in a dictionary and have found several meanings. Ask if anyone can give a definition in their own words. Write all definitions that are suggested and help the class to work out the correct meaning: *a set of ideas, beliefs and ways of behaving: When you travel a lot you get used to frequent changes in culture.* Ask the second question. Students may suggest looking in a dictionary or on the internet. Ask the third question. Elicit students' ideas. They should know that food and clothing differ around the world.

- 2 Read the sentence about the story.

Reading

- 1 Read the first sentence.

Task box Elicit students' ideas. They may suggest cultural differences, e.g. *food, housing and language*; they may also suggest geographical differences, e.g. *climate and wildlife*.

- 2 Read the second sentence about the setting.
- 3 Point out the new vocabulary and read the words.

Task box Ask different students around the class to give meanings. Encourage them to explain in their own words if possible.

Looking at language

- 1 Read through the dictionary and spelling work that will be covered.
- 2 Ask: *What do conjunctions do in a sentence?* **Join two main clauses**

Task box Students should list *and, but, or, because*.

Grammar

Read the information about Grammar.

Task box Elicit as many verbs as the class has thought of. They should be able to suggest, e.g. *set out, set off*.

Writing

- 1 Read about the writing features.
- 2 Read about the writing tasks. Ask what methods of travel students have ever used.

Listening

- 1 Read the sentence about Jack and Laura's conversation. Ask the class if they can guess why they are talking about photos of Australia. Students might remember that the team was talking about including places in Australia in the Environment section of the website.
- 2 Read about Carrie's interview.

Task box Ask the question. Elicit that the Great Barrier Reef is off the north-east coast of Australia.

Speaking منتديات صقر الجنوب www.jnob-jo.com

- 1 Read the information about Speaking.
- 2 Explain that in every unit students will have the chance to speak in groups and individually.

Reading: *The White Giraffe* SB pp28–29

Before Reading Pre-reading questions

- 1 Ask the class if they have ever heard of a white giraffe.
- 2 Ask: What colour is a giraffe usually? **shades of brown, yellow**
- 3 What might some people want to do? Elicit ideas, e.g. **see it, photograph it, catch it.**

Reading

- 1 Read the text to the class or play track 1.09.
- 2 Go through the Glossary.
- 3 Ask if any other words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 4 Some or all of the key words for Unit 3 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary, and also as a homework task.

Note: Students should check meanings of words for homework and they will do further comprehension and vocabulary work in following lessons. It is important not to spend time on checking meanings in the lesson unless essential.

After reading General questions

Check students' general level of understanding by asking questions on the gist of the text. Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary. Elicit answers. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- 1 Where is Martine living when this story happens? **on her grandmother's game reserve**
- 2 Who is Tendai? **a Zulu tracker who works for the grandmother**
- 3 What rare animal did Tendai tell Martine about? **a white giraffe**
- 4 What did Martine decide to do one night? **go to look for it**
- 5 How did she manage to open the padlock? **she knew the code**
- 6 Why did she turn round? **She thought/felt (from sheer instinct) that something was behind her.**
- 7 What did she see? **a Cape cobra**

Reading practice

- 1 Divide the class into groups of three or four. They take turns reading sections or paragraphs to each other. Go around listening as they read and check on accuracy of pronunciation.

- 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

Re-read the story carefully and listen to the track (1.09).

Check meanings of words again as necessary. Remind them that they should ensure they understand all the words listed for Unit 3 at the back of their Workbooks.

Lesson 2 Reading comprehension SB p30

Lesson aims

- to re-read *The White Giraffe* (I) in full (II) in sections for detail
- to develop a close understanding of the story
- to give a personal response to the context of the story

SB skills: reading for detail; guessing meanings of colloquial phrases from context; vocabulary; word classes; critical thinking and discussion

WB practice: literal questions; sequencing; categorising; meanings of phrases

EPB link: Test 2, Reading Q2

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

► Warm-up – 3	► Activity 2 – 6	► Vocabulary check – 3
► Re-reading – 5	► Activity 3 – 10	► Your views – 2
► Activity 1 – 6	► Activity 4 – 5	

Warm-up

Write up synonyms from the story in mixed order on the board. Give the class a time limit to match them. Use these words or any of your own choice: *slide, smack, understand, cry, soak, realise, scream, slither, drench, hit.*

Synonyms: slide/slither; smack/hit; understand/realise; cry/scream; soak/drench

Before starting this page, read *The White Giraffe* again or play track 1.09.

Activity 1

- 1 These questions require a detailed understanding of the text and students may need to look back to the text to check answers.
- 2 Go through the activity orally with the whole class. Ask a student to read the first statement. Ask a volunteer if it is true or false. If there is disagreement, ask the whole class to look back at the text to find the correct answer.
- 3 Invite another volunteer to correct the false statements.

Answers 1T 2F: The padlock clicked open! Martine stared down at it, unable to believe that it had been so easy. 3T 4T 5F: She wasn't sure which she was most scared of, snakes and creepy-crawlies or man-eating carnivores. 6T 7T 8F: It had one band around its throat. 9F: Martine dropped her torch and it rolled behind a boulder. 10T

Activity 2 منتديات صقر الجنوب التعليمية

- 1 Ask one or more students to read out the phrases. Ask a student to read out the speech bubble.
- 2 Students do this activity in pairs.
- 3 Give the class a time limit to complete the activity. Check answers together.

Answers 1 split second 2 butterflies in your stomach 3 fairy tale 4 sixth sense 5 pretty sure

Activity 3

- 1 Divide the class into small groups and give them a time limit.
- 2 Appoint a spokesperson for each group.

Example answers

- 1 Students should recognise that Martine was scared because:
 - she was secretly hoping that something would happen to prevent her from going into the game reserve
 - as soon as she went in she was scared when she saw two red eyes
 - her heart was beating with fear.
- 2 Students' own ideas as the answer is not in the text. From the details in the story, they might work out that, e.g. Martine is interested in animals so is curious about the white giraffe. Perhaps she thinks there is something special about this animal.
- 3 Students should be able to infer a lot about Martine from the extract. Some students may say she is brave to go into the game reserve at night. Others may say this action shows she is unwise. Encourage students to give their views, e.g.

She is clever - she remembered the code for the padlock.
 She is aware of danger - she hoped something would prevent her going into the reserve.
 She is brave - she goes in, even though she is a little scared.
 She is intelligent - she recognises the danger the snake presents.
- 4 Encourage students to put forward ideas and to discuss them as a class.

Activity 4

- 1 Ask a volunteer to read out the words and another to read the speech bubble.
- 2 Students work in pairs to find the words in the text and to note down a meaning.

- 3 Remind them to think about the words they know, even if they do not know the complete word, and to look at the context to help them guess.
- 4 They should do this work without looking in their dictionaries.
- 5 Give them a time limit then discuss answers together.

Answers

pinpoint: to identify an exact spot (clue: as if pointing with a pin)
 padlock: a metal object that is fastened with a key to secure objects such as gates, chains, boxes, etc. (clue: lock)
 undergrowth: low plants growing beneath trees and bushes (clue: under, growth)
 creepy-crawlies: insects and other small animals that move by creeping and crawling
 droplet: a small, single drop of liquid (clue: drop + suffix -let = small, as in leaflet, booklet)
 overhear: to hear what someone else is saying without the person knowing
 ribcage: the part of the skeleton which encloses the heart with a structure of ribs (clue: cage)

Vocabulary check

- 1 Students find the words and check what part of speech they are in the text.
- 2 They may do this in pairs or individually.

Answers 1 noun 2 verb 3 adjective 4 adverb

Your views

- 1 Ask the questions and elicit some immediate oral responses.
- 2 This activity offers students the opportunity to give their individual response to the text they read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 3 Each student should write their own response as an independent homework task.
- 4 Explain to the class how much you require them to write.

WB: Reading comprehension (WB p24)

Students should be able to complete this page for homework. Remind them that they should always re-read the text first.

WB answers

- Exercise 1** 1 to look for the white giraffe
 2 She overheard Tendai telling it to her grandmother.
 3 two red eyes 4 focus 5 there was nothing there
 6 sixth 7 It was the most poisonous snake in Africa.

Exercise 2 a5 b10 c7 d9 e1 f8 g4 h6 i3 j2

Exercise 3

plant: gum, gardenia, mango
animal: waterbuck, cobra, mamba

Exercise 4 1 an age 2 butterflies in my stomach
3 a split second 4 in one piece 5 a similar situation

WB: Vocabulary (WB p25)

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.

WB answers

Exercise 1 1 bound 2 spring 3 smack 4 strike
5 plunge 6 crumple

Exercise 2 1 shudder 2 slither 3 scurry 4 hover
5 sway 6 flicker

Exercise 3 1 drench 2 smack 3 slither 4 shudder
5 prevent 6 hover

Exercise 4
1 ribcage, throat, skeleton
2 drip, puddle, drench, soak, droplet
3 undergrowth, blossom, tendril

Exercise 5 1 in panic 2 in chorus 3 in pursuit

Lesson 3 Looking at language SB p31

Lesson aims

- to investigate verb entries in a dictionary
- to investigate and spell correctly words with *gh* sounding *f* and silent *gh*
- to revise joining two main clauses with a conjunction; to learn about joining three main clauses using conjunctions

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

WB practice: irregular past tenses; *ph* saying *f*; conjunctions; suffix *-ness*

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

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

► Warm-up - 5 ► B Spelling - 10
► A Dictionary work - 10 ► C Language development - 15

Warm-up

- Ask two or three students to read their responses to the Your views section on p30. Ask some of the Your views questions and elicit responses from students.

A Dictionary work

Information box Read the first information point in the box. Explain that the infinitive is used without *to*. Point out the entry for *walk*. Point out the information that is given for the word: phonetic pronunciation, word class, transitive or intransitive and the definition last. If students are not familiar with transitive/intransitive, point out the speech bubble lower down the page with the example sentences.

Ask a student to read out the complete entry itself. Read the next information point. Point out the extra information that is given for the spelling of other tenses. Ask a student to read out the complete entry.

Read the next information point. Point out the extra information that is given for the irregular past tense.

Ask a student to read out the complete entry. Point out that some verbs can be both transitive and intransitive, i.e. some verbs can have an object or not, depending on how they are used.

Write two sentences on the board, e.g. *Ben saw the bus coming. It's difficult to see in the dark.* Ask the class to say which sentence has the transitive verb and which the intransitive.

Ask which verb has an object. Make sure they understand that in the first sentence the object is the bus, so the verb is transitive. In the second sentence there is no object, so the verb is intransitive.

Activity 1

- 1 Give students time to complete this task in pairs.
- 2 If they think they already know the past tenses of these verbs, tell them to check their spelling.

Answers 1 carried 2 dropped 3 dried 4 stopped

Activity 2

- 1 If necessary, go through the information in the speech bubble again and ensure that students understand the difference between transitive and intransitive verbs.
- 2 They may do this in pairs if you wish.
- 3 Check answers together.

Answers 1 intransitive 2 transitive 3 transitive
4 intransitive 5 intransitive 6 transitive

Activity 3

- 1 Give students a couple of minutes to write two sentences.
- 2 Ask several individuals to read out their sentences.
- 3 Encourage the class to help correct any mistakes.

B Spelling

Information box Read the information and the examples. Tell the class they are going to read words with both silent *gh* and *gh* sounding *f*.

Activity 1

- 1 Students read each word and write the sound.
- 2 Give them a time limit then check answers together.

Answers 1 f 2 silent 3 f 4 silent 5 f 6 f
7 silent 8 f

Activity 2

- 1 Remind students to think carefully about the spelling of these past tenses.
- 2 Give them a time limit to write the answers in pairs.

Answers 1 caught 2 bought 3 fought 4 thought

C Language development

- 1 Tell the class that the first part of this work is revision.
- 2 Read out the first heading. Ask a student to read out the first speech bubble.
- 3 Remind the class that a main clause has a complete verb.
- 4 Read the first information point.
- 5 Ask one or more students to read the example sentences.
- 6 Ask the class to tell you the two main clauses in each sentence, e.g. *I go to City School ... my sister goes there, too.*
- 7 Ask another student to read the second speech bubble.
- 8 Remind the class that they have studied compound sentences before.
- 9 Read the second heading.
- 10 Read the next information point.
- 11 Ask a student to read the example sentence.
- 12 Ask the class to tell you what the three clauses are: *He has found its tracks ... he has followed them ... he has never been lucky enough to see the animal itself.*

Activity 1

- 1 Students work in pairs or groups. Give them a time limit to join the three sentences.
- 2 Remind them that they must use two different conjunctions in each sentence.
- 3 Ask a group to tell you their first sentence.
- 4 Write it on the board. Check with the rest of the class that it is correctly joined with conjunctions.

Answers

- 1 Martine looked out of the window **and** she saw the white giraffe **but** it was only for a moment.
- 2 Martine stepped through the gate **and** she saw that she could turn right **or** she could turn left.

Activity 2

- 1 Ask a student to read the first three sentences and another to read the complete sentence with conjunctions.
- 2 Students should notice that the short sentences express one idea after another and they are not clearly connected.

- 3 When they are joined with conjunctions, the actions are connected.
- 4 Do the same with the second set of sentences. Students should notice that *or* expresses the alternative routes that Martine could take.

Activity 3

- 1 Read about the suffix -ness and the example sentence.
- 2 Tell the class to write down the nouns from the given adjectives.
- 3 Ask different students to say and spell each word.

Answers kindness, happiness, carelessness

WB: Looking at language (VWB pp26–27)

This work should be done for homework. Remind the class to have their dictionaries with them when they do this page. In the spelling box, ask them to look up the meaning of *sphere* if necessary.

WB answers

Dictionary work

Exercise 1 1 send 2 sleep 3 shine 4 drink
5 lose 6 blow 7 catch 8 say

Exercise 2 1 made 2 stood 3 shook 4 sprang
5 thought 6 knew 7 ran 8 fell

Spelling

Exercise 1 1 alphabet 2 pheasant 3 saxophone
4 autograph 5 atmosphere

Exercise 2 1 small, enclosed spaces 2 wide, open spaces 3 spiders

Language development

Exercise 1

- 1 Sam was keen on football. He practised every week. He was never chosen for the team.
- 2 We visit our cousins every weekend. We like to go to the beach. We cycle on our bikes.
- 3 I can't come shopping tomorrow. I can come on Saturday. My sister can come, too.

Exercise 2

- 1 The building was impressive but it was very old and some of the windows were falling out.
- 2 We might go to see a film or we might go to a show but we must not be late home.
- 3 The museum was enormous but there were no floor plans and it was really hard to find our way.

Exercise 3

I loved going to the city **because** we went by train. I like travelling by train **but** I don't like travelling by car. My favourite place was the museum **but** my brother didn't like it much. He wanted to go to the tower **because** he wanted to climb to the top. We could go to the tower by taxi **or** we could walk there. We walked to the tower. It was a warm, sunny day. It was a long way **but** we didn't mind **because** we saw lots of interesting things on the way.

Exercise 4

politeness, ugliness, nervousness, helpfulness
1 helpfulness 2 politeness 3 ugliness 4 nervousness

Lesson 4 Grammar SB p32

Lesson aims

- to read and understand a short text using the past perfect and past perfect continuous
- to revise and practise the target tenses through oral activities

SB skills: reading, listening, speaking, grammar accuracy

WB practice: gapfill and sentence completion using the past perfect simple / past perfect continuous

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

- | | | |
|------------------|------------------|-----------------|
| ▶ Warm-up – 3 | ▶ Activity 3 – 6 | ▶ Remember! – 4 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 9 | |
| ▶ Activity 2 – 5 | ▶ Activity 5 – 8 | |

Warm-up

- Ask around the class: What things do you think are scarier? Elicit suggestions, e.g. **snakes, the dark**, etc.
- Ask: If you were Martine, what would you be most afraid of in going into the game park alone at night?

Activity 1

1 Pre-reading questions

- Who owned the game park where Martine was staying? **her grandmother**
- What was the animal that she wanted to see? **a white giraffe**
- 2 Ask two students to read a paragraph each.
- 3 After reading the text remind the class that the past perfect simple and the past perfect continuous tell us about things that happened before other actions in the past, e.g. *Before Martine came to Africa she had been living in England.*

Activity 2

- 1 Ask the questions to check understanding and practise the target tenses.
- 2 Elicit oral answers.
- 3 Encourage other students to correct any mistakes.

Answers

- 1 She had overheard Tendal telling her grandmother the new code.
- 2 She was surprised because it had been so easy.
- 3 She realised that she had reached the water's edge.
- 4 She tried to pinpoint the spot where she had seen the giraffe.
- 5 She had not been thinking clearly when she set off.
- 6 She had risked her life in pursuit of a fairy tale.

Activity 3

- 1 Point out to the class that the sentence beginnings are in the past tense. Ask what tense the endings below are in: the past perfect.
- 2 Ask: Do the beginnings or endings tell you what happened first? Elicit that the endings express the first events.
- 3 If you wish, go through the first part of the Remember! box.
- 4 Students may do this work in pairs.
- 5 Ask different pairs to read out complete sentences.

Answers 1c 2e 3d 4b 5a

Activity 4

- 1 Point out the example and ask which event happened first: **she had been living in England first, then she came to Africa.**
- 2 If you wish, go through the second part of the Remember! box that deals with the past perfect continuous.
- 3 Go through this activity with the whole class working together, then students repeat it in pairs.
- 4 Go around listening as they work and check for correct understanding and formation of the required tense.

Answers

- 2 She remembered that the giraffe had been standing at/beside/near/in the waterhole.
- 3 Last week he had been lying on a sunny beach.
- 4 She had been hoping for a higher mark.
- 5 What had they been doing at 9 o'clock last night?
- 6 He had not been paying attention.

Activity 5

- 1 Students work in pairs or small groups.
- 2 Give them a time limit to come up with ideas then elicit explanations from the different groups.
- 3 Allow each group to give their idea.

Remember!

Go through the information and examples now if you have not already done so.

WB: Grammar (WB p28)

These exercises are for independent homework.

WB answers

Exercise 1 1 had found 2 had been 3 had ... spotted 4 had risked 5 had stopped 6 had stolen 7 had begun 8 had bought

Exercise 2 1 had ... been walking 2 had been studying 3 had been travelling 4 had ... been lying 5 had ... been paying 6 Had ... been crying 7 had been running 8 had ... been telling

Exercise 3 Students' own answers

Exercise 4 Students' own answers

Lesson 5 Grammar in use SB p33

Lesson aims

- to listen to, read and understand a short conversation about environmental issues
- to understand and practise clauses of purpose
- to understand and practise phrasal verbs with set

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: writing and completing sentences with clauses of purpose; phrasal verb gapfill

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 3 - 5 | ▶ Activity 5 - 3 |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 7 | ▶ Grammar extra - 5 |
| ▶ Activity 2 - 5 | ▶ Remember! - 5 | |

Warm-up

- Ask students in groups to think of four different environments that are being affected by human activity. They should be able to suggest, e.g. **the Arctic** (ice melt); **forests/rainforests** (loss of trees and animal habitat); **the oceans** (pollution by shipping and dumping of rubbish into the sea); **rivers** (pollution by factories); **beaches** (litter from land and sea).

Activity 1

- 1 Point out the characters and the project note.
- 2 **Pre-listening questions**
Where are Jack, Laura, Holly and Ross now? **back in the UK**
Which teams are they working with? **the Russian and Australian**
What environmental problem was Carrie interested in?
damage to coral reefs

- 3 Play track 1.10. Students listen and follow in their books.
- 4 Point out the phrases *so that*; *to / in order to*. Remind the class that these express purpose or intention.

Activity 2

Ask the questions to check understanding and encourage students to use the target structures in their answers.

Answers

- 1 An email has just arrived.
- 2 There are two attachments.
- 3 She sent them so that they could see what happens to a reef when the coral dies.
- 4 Carrie is going to interview an expert at Brisbane University in order to find out more.
- 5 They are cut down so that farmers have land where they can grow crops. They are cut down to provide grazing land for cattle. They are cut down so that we/people can eat meat.
- 6 They are going to email her to ask her about rainforest areas being cleared.

Activity 3

- 1 Students work in pairs to match the beginnings and endings.
- 2 Ask: *Are the beginnings or endings the purpose clauses? the endings*

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

Remember!

If you wish, go through the *Remember!* box now and check that students have understood the three structures.

Activity 4

- 1 Ask different students to read the example question and answer.
- 2 Make sure students understand that *to* and *in order* to mean exactly the same.
- 3 Go around listening as they speak.
- 4 Take note of any particular problems.
- 5 Check answers together and go over any parts of the structures that were causing mistakes.

Example answers

- 2 *to / in order* to see where she was going
- 3 *to / in order* to discover more about the Great Barrier Reef
- 4 *to / in order* to find out more about the destruction of the rainforests
- 5 *to / in order* to make space for farming and cattle
- 6 *to / in order* to go to the theatre
- 7 *to / in order* to buy souvenirs
- 8 *to / in order* to create a young people's website

Remember!

Go through the information and examples in the box if you have not already done so.

Activity 5

Answers Students' own answers

Grammar extra (SB p127)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning and express it in their own words.
- 4 Continue with the other sentences.

Example answers 1 began to walk 2 started
3 established 4 began 5 intended

Picture

Ask the class to think of a sentence for the picture.

Example answers

The prince set about planning to make the kingdom his.
The prince set out to make the kingdom his.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p29)

These exercises should be completed independently as a homework task.

WB answers**Exercise 1**

- 2 She went into the game park in order to find the white giraffe.
- 3 She switched on her torch so she could follow the path.
- 4 Carrie met a university professor to interview him about the Great Barrier Reef.
- 5 James travelled to Greece in order to study classical architecture.
- 6 Maria is going to study medicine at university so that she can become a surgeon.
- 7 Sally bought some bunches of flowers to brighten up her apartment.
- 8 Work hard today so you can have a day off tomorrow.

Exercise 2 Students' own ideas

Exercise 3 1 set up 2 set in 3 set out 4 set off
5 set about

Lesson 6 Writing SB pp34-35**Lesson aims****SB**

Stage 1: to investigate the features of stories from other cultures

Stage 2: to work collaboratively to plan and produce a short extract of a story that will be culturally familiar to the writer but unfamiliar to some readers

WB

Stage 3: to plan and produce a story based on a typical schoolday which will be culturally familiar to the writer but unfamiliar to some readers

SB skills: recognising that what is familiar in terms of dress, food, environment, culture, etc. to the students will be unfamiliar to other people; creating a story

WB practice: creating a story independently and including cultural details that will be unfamiliar to some readers

EPB link: Test 2, Writing

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

► Warm-up - 5

► Stage 2 - 20

► Stage 1 - 10

► Stage 3 - 5

Warm-up

- Ask the class to look at the pictures on the Check in page.
- Ask if anyone has spent any time living in another culture.
- Ask: What differences did you notice?
- If no one has lived or visited another culture, ask them if they watch any TV programmes or have seen any films set in another culture. Ask the same question.

Stage 1 Features of stories from other cultures

- 1 Read the title and the Information box.
- 2 Ask: Have you read stories set in different parts of the world?
- 3 Is it a good idea to read stories set in other countries?

Plot

- 1 Read the information about the plot.
- 2 Remind students that a plot has a beginning, a middle and an end. The plot is the events of the story and the order in which they are written.
- 3 Read about the plot of the extract from *The White Giraffe*.

Activity

- 1 Give students a time limit to refer back to the reading passage as necessary to do the activity.

2 They may do this work in pairs and find the part of the text that shows how she got into the reserve and what happened up to the moment she saw the white giraffe.

Answers

- 1 '... she felt for the heavy chain that bound it and the lock that secured it. Only then did she switch on her torch and enter the numbers on the wet dial. The padlock clicked open! Martine stared down at it, unable to believe that it had been so easy.'

2 **Note:** The key point in accepting answers is whether they express actions/events rather than feelings or description. These answers are examples of key events in order:

Martine stepped through the gate and stifled a cry of terror.
A waterbuck sprang up.
Martine set off quickly. She got very wet.
She reached the water's edge. Everything was quiet.
She realised there was something behind her.
She turned round and saw the snake.
She dropped her torch.
She waited for the snake to bite.

Setting

- 1 Read the information about the setting.
- 2 Students should be able to say that the first sentence tells them that it is very dark, she can hardly see her way and water is falling off the trees so everything is wet.
- 3 Ask what the second example sentence tells them.
Prompt/Elicit, e.g. the lightning came at irregular intervals (shuddered) some distance away (over the mountains).

Activity

Students go back to the reading passage to find evidence of the weather and the game reserve.

Answers

Students should be able to find at least three of these phrases

- a 'dripping trees'; 'Blue lightning'; 'puddles'; 'cold droplets'; 'Tendrils of mist'
- b Students should be able to note phrases that portray the game reserve at night.
the waterbuck – Two red eyes; 'the blackness'; 'noisy chorus' of frogs; 'unseen creatures slithered and scurried'; the cobra – 'hood spread wide', etc.

Character

- 1 Read the information about character.
- 2 Check that students remember that the 'character/s' is/are the person/people in the story.

Activity

- 1 Read out the task. Make sure students understand that they can have different opinions about Martine, e.g. they might think she was brave to go into the reserve alone at night. Other students may think the same action showed she was foolish.
- 2 They should think of at least three adjectives to describe her and give evidence for each one.

Answers Students' own answers

Detail

- 1 Read the information and examples about detail that is important in stories from other cultures.
- 2 Ask: *Is there anything else in the passage that you thought was unfamiliar?*

Stage 2 Writing together

- 1 Read out the task box and ensure students understand it.
- 2 Explain that they are going to write a short extract of a story where the setting is familiar to them but will be unfamiliar to readers from other parts of the world.

Note: It is only necessary to write two paragraphs and it is only an extract so there is no need for a beginning, middle and end. The key task here is to include detail that expresses the culture in which the story happens.

Things to think about.

Make brief notes on the board as you discuss:

The plot

Read the questions.

Ask for suggestions as to why the characters are travelling: *What has happened to make them take this journey?*

The setting

Ask students to decide whether the characters are travelling through the countryside or in a city. When they have decided, ask them for words and phrases that describe the setting. Ask, e.g. *Is there a particular place that could be included in the setting?* Point out the examples in the SB. Elicit ideas and choose one or two to include in the story.

The characters

Ask students to suggest names for the two characters.

Read the questions about the characters.

Ask for words and phrases to describe what these two characters look like and how they are dressed (physical appearance).

Ask for a few words and phrases to show what each character is like (personality).

Remember!

- 1 Read the *Remember!* box with the students.

- 2 Ask if they can add to:
 - the plot to include the kind of food the characters eat, see or smell
 - the setting so the reader knows what the climate/ weather is like.
- 3 Help the students write two paragraphs of the story:

Paragraph 1: the characters enter the city / area of countryside.
Describe the setting. Describe how each character behaves.

Paragraph 2: the characters travel through the city / area of countryside. What happens? What do they eat?, etc.
- 4 Ask: What happens to the two characters in the end?

Stage 3 WB: Individual writing (WB p30)

- 1 Read the Information box and explain the task.
- 2 Explain to the class that what is 'typical' in their day might be very 'untypical' for other students around the world.
- 3 Encourage them to include detailed descriptions of clothes / food / ways of travelling / scenery, etc.
- 4 Explain that the questions are given to help them think about ideas and most of them will be useful.
- 5 Point out the *Remember* box and the summary about plot, character and detail.
- 6 Tell them to use the *Useful vocabulary* box.
- 7 Discuss a possible paragraph plan, e.g.

Paragraph 1: getting ready and travelling to school
Paragraph 2: description of the school
Paragraph 3: the morning in school
Paragraph 4: lunchtime
Paragraph 5: after lunch
- 8 After writing the first draft, remind them to check the *Remember* box, make improvements and proofread.
- 9 Tell them that when they have checked their draft thoroughly and made corrections, they should write their final copy.

Assessment

In assessing the task, look for:

- plot: events happening through the day
- character: how the person looks, what he/she does and says
- setting: detailed description.

Lesson 7 Listening and speaking SB p36

Lesson aims

- to listen to and understand the gist of a dialogue about places in Australia
- to hold a similar discussion in groups
- to listen to an interview for gist and detail
- to prepare and deliver a presentation about a place of outstanding natural beauty

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

WB practice: dialogue gapfill; noting and writing in preparation for a spoken presentation

EPB link: Test 2, Listening Q1, Q2, Speaking Q1, Q2

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

► Warm-up – 5

► Conversation practice – 18

► Listening comprehension – 10

► Individual speaking – 7

Warm-up

- Ask students in pairs to note down three facts they know about Australia. Note them on the board and see how much the class already knows.

Conversation practice

Activity 1

- 1 Explain that Jack and Laura are talking together.
- 2 Give the class a moment to look at the photos and the map.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit suggestions.
- 5 Ask: *How do you think Jack and Laura got the photos?*
Students may remember from the dialogue on p33 that Carrie has been sending photos by email.
- 6 Ask: *What are Jack and Laura talking about?* Elicit answers.

Activity 2

- 1 Play track 1.11. Students listen.
- 2 Ask the class if they correctly predicted what the conversation was about.

Audioscript

Track 1.11 Activities 2 and 3

- Jack: It was nice of Carrie to send us these photos.
 Laura: Yes. She said she'd been looking for pictures of the Great Barrier Reef and she came across these.
 Jack: Those mountains are amazing!
 Laura: Carrie says they're called the Blue Mountains and they're in New South Wales. That's in the south-east, I think.
 Jack: They look really high and rocky.
 Laura: But there's lots of vegetation – bushes and trees and things.
 Jack: I wonder why they're called 'blue' mountains.
 Laura: No idea. They don't look blue to me!
 Jack: The next picture's really weird. What's that?
 Laura: That's Uluru. It's a huge rock in the centre of Australia. In the desert.
 Jack: Uluru ... That's a strange name.

Laura: Some people call it Ayers Rock but Uluru is its aboriginal name. According to Carrie, it's a very important place for the aboriginal people. You can walk round it and there are caves at the base and in the caves there are paintings that are thousands of years old.

Jack: Wow, I'd really like to go there.

Laura: This picture looks like a rainforest. I didn't know there were rainforests in Australia.

Jack: Carrie says the photo was taken in Queensland – that's the north-eastern part of Australia. She says the climate is really hot and incredibly wet during some months of the year.

Laura: Right. So that's why they've got rainforests there.

Jack: Carrie says this photo was taken in a National Park.

Laura: A National Park – that's good! They're looking after the forest then.

Jack: What's the last picture?

Laura: This is the Great Barrier Reef! It's on the north-east coast. Isn't it fantastic?

Jack: And it's made of coral? That's amazing!

Laura: Carrie went there to go scuba diving, didn't she?

Jack: Lucky girl! I'd love to do that.

Laura: Me, too.

Activity 3

- 1 Read the task. Tell the class to listen carefully and note down facts quickly.
- 2 Play track 1.11 again.
- 3 Ask different students to give facts for each place. Note them on the board.

Activity 4

- 1 Students discuss the photos in groups.
- 2 Encourage them to add thoughts and reactions of their own into the conversation.

Listening comprehension

Activity 1

- 1 Read the task to the class. Explain they should listen to the whole interview and afterwards decide what main areas are discussed.
- 2 Play track 1.12.
- 3 Check with the class what was discussed.

Audioscript Track 1.12 Activities 1 and 2

Carrie: Thanks for agreeing to do this interview, Professor Donovan.

Prof D: No worries, Carrie. Happy to help. What would you like to know?

Carrie: Well, first of all, can you give me some facts about the Great Barrier Reef?

Prof D: Sure. The Great Barrier Reef is situated, as you know, off the coast of Queensland in the north-east of Australia. It's more than 3,000 kilometres long and it consists of thousands of individual coral reefs and hundreds of tropical islands.

Carrie: Is it true that it's the only living thing on Earth that can be seen from space?

Prof D: That is true, yes. But that's not the only reason that it's so special.

Carrie: It's an important habitat for wildlife, isn't it?

Prof D: Absolutely. There are over 400 different kinds of coral – more than anywhere else in the world – and there are over 1,500 types of tropical fish. We have more than 200 types of birds on the islands and 20 types of reptiles.

Carrie: How about whales and dolphins?

Prof D: Yes, we have those, too. And some very rare endangered animals such as the Green Sea Turtle.

Carrie: So, it's a very rich habitat.

Prof D: It certainly is and it's very important that we protect it properly.

Carrie: I read about some problems with the coral. Is it true that it's dying?

Prof D: Unfortunately, yes. Not everywhere but in some places the coral is dying.

Carrie: Why is that? What's causing it?

Prof D: The problem is global warming. The world is becoming warmer. The temperature of the air and the temperature of the sea are rising.

Carrie: Why is that a problem for the reef?

Prof D: Coral can only exist at certain temperatures. If the sea water becomes just a few degrees too warm, it can't survive. It dies. And when it dies, it becomes what we call 'bleached coral'. It looks white, as if it's been bleached by the sun or a chemical.

Carrie: This is terrible.

Prof D: It's a huge problem. If the coral dies, we lose the habitat of all those amazing animals which live here. They won't be able to survive.

Carrie: And if those creatures are not here, then visitors won't come to the reef.

Prof D: That's right. As you know, thousands of tourists come here every year. But without the reef and its wildlife they won't come. It'll be both a natural disaster and a financial one, too.

Carrie: What can be done to prevent this?

Prof D: We've got to stop global warming. It's as simple – and as complicated – as that.

Carrie: Gosh ...

Answers The Great Barrier Reef, global warming

Activity 2

- 1 Give the class time to read the statements silently.
- 2 Play track 1.12 again.
- 3 Students listen and note answers.
- 4 Check answers together. If you wish, ask students to correct the false statements orally.

Answers 1F: more than 3,000 2T 3T 4T
5F: Some endangered animals live on the reef. 6T
7F: Coral has died because the sea water is warming too much. 8F: It will not survive. 9F: Tourism will be affected. 10T

WB: Individual speaking (WB p31)

- 1 Explain that students are going to talk about an area of outstanding natural beauty that they know or can easily find out about that is in their country.
- 2 Explain that ideas are given to help them and they should find out answers in as much detail as they can.
- 3 Remind them to write a talk that will take them between one and two minutes to present.

WB: Listening and speaking (WB p31)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for expressions from the grey box.

WB answers

Exercise 1

Jack: do

Laura: first of all, have a look, sent, a couple of

Jack: move, in the way

Laura: screen

Laura: coral, healthy, loads of

Jack: at all, looks

Laura: dead

Jack: really weird

Laura: disaster

Jack: causes

Laura: According to, expert, temperature, survive

Jack: global

Laura: as simple as that

WB: Check-out 3 (WB p32)

Students complete this page as an independent task. They may do this for homework before the lesson. It reminds students of the key points they have learned in the different skill areas.

Check-out 3 work 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 the independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their individual speaking task.

Check-out 3 as a complete lesson

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

- go through the answers with the class
- remind them that this page is to help them to find out how well they have taken in the work in the unit
- take in completed Writing stories with a setting that includes cultural details.

Unit 3 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.

Dialogue

- 1 Ask a pair to read out the WB dialogue, Exercise 1, p31 to the class.
- 2 Other students listen and check their answers.

Check-out 3 answers

Reading

- 1 England, Africa, a white giraffe

Vocabulary

panic

Looking at language

- 1 Dictionary work: a shook b sprang c hurried
- 2 Transitive and intransitive verbs: a intransitive b transitive
- 3 Spelling: fought, caught, straight
- 4 Language development: We can go to the beach or we can go to the forest but we can't do both.

Grammar

- 1 a had told b had been studying
- 2 a so that b to
- 3 set up

Writing

- 1 plot, setting, characters, culture

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 a guidebook entry for a prominent building in a city
- develop a close understanding of the different components of the guidebook entry
- learn about adverbs in a dictionary; spell words with *-ture* / *-sure* endings; learn about complex sentences
- study and practise reported statements and commands with tense and other changes
- learn and practise the use of the present tense for future meaning
- learn about writing to inform and persuade; write a guidebook entry
- listen to a conversation about different schools
- make a short individual presentation about their own school

Lesson 1 Check-in; Reading SB pp37-39

Lesson aims

- to prepare for the topic of great destinations to visit and other aspects of work in Unit 4 through the Check-in page
- to read and gain a general understanding of a guidebook entry to the Grand Palace, Bangkok

SB skills: reading for general understanding; reading fluency; oral comprehension; vocabulary

WB practice: Unit 4 vocabulary list (pp138-139)

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

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

Point out the unit title. Explain that some people visit natural destinations and some choose to visit buildings and cities. Give students a few moments to look at the pictures. Ask: *Do you recognise any of these places? Can you say which countries they are in?*

Check-in

- 1 Read the three statements about buildings.

Task box Elicit answers to the first question from around the class. Write on the board as many different buildings as students name. Ask individuals to give their views about the building they chose.

Elicit as many ideas as the students could think of to find out about a building before visiting it. They should be able to suggest, e.g. *look on the internet, in a guidebook, etc.*

- 2 Read the last statement.

Reading

- 1 Read the first information point.

Task box Ask the question. Elicit: *Bangkok*.

- 2 Read the next two statements.

Task box Ask the question and elicit a definition: *to affect what someone thinks and convince them to do something or to have a particular view about something*.

- 3 Ask the second question and elicit suggestions: the guide persuades people to visit the palace.
- 4 Read about the new words.

Task box Check the meanings of these words with the class.

- 5 Remind students that they will find the lesson and the unit easier if they prepare some of the vocabulary beforehand.

Looking at language

Read the work that will be covered.

Task box Elicit different words ending in *-ture* / *-sure* from around the class. They should remember, e.g. *adventure, furniture, treasure, measure*.

Grammar

- 1 Read the information about Grammar.
- 2 Ask the class if they can think of any phrasal verbs using *hang*. Give a clue, e.g. *What do you say to someone on the phone if you want them to wait a moment?* *hang on*

Writing

Read about the writing features and writing outcome.

Task box Ask the question. Elicit: *in the south-west of the USA*.

Listening

- 1 Read out the work that will be covered.
- 2 Ask students if they have ever been to a different school to their own, either for a visit or as a student there.

Speaking

Read the information about Speaking.

Reading: The Grand Palace SB pp38-39

Before Reading

Pre-reading questions

- 1 Look at the pictures on the pages. Do you think this is a large place or not very large?
- 2 Students should recognise that it is large. Point out the map. Do you think it has some of the oldest buildings in the world?
- 3 Elicit ideas from the class. Tell them they will find out how old some buildings are when they read.
- 4 Ask: Is the information in one piece of writing or is it divided up? **It is divided up.**
- 5 Ask how. Students should be able to say: It is divided into paragraphs with headings on the left page. It is also divided up by pictures on the right page. Some of the information is in a separate box on the right with headings.

Reading

- 1 Read the text to the class or play track 1.13.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

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. It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

- 3 Words for Unit 4 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text. 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 country is the Grand Palace in? **Thailand**
- 2 What is the name of the city that it is in? **Bangkok**
- 3 How old is the Grand Palace? **over two hundred years**
- 4 What is it used for now? **government offices, important occasions and ceremonies**
- 5 What is a good way to approach the palace? **by boat**
- 6 Which people should visitors avoid? **the tricksters**

Reading practice

- 1 Divide the class into groups. Students take turns to read a paragraph each. Go around listening as they read. Take note of students who need more support to improve fluency.
- 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

Re-read the guide carefully and check meanings again as necessary.

Lesson 2 Reading comprehension SB p40

Lesson aims

- to re-read *The Grand Palace* (I) in full (II) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the Grand Palace of Bangkok

SB skills: reading for detail; identifying sections of the text and the key information they contain; the use of adverbs in the passage; vocabulary; critical thinking.

WB practice: matching statements to subjects; gapfill; finding the incorrect word

EPB link: Test 2, Reading Q1

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

▶ Warm-up - 3	▶ Activity 2 - 6	▶ Vocabulary check - 4
▶ Re-reading - 5	▶ Activity 3 - 7	▶ Your view - 3
▶ Activity 1 - 6	▶ Activity 4 - 6	

Warm-up

- Check meanings of new words from the reading text.

Before starting this page, read *The Grand Palace* again or play track 1.13.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has understood the guidebook information.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text to check answers.

Answers

- 1 Stunning, Dazzling. Like a dream, It's a must
- 2 more than 218,400 square metres
- 3 1,900m
- 4 King Rama I
- 5 three
- 6 government offices, important occasions, ceremonies
- 7 Thai, Chinese, Cambodian, European
- 8 four
- 9 No
- 10 shorts, sleeveless tops

Activity 2

- 1 Explain the task.

- 2 Ask a volunteer to read out the sections of the text.
- 3 Give students a time limit in pairs to number them in order.
- 4 Check these answers.
- 5 Give the class a time limit to read the information and write the section where they would expect to find it.

Answers

Important buildings 5; Architecture 4; The Grand Palace 1;
Tips 6; History 3; Facts 2

1 Facts 2 History 3 Important buildings
4 The Grand Palace 5 Tips 6 Architecture

Activity 3

- 1 Students work in groups to discuss these questions. Appoint a spokesperson for each group.
- 2 Question 1: Ask the spokesperson to note how many agree with the comments and how many disagree.
- 3 Question 2: Ask the spokesperson to note how many find the style attractive and how many do not.
- 4 Advise all the group to note their views as they talk.

Example answers

The first two questions depend on personal views. Find out how much agreement there is within groups. Encourage all students to give reasons for their views.

Question 3: Accept answers that suggest students understand that the palace is very important to Thai people. Because of this, people are not allowed to wear informal or untidy clothing when they visit.

Question 4: Students might suggest that they should not listen to people who make special offers. They should go to the correct entrance and take advice from the palace staff.

Activity 4

- 1 Students may do this work in pairs or individually.
- 2 They should have a good idea about all these words if they checked meanings after the first reading. Advise them to check any they are unsure of in their dictionary.
- 3 Give them a time limit then check answers together.

Answers 1 lavishly 2 impressively 3 majestically
4 uniquely 5 repeatedly

Vocabulary check

- 1 This activity gives students the opportunity to check how well they have taken in the vocabulary from the guidebook.
- 2 Ask students to find the word in the text. Ask a volunteer to read the sentence aloud. Ask an individual to explain the meaning in his/her own words. If no one can give a meaning, tell the class to find the word in their dictionaries.
- 3 Tell students to find the word in the text and to think of the meaning from the context. If they cannot recall it or they are unsure, they should look it up.

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. Find out how many of the class think the palace is an impressive and attractive destination.
- 2 Each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write.

WB: Reading comprehension (WB p33)

Vocabulary check

Your views personal response

- Check that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1

- a Facts: 3, 4
- b History: 7, 9
- c Architecture: 2, 5
- d Important buildings: 6, 8
- e Tips: 1

Exercise 2 1 ceremony 2 magnificence 3 foreign
4 residence 5 terraces, decorated 6 truly remarkable

Exercise 3 1 teenager, tourist 2 productive,
protective 3 greatly, gradually 4 libraries, literature
5 reception, residence 6 Shirts, Shorts

WB: Vocabulary (WB p34)

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.

WB answers

Exercise 1 1 adorn, decorate 2 design, style
3 dazzling, stunning 4 remarkable, unusual

Exercise 2 1 decorated, plain 2 ignored, noticed
3 fake, real 4 stunning, unimpressive

Exercise 3 1 architect 2 architecture 3 architectural
4 guest 5 trickster

Exercise 4 terrace, façade, office, library, gallery, hall

Exercise 5

nouns: destination, ceremony

adjectives: royal, dazzling, decorated

Lesson 3 Looking at language SB p41

Lesson aims

- to investigate adverb entries in a dictionary
- to study words with endings *-ture* and *-sure*
- to learn about complex sentences

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

WB practice: matching definitions; adverbs; sentence composition; sentence restructuring

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

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

- ▶ Warm-up - 5
- ▶ B Spelling - 10
- ▶ A Dictionary work - 10
- ▶ C Language development - 15

Warm-up

- Ask two or three students to read their views from Your views on p40.

A Dictionary work

Information box Read the first information point in the box and go through how a common adverb is set out: entry / phonetic spelling / word class / definition.

Explain that adverbs that are frequently used have their own entry and they will be listed in alphabetical order. Read the next information point. Explain that adverbs that are less frequently used do not have their own entry. Instead, they are given after the definition for the adjective from which they are formed.

Go through the example in the box.

Activity 1

- 1 Students scan the text to find the adverbs.
- 2 Check answers together.

Answers 1 gradually 2 repeatedly 3 impressively
4 lavishly 5 fiercely

B Spelling

Information box Read through the information in the box. Ensure that students understand the different sounds in the endings *-ture* and *-sure*.

Read the example words and the class repeat them. Point out the information about the more common use of *-ture*.

Tell the class that if they say the word to themselves before they write it, they should not make spelling mistakes with these word endings.

Activity 1

- 1 Give students a time limit to complete the activity in pairs.
- 2 Tell them to check in their dictionaries if they are not sure of the spelling of some of these words.
- 3 Check answers together.

Answers 1 picture 2 immature 3 signature
4 leisure 5 pleasure

C Language development

Read through the information point about simple sentences and remind the class that this is revision.

Activity 1 مننديات صقر الجنوب التعليمية

Ask the question.

Answer one

Read the information about compound sentences and remind students that this is also revision.

Activity 2

Students underline the main clauses. Elicit the answer.

Answer This building was a royal residence for nearly fifty years and foreign guests were received here.

- 1 Read the information about complex sentences and subordinate clauses.
- 2 Explain that a subordinate clause is a less important clause that gives extra information. A subordinate clause needs the main clause in order to make sense.

Activity 3

- 1 Ask a volunteer to read the example.
- 2 Write it on the board. Ask a volunteer to underline the main clause.
- 3 If necessary, remind the class that the main clause must make sense by itself.

Answer At first it was a group of traditional buildings

- 4 Ask the question and elicit a full answer that shows the class understands what the relative clause does in the sentence.

Answer It tells you who first used the group of traditional buildings and what he used them for.

- 5 Read the information about using simple sentences. Ask a volunteer to read the example with two sentences.
- 6 Read the information about clauses in a complex sentence.
- 7 Read the information about a participle clause.

Activity 4

- 1 Ask a volunteer to read the example from the guidebook.
- 2 Write it on the board. Ask a volunteer to underline the main clause. Check with the class that the clause makes sense on its own.

Ask how many subordinate clauses there are.

Answers

There are many other buildings to see in the Outer Course and Central Court.
There are two subordinate clauses:
including libraries and galleries with murals
showing historic events and battles

- 1 Ask the class how to split the sentence into three.
- 2 Make changes the class suggests then ask a volunteer to read the three sentences.
- 3 Check with the class that they are all complete sentences.

Answer

There are many other buildings to see in the Outer Court and Central Court.
These include libraries and galleries with murals.
The murals show historic events and battles.

- 4 Invite students to make the comparison and think of reasons why a single sentence was used.
- 5 Use the information below to help them to think of reasons.

Example answer

Students should notice that the single sentence has fewer words. Ask why this might be important. Elicit that a guidebook has to get a lot of information into a small space so structures that save words are useful. The single sentence avoids repeating words.
The single sentence presents one main clause with extra information. A tourist scanning for information quickly can see what the whole sentence is about from the main clause. The three sentences have to be read separately.

WB: Looking at language (WB pp35–36)

This work should be done as an independent homework task. Remind them they should think of interesting sentences and not just include the target word in as short a sentence as possible. Award more marks for more ambitious sentences.
Explain, e.g. *She sang beautifully.* is correct use of the adverb. *She sang so beautifully that everyone clapped loudly for several minutes when she finished.* is correct use of the adverb and an interesting sentence that is worth a higher mark.

WB answers

Dictionary work

Exercise 1 1 fiercely 2 richly 3 gradually
4 uniquely

Exercise 2 1 beautifully 2 incompetently
3 ludicrously 4 optimistically 5 proficiently
6 satisfactorily

Exercise 3 Students' own answers

Spelling

Exercise 1 1 premature 2 composure 3 enclosure
4 texture 5 fracture

Exercise 2 Students' own answers

Language development

Exercise 1

- 1 John arrived at the station. He found that the train had already left.
- 2 Tall trees grew all over the hillside. They tossed their branches in the strong wind.
- 3 The pretty vase was filled with roses. They smelled glorious.

Exercise 2

- 1 Mary carefully opened the box. It was decorated with strange letters. She did not recognise them.
- 2 First the palace was built. Then a strong wall was built around it. The wall had four entrances.
- 3 The people hurried through the streets. They were carrying bags and suitcases. These/The bags and suitcases contained all their clothes and possessions.

Exercise 3

There are other ways of arranging these sentences. Accept answers that are grammatically correct.

- 1 When / As soon as the sun rose, Ben jumped out of bed.
- 2 The cat leaped onto the wall, holding a dead mouse in its mouth.
- 3 Sam heard a car coming fast along the road, roaring like an angry beast.
- 4 This museum used to be a castle with a moat all round it (which was) full of water.
- 5 Tourists can get to the island by a boat which leaves early in the morning.

Lesson 4 Grammar SB p42

Lesson aims

- to learn about reported commands and reported statements
- to practise reporting commands and statements through oral activities

SB skills: reading, speaking, listening, grammar accuracy

WB practice: writing reported statements and commands; reporting a dialogue

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

► Warm-up – 3

► Activity 2 – 5

► Activity 4 – 9

► Activity 1 – 5

► Activity 3 – 10

► Activity 5 – 8

Warm-up

Ask the class if they have ever visited an important place. Ask different questions, e.g. *Who did you go with? Was there a guide? What was the guide like? Did you find the place interesting or not?* Elicit answers from around the class. If some students have not been on a guided tour, ask them which place they would like to be taken round by someone who knows it well. Ask what they think it would be like. Ask what they would like the guide to tell them about.

Activity 1

1 Pre-reading questions

Where are these tourists? **at the Grand Palace, Bangkok**
What do you think the tourist guide is trying to do? Students' own suggestions, e.g. **keeping everyone together, telling them information, answering questions**, etc.

- 2 Ask different students to read the speech bubbles.
- 3 Ask another student to read the paragraph.
- 4 After reading the text, point out to the class the verbs in the speech bubbles and the words and phrases in bold in the paragraph. Ask the class: *What happens to the verb in a statement when it is reported using the past tense?* Students should recognise that it changes to the past tense.

Activity 2

Ask the questions to practise the target structures. Students should be able to answer these by referring to the paragraph.

Answers

- 1 The young man thought the palace was magnificent and his wife said that she loved the style of architecture.
- 2 The elderly tourist said he would take some photos of the statues.
- 3 The small boy was fed up because he was dying of thirst.
- 4 His mother told him to stop complaining.
- 5 The tourist guide asked everyone to follow her because there was lots more to see.

Remember!

Go through the information and the examples with the class and check that they remember the structure and have understood the examples.
In particular, make sure students understand the last information point, that reporting using the present tense means the verb does not change tense.

Activity 3

- 1 If your class is confident, let them do the activity in pairs.
- 2 Or go through each sentence with the class making sure they understand the correct structure. Then let the class repeat

the activity in pairs. Go around listening to check for mistakes.

Answers

- 1 The tourists said that the Grand Palace was dazzling.
- 2 The guide told the visitors that the statues represented legendary creatures.
- 3 The guide explained that visitors could not enter the Inner Court.
- 4 She said that everyone had to wear suitable clothes.
- 5 The guidebook promised that it would be an unforgettable visit.

Remember!

Go through the commands and the reporting sentences. Make sure students understand when to use *tell* and *ask*.

Activity 4

Deal with the activity in one of the ways suggested for Activity 3, as appropriate for your class.

Answers

- 1 The woman told Billy to stop complaining.
- 2 The guide asked everyone to notice the remarkable murals.
- 3 King Rama I ordered his architects to decorate the palace wall lavishly.
- 4 The guide asked the tourists not to enter the Inner Court.
- 5 The guide told her group to ignore the tricksters.
- 6 She told them not to believe what they say.

Remember!

Go through the other word changes that happen in reported speech.

Activity 5

- 1 As before, either go through this with the whole class or let students report the sentences in pairs.
- 2 Point out that the sentence beginnings are given to help them.
- 3 Remind them to think of the meaning of the reported sentence to help them get the pronoun changes right.
- 4 Remind them not to forget about changing the verb tense.

Answers

- 1 Jack told Laura that he would help her.
- 2 The teacher asked the class to hand in their work.
- 3 The boy said that the book wasn't his.
- 4 The girls told me that they couldn't remember my name.

WB: Grammar (WB p37)

These exercises are for independent homework. Check students understand the tasks. Point out the examples and remind students to read the speech bubble and follow the advice.

WB answers

Exercise 1

- 1 The guide said that the Grand Palace was magnificent.
- 2 She explained that the buildings were highly decorated.
- 3 The tourists said that they were enjoying their tour.
- 4 One man said that he would definitely return to Thailand.
- 5 One woman said that her guide spoke excellent English.
- 6 A girl said that she couldn't believe how hot the weather was.

Exercise 2

- 1 Miss Mae, our guide, asked everyone to follow her.
- 2 The mother told her son to drink plenty of water.
- 3 The guide told us not to wear shorts and sleeveless tops.
- 4 Jack asked Laura to lend him her camera.
- 5 Laura told Jack to give it back to her immediately.
- 6 Mr Day told his students to take his advice and prepare thoroughly for their exams.

Exercise 3

Ross said that he couldn't find his mobile. Holly said that she thought there was one in the kitchen. She added that she was always losing her mobile. Ross said that there was a mobile on the kitchen table but it wasn't his. It was pink. Holly exclaimed that it was her mobile.

Lesson 5 Grammar in use SB p43

Lesson aims

- to listen to, read and understand a short conversation
- to understand and practise the present simple
- to understand and practise phrasal verbs

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: gapfill; answering questions; choosing phrasal verbs

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 3 - 7 | ▶ Grammar extra - 6 |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 7 | |
| ▶ Activity 2 - 5 | ▶ Remember! - 5 | |

Warm-up

Ask a pair of volunteers to read aloud the dialogue they completed on WB p31. Other students listen and follow. If there is time, let another pair read again.

Activity 1

- 1 Point out the characters.

2 Pre-listening questions

Ask: *Where are Jack and Laura going?* **to school**

What is Laura doing? **She is looking at her mobile phone.**

What might she be doing? **She might be reading a message.**

- 3 Play track 1.14. Students listen and follow in their books.
- 4 Point out the present tenses in bold. Ask: *Do they refer to events in the past, present or future?* Students should realise that they refer to future events.

Activity 2

- 1 Students cover the text.
- 2 Read out the statements. Students tell you if they are true or false. Invite volunteers to correct the false statements.

Answers 1F: Their bus leaves in two minutes. 2T
3T 4F: The twenty-fifth is next Tuesday. 5F: There's a solar eclipse in Nairobi next week. 6F: Laura thinks it is on Saturday.

Activity 3

- 1 Students complete this activity working in pairs.
- 2 Go around as they ask the questions and answer.
- 3 Take note of any errors.

Answers

- 2 What date is it tomorrow? It's the ...
- 3 What date is it next Saturday? It's the ...
- 4 When are the next exams? They're in/on ...
- 5 When is the next holiday? It's in ... weeks. / It's on the ...
- 6 When is the next break? It's at ... o'clock; It's in ... minutes.
- 7 What is the next lesson? It's ...
- 8 What programmes are on TV this evening? ... is on at ..., etc.

Activity 4

- 1 Students work in pairs. Give them a time limit.
- 2 Go around listening as they work then go through the questions and answers with the whole class.

Answers

- 2 When does the plane land? It lands at a quarter to five.
- 3 When do the exams start? They start on Tuesday.
- 4 What time does the film begin? It begins at half past three.
- 5 What time do the shops shut tomorrow? They shut at half past five.

- 6 When does the taxi get here? It gets here at a quarter past seven.

Remember!

Go through the information and examples.
Ask students to find other examples in the text.
Ask different pairs to suggest a sentence. Ask the rest of the class if the sentence shows the correct use.

Grammar extra (SB p128)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning.
- 4 Continue with the other sentences.

Example answers 1 wait 2 being somewhere without doing anything in particular 3 ended the call 4 keep 5 stay in the background

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer The cats are hanging around outside the restaurant waiting for food.

Activity 2

Students in pairs may think of their own sentences using the phrasal verbs.

WB: Grammar in use (WB p38)

These exercises should be completed independently as a homework task. Point out that complete sentences are required in answers for Exercise 2.

WB answers

Exercise 1 1 A: Are B: is, starts 2 does, arrive 3 does ... leave, takes off 4 is, is 5 are 6 is

Exercise 2

- 1 It starts at a quarter past five.
- 2 It's on at half past six.
- 3 There are two news programmes tomorrow evening.
- 4 The first half finishes at a quarter past eight.
- 5 The news and weather interrupts the sports programme.
- 6 The football continues at half past eight.
- 7 The film starts at half past nine.
- 8 There is one music programme tomorrow evening.

Exercise 3 1 hangs onto 2 are hanging around 3 hang back 4 Hang on 5 hung up

Lesson 6 Writing SB pp44-45

Lesson aims

SB

Stage 1: to investigate texts and language designed to inform and persuade, i.e. a guidebook

Stage 2: to work collaboratively to produce a piece of informative/persuasive writing based on a fact file of the Grand Canyon

WB

Stage 3: to produce a piece of informative/persuasive writing based on a local attraction

SB skills and WB practice: recognising and using vocabulary designed to have an effect on the reader, i.e. to persuade

EPB link: Test 2, Writing

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

► Warm-up - 5

► Stage 2 - 20

► Stage 1 - 10

► Stage 3 - 5

Warm-up

- In pairs or groups, ask students to list the five best attractions to visit as a day trip in the local area.
- List all the places they think of in a corner of the board and leave it there until going through the WB task.

Stage 1 Features of writing to inform and persuade

Information box Read through the box with the class.

Make sure students understand all the terms used. Ask them to explain the following:

non-fiction: writing that gives facts or recounts events that happened and are not made up

information: knowledge or facts about someone or something

persuade: to make someone do or think something by giving particular information

Ask for examples when students might need to 'inform' somebody, and when they need to 'persuade' somebody. They should be able to give examples of information, such as a report of an event, and persuasion such as encouraging or asking a friend to do something.

► Tenses

- 1 Read the first information point.

- 2 Ask students for examples of past and present tenses, e.g. *I came to school this morning. I am listening to my teacher.*
- 3 Read about how past tenses are used in the guide.
- 4 Ask a student to read the example sentence beginnings.
- 5 Read about how present tenses are used in the guide.
- 6 Ask a student to read the example sentences.

Activity

Students scan the reading passage to find three more examples.

Example answers

past tense	present tenses
... the king used for his residence.	The Palace is one of the sights ...
King Rama I encouraged	The Grand Palace
He took us there ...	stands ...

► Information

- 1 Read the first information point.
- 2 Read out the different kinds of information asking students to read the examples.
- 3 Ask students to explain these terms (example answer in brackets):
 - historical information:
(*information about something that has happened in the past*)
 - descriptive information:
(*information which describes what something looks like, etc.*)
 - practical information:
(*information which the reader will find useful*)
- 4 Ask students to give examples based on their school, e.g.
 - historical: **The school was built in 1980.**
 - descriptive: **It is a two-storey building made of sandstone.**
 - practical: **The school opens at 7.30 every morning.**

Activity

Students scan the reading passage to find an example of each type of information.

Example answers

historical: 1982 was the 200th year of Bangkok ...
 descriptive: Statues representing legendary creatures stand fiercely on guard at entrances ...
 practical: Take an umbrella. It will either pour with rain or the sun will burn you ...

► Persuasive language

- 1 Read the first information point.
- 2 Ask different students to read the examples that are used and the language that is not used.
- 3 Ask the students if they can see the difference.
- 4 Ask: *Which of the phrases would encourage you to visit? Why?*
- 5 Read the second information point about opinion.
- 6 Ask different students to read the examples.

- 7 Ask: *What do you think 'positive opinions' are?* Encourage students to explain, e.g. **thinking something is good.**
- 8 Ask: *Why do you think this feature is included in the guidebook?* Students should be able to say, e.g. **it is included to make other people want to go there.**

► Layout

- 1 Read the information point.
- 2 Explain or help students to explain the terms that are used:
 Layout: **how text and pictures are arranged**
 presentational devices: **ways of making something look interesting, e.g. laying photos over each other.**
- 3 Ask the class if they can think of any others. They should be able to mention things like colouring (tinting) part or all of the page as a background; using different fonts and different size of text; putting some information into boxes, etc.
- 4 Ask for their opinion on the layout of the guidebook. Do they find it interesting/attractive/boring? Why?

Activity

- 1 Students look at the reading passage to find examples of presentational devices. They may do this in pairs or small groups.

Example answers

- a sub-heading: Architecture
- b map: location map of Bangkok Palace
- c plan: small plan of palace showing three sections
- d photo: photos of the buildings
- e caption: This building in the Central Court was first a royal residence. Now it is used for royal ceremonies.
- f tip box: Ignore the tricksters

Note: Students may find different but similar examples.

- 2 Ask students why they think the writer has used these different presentational devices? How do they make the pages more interesting?

Stage 2 Writing together

Task box Read out the task box and ensure the students understand it. Explain, if necessary, that a canyon is a very deep valley.

- 1 Point out the photo. Tell them to look back quickly at p37. The main photo is also of the Grand Canyon.
- 2 Ask if the class already know anything about the Grand Canyon. They should realise from the viewing platform shown in the Check-in page picture that it is a sight that people visit.
- 3 Elicit any other information they can give.
- 4 Explain that there is information in the fact file that will help them to write interestingly and persuasively about the canyon.

Activity 1

- 1 Read the information in the fact file to the class.

- 2 Explain that the Native American tribes, the Hopi /həʊpi/, the Navajo /nævəˈhəʊ/, Havasupai /həvəsʊpi/ and Paiute /ˈpaɪjuːt/ are the people who have lived in the area for thousands of years.

Activity 2

- Ask what are the different kinds of information they discussed on p44. Elicit: **historical, descriptive, practical**. Write the words as headings on the board.
- Ask the class to look at the different pieces of information in the fact file and suggest which heading they belong with.
- Help the class to organise the information logically under the three headings, e.g.
historical: **formation / when it became a national park**
descriptive: **location / size / population / plants and animals**
practical: **exploring the Grand Canyon / visitors / opening times**

Activity 3

- Tell students they have a double page spread for the information and illustration.
- Draw the double page on the board.
- Ask the class: *How should the text be set out? What illustrations could be used? What title should the pages have?*
- Elicit various suggestions from the class and gradually draw the layout on the pages (which area is text, where the title and pictures should go). Be prepared to make changes as better ideas come forward and encourage the class to review the appearance of the pages as the layout progresses.

Activity 4

- Point out the persuasive vocabulary below the fact file.
- Ask students what else they can add. Tell them to look at the photo to give them ideas as to what could be said about the canyon.
- Note ideas for other words or phrases on the board.

Activity 5

- Use the notes on the board to write three informative/persuasive paragraphs.
- Elicit sentences from the class using the three sections of information: historical information forms the first paragraph; the descriptive information is the second and the practical information forms the third.
- When the first draft has been completed, ask a volunteer to read it through. Ask the class to think whether the correct features have been included, e.g.
 - Does the text use present and past tenses appropriately?
 - Are the various types of information included?
 - Has vocabulary been chosen to persuade the reader?
 - Have presentational devices and layout been carefully thought about in order to make the article attractive?
- Make any changes that you and the class agree to.
- Ask a student to read the leaflet a final time.

Stage 3 WB: Individual writing (WB p39)

- Read the Information box and explain the task.
- Point out the box reminding them to look back at SB p44 for the features of this kind of writing.
- Explain that the first task is to choose a local place and research it. Remind them of the places they thought of at the beginning of the lesson.
- Point out the information that is given on the page to help them: research advice; suggestions about persuasive language and layout.
- Suggest to students that they should write the information that they find following the three-paragraph plan:
1 historical 2 descriptive 3 practical.
This can form their first draft.
- They can then use some or all of the *Useful vocabulary* as well as their own ideas to add the 'persuasive' element into their writing.
- Tell the class that once they have written and proofread the text, they should think about the layout.
- If they have access to a computer, they can manipulate the text and add illustrations, change font colours and sizes, etc.
- If they are doing the pages by hand, they should do as much as possible by way of a guidebook layout to interest the reader but they may have to indicate where illustrations will go as opposed to actually having illustrations there.
- After writing the first draft, tell them to check the *Remember* box, make improvements and proofread.
- After that, they should create their final copy.

Assessment

In assessing this work, look for:

- appropriate use of tenses
- interesting and useful information
- persuasive language
- appropriate and varied presentational devices/layout.

Lesson 7 Listening and speaking SB p46

Lesson aims

- to listen to and understand the gist of a dialogue about different schools
- to hold a similar discussion in groups
- to listen to a dialogue about schools for gist and detail
- to prepare and deliver a presentation about students' own school

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

WB practice: dialogue completion; preparation for individual spoken presentation

EPB link: Test 2, Listening Q3, Speaking Q1, Q2

Warm-up

Ask the class if any of them ever went to a different school. If any did, ask: *Was it different to this school?*
Ask the whole class questions about their school, e.g.
What age do students start and finish at the school? How many students are there? How many classes? How many teachers?

Conversation practice

Activity 1

- 1 Explain that Ross and Holly are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit answers.
- 5 Ask: *What are Ross and Holly talking about?* Elicit that they are talking about schools – probably their own schools.

Activity 2

Play track 1.15. Students listen and decide if they correctly predicted the conversation.

Audioscript

Track 1.15 Activities 2 and 3

Holly: What's your school like, Ross?

Ross: My school? Well, it's pretty big. There are about 1,500 students.

Holly: Wow! That is big!

Ross: It's a new school. It was built three years ago. So it's very modern and it's got great facilities. And we've got fantastic grounds, too, where we can do sport. Football in the winter and athletics in the summer.

Holly: Hmm ... Sport's not really my thing ... What are the classrooms like?

Ross: Oh, brilliant. They're bright and comfortable and we've got all the latest technology – computers and so on.

Holly: It sounds amazing. Much more up-to-date than my school.

Ross: It's great. We've got a huge sports hall where we do gymnastics and basketball and there's another big hall, too, with a stage where we put on plays.

Holly: Oh, you're so lucky! I love acting! I wish we had a hall with a stage.

Ross: Let's see ... What else can I tell you ...? We've got some great science labs with all the latest equipment.

Holly: Do you have lunch at school? Have you got a canteen?

Ross: Well ... we *have* got a canteen but it feels more like a proper restaurant really. And the food's out of this world.

Holly: You're making me jealous! Your school sounds perfect. It sounds so much better than mine. I bet your school uniform is amazing, too – something really fashionable.

Ross: Actually, it's not. Our uniform's absolutely awful.

Holly: Ha! I knew it was too good to be true.

Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 1.15 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

- 1 Remind students of the short discussion in the Warm-up at the beginning of the lesson.
- 2 Give them a few moments to list facilities.
- 3 Point out the suggestion for the start of the discussion.
- 4 Go around listening as they work. Note any major errors that you hear and find another moment in a lesson to explain the mistake and correct.

Listening comprehension

Activity 1

- 1 Explain that Izzie and Dan go to different kinds of schools and these are shown in the photos opposite.
- 2 They must listen to the conversation and decide who goes to School A and who goes to School B.
- 3 Play track 1.16.

Audioscript

Track 1.16 Activity 1

Izzie: What's your school like, Dan?

Dan: My school? Well ... it's pretty small. There are only about 250 students, I think.

Izzie: Wow! That is small. My school's huge! There are 1,500 of us.

Dan: What else can I tell you ...? Let's see ... It's very old. It was built over 300 years ago.

Izzie: Really? My school's quite modern. Do you like your school?

Dan: Yes, I do. I like it a lot. It's old but it's got great facilities. We've got fantastic grounds where we can do sport and we've got a swimming pool, too.

Izzie: A swimming pool? Really? Lucky you! It's a boarding school, isn't it?

Dan: Yep.

Izzie: I don't think I'd like that. I can't imagine staying at school all the time and sleeping there. Don't you miss your family?

Dan: Sometimes. But I see them in the holidays and sometimes at weekends.

Izzie: Aren't you lonely?

Dan: Not at all! I've got loads of friends.

Izzie: How big is your class?

Dan: There are 12 of us in my class.

Izzie: Twelve? Is that all? There are 29 in mine. Do you have to wear a uniform?

Dan: Yes, we do – but not after school or at weekends. How about you?

Izzie: Yes, we have to wear a uniform, too. It's dark green. I hate it.

Dan: Ours isn't too bad.

Izzie: Isn't there anything you dislike about your school?

Dan: Well ... sometimes I think it would be nice if there were girls at the school as well as boys.

Izzie: There are no girls at your school?

Dan: No, only boys. Is yours a mixed school?

Izzie: Yes, it is. Boys and girls. Is yours a private school? Does your family pay to send you there?

Dan: Yes, they do. It's quite expensive. How about your school?

Izzie: My school's a state school so it's free. My parents don't have to pay anything.

Dan: Do you like your school?

Izzie: Yes, I do. Most of my teachers are really nice and I've got lots of good friends. It's great.

Answers Izzie goes to School A and Dan goes to School B.

- 4 Ask different students to read out the questions.
- 5 Play track 1.16 again. Students listen and note their answers. Be prepared to play the track a third time if necessary.
- 6 Go through the answers together by asking different students to reply to each question.

Answers 1 Izzie's 2 Dan's 3 Dan's 4 It is a school where students stay all the time and sleep there as well. 5 in the holidays and sometimes at weekends 6 Izzie's 7 her school uniform 8 there are no girls, only boys 9 It is a school with both girls and boys. 10 A state school is free but parents pay to send a child to a private school.

WB: Individual speaking (WB p40)

- 1 Explain that students are going to talk about their school.
- 2 Tell students to look at WB p40. Explain that ideas are given to help them but they may use their own ideas if they wish.

- 3 Explain that the questions are arranged in sections so they can easily make notes and then write the information.
- 4 Point out the suggestions for beginning and ending the talk.
- 5 Remind them to check what they have written and to prepare their talk. It should last between one and two minutes.
- 6 Encourage students to use what they have written to help them speak and look up at their audience, rather than reading every single word they have written without looking up at all.

WB: Listening and speaking (WB p40)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise 1

Izzie: pretty, equipment, lab, up-to-date
 Dan: my thing, facilities
 Izzie: Let's see, hall, grounds, though
 Izzie: mixed, state
 Dan: canteen
 Izzie: out of this world, I bet
 Dan: not bad
 Izzie: Of course, boarding, meals

WB: Check-out 4 (WB p41)

Students complete this page as an independent task. They may do this for homework before the lesson. It reminds students of the key points they have learned in the different skill areas. Tell them they should be able to complete it easily.

Check-out 4 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities to go through the page and make sure that independent Writing has been completed.
- 3 Ensure that all students have presented their individual speaking task.

Check-out 4 as a complete lesson

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

- go through the answers with the class
- remind them that this page is to help them to find out how well they have taken in the work in the unit
- take in completed Writing assignments.

Unit 4 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Hold a short class discussion. Ask: Do you think your school is very different or similar to schools in the UK?

Check-out 4 answers

Reading 1 The Grand Palace, Thailand 2 plan, photo, map

Vocabulary destination

Looking at language

- 1 Dictionary work: a truly b gradually c colourfully d richly
- 2 Spelling: a pleasure b signature c leisure d literature
- 3 Language development: The palace is a complex of several buildings. It stands close to the Chao Phraya river.

Grammar

- 1 Susie said that the palace was magnificent and she asked Harry to take a photo.
- 2 What time is the next train to London?
- 3 hang up

Writing 1 information, facts, persuades

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 pp42-43)

WB answers

Exercise 1 1 had given 2 had fallen 3 had ... completed 4 had made 5 had drenched

Exercise 2 1 had been flickering 2 had been saving 3 had been hovering 4 had been trying 5 had been operating

Exercise 3 1 so that 2 to (in order to) 3 to (in order to) 4 so that

Exercise 4

- 1 Harry learned Spanish so that he could talk to his Spanish cousins, or Harry learned Spanish in order to talk to his Spanish cousins.
- 2 You should start revising early so that you avoid doing it in a rush, or You should start revising early in order to avoid doing it in a rush.

Exercise 5

- 1 The friendly man said that the palace was closed today (that day).
- 2 Joe replied that he was sure it was open.
- 3 Freddy suggested that they could go and see if it was open.
- 4 The man said that he could take them to another palace.

Exercise 6

- 1 The guide asked them to show him their tickets.
- 2 He told them to take a (that) plan of the palace.
- 3 Joe told Freddy not to stand too long in the sun.
- 4 Freddy asked Joe if he could have some water.

Exercise 7 is, starts (begins), begins (starts), continues, closes

Exercise 8 future

Exercise 9 1 drank 2 blew 3 lost 4 stood 5 sprang

Exercise 10 truly, majestically, gradually, fiercely 1 majestically 2 fiercely 3 gradually 4 truly

Exercise 11 1 cough f 2 roughly f 3 flight s 4 graph f 5 through s

Exercise 12 1 treasure 2 pressure 3 culture 4 measure 5 feature 6 creature 7 pleasure

Exercise 13 The palace was fascinating but we were very tired and we agreed to sit down and rest.

Exercise 14 The building, which was dark inside, had many passages where (in which) it would be easy to lose your way, or The building was dark inside, with many passages where (in which) it would be easy to lose your way.

Exercise 15 set in, set about

Exercise 16 hanging around, hung back

Beyond this world

In this unit, students:

- read and understand an extract from a science fiction story
- develop a close understanding of the story and the features of science fiction
- learn about compound words; spell words with y sounding /ɪ/ or /aɪ/; learn about informal styles in fiction; study words with the prefix trans-
- learn and practise changes in reported statements from the past to the past perfect and present perfect to past perfect
- learn and practise using quantifiers: few, the fewer, fewest, little, less, the least
- write continuations of the science fiction story
- listen to a conversation about performance arts
- make a short individual presentation about a theatre or cinema visit

Lesson 1 Check-in; Reading SB pp47-49

Lesson aims

- to prepare for the topic of science fiction and other aspects of work in Unit 5 through the Check-in page
- to read and gain a general understanding of a science fiction story extract

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

WB practice: Unit 5 vocabulary list (p139)

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

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

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

Ask: What things do you recognise in the photos and can you name them in English? Elicit words and note them on the board. Give the English for anything students recognise but cannot name.

Check-in

- 1 Read the first two statements.

Task box If students did not already know the answers to these questions, they should have looked them up.

- 2 Elicit answers from around the class.

Answers

350,000-400,000 kms depending on the orbit
Gravity is the force that pulls things together.
Gravity on the Moon is one sixth of gravity on Earth.

- 3 Read the sentence about the story.

Reading

- 1 Read the first statement. Students should be familiar with fiction: a story that is made up from a writer's imagination.

Task box Elicit any science fiction books or films the class has read, seen or heard of.

- 2 Read the next two statements.

Task box Elicit answers from the class. If they have seen science fiction films, ask: Do you think of them only as stories or do you think about the inventions, machines and way of life, etc. that are shown in them?

- 3 Read the next statement. Explain that Kepler is a boy they will find out about.

Task box Elicit students' ideas. They should immediately recognise that the Moon has a bare landscape so all plants and animals would be strange. They may also realise that the Moon has no running water and no atmosphere so there are no clouds or weather as we know it.

- 4 Read about the new words and elicit meanings.

Looking at language

- 1 Read through the language work that will be covered.
- 2 Ask the class if they can name any compound nouns. They should remember, e.g. **football, sunlight**, etc. If necessary, remind them that a compound noun is made up of two separate nouns joined together to make a new word.

Grammar

Read the information about Grammar.

Task box Elicit phrasal verbs. Students should be able to suggest, e.g. **take out, take away, take off**.

Writing

- 1 Read about the writing features and writing tasks.
- 2 Ask the class if they have ever wondered what it would be like to take a flight to the Moon.

Listening

Read about the dialogue.

Task box Elicit ideas. Students should be familiar with: theatre, concerts, opera, dance, ballet. They may also remember mime and circus skills such as juggling.

Speaking

Read the information about Speaking.

Reading: Hello, Earth SB pp48–49

Before Reading

Pre-reading questions

- 1 Is there much conversation in the story? How do you know? Students should scan the text and see that there is some direct speech but not much.
- 2 What do you think it would be like to see the Earth from a spaceship for the first time? Elicit words and phrases from the class.
- 3 How do you think the boy, Kepler, feels at the moment he leaves the spacecraft? Elicit suggestions from the class.

Reading

- 1 Read the text to the class or play track 1.17.
- 2 Go through the Glossary.
- 3 Ask if any other words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

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. It is important not to spend time on checking meanings in the lesson.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text. Elicit answers. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- 1 Where does Kepler Masterman come from? **the Moon**
- 2 Where is he going to? **Earth**
- 3 Who is he travelling with? **his father**
- 4 What most surprises Kepler when he sees Earth close up? **it is mostly water**
- 5 What is different about water on the Moon? **It has to be supplied from Earth because there is no natural water supply on the Moon.**
- 6 Why was the landing difficult for Kepler? **because he was not used to the Earth's force of gravity**

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

Listen to and re-read the story carefully and check meanings of new words again as necessary.

Lesson 2 Reading comprehension SB p50

Lesson aims

- to re-read *Hello, Earth* (i) in full (ii) in sections for detail
- to develop a close understanding of the story, the style and vocabulary
- to give a personal response to the context of the story and the main character

SB skills: reading for detail; guessing meanings from context; vocabulary; recognising parts of speech; critical thinking

WB practice: literal questions; vocabulary; cloze; definitions

EPB link: Test 3, Reading Q1

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

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

Warm-up

- Give students a time limit in pairs to write down as many words as they can think of to do with space.

Before starting this page, read *Hello, Earth* again or play track 1.17.

Activity 1

- 1 Students read and mark the true/false statements. They should be able to complete this activity fairly easily.
- 2 They may do this work in pairs, if you wish.
- 3 Remind them to look back at the text to check answers.
- 4 Elicit oral answers from the class. Ask students to correct the false sentences.

Answers 1T 2F: The Atlantic looked grey and the Indian Ocean looked blue. 3F: Water was more precious than oxygen. 4T 5F: She got Kepler an icepack. 6T 7T 8F: His father was surrounded by reporters, cameramen and casual bystanders.

Activity 2

- 1 Students may continue to work in pairs if you wish.
- 2 Ask a student to read the phrases.
- 3 Ask different students to read each meaning.
- 4 Even if students have not looked up the complete phrase they should know at least one word in each phrase which will help them to work out the meanings.

- 5 Check answers together.
- 6 Ask the questions and encourage students to answer.
- 7 For question 1, remind the class of the meaning of *disaster*. Make sure they understand that Kepler uses the expression *disaster area* as a way of describing himself.

Answers Island-spangled b; good grief d; worth its weight a; disaster area e; hang on c

Example answers

- 1 Accept answers that suggest: *Kepler thinks he looks terrible and he feels it is as serious as if some natural force had arrived and created huge problems.* Make sure students understand that he is using the phrase as a way of describing himself.
- 2 Help students to work out that the adjective *island-spangled* suggests that the ocean is like a piece of cloth with jewels (the islands) scattered across it.
- 3 Students should recognise that as *Good grief!* is an exclamation, it is likely to be heard in informal conversation. They have already studied the meaning of *Hang on*, in a phone call and should realise that this also is informal language.
- 4 Students' own answers. Explain that this is an expression for describing someone who is kind and helpful.

Activity 3

- 1 Give students a time limit to underline the adverbs.
- 2 Ask another to read out the words that are left and say what part of speech they are.
- 3 Give the class a time limit to match all the words to their meanings. This may be done individually or in pairs.
- 4 Check answers together.

Answers

Underline: exotically, momentarily, crudely, blurrily, eagerly
The words that are left are adjectives.
1 exotically 2 momentarily 3 crudely 4 blurrily
5 groggy 6 steely 7 feeble 8 casual 9 sympathetic
10 eagerly

Activity 4

- 1 Divide the class into groups.
- 2 Ask individuals from different groups to read out each question and make sure the class understands what they need to discuss for each one:
- 3 For question 1, tell them to look back at the text and read the context of the question.
- 4 Question 2 requires the group to discuss the fairness or otherwise of the charges.
- 5 Question 3 requires students to give personal views.
- 6 Give them a time limit to discuss the questions and note answers.

Example answers

- 1 Students should realise from the context of Kepler's question that he has just realised how much water Earth has while the Moon has none. He clearly thinks that charging so much for what is easily available on Earth is unfair and he wonders what these 'unfair' people are like and what sort of a world they have created around them.
- 2 Views may vary. Some students may think it is unfair to charge for freely available water from Earth. Other students may think that it is fair for the people to pay as they would have had to pay for water to be brought from Earth in any case, so they may as well pay for what they save from the cleaning process. Students may also point out that Kepler saw the oceans which are salt water. Fresh water is not so freely available.
- 3 Students' own ideas. Encourage them to think and to come up with as many reasons as they can.

Vocabulary check

This activity may be done in class if there is time, with students working alone or in pairs. Normally, it is likely that there will only be time to point out the list to students and remind them of the importance of checking new words before they do vocabulary practice in the Workbook. The Workbook Vocabulary page may be done after this lesson or after Lesson 3.

Your views

- 1 Ask the questions and elicit some immediate oral responses.
- 2 Each student should write their own response as an independent homework task.
- 3 If your class has been writing single sentence answers, encourage them to write several sentences as an answer giving more than one reason.
- 4 Students reading their responses can be a warm-up activity for following lessons.

WB: Reading comprehension (WB p44)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1

- 1 He was the first child born on the Moon.
- 2 the Governor of the Moon
- 3 the Atlantic

- 1 Indian, Pacific
2 one sixth
3 heavy and tired
4 because of the force of the Earth's gravity

Exercise 2

Pictures: 1 hydroponic garden 2 electrostatic filter

3 force of gravity 4 orbit 5 laboratory

Sentences: 1 force of gravity 2 orbit 3 hydroponic garden 4 laboratory 5 electrostatic filter

Exercise 3 1 governor 2 stewardess 3 bystander
4 convict

WB: Vocabulary (WB p45)

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 crudely 2 exotically 3 sympathetic
4 casual 5 feeble 6 eagerly 7 steely 8 blurrily

Exercise 2

abstract nouns: discomfort, force, hint
compound nouns: icepack, wheelchair, birthright
adjectives: apparent, minimal

Exercise 3 1 transfer 2 crane 3 charge 4 increase
5 brake 6 hesitate 7 mill around 8 extract

Exercise 4 1 shimmer 2 Universe 3 stuff
4 comparison 5 pressure 6 luxury

Lesson 3 Looking at language SB p51

Lesson aims

- to investigate compound words that are different parts of speech
- to look at hyphenation
- to investigate words ending in y with the short sound /ɪ/ and long /aɪ/
- to examine some informal styles in fiction

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

WB practice: hyphenation; spelling and pronunciation of words ending in y and i; rewriting a dialogue and paragraph; matching definitions of words with prefix trans; gapfill

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 Dictionary work - 10 ► C Language development - 15

Warm-up

- Ask two or three students to read their responses to Your views on SB p50.

A Dictionary work

Information box Read the first information point.

Point out the first entry. Ask students to look at the other entries on the left.

Explain that they are all compound words. Remind the class that a compound word is made up of two words and each word also makes sense on its own.

Go through the definitions of each entry.

Ask the class what extra information is included with the entries: C = countable; T = transitive.

Ask if anyone can make up a sentence using *overall* as an adverb, e.g. *The film was boring at times but we liked it overall.*

Activity 1

- Explain that if they need to find one of the answers in the dictionary, they should look up *post* then read all the compound entries that follow to find the correct word.
- They may do this work in pairs.

Answers 1 postman 2 postscript 3 postgraduate
4 postmortem

B Spelling

Information box Read the information. Ask students to read out the examples.

Explain to the class that they already know quite a lot of words with y having these two different sounds.

When they come across new words, it is best to look them up to check the pronunciation.

Activity 1

- Students complete these words.
- Ask volunteers to read them out saying /ɪ/ or /aɪ/ for each space.

Answers 1 hydrogen 2 nylon 3 style 4 rhythm

Activity 2

- Students may work in pairs to complete the matching.
- If a word is new, tell them to check in the dictionary for the pronunciation.
- Check answers by asking pairs to read the word and give the matching definition. Check pronunciation of the words.

Answers 1 lyrics 2 python 3 cymbal 4 gymnasium

C Language development

Read the information about leaving out words.

Activity 1

- 1 Ask which word is missing: **Are**.
- 2 Read the two information points.
- 3 Explain that these very short forms are for very informal conversations and situations.
- 4 Read about sentences beginning with conjunctions.

Activity 2

- 1 Students scan the text to find two more sentences beginning with *But* and *And*.

Example answers

But water was something else.
And the mining companies charged us for it.

- 2 Students look back at the text to find the preceding sentence and join it using the conjunction.
- 3 Ask volunteers to read them out as single sentences without the full stop and going straight on to the conjunction.

Answers

Now that the hydroponic gardens were going we didn't have to pay for our oxygen any more but water was something else.

Every ounce we used was extracted in the refinement of the ores we sent down to Earth and the mining companies charged us for it – every drop!

- 4 Ask two other volunteers to read the separate sentences as they are in the text, with the second sentence beginning with a conjunction.
- 5 Ask if they sound different. If they have been correctly read, with a pause for the full stop, students should notice that the conjunction has greater emphasis at the start of the next sentence. The feelings of the writer are more strongly expressed.
- 6 Ask students why they think the sentences have been written in this way. Ask for their suggestions.
- 7 Remind them of the style of writing: *Which person is it written in? first*
- 8 Remind them of the conversational style: *Who is Kepler telling his thoughts and experiences to? the reader*
- 9 Explain that with this conversational style of writing, some informal structures are more appropriate because they sound like someone really speaking.

Read the information about sentences without a main clause. Ask individuals to read the examples.

Activity 3

- 1 Read out the question. Ask the class for their suggestions. They should realise that when speaking, we often use

incomplete sentences, especially when thinking aloud, in our heads or when answering someone.

- 2 The writer uses this style because it sounds more like someone talking.

Activity 4

- 1 Ask a volunteer to read the first information point and the example.
- 2 Read the next information point.
- 3 Ask students to complete the words: *transport*; *transparent*.
- 4 Ask if they can define them without looking in their dictionaries.

WB: Looking at language (WB pp46-47)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1 non-fiction, world-famous, far-off

Exercise 2 Students' own sentences

Spelling

Exercise 1

ee: *groggy*, *every*, *tidy*, *deeply*
long i: *rely*, *deny*, *apply*, *occupy*

Exercise 2

- 1 taxi: a car whose driver you pay to take you to a particular place
- 2 khaki: a green-brown or brown-yellow colour
- 3 spaghetti: a type of pasta in the form of long, thin pieces like string
- 4 broccoli: a vegetable with green stems and green or purple buds on the end

Exercise 3

- 1 alibi: someone who has an alibi can prove they were somewhere else when a crime happened
- 2 alkali: a chemical substance

Language development

Exercise 1

Dan: Are you all right?

Joe: Yes, I'm OK, thanks.

Dan: Are you going to football practice?

Joe: I'm on my way.

Dan: You're a bit late, aren't you?

Joe: I ('ve) missed the school bus.

Dan: Oh, that's a shame. Are you walking there?

Joe: Yes. It's two kilometres.

Dan: You'd better hurry, then!

Joe: Yes. I'll see you later!

Exercise 2

(Changes in italics)

It's a strange feeling being Earth weight again! It's good to be back but Moon is home now. I'm looking forward to discussions with the mining companies about our refinement process and the water charges, of course. I'm sure this will be a productive visit and it's my son's first experience of life on Earth. Everything's new to him!

Exercise 3

transform, translate, transmit, transfusion, translucent

1 translucent 2 translate 3 transmit 4 transform 5 transfusion

Exercise 4

1 translate 2 transmitted 3 transforms 4 transfusion 5 translucent

Lesson 4 Grammar SB p52

Lesson aims

- to learn and practise reported speech with the reporting verb in the past tense
- to practise reported speech tense changes, past to past perfect, present perfect to past perfect

SB skills: reading, speaking, grammar accuracy

WB practice: reporting direct speech statements in complete sentences, changing past to past perfect / present perfect to past perfect

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

► Warm-up - 3 ► Activity 2 - 9 ► Activity 4 - 9
► Activity 1 - 5 ► Activity 3 - 9 ► Remember! - 5

Warm-up

- Write some new verbs on the board, e.g. *transfer, crane, extract, burst, hesitate, shimmer, plod*.
- Ask students to tell you the past tense of each verb.

Activity 1

1 Pre-reading questions

What special journey did Kepler make? **his first trip to Earth**
Who were waiting to speak to Kepler's father? **reporters**

- Ask three students to read the speech bubbles for Kepler's father, the stewardess and Kepler.
- Ask two other students to read a paragraph each.
- After reading the text, point out the verbs in bold. Ask: What tense are they? **past perfect**
- Ask students to look at the reporting verb that goes before the past perfect. Ask: What tense is the reporting verb? **the past tense**

Activity 2

- Ask the questions to check understanding and to practise the target structure.
- Elicit answers.
- Encourage the class to help correct any mistakes.

Answers 1T 2F: He said he had had a nose-bleed.
3T 4F: Kepler told the reporters that he had been very excited about coming to Earth for the first time. 5T
6F: He said that mostly he had enjoyed the journey but towards the end he had felt frightened because he could not breathe.

Activity 3

- Point out the example. Ask a student to read the direct speech sentence. Ask another to repeat the reported speech sentence.
- Remind the class that the present perfect in direct speech is reported as past perfect.
- If you wish, go through the *Remember!* box now and check that students understand the tense changes.
- Ask a student to read the second sentence. Ask a volunteer to change the sentence to reported speech.
- Continue with the other sentences. Remind students that there might be other changes they need to make as well as the tense change.

Answers

- Kepler said that he had never felt worse.
- Kepler told his father that he had washed the blood off his face.
- Kepler told the reporters that they had had an amazing journey.
- Kepler said that he had slept for part of the journey.
- Kepler said that they had seen the most amazing views of Earth.
- The stewardess explained that the force of gravity had made his nose bleed.
- She added that she had been happy to help him.

Activity 4

- Give the class a time limit to work out the reported sentences from the speech bubbles and the verbs in the box.
- Remind them to think of all the changes they might need to make.
- Tell them to look carefully at the tense of the verb in the direct speech.
- Check answers by asking different pairs to read a reported sentence.

Answers

- 1 The man shouted that he was very angry.
- 2 The boy admitted that he had broken the vase.
- 3 The girl explained that the books were hers.
- 4 The woman whispered that the baby was sleeping.
- 5 The boy complained that someone had taken his pen.
- 6 The girl promised her mum that she would help her.

Remember!

Go through the information and examples now if you have not already done so.

متدريات صقر الجنوب التعليمية

WB: Grammar (WB p48)

These exercises are for independent homework.

WB answers

Exercise 1

- 1 The boy said that he had just arrived.
- 2 He explained that they had flown to Earth on the Earth-ferry.
- 3 He told the reporters that the journey had taken a very long time.
- 4 He added that he had felt ill towards the end.
- 5 The stewardess admitted to Kepler that the force of gravity had sometimes made her ill.
- 6 The reporters told the boy that they had waited a long time to talk to him.
- 7 They told Kepler that his father had already spoken to them.
- 8 The boy admitted that he had not heard his father's interview.

Exercise 2

- 1 The girl admitted that she had not done her homework.
- 2 The boys promised their teacher that they would not make the same mistakes again.
- 3 The girls explained that the books were theirs.
- 4 Mum whispered to us that we had to be very quiet.
- 5 The students complained that their exams had been too hard.
- 6 The man shouted to us that we could not play football near his house.

Lesson 5 Grammar in use SB p53

Lesson aims

- to listen to, read and understand a short conversation about theatre and performance
- to understand and practise quantifiers, *few, a few, fewer, the fewest, little, a little, less, the least*
- to understand and practise phrasal verbs with *take*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: gapfill; completing and writing sentences with quantifiers; choosing phrasal verbs

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 - 4	▶ Activity 6 - 3
▶ Activity 1 - 5	▶ Activity 4 - 4	▶ Remember! - 4
▶ Activity 2 - 5	▶ Activity 5 - 6	▶ Grammar extra - 3

Warm-up

- Ask the class if they can remember the nine countries that the teams for the website project come from. Ask the whole class to write them down.

Activity 1

- 1 Point out the characters and the photos.
- 2 **Pre-listening questions**
Where are Holly, Ross and Jack? at a street café
Which country do you think the dancers are from? Students' own suggestions
What do you think the mask is for? Students' own suggestions
- 3 Play track 1.18. Students listen and follow in their books.
- 4 Point out the words in bold. Tell students to look at the nouns that follow.
- 5 Ask what kind of nouns they are. Elicit that some are countable plural nouns and some are uncountable. Students might notice that the uncountable nouns are abstract nouns.

Activity 2

- 1 Ask the literal questions to check understanding.
- 2 Elicit oral answers from the class.
- 3 For question 4 encourage students to add ideas to make a full answer.

Answers

- 1 Tippi wanted Holly to send her some information about the theatre in the UK.
- 2 Sergei could help because the theatre is very important in Russia.

At first they show little interest.
They are pretending. Ross says that he's only joking when he said he didn't have the least interest. When Jack looks at the photos he is very interested in them.

Activity 3

Students work together first.

If you wish, go through the *Remember!* box now to remind them of the correct usage of these quantifiers.

Go around listening as they work and note any difficulties. Check answers.

Encourage students to explain any mistakes.

Answers 1 a little money 2 a little food
3 a few children 4 a little time 5 a few emails
6 a little heat 7 a few messages 8 a little success

Activity 4

If you wish, go through this activity with the whole class. Remind them to read the whole sentence and to think of the meaning. They should ask themselves: Does it have a negative sense – not many (*few*), not much (*little*); or does it have a positive sense – some (*a few, a little*)?

Answers 1 little 2 few 3 a little 4 a few

Activity 5

Students work in pairs to make comparative sentences. Refer back to the *Remember!* box again if necessary. Point out the example and ask a student to read it. Explain that they must look at the clues then work out the answer. They should not just compare the first prompt with the second one. Check answers by asking different pairs to say a sentence.

Answers

- 2 I think England has less sunshine than Thailand.
- 3 I think India has less cold weather than England.
- 4 I think a desert has less wildlife than a rainforest.

Activity 6

- 1 Elicit oral answers for the next section.
- 2 Refer back to the *Remember!* box if necessary.

Answers 1 the fewest 2 the least 3 the fewest
4 the least

Remember!

If you have not already done so, go through the box as a reminder to the class.

Grammar extra (SB p128)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 Continue with the other sentences.

Example answers 1 removed 2 is similar to
3 understand 4 started 5 write down

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer The girl takes after her mother.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p49)

These exercises should be completed for homework.

WB answers

Exercise 1 1 fewer 2 little 3 less 4 the least
5 a few 6 the fewest 7 little 8 a few

Exercise 2 1 little 2 less 3 a few 4 the least
5 few 6 the fewest 7 a little 8 fewer

Exercise 3 Students' own sentences

Exercise 4 1 took up 2 took ... down 3 takes after
4 took off 5 take ... in

Lesson 6 Writing SB pp54–55

Lesson aims

SB

Stage 1: to investigate the science fiction genre

Stage 2: to work collaboratively to write about the return journey to the Moon

WB

Stage 3: to continue Kepler's story and describe his first experience of the Earth

SB skills: narrative writing in the science fiction genre

WB practice: continuing a narrative in the science fiction genre

EPB link: Test 3, Writing

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

► Warm-up – 5
► Stage 1 – 10

► Stage 2 – 20
► Stage 3 – 5

Warm-up

- Give pairs or groups a time limit to write down five facts about the Moon, e.g. *it goes round the Earth; there is no water; gravity is 1/6 of Earth's gravity; it is smaller than Earth; no one lives there; astronauts have been there.*

Stage 1 Features of science fiction writing

Information box Read through the information about science fiction with the students.

Make sure they understand what science fiction is: ask for examples of science fiction stories they have read or science fiction TV programmes or films they have seen.

► Tenses

- Read the information. Ask students to read the examples.
- Ask: *Why are stories usually written in past tenses? because they are about events that happened in the past (in the writer's imagination)*

Activity

Students scan the reading passage to find three more examples.

Example answers gasped / agreed / was removed / was extracted

► First person

- Read the information about writing in the first person. Ask students to read the examples.
- Ask students for examples of first person sentences based on what they did the previous evening, e.g. *I did my homework. We visited my uncle.*

Activity

Students scan the reading passage to find three more examples.

Example answers I had not realised ... / It was like a barrier separating me ... / I couldn't breathe

► Setting

- Read the information about the setting. Ask different students to read the examples of details about the setting.
- Ask students to explain the term *setting* in their own words, e.g. *the place where the story happens.*

Activity

- Students look in the reading passage to find more detail of what it was like on the Moon and in the spaceship.
- Elicit answers then ask students to tell you their impressions of what it would be like to be in each place.

Example answers

life on the Moon: water was harder to get than oxygen; Washing was a luxury and drinking a special delight; one-sixth Earth weight
travelling in a spaceship: I felt suddenly tired and a little sick; the weight on my chest ... I couldn't breathe

► Technical / scientific language

- Read the information about language. Ask students to read the examples.
- Check that students understand science and technology.
- Ask: *Why do you think that science fiction writers use 'the language of science and technology from the real world as far as they can'?* Help them to work out that if writers use language that already exists and that people already understand, it helps the reader to imagine what is happening in the story and does not need to be explained.
- Ask students to explain in their own words why science fiction writers often have to 'make up words' in their stories. They should realise that sometimes, writers might imagine something that does not yet exist so there are no words for it and they have to be made up.

Stage 2 Writing together

- Read out the task box and ensure the students understand it.

Things to think about.

- Read the first instruction to the class. Make sure students understand that because they are Conrad in the story, it has to be in the first person.
- Read the next line of instructions about starting the story. Tell the class: *At the beginning, you (Conrad) are getting near the Moon.*
- Ask: *What were the stages of the journey?* Remind students of Kepler's journey and elicit the reverse journey from the class: *Earth / Earth-ferry / space station / Moon-ferry.*
- Write on the board: *We set off from Earth in the ...*
Prompt students to recount each stage of the journey until approaching the Moon. Write a paragraph.
- Read the next instruction about expressing feelings and the prompt question. Ask: *How are you feeling now you are getting close?* Elicit ideas from the class and note the most popular suggestions.
- Write on the board: *When I was told I was going to the Moon I ...* Write the next paragraph.
- Remind the class about where Kepler was when he was approaching Earth (craning his neck, looking out of the window).
- Write on the board: *As we approached the Moon I ...* Write a short paragraph.
- Read the two lines about imagining the view. Tell the class to look carefully at the photograph and describe what they see.

Point out the words in the *Some useful vocabulary* box. Write some notes on the board.

- 11 Write on the board: *I could see ...* Prompt students to use the notes and vocabulary box to complete the paragraph.
- 12 Read the paragraph about Kepler's landing and landing on the Moon. Tell the class: *The Moon-ferry lands on the Moon. How are you feeling?* Note some ideas.
- 13 Ask: *How did you feel after the Moon-ferry landed and you stepped out?* Elicit some ideas and note them on the board.
- 14 Write on the board: *As the Moon-ferry landed I felt ...* Prompt students to complete this sentence about the landing itself.
- 15 Write up: *Stepping out of the Moon-ferry I ...* Prompt students to complete the last paragraph.
- 16 Check through the *Remember!* box with the students. Ask, e.g. *Have you written in past tenses and first person? Is the description of the Moon detailed enough?*
- 17 Ask: *Can you add anything to improve the description and help the reader 'see' the setting of the story?*
- 18 Make any changes that you and the class agree on.
- 19 Ask one or more volunteers to read the story to the class.

Stage 3 WB: Individual writing (WB p50)

- 1 Read the Information box and explain the task. Remind them that SB p54 explains the features of science fiction.
- 2 Explain to the class that they are still writing in the first person and past tenses but now they are Kepler, landing on Earth for the first time. Tell them that the *Things to think about* are there to help them. They should read all the questions and make notes.
- 3 Discuss a possible paragraph plan for the story by reading or asking a volunteer to read each question and then asking further prompt questions. Elicit suggestions from around the class. Note words and phrases on the board if you wish:
Paragraph 1: *You notice things as you stand at the top of the ramp. What things are new and different?*
Paragraph 2: *What colours do you notice first and how different are they from the Moon?*
Paragraph 3: *You look up at the sky and say how different it is from what you see on the Moon. You describe the weather.*
Paragraph 4: *You have to walk and you are six times heavier. What is it like walking down the ramp?*
Paragraph 5: *You think about how different the Earth is from the Moon and decide if you are going to like it or not.*
- 4 Point out the *Useful vocabulary* box. Remind students that after writing the first draft, they should check the *Remember* box, make improvements and proofread.
- 5 After correcting, they write their final copy.

Assessment

In assessing the task, look for:

- correct use of past tenses
- first person used in recounting the experience
- detailed descriptions of the setting and sights.

Lesson 7 Listening and speaking SB p56

Lesson aims

- to listen to and understand the gist of a dialogue about the arts
- to hold a similar discussion in groups
- to listen to a monologue by a theatre tour guide for gist and detail
- to prepare and deliver a presentation about a visit to a theatre or cinema

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

WB practice: dialogue completion; preparing for an individual spoken presentation

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

- Write the word *theatre* on the board.
- Give students a time limit to write down as many words as they can consisting of at least two letters. They should be able to find at least ten, e.g. *hat, ate, rate, ear, eat, heat, heater, earth, tree, treat, that, three, threat, tea, teeth, hatter.*

Conversation practice

Activity 1

- 1 Explain that Ross and Laura are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit: **They show different kinds of performance, theatre, dance, film, music.**
- 5 Ask: *What are Ross and Laura talking about?* Elicit that they are discussing plays, ballets, films and music they have been to and are saying what they thought about them.

Activity 2

Play track 1.19. Students listen and check if their prediction was right.

Audioscript

Track 1.19 Activities 2 and 3

Ross: Have you ever been to the theatre, Laura?

Laura: Yes, I have. Why do you ask?

Ross: My aunt took me to the theatre at the weekend. It was the first time I'd been.

Laura: Really? I've been a couple of times. Did you enjoy it?
 Ross: It was amazing!
 Laura: What play did you see?
 Ross: It was a comedy and it was so funny. Actually, it was hilarious. I had a brilliant time.
 Laura: The last time I went to the theatre was to see a ballet.
 Ross: Hmm ... Ballet's just not my thing really.
 Laura: Typical boy! I loved it. The dancers were so graceful and the music was beautiful.
 Ross: So how often do you go to the theatre?
 Laura: Oh, not very often at all. I go to the cinema a lot though.
 Ross: Me, too. What was the last film you saw?
 Laura: It was a thriller. It was quite good but I can't remember the name.
 Ross: I like action films – exciting, fast-moving films.
 Laura: I love the special effects in action films. They're so clever.
 Ross: The music's usually good, too.
 Laura: What sort of music do you like?
 Ross: All sorts really. I like classical music – I went to a fantastic concert a few weeks ago. A youth orchestra was playing. They were brilliant. So talented.
 Laura: How about modern music?
 Ross: Yeah, I like pop music, too.
 Laura: Do you like rock bands? I'm really into rock music.
 Ross: Are you?
 Laura: Yes, I've got loads of CDs. You can borrow some if you like.
 Ross: Great! Thanks!

Activity 3

- 1 Ask a volunteer to read the words and phrases.
- 2 Play track 1.19 again.
- 3 Remind the class to raise their hands when they hear one of the words or phrases from the box.

Activity 4

- 1 Students work in groups and talk about the arts.
- 2 Point out the starting question.
- 3 Tell the class they should use the photos to help them.
- 4 Go around listening as they speak. Note any difficulties with grammar or vocabulary.
- 5 Aim to monitor all the groups in the lesson.

Listening comprehension

Activity 1

- 1 Point out the photos and explain that this is a replica (a modern replacement) of an old London theatre that was built and used in the time of William Shakespeare.
- 2 Tell the class they will hear about the theatre and they should look at the picture as they listen.

3 Play track 1.20.

Audioscript

Track 1.20 Activities 1 and 2

Good afternoon, everyone, and welcome to the Globe Theatre. I hope you all enjoy the tour.

The original Globe Theatre was built in 1599 and it was just one of several theatres in London at that time. As many of you will know, going to the theatre was enormously popular in the 16th and early 17th centuries. Both rich people and poor people went there to see the latest plays, which were written by a number of well-known writers, the most famous of whom, of course, was William Shakespeare.

This, of course, is not the original theatre. Sadly, that building was destroyed by a fire in 1613. The present Globe Theatre was opened to the public in 1999. It stands just a few metres away from the site of the old theatre. In Shakespeare's time the south bank of the River Thames was well known for its theatres. Perhaps you have heard of the Swan Theatre and the Rose Theatre, both of which stood not far from here on the south bank. Well, let's go inside and take a look ...

We are standing on the ground floor of the theatre in front of the stage and in what is known as 'the pit'. This is where the poorer theatregoers stood to watch the performance. There were no seats for them! People with more money could pay to sit down. If you look up, you will see that there are three floors with wooden seats for the wealthier members of the audience. (By the way, if you ever come to see a play here, I advise you to bring a cushion to sit on or you can hire one from the theatre. The seats are extremely hard!)

The theatre is as close as possible to the design of the original theatre. Its shape is circular; it is made entirely of wood (there is no iron or steel in this building); there are no microphones; all music is played live by musicians using the instruments of Shakespeare's time. 'The pit' where we are standing is open to the sky. If it rains, the poor theatregoers watching the play from here will get very wet! The lucky ones, the wealthy members of the audience, sitting on their wooden seats around the pit, are protected from the rain by a roof. There is room for 700 spectators here in the pit and there are seats for 857 people. That is more or less the size of an audience in Shakespeare's time.

So ... if you'd like to follow me, we'll go upstairs and see what the view is like for the richer members of the public and then we'll take a look behind the stage and see what life is like for the actors ...

Activity 2

- 1 Ask different students to read out the sentences.
- 2 Play track 1.20 again. Tell the class to listen again carefully and decide if they are true or false.
- 3 Check answers together.

Answers 1F: The theatre was popular. 2F: There were two other theatres nearby. 3T 4F: Poor people stood to watch the plays. 5F: The seats are uncomfortable. 6F: The pit is the name for the area in front of the stage. 7F: The new Globe is the same design as the original. 8T 9F: It is made entirely of wood. 10F: Music is played live by musicians. 11T 12F: Audiences were about the same size as today.

منتديات صقر الجنوب التعليمية

WB: Individual speaking (WB p51)

- 1 Explain that students are going to talk about a visit to the theatre or cinema.
- 2 Tell students to look at WB p51. Explain that ideas are given to help them but they may use their own ideas if they wish.
- 3 Remind them that there is some useful vocabulary on the SB page which they can use. Point out the suggested opening and closing sentences which students may use if they wish.
- 4 Remind them to check their writing for mistakes and to practise their talk several times before they present it in class. Encourage students to highlight or underline key words and phrases in their written presentation. When they are speaking they should aim to use these to help them speak fluently without reading all of the words in between. If they get stuck, they can look at the text that is not highlighted to help them. Advise them to practise saying their presentation by just glancing at the highlighted words and saying the rest of the sentence looking up and away from their writing.

WB: Listening and speaking (WB p51)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise 1

Laura: trip, theatre
Ross: comedy, hilarious, seats, stage
Laura: performance
Ross: not my thing, Actually, cinema
Laura: film
Ross: a couple, fast-moving, special effects
Laura: not really into, though

WB: Check-out 5 (WB p52)

Students complete this page as an independent task. They may do this for homework before the lesson. Tell them 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 to go through the page with all students and make sure that independent Writing has been completed.
- 3 Ensure that all students have presented their individual speaking task.

Check-out 5 as a complete lesson

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

- go through the answers with the class
- remind them that this page is to help them to find out how well they have taken in the work in the unit
- take in completed science fiction story continuations.

Unit 5 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion. Ask: Which is better, live performances or films and recordings?

Check-out 5 answers

Reading 1 on the Moon 2 gravity 3 moon-ferry, space station, orbit, oxygen

Vocabulary burst

Looking at language

- 1 Dictionary work: Students' own answers
- 2 Spelling: a sympathetic b pylon c citrus d rhythm e happily
- 3 Language development: Are you going somewhere?
- 4 transparent, transport

Grammar 1 Joe said that they had won the competition. 2 few, little 3 taken up

Writing 1 past, setting, science, technology

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.

In this unit, students:

- read and understand an extract from an autobiography
- develop a close understanding of the style, language and vocabulary of the extract
- learn about words derived from a root word; spell words with silent t; learn more about subordinate clauses
- study and practise time clauses with all tenses
- study and practise informal expressions of agreement
- write autobiographical episodes
- listen to a conversation about schoolwork and hobbies
- make a short individual presentation about creating a balance between schoolwork and hobbies

Lesson 1 Check-in; Reading SB pp57–59

Lesson aims

- to prepare for the topic of autobiographies and other aspects of work in Unit 6 through the Check-in page
- to read and gain a general understanding of an extract from an autobiography

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

WB practice: Unit 6 vocabulary list, (p139)

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

► Check-in – 10

► Before reading – 3

► Reading – 7

► After reading – 10

► Reading practice – 10

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

Ask: What kind of people do you think write their autobiographies? Students' own ideas, e.g. *famous people of various kinds, sports stars, film stars, politicians*, etc.

Check-in

- 1 Read the first two statements.
- 2 Tell the class that the autobiography of someone who is not famous can be just as interesting if the person is a good writer and storyteller.

Task box Ask the questions and elicit answers. Students should be very familiar with the difference: *biography* – a life story written by another person; *autobiography* – the life story written by the person. Students should be able to name at least one person they have learned about. Elicit all their suggestions. Students may have read the life story of a famous person. Ask who the person is and why he or she is admired.

- 3 Read the last statement.

Reading

- 1 Read the two sentences about the author and places in India.

Task box Ask a volunteer to find the places on a world map.

- 2 Read the second statement.

Task box Hold a brief discussion about exam stress. Ask: What makes the exams stressful? Elicit answers. What can you do to make them less stressful? Students may suggest, e.g. *starting revision earlier*, etc.

- 3 Check the meanings of the new words with the class.

Looking at language

- 1 Read out the work that will be covered in the unit.
- 2 Ask if anyone can think of a word with silent t, e.g. *often*.

Task box Ask for the definition of a clause: *a group of words that makes sense but does not have a finite verb and is not a complete sentence*.

Grammar

- 1 Read the information about Grammar.
- 2 Ask if anyone can suggest a phrasal verb using *do*.

Writing

- 1 Read about the features of autobiographical writing.
- 2 Read about the writing tasks. Remind the class that an autobiography does not have to be about a famous person to be interesting.

Listening

Read out the work that will be covered.

Task box Elicit answers from around the class. Ask students if they think it is helpful to discuss their schoolwork at home. Why or why not?

Speaking

Read the information about Speaking.

Task box Elicit answers from around the class. Ask what the hobbies are. Find the most unusual one.

Reading: The honey-seller SB pp58-59

Before Reading

Pre-reading questions

- 1 Is there much conversation in this extract? How do you know?
Students should notice that there is not a lot of conversation because not much of the text has speech marks.
- 2 Is it written in the first or third person? **first**
- 3 How is it divided up? **into paragraphs**
- 4 Why? **because the writer is writing about different things and starts a new paragraph each time a new subject is introduced**

Reading

- 1 Read the text to the class or play track 1.21.
- 2 Check understanding of vocabulary. Go through the Glossary with the class and check that they understand the definitions.
- 3 Ask: Why is a glossary needed? Elicit, e.g. **because the writer is referring to things that are specifically Indian and readers might not know what they are.**
- 4 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding. Some or all of the words in the list for Unit 6 at the back of the WB may be checked in a dictionary during the lesson, or for homework.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text.

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

- 1 From reading the passage, do you think the writer is male or female? Students' own ideas. Ask them what in the text leads them to their opinion.
- 2 How did Madhur travel to and from school every day? **by bike**
- 3 What school activities happened in April and May? **exams**
- 4 Why did Madhur's mother sometimes try to distract her? **she thought she worked too hard**
- 5 What was the man selling on this particular day? **honey**
- 6 What did Madhur's mother want to be sure about? **whether it was pure or not**
- 7 How did the honey-seller convince her that his honey was pure? **He told her if it was pure a fly would sink then float to the top. He threw a fly in, it sank then rose up and flew away. So Madhur's mother believed the honey must be pure.**

- 8 Who did the same thing with a fly as the honey-seller had done? **the cook**

Reading practice

- 1 Students sit in groups of three or four and take turns to read paragraphs 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

Listen and re-read the extract carefully. Check meanings again as necessary.

Lesson 2 Reading comprehension SB p60

Lesson aims

- to re-read *The honey-seller* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the extract

SB skills: reading for detail; guessing meanings from context; vocabulary; critical thinking

WB practice: multiple choice; gapfill; definitions

EPB link: Test 3, Reading Q2

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

▶ Warm-up - 3

▶ Activity 2 - 7

▶ Vocabulary

▶ Re-reading - 5

▶ Activity 3 - 10

check - 4

▶ Activity 1 - 7

▶ Your views - 4

Warm-up

- Write up a few new key words from the text, e.g. *exhausted, fling, sink, shallow.*
- Ask for definitions.
- Ask for an antonym for each word: examples, **active, hold, float, deep.**

Before starting this page, read *The honey-seller* again or play track 1.21.

Activity 1

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

Answers 1 her childhood 2 cardamom, pistachios, rice and milk 3 the Himalayas 4 knitting 5 two sharpened pencils, filled ink pens, ink bottles, rulers, erasers 7 almonds 8 honey 9 because she was so impressed with the purity of the honey, demonstrated by the seller 10 He threw it into the syrup jar where it sank, then rose and flew away.

Activity 2

- 1 Students work in pairs to match the phrases and definitions then discuss the questions.
- 2 Give them a time limit then check answers together.
- 3 Advise the class to think about the words they already know in each phrase to help them find the correct definition.
- 4 Check answers together.

Answers off-duty 3; armed with 4; sales pitch 2; cut to the chase 1

Question 1: The phrase *armed with* suggests that the exam was like going into battle against the test paper and she had these things to fight it with.

Question 2: cut to the chase

Note: In editing a film, the parts that are not wanted (either because they are not needed, not interesting or both) are cut out so that the action is what the director wants. In many very early Hollywood films the car chase was the most exciting bit. If the director thought the action was getting boring he would tell the film editor to cut it out and *cut to the chase* – go straight to the main action.

Activity 3

- 1 Divide the class into groups to discuss these questions. Ask them all to note their answers, as you may ask any of them to answer for their group.
- 2 For question 1, ask them to find evidence in the text to support their answer.
- 3 For question 2, ask them to find evidence in the text to explain their answer.
- 4 For question 5, ask them to say what details tell them the kind of books she wrote.
- 5 Give them a time limit. Go around as they work and check that all in the group are actively participating, even if listening to points made by others.
- 6 Check answers by asking different groups to answer.

Example answers

Students' answers will vary. Encourage the class to say as much as they can. The suggested answers opposite can be differently expressed with extra or other detail. They are a guide to the kind of answers to aim for rather than the exact answer that is needed.

- 1 The weather in Delhi in April was very hot, the writer says it was *superheated*. The weather in the Himalayas was cold. Her sisters were in a *frigid* convent and their mother was knitting clothes for them from wool.
- 2 Students' own ideas. They should notice that the writer's mother prepared food carefully for Madhur, she knitted for the sisters, she was concerned about the purity of the honey. They might suggest that she was a kind, caring, hard-working mother. She was also easily convinced by the honey-seller so she was perhaps too trusting.
- 3 because she had been tricked by the honey-seller
- 4 Students' own views. Ask them for their reasons.
- 5 Students should notice that she mentions food as part of everyday life and explains the ingredients of particular dishes and sometimes how they were made. Madhur Jaffrey has written several books about Indian cookery.

Vocabulary check

- 1 This activity may be done in class in pairs or individually as an additional homework task.
- 2 Students should already have checked the vocabulary in the text so the words should be familiar.
- 3 If done in class, give them a time limit then check answers together.

Answers

adjectives: sweaty, shallow, annual, frigid, unfortified, gross, exhausted, pure, wily, adept
adverbs: coarsely, mercilessly
verbs: knit, suffer, fare, assume, distract, suspend, stump, sink, fling, dupe, tease

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, writing a couple of sentences or a paragraph for each answer as you instruct them.
- 3 Students reading their responses can also be a warm-up activity for following lessons.

WB: Reading comprehension (WB p53)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1 1 ate a pudding 2 they were living in a cold mountain climate 3 good for the brain 4 she worked too hard 5 of flowers 6 the fly did not prove anything

Exercise 2 1 rice 2 terracotta 3 wool 4 almond 5 honey-comb 6 sugar 7 lime

Exercise 3

adjectives

1 sweaty 2 frigid 3 unfortified 4 exhausted 5 pure 6 annual 7 wily 8 adept 9 gross 10 shallow

WB: Vocabulary (WB p54)

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 mercilessly 2 aroma, odour 3 coarsely 4 neglect 5 a pudding b syrup c form d surface

Exercise 2 1 sweaty, exhausted 2 frigid 3 shallow 4 unfortified 5 wily, adept 6 annual 7 gross 8 pure

Exercise 3 assume, distract, dupe, fare, fling, knit, sink, stump, suffer, suspend, tease

Exercise 4 1 fling 2 dupe 3 fare 4 suspend 5 tease 6 knit 7 distract 8 stump 9 sink 10 suffer 11 assume

Lesson 3 Looking at language SB p61

Lesson aims

- to investigate derived words in a dictionary
- to investigate words with silent t
- to study subordinate clauses further and learn about usage

SB skills: dictionary use; vocabulary development; spelling; understanding clauses

WB practice: writing sentences for a single word family: definitions; subordinate clauses

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 Dictionary work – 10 ► C Language development – 15

Warm-up

- Give the class a new key word from *The honey-seller*. Ask them to find it in the dictionary. Ask a volunteer to read the definition.
- Ask other students what the previous entry was / the next entry is.
- Do the same with one or two other words.
- This activity can be done with one half of the class racing against the other. Correct answers gain a point.

A Dictionary work

Information box Read through the information about derived words.

Point out the entry for *coarse* and how the adverb *coarsely* appears at the end of the entry, not as a separate entry of its own.

Read the next information point about other derived words in Word Family boxes.

Point out the main entry for *pure* and go through it with the class.

Point out the box below with words in the same family. Explain that this helps learners to develop their vocabulary and also helps to see which words belong together. Read the words with the class.

Read the last information point.

Point out the entry for *purify* which also gives forms of the verb.

Activity 1

- 1 Students may do this work in pairs, with one looking up the word family and reading out the words and the other writing them down – and checking the spelling.
- 2 Check answers together, including spelling.

Answers

1a belief, believer, disbelief b disbelieve
c believable, unbelievable d unbelievably
2a producer, product, production, productivity, reproduction
b reproduce c productive, reproductive, unproductive
d productively

B Spelling

Information box Read the information in the box. Ask a student to read the example.

Activity 1

- 1 Read the information and the task.
- 2 Elicit the answers and ensure students write them down. Check spelling together.

Answers

- 1a listener b I listened
2a unfasten b I am fastening

C Language development

- Go through the first two information points and remind the class that this is revision.
- Read the next information point.

Activity 1

- Read out the instruction and the types of clause and ask a student to read each of the examples.
- Remind the class that they have already read and understood these clauses in the context of the autobiographical extract.
- Read the information point about several clauses.
- Ask a volunteer to read the example sentence.

Activity 2

- Read out the instruction about the kinds of clause that the students must find.
- Check answers together.

Answers

main clause: My mother firmly believed
that clauses: 1 that almonds were brain food
2 that any child sent off to write two examination papers for six hours ... was surely suffering from the grossest form of neglect
-ed clause: unfortified with almond balls

- Read the speech bubble. Remind the class that looking for clauses will help them understand long sentences, especially if they can find the main clause, then re-read the clauses in the rest of the sentence.

Activity 3

- Ask a student to read the example sentence from the extract.
- Read the information to the class.
- Go through the examples related to people.
- Ask a volunteer to read the other three words.
- Ask students to define them in their own words.
- If they can give an accurate synonym or defining phrase they need not look them up.
- If they are unsure or give an inaccurate definition, tell them to check the meanings.

Answers 1 a lie 2 a probability 3 a small area where a number of people live

WB: Looking at language (WB pp55–56)

This work should be done as an independent homework task. Remind students to have their dictionaries with them. Ask them to write interesting sentences that express the meaning of the word.

WB answers

Dictionary work

- Exercise 1** 1 noun 2 adverb 3 verb 4 adjective
5 adverb

Spelling

- Exercise 1** 1 castle 2 thistle 3 whistle 4 wrestle
5 bustle 6 rustle

Exercise 2

- hustle: to make someone go quickly to the place where you want them to go
- glisten: to shine because of being wet or oily
- mortgage: money that someone borrows from a bank and uses to buy a house

Language development

Exercise 1

- which we bought last week
- that he had missed the bus
- When we arrived
- swinging his legs in a nervous manner
- deserted and dark

Exercise 2

that the vase had been broken; smashed into a thousand pieces
After the storm had passed; glittering in the sunlight who was carrying a large box; glancing nervously around him all the time

Exercise 3

Subordinate clauses: 1 When he had interviewed old Mrs Hill 2 who seemed quite anxious 3 that she was very worried about something 4 being a rather timid person
Conjunctions: 1 but 2 and 1 the reporter 2 Mrs Hill 3 the reporter 4 Mrs Hill

- Exercise 4** 1 likelihood 2 brotherhood 3 falsehood
4 neighbourhood 5 adulthood 6 fatherhood

- Exercise 5** 1 neighbourhood 2 fatherhood
3 falsehood 4 likelihood 5 brotherhood, adulthood

Lesson 4 Grammar SB p62

Lesson aims

- to study the use of time clauses with all tenses
- to practise using time clauses through oral activities

SB skills: reading, speaking, grammar accuracy

WB practice: completing time clauses with the correct tense

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

- Warm-up – 4 ► Activity 2 – 6 ► Activity 4 – 8
► Activity 1 – 6 ► Activity 3 – 8 ► Activity 5 – 8

Warm-up

Ask two or three students to read their responses to Your views on p60.

Activity 1

1 Pre-reading questions

What kind of things did Madhur's mother like doing? *cooking, knitting, doing things for her family*

What did Madhur have to do at school every April and May? *revise for and do exams*

- Ask two students to read a paragraph each.
- After reading the text, tell the class to look at the different time words and phrases. Ask how many different ones were used in the text: **six**.
- Ask what tenses follow the time words: **past**. Ask why. Students should realise that it is because the whole autobiography is written in past tenses.
- Explain that the same time words can be used with present tenses to talk about the present and future.

Activity 2

Ask the questions to check understanding and practise the target language. Elicit full oral answers.

Answers

- As soon as she got home from school, Madhur's mother gave her a sweet rice pudding.
- After she had eaten the pudding she went to her room to continue revising.
- While her mother sat knitting, Madhur studied in her room.
- While Madhur was studying one afternoon a honey-seller came to the house.

Activity 3

Remember!

Go through the information and ask students to read out the examples.

Point out the alternative in brackets but make sure students realise they are also present tenses.

- Students' own answers. They may do this work in pairs.
- Give them a time limit then ask different students from different pairs to read out one or two of their sentences.
- Check for present tenses and ask the rest of the class to help correct any mistakes.

Activity 4

Remember!

Go through the examples. Make sure that students correctly identify the main clause with the future tense. Point out that the present tense follows the time word, even though the event in the time clause has not yet happened.

- Students may do this work in pairs or groups.
- Go around as they work and help to correct any difficulties.
- Give them a time limit then ask different pairs/groups to read out a sentence or two.

Activity 5

Remember!

Go through the different ways in which time clauses are used in talking about the past. Some of these structures will be very familiar to the class but check that they understand their correct usage.

- Students think of their own sentences for each purpose.
- Tell them to write them down.
- They may do this work in pairs if done in class.

WB: Grammar (WB p57)

These exercises are for independent homework.

WB answers

Exercise 1 1 get, gives 2 chat, eat 3 has finished, starts 4 watches, has done 5 goes, plays 6 read, switches

Exercise 2 1 leaves, will go 2 starts, will spend 3 will visit, arrives 4 will see, is 5 forget, get 6 send, see

Exercise 3 1 looked, helped 2 were sleeping, was falling 3 were having, knocked 4 (had) done, turned 5 did ... stop, (had) caught 6 put, left

Lesson 5 Grammar in use SB p63

Lesson aims

- to listen to, read and understand a short conversation about schoolwork and the project
- to understand and practise informal language of agreement
- to understand and practise phrasal verbs with *do*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: writing affirmative/negative sentences of agreement; completing sentences with the correct phrasal verb

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 - 6	▶ Remember! - 3
▶ Activity 1 - 5	▶ Activity 4 - 6	▶ Grammar extra - 6
▶ Activity 2 - 5	▶ Activity 5 - 6	

Warm-up

- Ask the class which subject area of the website the UK team is working on: **Environment**.
- Which other teams are they working with? **Australia, Russia**
- Ask if they can remember what information Laura, Jack, Ross and Holly have put into their part of the website: **coral reefs, pollution**.

Activity 1

- Point out the characters.
- Pre-listening questions**
Who looks upset? **Laura**
Who is she talking to? **Holly, Jack and Ross**
- Play track 1.22. Students listen and follow in their books.
- Point out the expressions in bold. Explain to the class that they will practise this informal language which is frequently heard in everyday conversation.

Activity 2

Ask the questions to check understanding of the situation.

Answers 1F: She's feeling fed up. 2F: She has had a row with her mum and dad. 3T 4F: Laura does not agree with them because her marks have been OK this term. 5T 6F: Jack does not have much hope.

Remember!

If you wish, go through the first part of the **Remember!** box now with the class and ensure they understand how to agree with affirmative statements.

Activity 3

- Ask a pair to read the first statement and reply.
- Ask an individual to read the next statement. Elicit agreement from another student.
- Continue in the same way with the other statements.
- Ask students to repeat the activity in pairs.
- Go around listening as they work.

Answers 2 So do I. 3 So have I. 4 So must I. 5 So will I. 6 So did I. 7 So can I. 8 So am I.

Remember!

Go through the second part of the box and ensure the class understands agreement with negative statements.

Activity 4

- Ask a pair to read the first statement and reply. Point out the alternative reply.
- Go through the statements with the whole class then let pairs repeat it.

Answers 2 Neither/Nor can I. 3 Neither/Nor have I. 4 Neither/Nor was I. 5 Neither/Nor did I. 6 Neither/Nor should I.

Activity 5

- Go around listening as students work in pairs, agreeing with a mixture of affirmative and negative statements.
- Go through the answers by asking different pairs to read the statement and give the response.
- If necessary, refer the class to the **Remember!** box for the correct structure of the responses.

Answers 2 So do their parents. 3 Neither/Nor did we. 4 Neither/Nor does Laura. 5 So is Martin. 6 Neither/Nor will his sister. 7 Neither/Nor can a penguin. 8 So has Holly.

Grammar extra (SB p128)

Ask a volunteer to read the bubble.

Activity 1

- Ask a different volunteer to read out the first sentence.
- Ask if anyone can explain what the underlined phrase means.
- If necessary, help the class to work out the meaning.
- Continue with the other sentences.

Example answers 1 fasten, used buttons to close up 2 redecorate, improve and renew 3 make progress, get along without 4 feel better with 5 got rid of, abolished

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer He could do with some new clothes.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p58)

These exercises should be completed for homework. Point out the examples. Remind the class that *Neither* and *Nor* mean the same and agreement with negative sentences can begin with either word.

WB answers

Exercise 1 2 So do I. 3 So have I. 4 So will I.
5 So must I. 6 So did I.

Exercise 2 2 Neither was I. / Nor was I. 3 Neither do I.
/ Nor do I. 4 Nor will I. / Neither will I. 5 Nor should I. /
Neither should I. 6 Nor did I. / Neither did I.

Exercise 3 2 So does her brother. 3 Neither/Nor will
her friends. 4 Neither/Nor have her parents. 5 So was
ours. 6 Neither/Nor do her sisters.

Exercise 4 1 could do with 2 did ... up 3 do away
with 4 Do ... up 5 do without

Lesson 6 Writing SB pp64-65

Lesson aims

SB

Stage 1: to recognise and use the main features
of autobiographical writing

Stage 2: to work collaboratively on an
autobiographical extract for a given character
and event

WB

Stage 3: to write an autobiographical extract based
on an event in student's own life

SB skills: creating a recount in the past tense using
first person

WB practice: creating an autobiographical recount
independently

EPB link: Test 3, Writing

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

► Warm-up - 5

► Stage 1 - 10

► Stage 2 - 20

► Stage 3 - 5

Warm-up

- Write some new words from *The honey-seller* on the board.
- Ask volunteers to tell you the word class of each one.

Stage 1 Features of autobiography

- Read through the Information box with the students.
- Check that students remember the difference between a
biography and an autobiography: **A biography is written by
someone else; an autobiography is written by the person
it is about.**
- Check students understand the terms facts (true
information), experiences (things people do and events that
happen to people), feelings (what people feel when things
happen).

► First person

- Read about the first writing feature. Ask students to read
the examples.
- Ensure students understand the term *first person* and why
it is used in an autobiography: *because the subject is the
person who is writing about herself or himself.*

Activity

Students scan the reading passage to find three more examples.

Example answers *I would slide the spoon in ...
Before I left early in the morning ... Often she would try
and distract me from my studies ...*

► Past tenses

- Read about the second writing feature. Ask students to read
out the examples.
- Ask the class to suggest a few example sentences using
any past tenses, e.g. **The children were playing in the park
yesterday evening.**

Activity

Students scan the reading passage to find three more examples.

Example answers *He turned out to be willier than
that, ... he swung his hand in the air ... My mother was
so impressed ...*

► Factual information

- Read about the third writing feature. Ask students to read
the examples.
- Ensure students understand the term *factual information*.
Ask them to give examples of factual information about
themselves, e.g. **I live in ..., I am ... years old**, etc.
- Ask: *Why is factual information important in an
autobiography?* Elicit, e.g. **so that the reader finds out about
the person's life.**

Activity

Students scan the reading passage to find three more examples.

Example answers *May was the time for our
annual exams ..., their frigid Himalayan convent, ... the
superheated Delhi of April ...*

► Precise details

- Check students understand the term *precise details*: **exact
information.**
- Read about the fourth writing feature and the general
sentence that the writer does not use.
- Read about the word classes that she uses.
- Ask students to read out the examples of precise details
from the text.
- Ask which words in the examples give precise detail. Elicit:
**hot and sweaty; cold; light, cardamom-scented, coarsely
ground; sweet, cool, milky ... smoothly.**

Activity

Students scan the reading passage to find precise details.

Example answers

the weather: hot back room / superheated Delhi of April / frigid convent
the examinations: May was the time for our annual exams / Each examination was three hours long / two examination papers for six hours
the honey: ... fine golden colour ... / ... pieces of honey-comb suspended in the middle

► Thoughts and feelings

- 1 Read about the fifth writing feature. Ask a student to read out the examples.
- 2 Ask the class to explain *thoughts and feelings*, e.g. **ideas people have and what they feel about events and other people**.
- 3 Point out that just as an autobiography would be difficult to read if there was no *factual information*, so it would be very boring to read if we did not know how the writer thought and felt about things that happened, people he/she met, etc.

Activity

Students go back to the reading passage to find the thoughts and feelings mentioned in a and b.

Answers

- a She always assumed I would do well.
- b My mother was so impressed ... / my mother recounted the honey story ...

Stage 2 Writing together

- 1 Read out the task box and ensure the students understand it.
- 2 Explain that they must imagine they are a person called Jack and that this is an event they have experienced.
- 3 Ask students to read about Jack silently then check they have understood the passage by asking a few simple comprehension questions, e.g. *What sort of competition was it? Why was it important that Jack should win his race, etc.*

Things to think about.

- 1 **Before the competition** Go through the section and ask each question. Make notes on the board as students suggest:
 - what the teacher said before the competition
 - how you (Jack) felt
 - what you (Jack) thought the chances of your team winning were.

Ask for a suitable sentence to begin this first paragraph, e.g. **The teacher spoke to us altogether just before the competition began.**

Students use the notes on the board to help them to think of suitable sentences. Elicit suggestions and complete the paragraph on the board.

- 2 **The other races** Make notes on the board as students suggest:
 - how you (Jack) felt watching one of your team win easily
 - how you (Jack) felt watching one of your team only just win.

Ask for a suitable sentence to begin this second paragraph, e.g. **I sat at the side of the pool to watch the other races.** Students use notes to suggest more sentences to complete the paragraph.

- 3 **Your race** Make notes on the board as students suggest:
 - how you (Jack) felt when you realised that if you won your race, your team would get the trophy
 - how you (Jack) felt waiting for the race to begin
 - your (Jack's) thoughts and feelings in the first length when you were behind
 - what you (Jack) said to yourself during the second length
 - how you (Jack) felt when you won.

Ask for a suitable sentence to begin this final paragraph, e.g. **Our team was in the lead. If I could just win my race we'd get the trophy!**

Students use notes to suggest sentences to complete the paragraph on the board.

- 4 Read the *Remember!* box with the students. Tell them to check the writing to make sure:
 - it is written in past tenses and first person
 - factual information is included, e.g. *the teacher's name*
 - precise details are included, e.g. *Were there a few or lots of spectators? What was the noise like during the races?*
 - thoughts and feelings are included, e.g. *Does the reader know how you felt during the event?*
- 5 Add to and improve the autobiographical extract with any good suggestions from the students before asking one or more individuals to read it aloud.

Stage 3 WB: Individual writing (WB p59)

- 1 Read the Information box and explain the task. Remind them that SB p64 gives help with writing an autobiography.
- 2 Explain that students must recall an event that actually happened to them.
- 3 Remind them to write in the first person and past tenses.
- 4 Go through the **Things to think about**.
 - Advise them to think of the event first and make a few notes about it in answer to the questions.
 - Explain to the class how they can expand their notes into four paragraphs, e.g.

Paragraph 1: Description of the event and where it took place

Paragraph 2: Description of other people involved

Paragraph 3: What you did

Paragraph 4: Looking back and describing how you felt about the event

- 5 Remind them that they can use the Useful vocabulary box.
- 6 Tell students to check the Remember box after writing the first draft, make improvements and proofread.
- 7 Tell them that when they have re-read the draft and made corrections, they should write their final copy.

Assessment

In assessing this task, look for:

- past tenses
- first person
- factual information
- precise detail
- thoughts and feelings.

Lesson 7 Listening and speaking SB p66

Lesson aims

- to listen to and understand the gist of a dialogue about schoolwork and hobbies
- to hold a similar discussion in groups
- to listen to a discussion for gist and detail
- to prepare and deliver a presentation about managing schoolwork and hobbies

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

WB practice: completing a dialogue; preparing for an individual spoken presentation

EPB link: Test 3, Listening Q3, Speaking Q1, Q2

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

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up - 4 | ▶ Listening comprehension - 10 |
| ▶ Conversation practice - 18 | ▶ Individual speaking - 8 |

Warm-up

- Divide the class into two or more teams. Give them a new word from the unit.
- The first team to make up a good, correct sentence using the word wins a point.
- Continue with other words.

Conversation practice

Activity 1

- 1 Explain that Jack and Holly are talking together.
- 2 Give the class a moment to look at the photos and to read the words in the boxes silently.
- 3 Ask: *What do the photos show?* Elicit answers, e.g. *hobbies, out of school activities, clubs*, etc.

4 Ask what the words in the boxes are about. Elicit, e.g. *school subjects, schoolwork and tasks*.

5 Ask: *What do you think Jack and Holly are talking about?* Elicit students' suggestions.

Activity 2

- 1 Play track 1.23. Students listen.
- 2 Ask how well they predicted what the conversation was about.

Audioscript

Track 1.23 Activities 2 and 3

Holly: How much time do you spend on your schoolwork, Jack?

Jack: I spend loads of time on it. I'm always busy. I don't know about you but I get masses of homework.

Holly: So do I. Far too much in my opinion. I always have compositions to write and presentations to prepare. And they expect us to do so much reading!

Jack: I know! It never stops. And on top of all that there are tests and exams. I spent all Sunday revising for a science test.

Holly: Poor you. What's your worst subject?

Jack: I don't know. I'm quite good at all of them – except French. That's hard. I have private lessons at home twice a week.

Holly: Really? Extra lessons at home? How horrible! My worst subject is maths. We've got a test tomorrow.

Jack: Have you revised for it?

Holly: Not really. I haven't had much time. I went to the shopping centre with my mum this morning and then I watched TV. There was such a good film on. Did you see it?

Jack: No! I had to study for an English test tomorrow. I had to learn a long poem – by heart!

Holly: You seem to spend all your free time doing homework.

Jack: No ... I do other things, too. I go swimming a couple of times a week and I've just taken up the guitar. I love music.

Holly: So do I. I spend ages listening to my CDs. Music and dancing – that's what I like. Revising for maths tests – that's what I don't like.

Jack: Neither do I but it's got to be done. There's no escape!

Activity 3

- 1 Read out the task.
- 2 Play track 1.23 again. Students listen and decide on the answer.

Example answer

Jack works harder: he was revising on Sunday, he has extra lessons twice a week.
Holly was at the mall instead of revising for a maths test.

Activity 4

- 1 Students work in groups and discuss the topic.
- 2 Remind them to use the vocabulary boxes and the photos to give them ideas as well as the conversation they have just listened to.

Listening comprehension

Activity 1

- 1 Point out the photo. Ask students who they think the adults are: **Laura's parents**.
- 2 Ask: *What do you think this conversation might be about?*
- 3 Play track 1.24. Students listen to find out if their prediction was right.

Audioscript

Track 1.24 Activities 1 and 2

Dad: Now Laura, about this project you're working on ...

Laura: Please don't make me give it up.

Mum: It's taking up too much of your time, Laura. You're starting to neglect your studies.

Laura: No, I'm not. I'm working really hard at my school and I get all my homework done.

Dad: You spend far too much time on the internet.

Mum: As soon as you come home from school, you're on the computer ...

Dad: Getting emails from some boy in Russia.

Mum: Sending emails to some girl in Thailand. Honestly!

Laura: But the project is fascinating. And it's really educational. I'm learning so much about life in other countries.

Dad: I'm sure you are but you need to focus on your studies.

Mum: You've got to concentrate on your schoolwork – especially science. If you're going to be a doctor ...

Dad: Or a lawyer ...

Mum: Yes, a doctor or a lawyer, you have to get the very best marks in your exams.

Laura: But I don't want to be a doctor or a lawyer.

Dad: Nonsense! They're both excellent professions.

Laura: Maybe – but not for me. That's not what I want.

Mum: So what do you want, Laura?

Laura: I want to make films. I want to be a film director.

Dad: A film director?

Mum: Really, Laura, you have the most ridiculous ideas.

Laura: There's nothing ridiculous about that!

Dad: That's enough, Laura. I'm not going to change my mind.

Mum: I'm sorry, Laura, but there's nothing more to say on the matter. You're giving up the project and that's that.

Laura: Oh! It's not fair!

Activity 2

- 1 Give the class a few moments to read the questions.
- 2 Point out that in question 8 they need to remember who said each of these sentences.
- 3 Be prepared to play the track again for students to complete this question.
- 4 Play track 1.24 again.
- 5 Students listen and note answers. Tell them just to write the answer, not to try to write full sentences. Encourage them to answer question 8 as best they can on the second listening.
- 6 Check answers.

Answers 1 the project 2 her studies 3 goes on the computer 4 it's educational, she's learning about life in other countries 5 a doctor or a lawyer 6 film director 7 No 8 aM bM cL dD eM fL

WB: Individual speaking (WB p60)

- 1 Explain that students are going to talk about keeping a balance between schoolwork and studies.
- 2 Tell students to look at WB p60. Explain that ideas are given to help them. If they answer the questions it will help them to write a presentation with an organised structure.
- 3 Point out the suggested start and ending. Again, encourage students to use their own ideas if they prefer.

WB: Listening and speaking (WB p60)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for expressions from the grey box.

WB answers

Exercise 1

Holly: homework

Jack: masses of

Holly: So do I, in my opinion, to write, to prepare

Jack: revising, test, on top of all that, by heart

Holly: Poor you!, free time

Jack: a couple of, taken up

Holly: Really?, hobby

WB: Check-out 6 (WB p61)

Students complete this page as an independent task 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 to go through the page with all students and make sure that independent Writing has been completed.
- 3 Ensure that all students have presented their individual speaking task.

Check-out 6 as a complete lesson

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

- go through the answers with the class
- remind them if they get a lot of incorrect answers they must look at the unit again in their own time
- take in the completed autobiographical writing.

Unit 6 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion. Ask: *Is it difficult to keep a balance between schoolwork and hobbies? What should you do if one or the other is taking up too much time?*

Check-out 6 answers

Reading 1 India, honey 2 autobiography

Vocabulary surface

Looking at language

- 1 Dictionary work: belief (n), believably (adj), unbelievably (adv)
- 2 Spelling: a castle b whistle
- 3 Language development: that it is important to do some exercise every day
- 4 childhood

Grammar 1 When / As soon as / After; before
2 a So have I. b Neither/Nor did I. 3 do up, do without

Writing 1 first, past, facts, details, felt, thought

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 pp62–63)

WB answers

Exercise 1

- 1 Anna told Nina that she hadn't (had not) read much science fiction but her brother had just given her his CD of *Jurassic Park*.

- 2 Nina replied that she had got *The War of the Worlds* from the library the week before but she hadn't (had not) read it all yet.
- 3 Anna informed Nina that her sister had read that book and she had had to study it for an exam.
- 4 Nina explained that she'd (she had) read four chapters and she hadn't (had not) found the book easy but she added that she'd (she had) enjoyed reading it.

Exercise 2 1 little, a few 2 a little 3 little, few
4 the least 5 fewer, less 6 the fewest

Exercise 3 1 got, told 2 arrive, will go 3 clean, go
4 did ... know, had 5 will tidy, comes 6 was writing, were talking 7 rings, will be

Exercise 4 1 Neither can I. 2 So have I.
3 So must I. 4 Neither will I. 5 Neither do I.
6 Neither did I. 7 Neither have I. 8 Neither should I.

Exercise 5 1 So is ours. 2 Neither (Nor) will Dan.
3 Neither (Nor) have her cousins. 4 Neither (Nor) must his brothers. 5 Neither (Nor) do our parents.

Exercise 6 1 earthquake 2 spacecraft 3 starlight
4 keyboard 5 overcoat

Exercise 7 help (v), helpful (adj), helpfully (adv), unhelpfully (opps adv)
product (n), unproductive (opps adj), productively (adv), unproductively (opps adv)

Exercise 8 1 sympathetic 2 oxygen 3 sign
4 rhythm 5 silky

Exercise 9 1 bustle 2 listen 3 fasten 4 lesson
5 wrestle 6 massive 7 castle

Exercise 10 Are you going fishing?

Exercise 11

- 1 Hardly believing what he saw, the archaeologist held the small statue that he had just found.
- 2 Running across the grass, Ben tried to remember what his football coach had told him.

Exercise 12 neighbourhood, transformed

Exercise 13 takes after

Exercise 14 do away with

Questions, questions

In this unit, students:

- read and understand an extract from a detective story
- develop a close understanding of the style, features and vocabulary of the story extract
- learn about words with two or more meanings; spell words ending in -ous or -ious; investigate direct speech in fiction
- study and practise object pronouns, possessive pronouns, indirect pronouns; possessive adjectives
- study and practise reflexive pronouns for the person and for emphasis; practise using make or do
- write an investigative interview
- listen to a conversation about environmental disasters
- make a short individual presentation about an environmental disaster

Lesson 1 Check-in; Reading SB pp67-69

Lesson aims

- to prepare for the topic of detective fiction and other aspects of work in Unit 7 through the Check-in page
- to read and gain a general understanding of an extract from a detective story

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 7 vocabulary list (p139)

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

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

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

Ask: *What is happening in the picture on the left? someone is taking a picture using a special lens*

Ask if they know which character the man represents: *Sherlock Holmes*. What is he holding? *a magnifying glass*
What is shown in the picture on the right? *a fingerprint*

Check-in

- 1 Read the two statements about detective fiction.

Task box Elicit that Arthur Conan Doyle's famous detective character was Sherlock Holmes (in the picture above). Students should have been able to find this out, even if they have not heard of the author or character. Elicit other fictional detectives the class knows of. Ask different individuals if they would be good detectives.

- 2 Read the last statement.

Reading

- 1 Read the statement.

Task box Elicit students' ideas about security officers at airports, e.g. *to check who is coming into and leaving the country, to look out for criminals*, etc.

- 2 Read the second statement.

Task box Ask students for their ideas, e.g. *What is in your bag?*, etc.

- 3 Read the next statement.

Task box Students should know that the purpose of an interview is to find out information.

- 4 Check the new words with the class.

Looking at language

- 1 Read through the work that will be covered.
- 2 Ask if anyone can think of a word that has at least two meanings, e.g. *table - a piece of furniture, a chart containing figures or other information*.

Task box Elicit that speech marks are needed to show direct speech.

Grammar

- 1 Read the information about Grammar.
- 2 Ask the class if *make* or *do* is used with *homework*.

Writing

- 1 Read about the writing features and interviews.
- 2 Ask in what other situations interviews happen. Students should be able to mention several, e.g. *news reporting*, etc.

Listening

Read out the listening work that will be covered.

Task box Elicit that oil spills happen where oil is taken out of the ground and across the oceans where it is transported. They may have heard of ships that have been damaged or sunk and have released oil into the ocean.

Speaking

- 1 Read the information about Speaking.
- 2 Explain that this task will give them the opportunity to do research and choose their own material to present.

Reading: A desert map SB pp68–69

Before Reading

Pre-reading questions

- 1 Is there much conversation in this story? **Yes**
- 2 How do you know? **because a lot of lines are punctuated with speech marks**
- 3 Why do you think there is a lot of speaking? **because the main character is being interviewed which means asking questions and getting answers**

Reading

- 1 Read the text to the class or play track 2.01.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text. Elicit answers. Refer the whole class to the text to check details, if necessary. Use the following questions or any of your own:

- 1 Where does this part of the story take place? **at the airport**
- 2 Who has Luke come to visit? **his father**
- 3 What job does Luke's father do? **he's a cameraman**
- 4 What was taken away from Luke when he arrived at the airport? **his passport**
- 5 What did Luke tell the officer was in his bag? **a map**
- 6 What was unusual about the map? **It had ancient secret burial sites marked on it.**
- 7 Where had Luke's sister bought the map? **in a second-hand bookshop**

Reading practice

- 1 Ask different students to read sections of the text aloud while the rest of the class follows.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.

Homework

Listen again and re-read the story carefully. Check meanings again as necessary.

Lesson 2 Reading comprehension SB p70

Lesson aims

- to re-read A desert map (I) in full (II) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the story

SB skills: reading for detail; guessing meanings from context; vocabulary; critical thinking

WB practice: identifying speakers of sentences; sequencing events; identifying verbs to do with speaking

EPB link: Test 5, Reading Q2

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

- | | | |
|------------------|------------------|------------------------|
| ▶ Warm-up – 3 | ▶ Activity 2 – 8 | ▶ Vocabulary check – 5 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 8 | ▶ Your views – 3 |
| ▶ Activity 1 – 8 | | |

Warm-up

Ask students to think of five different groups of people who use maps. They may do this in pairs or small groups. They should be able to think of five, e.g. **travellers, tourists, explorers, geologists, soldiers, lorry drivers, archaeologists.**

Before starting this page, read A desert map again or play track 2.01.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the story.
- 2 Elicit oral answers from the class.
- 3 Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 open his suitcase
- 2 the desert
- 3 that the officer should speak to Luke's father
- 4 because he had a few questions (that he wanted to ask)
- 5 for the summer holidays
- 6 desert wildlife
- 7 ancient secret burial sites
- 8 zoology
- 9 it is for second-hand books
- 10 keep it

Activity 2

- 1 Students work in pairs.
- 2 Tell them to find each phrase and read the sentence where it occurs before they match.

- Point out the speech bubble.
- Give them a time limit, then check answers together.

Answers weave a way 4; tip-off 5; immigration control 1; security officer 2; second-hand 3

Activity 3

- Students work in small groups. Tell them all to note the different points in their answers.
- Go through the questions before they discuss in groups.
- For question 2, tell students to note down evidence from the story that they think describes how Luke felt.
- Tell them that question 3 requires them to use their own ideas.
- The answers to questions 4 and 5 are not in the text. They will have to predict what might be going to happen next in order to answer why certain things happened in the story so far.

Example answers

- Students should be able to work out that the officer wants to know if Luke is responsible for and knows about everything that is in the bag.
- During the interview, Luke felt nervous. He stammered and spoke hesitantly. He started sweating. He felt guilty and afraid. He mumbled and felt nauseous.
- Accept answers which suggest students have tried to put themselves in Luke's position and think about how they would feel.
- The answer to this question depends entirely on students' ideas, and so long as what they suggest does not conflict with the extract, anything is possible, e.g. *The officer might think they will find out more if they let Luke go but follow him.*
- Students' own ideas, e.g. *They are going to follow Luke and see what he does with the map.*

Vocabulary check

Students may do this work in pairs or small groups. Remind them to check the words in the text as some of them can be more than one word class.

Answers

verb: escort, stammer, mumble, aim for, snap, panic, sort out, suggest, relax, gulp, raise, insist
noun: viper, passport, tone, determination, protest, highway
adjective: hostile, even, guilty, feeble, assertive, nauseous, burial, deserted, weird
adverb: hesitantly, sharply, abruptly, attentively

Your views

- Ask the questions and elicit some immediate oral responses.
- Each student should also write their own response as an independent homework task.

- Explain to the class how much you require them to write.

WB: Reading comprehension (WB p64)

Vocabulary check

Your views personal response

- Check that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1 1 the second officer 2 Dad 3 Dad
4 the first officer 5 Luke 6 Dad 7 the first officer
8 Luke 9 the second officer 10 the first officer

Exercise 2 j1 d2 l3 g4 c5 i6 k7 f8 a9
e10 b11 h12

Miranda bought a map in a second-hand bookshop. She gave the map to Luke. Luke arrived at the airport. His passport was taken away at immigration control. He was taken to an interview room. A security officer asked him some questions. He looked at the map silently. A second man asked some more questions. Abruptly, he let Luke go. Luke told his father what had happened. Luke's father thought it was interesting. There was a reason why they let Luke keep the map.

Exercise 3 stammer, mumble, suggest, gulp, hiss, exclaim, snap, enquire, explain

WB: Vocabulary (WB p65)

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.

WB answers

Exercise 1 1 sort out, panic 2 relax 3 raise, aim for
4 escorted

Exercise 2 1 feeble 2 hostile 3 deserted 4 even
5 sharply 6 tone 7 abruptly 8 nauseous 9 protest

Exercise 3 1 determination 2 hesitantly
3 attentively 4 assertive

Exercise 4

verb	noun	adjective	adverb
assert	assertion	assertive	assertively
attend	attention	attentive	attentively
determine	determination	determined	determinedly
hesitate	hesitation	hesitant	hesitantly

Exercise 5 1 attention 2 hesitated 3 determined
4 assertively 5 determination 6 attentively 7 assertive
8 hesitantly

Lesson 3 Looking at language SB p71

Lesson aims

- to investigate words with two or more meanings in a dictionary
- to investigate words with endings -ous and -ious
- to find out more about direct speech in fiction

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

WB practice: definitions; sentence composition; adding suffixes; meanings of reporting verbs; dialogue completion using reporting verbs; punctuating direct speech

EPB link: Test 5, Grammar and Vocabulary Q4, Q5

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

- Warm-up - 5
- A Dictionary work - 10
- B Spelling - 10
- C Language development - 15

Warm-up

Divide the class into pairs or small groups. Ask them to write down and spell correctly words that they learned in the first half of the book, e.g. essential, revision, choice, royal, section, rough, adventure, reserve, cycle, whistle.

A Dictionary work

Read the information about words with more than one meaning. Go through the example entry with the class. For the third definition, explain that a person who is a chairman to an organisation, is known as an officer of that organisation.

Activity 1

- Let students do this work in pairs.
- Remind them it is essential to look at the word in context in order to be sure which meaning is used.
- Give them a time limit then check answers together.

Answers 1b 2a 3a

Activity 2

Accept sentences that make clear the following meanings:
 eighth: (1) one eighth part (2) number eight in order
 gown: (1) a long dress (2) clothing worn by hospital patients
 nursery: (1) a place where small children are looked after (2) a place where plants are grown for sale
 painter: (1) a person who paints buildings (2) an artist

B Spelling

Read the information in the spelling box. Make sure students understand all the words used as examples.

Activity 1

- Students may do this work in pairs.
- Make sure they understand all the words in the acrostic and all the words they form.

Answers 1 ridiculous 2 carnivorous 3 famous
4 mischievous 5 glamorous 6 mountainous

Activity 2 منديات صقر الجنوب التعليمية

Students make sentences using three of the -ous words they have made.

C Language development

- Read the first information point and example about using said.
- Read the second information point and the sentences.
- Check everyone understands whisper and sob.

Activity 1

Ask students to write next to the sentences the adjectives they think best describes each speaker, judging by the reporting verb.

Answers 1 scared 2 annoyed 3 unhappy

Activity 2

Ask volunteers to read the sentences with the kind of expression that the reporting words suggest.

- Read the three information points about reporting verbs.
- Ask the class: How are the reporting verbs useful if you are reading a story aloud? Elicit that it gives the reader some idea as to how the direct speech should sound.
- Ask: How are the reporting verbs useful if you are reading silently? Elicit: They help the reader to imagine how the character is speaking.

Activity 3

Read out each verb and ask the class: forceful or hesitant?

Answers

snap - forceful; mumble - hesitant; insist - forceful;
stammer - hesitant

Activity 4

- Choose two expressive readers and ask one to read the first sentence and the other the second, using the expression indicated by the reporting verbs.
- Read the information point.

Activity 5

- Ask the question. Students should readily agree that the officer is more powerful in the conversation.
- Read the information point.

Activity 6

Choose two more or the same expressive readers and ask one to read the first sentence and the other the second sentence with the expression indicated by the reporting verbs.

Activity 7

Ask the question. Students should realise that Meg appears more powerful than the officer.

WB: Looking at language (WB pp66–67)

This work should be done as an independent homework task. Remind them to have their dictionaries when they do this page.

WB answers

Dictionary work

Exercise 1 Students' own sentences

Exercise 2 Students' own sentences

Spelling

Exercise 1 1 adventurous 2 various 3 ceremonious
4 victorious 5 furious 6 perilous 7 industrious
8 studious 9 harmonious

Exercise 2 1 hideous 2 gorgeous 3 courteous
4 righteous 5 spontaneous

Language development

Exercise 1 1 snap 2 suggest 3 mumble 4 insist
5 stammer 6 exclaim 7 assert 8 whisper

Exercise 2

Different answers are possible in these dialogues.
In A, the reporting verbs for Ben should be forceful and the verbs for Sam should be weak/hesitant.
In B the reporting verbs for both girls should be forceful.

Example answers

A shouted, mumbled, insisted, stammered, whispered, exclaimed
B shouted, exclaimed, asserted, insisted, shouted, snapped

Exercise 3

- "Oh, dear! I'll never pass this exam," Polly whispered/sobbed/mumbled, etc. unhappily.
- "We could go swimming tomorrow, couldn't we?" asked Harry.
- "What a horrible dress!" exclaimed/laughed/shouted, etc. Nina.

Exercise 4

- "Oh, no!" Polly screamed. "Look at this mess."
- "We'll have to clear it up quickly," Susie muttered.
- "Yes, we will," Polly agreed. "And it isn't even our mess," she grumbled.

Lesson 4 Grammar SB p72

Lesson aims

- to study and practise subject pronouns, direct object pronouns and indirect object pronouns through oral activities
- to study and practise possessive adjectives and possessive pronouns through oral activities

SB skills: reading; speaking; grammar accuracy

WB practice: using pronouns for direct/indirect objects; sentence completion using correct possessive adjectives and pronouns

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

► Warm-up – 3

► Activity 2 – 6

► Activity 4 – 9

► Activity 1 – 6

► Activity 3 – 9

► Activity 5 – 7

Warm-up

- Ask one or two students to read out their responses to Your views on p70.

Activity 1

1 Pre-reading questions

How was Luke feeling when the officer started to ask questions?

Do you think the officers were scary? Why or why not?

- Ask two or three students to read the text, a few lines each.
- After reading the text, point out the words in bold. Tell the class that many of these words are pronouns. Ask: What does a pronoun do in a sentence? Elicit: **It stands in place of a noun.**
- Tell the class it is important to understand which noun a pronoun refers to.

Activity 2

- Ask the questions to check understanding.
- Go through them orally.

Answers

- because he wanted to ask more questions
- to stay with his father
- He was filming wildlife in the desert.
- His sister, Miranda, gave it to him.
- in a second-hand bookshop
- The officers were asking him loads of weird questions.

Activity 3

Remember!

Go through the information in the box.
Ask volunteers to read the example sentences.
Go through the information about direct and indirect object pronouns.

Write one or two of the example sentences on the board. Ask students to tell you which words are the pronouns. Point out the sentences with the indirect object pronoun and point out the order in which it can appear in the sentence.

- 1 Point out the example. Ask a pair to read the sentences.
- 2 Let them work in pairs then check answers by asking pairs to read out the question and answer.

Answers

- 2 Yes, they showed it to her.
- 3 Yes, I sent them to him.
- 4 Yes, she bought them for us.
- 5 Yes, they recommended him for it.
- 6 Yes, I told it to them.

Activity 4

Remember!

Go through the lists and example sentences. Students should be familiar with these but need practice. Ask different students to read out the example sentences. Check the class understands and answer any queries.

- 1 Go through this activity with the whole class working together.
- 2 Elicit the complete sentence with the possessive adjective and check with the class that they agree.

Answers 1 our 2 its 3 my 4 your 5 his 6 their

Activity 5

- 1 Point out the first example.
- 2 Students work in pairs and take turns to ask and answer.
- 3 Check answers by asking different pairs to ask and answer while the others listen and look out for mistakes.

Answers 2 Yes, they're mine. 3 Yes, they're ours.
4 Yes, it's theirs. 5 Yes, they're hers. 6 Yes, it's yours.

WB: Grammar (WB p68)

These exercises are for independent homework. Check students understand the tasks.

WB answers

Exercise 1

- 2 Yes, he showed them to her.
- 3 Yes, I lent it to them.
- 4 Yes, she bought it for you.
- 5 Yes, they gave them to them.
- 6 Yes, she made it for us.

Exercise 2

- 2 The teacher told them a story.
- 3 Laura wrote him a letter.
- 4 My uncle bought us a DVD.

- 5 Joe lent her his camera.
- 6 Jane gave it a carrot.

Exercise 3 2 her 3 our 4 their 5 my 6 its

Exercise 4 1 hers 2 theirs 3 yours 4 his 5 ours

Lesson 5 Grammar in use SB p73

Lesson aims

- to listen to, read and understand a short conversation about an oil disaster
- to understand and practise reflexive pronouns
- to understand and practise phrases with *make* or *do*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: gapfill; writing sentences with reflexive pronouns; choosing the correct phrasal verb

EPB link: Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 3 | ▶ Activity 3 – 7 | ▶ Activity 5 – 6 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 7 | ▶ Grammar extra – 6 |
| ▶ Activity 2 – 6 | | |

Warm-up

- Ask the class to name natural disasters that people cannot prevent, e.g. **volcanic eruption, earthquake**.
- Ask them to name disasters that happen as a result of human action, e.g. **oil spills, desertification, forest fire**, etc.

Activity 1

- 1 Point out the characters and the project note.
- 2 **Pre-listening questions**
How is this conversation happening? **online**
Who are involved in this conversation? **Holly, Jack, Brad**
Where is Brad? **Vancouver**
- 3 Play track 2.02. Students listen and follow in their books.
- 4 Point out the pronouns and remind them there are two different purposes for these pronouns that they will study during the lesson.

Activity 2

Ask the questions to check understanding.

Answers

- 1 Vancouver, Canada
- 2 pollution of the oceans
- 3 because it was his idea

- 4 an oil tanker
- 5 It hit some rocks and spilled oil into the ocean.
- 6 in 1989 off the coast of Alaska
- 7 He helped with the clean-up operation.
- 8 that Holly and Jack speak to his father themselves

Remember!

Go through the information in the box now if you wish.

Activity 3

- 1 Go through this activity with the whole class.
- 2 If there is any difficulty, refer students to the *Remember!* box.

Answers 1 herself 2 themselves 3 yourself
4 itself 5 myself 6 ourselves 7 himself 8 yourselves

Activity 4

- 1 Go through this activity with the whole class.
- 2 Refer back to the *Remember!* box if necessary.

Answers 1 himself 2 myself 3 herself
4 yourselves 5 itself 6 themselves

Activity 5

Remember!

Go through this box now if you have not already done so.

Ask students to find the reflexive pronouns in the dialogue.

Grammar extra (SB p129)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask the class to look at all the sentences silently.
- 2 If you wish, students may complete the activity in pairs or groups. Then check answers together.

Answers 1 had done 2 Make 3 does
4 do 5 made

Picture

Ask the class to think of a sentence for the picture.

Example answers He's done something wrong. He didn't do as he was told. He didn't do his best.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p69)

These exercises should be completed independently as a homework task. Make sure students understand the tasks.

WB answers

Exercise 1 1 himself 2 themselves 3 yourselves
4 ourselves 5 myself 6 yourself

Exercise 2

- 1 She is looking at herself.
- 2 It is washing itself.
- 3 They are enjoying themselves.
- 4 He has hurt himself.

Exercise 3

- 2 We designed them ourselves.
- 3 I wrote it myself.
- 4 No, you must do it yourself.
- 5 The students painted it themselves.

Exercise 4 1 make 2 has ... done 3 made 4 do
5 did

Lesson 6 Writing SB pp74-75

Lesson aims

SB

Stage 1: to investigate the features of the detective genre with particular emphasis on *dialogue*

Stage 2: to work collaboratively on the next episode of the story where Luke 'questions' his sister about what she knows

WB

Stage 3: to write an episode of the story where Luke's sister 'questions' the man who sold her the map

SB skills: narrative writing with dialogue

WB practice: writing a narrative with dialogue independently

EPB link: Text 5, Writing

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

► Warm-up - 5

► Stage 2 - 20

► Stage 1 - 10

► Stage 3 - 5

Warm-up

Ask one or two pairs to read their dialogue from WB p60.

Stage 1 Features of detective writing

- 1 Read through the Information box with the students.
- 2 Discuss the term *detective story*.

► Plot and setting

Read about the first writing feature. Check that students understand the terms *plot* and *setting*.

Activity

Students go back to the reading passage to discuss it in terms of plot and setting.

Example answer

the **plot** – what happens? Luke arrives at the airport. He is taken to an interview room and questioned by two officers about the map he is carrying with him. The second officer appears to believe that Luke does not know about the markings on the map and lets him go. Luke's father is curious as to why they let him keep the map.
the **setting** – where does it happen? in an interview room at the airport and in Luke's father's car

► Character and dialogue

- 1 Read the first sentence.
- 2 Read the next sentences about dialogue and the first officer.
- 3 Read the examples from the story.
- 4 Ask: Why do you think what a character says helps a reader to know what sort of person that character is?

Activity

- 1 Students go back to the reading passage to discuss impressions of the characters through dialogue.
- 2 Remind students to look at the examples that are given to help them discuss their impressions of the characters.

Example answers

the first officer: he is not friendly or helpful.

Evidence: *The man's eyes narrowed. / ... looked at it silently*

Luke: is nervous and frightened. He feels more confident when the second officer takes over and smiles at him.

Evidence: *... break into a sweat / He had no reason to feel guilty or afraid but he felt both*

the second officer: appears more friendly than the first.

Evidence: *he smiled again / enquired in a friendly tone / smiled at Luke encouragingly*

► Synonyms for said

Read about the third writing feature.

Activity

Ask a volunteer to read the first five lines of the extract using **said** instead of the author's words. Discuss the differences.

Example answer

Students should realise that only using **said** gives very little impression of character but the original reporting words tell the reader how the characters are behaving.

► Punctuating direct speech

- 1 Read about the fourth writing feature.
- 2 If this is a particular weakness of the students, do some practice work on the board covering the variations.

Ask individuals to punctuate:

I like reading detective stories said Ben. "I like reading detective stories," said Ben.

Ben said I like reading detective stories. Ben said, "I like reading detective stories."

I like reading Ben said especially detective stories. "I like reading," Ben said, "especially detective stories."

Activity

Students punctuate the sentences.

Answers

- 1 "I think that's the boy we're looking for," said the first officer.
- 2 "Who is he?" asked the second officer.
- 3 "His name's Luke Terry," he replied. "He's seventeen and from London."
- 4 The second officer smiled. "I think we better ask him some questions."

► The interview

- 1 Read about the fifth writing feature.
- 2 Ask students for examples of *interviews*, e.g. **for a job**, etc.
- 3 Ask if anyone has ever had an interview.

Activity

Students go back to the reading passage to discuss the purpose and the outcome of the interview.

Example answers

- 1 They want to know if Luke is involved in marking the secret burial sites on the map and if he has come to find them.
- 2 The impression given is that he really doesn't know about them.
- 3 The impression given is that he is still not convinced that Luke is telling the truth.
- 4 Perhaps they will follow Luke and his father to see what they do and who they meet.

Stage 2 Writing together

Read out the task box and ensure the students understand it. Remind students that the story extract they have read is written in the third person and past tenses, so they must write the next episode in this way.

Things to think about.

- 1 Read the first two questions. Ask the class to suggest Luke's feelings and how he will begin the conversation. Write Luke's opening sentence on the board.
- 2 Read through the questions Luke asks his sister. Write them on the board with a space below each question.

- 3 Read the question about how Luke is feeling and Miranda's response to him.
- 4 Ask students to add a synonym for *said* after the first question, e.g. "Miranda, did you put any marks on the map before you gave it to me?" Luke inquired.
- 5 Ask what Miranda's answer to the first question should be, e.g. "Marks on the map? No, why should I?" Miranda snapped, or "Oh, yes, they're strange, aren't they?" replied Miranda.
- 6 Continue to add synonyms for *said* to Luke's questions.
- 7 Add more answers from Miranda so Luke has all the information.
- 8 Read through the questions and answers. Does the reader get a clear impression of how Luke is feeling and how Miranda is reacting? Can they improve their vocabulary choices so that these are clear to the reader?

Remember!

Read the box with the students.

Does the dialogue show how much Miranda knows?

Have they chosen vocabulary carefully so the reader knows how Luke is feeling and how Miranda reacts?

Have they used synonyms for *said*?

Have they punctuated the direct speech correctly?

- 9 Ask students if they can improve the writing in any way before you ask one or more volunteers to read the conversation aloud.

Stage 3 WB: Individual writing (WB p70)

- 1 Read the information box and explain that students are going to write the conversation between Miranda and the shopkeeper.
- 2 Explain to the class that they must continue to write in the third person and past tenses.
- 3 Point out the list of questions.
- 4 Point out the spaces for students to make notes in response to the questions. Discuss a possible paragraph plan.
Beginning: Miranda arrives at the bookshop. How is she feeling? Does she know what she is going to say?
Middle: How does Miranda greet the bookshop owner? What questions does Miranda ask?
End: Miranda leaves the bookshop thinking about what she has learned and what she is going to tell Luke.
- 5 Point out the Useful vocabulary box and ask students to use some of these words and ideas of their own.

Note: Remind students again that they must begin a new line each time a different person speaks.

- 6 Remind students to check the Remember box when they have written a first draft.
- 7 Remind students to write a final corrected copy to hand in.

Assessment

In assessing the task, look for:

- characterisation through what Miranda and the bookshop owner say and how they say it
- use of synonyms for *said*
- correctly punctuated direct speech.

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 groups
- to listen to a monologue by a TV presenter for gist and detail
- to prepare and deliver a presentation about an environmental disaster

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

WB practice: dialogue completion; preparation for an individual spoken presentation

EPB link: Test 5, Listening Q2; Speaking Q1, Q2

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

► Warm-up - 4

► Conversation practice - 18

► Listening comprehension - 10

► Individual speaking - 8

Warm-up

Divide the class into two or more teams. Say a word. The first team that can give a correct, sensible sentence using the word wins a point.

Conversation practice

Activity 1

- 1 Explain that Jack and Holly are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: What four events are shown in the photos? *oil spill, volcanic eruption, flooding, earthquake practice*
- 5 Ask: What are Jack and Holly talking about? *the kind of natural events that can happen and the damage they do*

Activity 2

Play track 2.03. Students listen and check their predictions.

Audioscript

Track 2.03 Activities 2 and 3

Jack: What are you thinking about?

Holly: Environmental disasters. They seem to happen all the time, don't they?

Jack: Well, they seem to happen quite often, yeah.

Holly: That oil spill in Alaska was awful, wasn't it? It did terrible damage to the coast.

Jack: Not to mention the wildlife. Animals just couldn't cope with that level of pollution.

Holly: Those poor birds with their feathers completely covered in oil ... So many died ...

Jack: And lots of animals died because they ate the oil – their food was contaminated.

Holly: It's so depressing. We do terrible things to our planet.

Jack: Well, I know the Exxon Valdez disaster was a man-made disaster but don't forget, natural disasters happen, too.

Holly: Like volcanoes erupting ...

Jack: When that happens, it's no one's fault. It just happens.

Holly: How frightening ... Imagine all that red-hot lava coming towards your village. Terrifying!

Jack: There was that volcanic eruption in Iceland a few years ago, do you remember? No one was hurt but there was a massive ash cloud.

Holly: That's right! And planes couldn't fly over Europe for days and days because the ash was dangerous for their engines.

Jack: Then there are floods, too. Sometimes there's so much rain that rivers burst their banks.

Holly: But floods can be man-made disasters, too. Sometimes if too many trees are cut down, especially on hills and mountains, the rain can wash away the soil and the water can't sink into the ground. So it just runs down the mountain and causes flooding.

Jack: Oh, I see. I didn't know about that. But something like an earthquake – that's never man-made, is it?

Holly: I can't think of anything more terrifying. Imagine your house starting to shake.

Jack: Ugh ... horrible. And if they're severe, earthquakes can cause terrible loss of life.

Holly: I don't want to think about this any more. It makes me too upset. Sorry ...

Activity 3

- 1 Read the task.
- 2 Play track 2.03 again. Students listen and note answers.

Answers

man-made: oil spills, flooding
natural: volcanic eruption, flooding, earthquake

Activity 4

- 1 Students discuss in groups.
- 2 Go around listening as they speak.

Listening comprehension

Activity 1

- 1 Explain the task. Point out the photograph and explain that it shows the ship, the Exxon Valdez.
- 2 Play track 2.04. Tell students to listen carefully.

Audioscript

Track 2.04 Activities 1 and 2

At twelve minutes past nine on the evening of the 23rd of March, 1989, the oil tanker Exxon Valdez set out from the port of Valdez, Alaska. Bound for Long Beach, California, the ship was carrying 55 million gallons of oil. There were a number of small icebergs floating in the bay that evening. In order to avoid them, in order to avoid an accident, the captain of the ship, Joseph Jeffrey Hazlewood, decided to follow a different course from usual. Three hours later in the early hours of the 24th of March the Exxon Valdez ran onto rocks. Immediately, the oil the ship was carrying started to pour out into the cold, clear Alaskan sea.

It did not take long for the sticky black oil to reach the shore and spread along the rocky coast. It has been estimated that more than half the ship's cargo – perhaps as many as 30 million gallons of oil – spilled into the ocean over the next days and weeks.

The clean-up operation started the day after the accident and continued for many months. During that time approximately 11,000 Alaskan residents worked along the coastline to try to restore the environment. However, the scale of the disaster was huge and progress was slow.

What did this accident mean for the wildlife of the area? It resulted in the deaths of between 100,000 and 250,000 seabirds, 2,800 sea otters, 300 seals, 250 eagles, 22 killer whales. Billions of fish eggs were destroyed. This resulted in a drastic reduction of fish in the area. Because of this, creatures such as killer whales, which fed on the fish, also died through lack of food. In the months that followed the accident, even more animals died through eating contaminated food or as a result of grooming feathers or fur which still held small amounts of oil. Over 20 years later, the region is still struggling to recover. Many people believe that the Exxon Valdez disaster was one of the worst man-made environmental disasters of all time.

Activity 2

- 1 Ask one or more students to read out the statements.
- 2 Check that they understand all the statements.
- 3 Play track 2.04 again.
- 4 Students listen and underline the mistakes.
- 5 Be prepared to play the track a third time for students to complete and check. Check answers together.

Answers 1 1998 (1989) 2 Alaska (Long Beach, California) 3 65 (55) 4 his usual course (a different course) 5 into an iceberg (onto rocks) 6 All the ship's cargo (more than half the ship's cargo) 7 Only a few (11,000) 8 half a million (100,000–250,000) 9 increase (reduction) 10 has managed to recover (is still struggling to recover)

Activity 3

- 1 Give students a few moments to discuss what they already knew about this event.
- 2 If all of the information is new, ask them what they found most surprising.

WB: Individual speaking (WB p71)

- 1 Explain that students are going to research and talk about another environmental disaster.
- 2 Tell students to look at WB p71. Explain that they should include all this information in their talk.
- 3 If students are confident speakers they may be able to talk for one to two minutes from notes without reading complete sentences. Other students will feel more confident if they have written down all the information as they need to say it.
- 4 Encourage all students to practise, especially those reading a complete text. Remind them to look up at the class as they read so their heads are not down in their book.
- 5 Point out that they need to think of their own beginning and ending for this presentation.

WB: Listening and speaking (WB p71)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise 1

Laura: erupted
 Ross: Really?, serious
 Laura: a couple, destroyed
 Ross: disaster, earthquake, remember?, Loads of, collapsed
 Laura: Thank goodness, loss
 Ross: floods, burst, banks
 Laura: on top of all that, spill
 Ross: pollution
 Laura: At least, natural
 Ross: tanker, man-made
 Laura: pretty

WB: Check-out 7 (WB p72)

Students complete this page as an independent task. They may do this for homework before the lesson and they should be asked to complete it easily.

Check-out 7 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities to go through the page with all students and make sure that Writing work has been completed.
- 3 Ensure that all students have presented their individual speaking task. Make plans for any that have missed this.

Check-out 7 as a complete lesson

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

- go through the answers with the class
- remind them that if they get a lot of incorrect answers they must look at the unit again in their own time
- take in completed stories with Miranda's interview of the bookshop owner.

Unit 7 Speaking

- 1 As students have done their own research for this talk, there should be a variety of different information.
- 2 If possible, allow a much larger number of students to make their presentations to the whole class.

Check-out 7 answers

Reading 1 his father 2 a map (of the desert)
 3 interview

Vocabulary mumble

Looking at language

- 1 Dictionary work: nursery
- 2 Spelling: mysterious, ridiculous
- 3 Language development: demanded, insisted, shouted, snapped

Grammar

- 1 his, it, him, himself, it, him
- 2 make, make, do, do, make

Writing

- 1 direct
- 2 "Where have you come from?" the officer asked.
- 3 Students' own answers

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 a magazine article expressing different opinions
- develop a close understanding of the opinions, their style and vocabulary
- learn more about words with two or more meanings; spell words ending in -ise, -ize or -yse; learn about pronouns
- study and practise reported questions
- learn the structure of and practise exclamations and result clauses
- collect and write different opinions about a subject
- listen to a conversation about losing things
- make a short individual presentation about an event when something important was lost

Lesson 1 Check-in; Reading SB pp77-79

Lesson aims

- to prepare for the topic of opinions and other aspects of work in Unit 8 through the Check-in page
- to read and gain a general understanding of a magazine article of different opinions

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 8 vocabulary list (pp139-140)

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

▶ Check-in - 10	▶ After reading - 10
▶ Before reading - 3	▶ Reading practice - 10
▶ Reading - 7	

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

Ask: *What are the people doing in these three pictures?* Students should be able to see that some people are talking and others are listening.

Ask the class if they have any idea where these pictures were taken. They should recognise the classroom at the top.

Explain that the photograph on the left is the Chamber of the House of Commons of the British parliament.

The large photograph shows a person addressing a small crowd at Speaker's Corner, at the edge of Hyde Park in London. It is an area where people can stand up and put forward their views.

Ask: *What other methods do people have for expressing their views?* Students should be able to suggest, e.g. *writing letters to newspapers or magazines, responding to websites*, etc.

Check-in

- 1 Read the statements about opinion.

Task box Ask around the class what things students feel strongly about.

Ask the second question. Answers may vary. Some students may disagree with brothers/sisters or other family members.

Ask students what their experience of opinions on websites is. If they don't send an opinion, do they read the opinions of others?

If your school holds formal debates or class debates, ask students if they have been involved in any way, either as a speaker or listener.

- 2 Read the last statement.

Reading

- 1 Read the first statement.

Task box Ask about text messaging. Are their messages important or do they just use messaging to keep in touch with friends?

- 2 Read the statement about the survey.

Task box Invite students to predict some views. Do they expect people to think it's a good thing or not?

- 3 Check the vocabulary list with the class.

Looking at language

- 1 Read about the dictionary work that will be covered.
- 2 Ask if they can think of two meanings for the verb *run*.
- 3 Read about the other work that will be covered.

Grammar

- 1 Read about the work that will be covered.
- 2 Ask the class if they can think of a phrasal verb with *make*.

Writing

Read about the writing features and opinions.

Listening

Read out the work that will be covered.

Speaking

- 1 Read the information about Speaking.
- 2 Ask the class if they often lose things or know someone who regularly loses things.

Reading: Text messaging – GR8 or not?

SB pp78–79

Before Reading

Pre-reading questions

- 1 Ask the class to look briefly at the two pages.
- 2 Ask the questions. Encourage students not to look back at the pages again very closely.
- 3 How many opinions are published in the article? Students should have noticed there are six separate sections.
Are the different opinions set out clearly? How are they made clear? They are set on different coloured boxes.
What impression do the cartoons give? Students' own ideas
Do they make the article more or less interesting? Students' own views
Can you predict what percentage of people will be in favour of text messaging? What is your prediction? Students' own ideas

Reading

- 1 Read the text to the class or play track 2.05.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

Note: A bee in my bonnet is a figurative expression – the literal meaning being to have a buzzing insect inside your hat (bonnet), i.e. a situation that is the focus of your attention.

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. It is important not to spend time on checking meanings in the lesson unless essential.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text.

Students should be able to answer broad 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, especially if there is disagreement about an answer.

Use the following questions or any of your own:

- 1 Which paragraph tells you about the two questions that people were asked in the survey? **the first paragraph**
- 2 What were the questions? **Do you use text messaging? What effect do you think it (text messaging) is having on the standard of English used by young people?**

Note: Elicit the questions from the class to check understanding of the magazine survey. The grammar aspect of the reported questions will be studied in the grammar lesson of this unit.

- 3 Did most people who answered the survey use text messaging? **No, just under half did.**

- 4 Did most people think it made the standard of English worse? **Yes, just over half did.**
- 5 How many of the opinions clearly think texting is bad? **three**
Which ones? **Anna, Aimee, Maria Ferreira**
- 6 How many clearly think it is good? **two** Which ones? **Ahmed Eid, Jiffen Patel**
- 7 Which opinion gives advice about how to deal with texting and young people? **Sara Evans**

Reading practice

- 1 Ask different students to read different views. Ask which view/s most students agree and disagree with.
- 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

Listen and re-read the magazine article carefully. Check meanings again as necessary.

Lesson 2 Reading comprehension SB p80

Lesson aims

- to re-read *Text messaging – GR8 or not?* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the magazine survey

SB skills: reading for detail; guessing meanings from context; adjectives; vocabulary; critical thinking

WB practice: identifying views; true/false; gapfill, definitions; personal response

EPB link: Test 5, Reading Q1

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

▶ Warm-up – 4	▶ Activity 2 – 5	▶ Vocabulary check – 3
▶ Re-reading – 5	▶ Activity 3 – 5	▶ Your views – 5
▶ Activity 1 – 5	▶ Activity 4 – 8	

Warm-up

- Ask the class to write on the board the short forms they most frequently use in texting in English or any other language.
- Ask individuals to say the full form of the short form. Ask if they can spell the words properly.

Before starting this page, read *Text messaging – GR8 or not?* again or play track 2.05.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the views.

- 2 Elicit short oral answers from the class. They should turn back to the text and scan it to find or check the content of the different opinions.

Answers 1 Maria Ferreira 2 Ahmed Eid
3 Jiffen Patel 4 Anna 5 Sara Evans 6 Aimee

Activity 2

- Students work in pairs. If they have checked the vocabulary for homework, they should find this task possible.
- As usual, remind them to:
 - think about the words they know in each phrase, or parts of words they know
 - look back in the text at the context of the phrase and try to match the sense of it to the correct definition.
- If they find one or two difficult, advise them to do those they can and return to the others that are not so obvious.
- Check answers by asking pairs to give the definitions.

Answers fully aware 2; teenage craze 5; worked up 1; ridiculous notion 7; bee in my bonnet 8; stock phrases 6; here to stay 4; rendered meaningless 3

Activity 3

- Again, students may do this work in pairs.
- Give them a time limit then check answers in the usual way.

Answers appropriate 2; problematic 3; advantageous 1; proficient 5; efficient 4

Activity 4

- Divide the class into small groups to discuss and note answers to these questions.
- Remind them to note evidence from the text to support their ideas where required.

Example answers

- a Anna is a teacher.
Evidence: 'many of my pupils' 'Fewer pupils'
b Ahmed Eid is the businessman.
Evidence: he writes about adult use and says text messaging is 'a recognised means of communicating in business'
- Students should note the following points:
feelings are expressed using face pictures so people do not use words to express them;
people also just use short phrases like gr8 because they are quick to write and they do not explain feelings in any detail.
- Advantages: quick and easy; good for exchanging information, making arrangements; is private; efficient
Disadvantages: bad effect on spelling; no punctuation; limited vocabulary use

- Sara Evans: she says it is a 'quick, efficient means of communicating' but has 'abbreviations, missing punctuation and odd spellings'

Vocabulary check

- Students find the words and read the sentence in which each one appears. If they are confident of the meaning they may pass on to the next word but remind them to check any they do not know.
- If you are short of time, set this as an extra homework task to be done before they do the first two WB pages of the unit.

Your views

- Ask the questions and elicit some immediate oral responses from around the class.
- If you wish, ask how many students agree or disagree with each opinion.
- Each student should write their own response as an independent homework task.
- Explain to the class how much you require them to write.

WB: Reading comprehension (WB p73)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1 1 Anna, Aimee, Maria Ferreira
2 Ahmed Eid, Jiffen Patel 3 Sara Evans

Exercise 2 1F 2T 3T 4F 5F

Exercise 3

- Text messaging does not improve spelling and punctuation.
- Adults use text messaging.
- Without punctuation, written English is not clear.

Exercise 4 1 communication 2 notion 3 norm
4 ability 5 vicinity

Exercise 5 1 good at it 2 working well 3 suitable
4 causing difficulties 5 likely to make something more successful

Exercise 6 Students' own ideas

WB: Vocabulary (WB p74)

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.

WB answers

Exercise 1 1 information 2 arrangement/s
3 communication 4 punctuation 5 conversation
6 abbreviation

Exercise 2 1 notion 2 difficult 3 responding
4 proficient 5 vicinity 6 abbreviations

Exercise 3 1 inappropriate 2 disappearing 3 quick
4 meaningless

Exercise 4 spelling, double letters, punctuation, capital letters, full stops, vocabulary

Exercise 5
part of speech
verbs: imagine, expressed, represent, analyse
nouns: norm, adults, bonnet, notion

Exercise 6 1 verb 2 noun

Exercise 7 Students' own sentences

Lesson 3 Looking at language SB p81

Lesson aims

- to investigate words with two or more meanings that are different parts of speech
- to investigate words ending in -ise / -ize / -yse
- to study and practise back-referencing using pronouns

SB skills: dictionary use; vocabulary development; spelling; use of pronouns

WB practice: completing a dictionary entry; using words as different parts of speech; gapfill; pronouns

EPB link: Test 5, Grammar and Vocabulary Q4, Q5

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

► Warm-up - 5 ► B Spelling - 10
► A Dictionary work - 10 ► C Language development - 15

Warm-up

Write up a few words with their word class and ask students to note down two different meanings for each word. They may do this in pairs or groups. Use these words or your own: match (n), head (n), work (v), stop (v).

A Dictionary work

Introduce the topic and read about dictionary work in Unit 7.

Information box Read through the box with the class. Go through the two entries. Point out the small numbers next to each entry that show there are two different definitions, one for each part of speech. Point out the different parts of speech and the definitions. Explain to the class that there are many words in English that have different meanings according to the part of speech that is used. Sometimes the meanings are related but sometimes they are completely different.

Activity 1

- 1 Students look up each word and note the parts of speech.
- 2 If possible, they should do this individually so that you can check how proficient individuals are at using a dictionary.
- 3 Ask individuals in the class for their answers.

Answers 1 coat: verb and noun 2 heap: verb and noun
3 rap: verb and noun 4 sketch: verb and noun
5 uniform: noun and adjective

Activity 2

- 1 Explain the task to the class and go through the example.
- 2 Students write sentences.
- 3 Ask several individuals to read out their sentences. Ask the rest of the class if the word has been correctly used.

B Spelling

Information box Read through all the information with the class. Ask students to read the examples if you wish. Point out the speech bubble.

Explain that American spelling usually uses -ize in the group of words which can end -ise or -ize. Modern English spelling tends to use -ise in this group.

Make sure they understand that some words end in -ise but -ize is not an alternative, e.g. advise, revise.

Activity 1

- 1 Let students work in pairs to do this activity.
- 2 If they are sharing dictionaries, they should take it in turns.
- 3 Check answers by asking different pairs to say the endings.

Answers 1 advise 2 paralyse 3 criticise/ize
4 enterprise 5 recognise/ize 6 surprise

Activity 2

Tell them to read the definitions and to try to guess meanings first, then check.

Answers improvise 3; emphasise 1; synchronise 2

C Language development

- 1 Read the two information points giving a brief revision of pronouns.
- 2 Ask a volunteer to read the sentence about the magazine.

Activity 1

Ask the question.

Answer the magazine

Read the information point.

Activity 2

- 1 Tell students to look carefully at the two sentences from the article they read and to answer the question.
- 2 Advise students to check their answer by reading the sentence and replacing the pronoun with the noun. If it makes sense, their answer is probably right. If it does not make sense, they may be wrong and they should think again.
- 3 Elicit the answers and check everyone agrees.

Answers 1 text messaging 2 punctuation

- 1 Read the information about missing pronouns.
- 2 Ask a volunteer to read the sentence.

Activity 3

- 1 Students discuss the answers to the questions in pairs.
- 2 Give them time to answer the three questions in full.
- 3 Check answers together.

Answers 1 it 2 Of course, many of my pupils are fully aware that 'b4' is fine in a text message but it is inappropriate in a piece of schoolwork. 3 It replaces the word: 'b4'

- 1 Read about missing nouns.
- 2 Ask a volunteer to read the sentence.

Activity 4

- 1 Ask the question.

Answer faces

- 2 Ask the class why they think sentences are written with some nouns and pronouns missing. They should realise that it makes writing quicker and more can be said in fewer words.

WB: Looking at language (WB pp75–76)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1

- foul (1) adjective
foul (2) verb 1 to break the rules of a game
2 to make something dirty
foul (3) noun an action in a game not allowed by the rules

Exercise 2

Students' own sentences

Exercise 3

- 1 limit, stop, telephone
- 2 young, adult, private

Spelling

Exercise 1 1 advertising, advertised 2 organising, organised 3 emphasising, emphasised 4 exercising, exercised

Exercise 2 1 prioritise 2 enterprise 3 emphasise

Language development

Exercise 1

- 1 their = the language and conventions of texting
- 2 the language and conventions of texting
- 3 they

Exercise 2

- 1 their = the students; its = the castle; they = the gates
- 2 their = the boys; they = the train tickets; their = the train tickets; they = the boys
- 3 their = Peter and James; he = the teacher; it = the text message; they = Peter and James; their = Peter and James; him = the teacher

Exercise 3

- 1 Our teacher started a discussion in class and it went on for ages because everyone was interested so *he/* *she* let us continue *it* in the next lesson.
- 2 I couldn't read the text message that my cousin sent me because *it* had no punctuation and *he/she* hadn't used any capital letters so without *them*, it was completely incomprehensible.

Lesson 4 Grammar SB p82

Lesson aims

- to read a short text with direct questions and reported questions
- to study the structure of reported questions and practise them through oral activities

SB skills: reading; speaking; grammar accuracy

WB practice: reporting questions with and without changing tenses

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

► Warm-up – 4 ► Activity 2 – 5 ► Activity 4 – 8
► Activity 1 – 5 ► Activity 3 – 10 ► Remember! – 8

Warm-up

- Ask two or three students to read out their responses to
- Your views on p80.

Activity 1

1 Pre-reading questions

When do we use direct questions most often? *in conversation*
When are reported questions used most often? *when telling someone what someone else asked*

Where would you read reported questions most often? *In news reports or magazine articles that are telling readers or listeners about things that have been said recently.*

- Ask different students to read out the speech bubbles.
- Ask three students to read a paragraph each.
- Ask: Which tenses do the direct questions use? Elicit: **present (and present continuous) and past tense.**
Which question uses the past tense? *How did business people ever manage without it?*

Activity 2

- Ask the questions to check understanding and practise the target language.
- Elicit oral answers.

Answers

- text messaging
- First they asked those taking part if they used text messaging.
- They wanted to know what people liked or disliked about it.
- They also asked whether text messaging should be banned in schools.
- Not everyone approved of text messaging. One teacher wondered if it was having a bad effect on her pupils' spelling. A lady asked why young people only used punctuation to draw little pictures.
- It is good for business people and it is private.

Activity 3

- Explain the task.
- Point out that it is not necessary to change any tenses because the reporting verbs use present tenses. If the question uses a present tense it is reported using a present tense. Likewise if the reporting question is in the present and the question uses the past tense, then when reported, it stays in the past tense.
- Read through the example with the class.
- Ask students to speak in pairs and check answers together.

Answers

- She is asking whether Billy speaks Spanish.
- Ross wants to know if Holly has lost her mobile.
- The teacher is wondering if Jack can finish his work.
- Holly is asking whether Laura saw the film.
- The teacher is asking where the students are.
- I wonder when the exam starts.

- Holly wants to know how Laura is feeling.
- The teacher wants to know where Laura went.
- Laura is wondering what that animal is.

Activity 4

- Point out that this time the reporting verbs are in the past tense so the reported question tense must change and other words may need to change.
- Go through the example with the class. Ask the class to identify the changes made when the question is reported in the past tense. Elicit: **is changes to was.**
- Go through the questions with the whole class.
- Ask a student to read the direct question and ask a volunteer to give the correct reported question.
- Check that everyone agrees with the answer.

Answers

- Brad asked Holly if she spoke French.
- Holly asked Ross what he was doing.
- Laura wondered how she could help.
- The boy wanted to know when the exam would start.
- Laura asked Ross whether he had finished his work.

Remember!

Go through the box with the class. Read through the examples and make sure students understand the changes.

In the second part of the box, point out the example reported questions that demonstrate the grammar points that are listed.

Remind them to think about word order.

WB: Grammar (WB p77)

These exercises are for independent homework.

Remind the class that when they write reported questions there is no question mark at the end.

Point out the speech bubbles at the bottom of the page. Advise them to check word order and look carefully at pronouns and possessive adjectives in the sentences.

WB answers

Exercise 1

- The teacher wants to know if the students have mobile phones.
- Laura is asking whether/if Holly sent a text message.
- I wonder where the professor lives.
- Jack wants to know what Ross bought at the mall.
- Laura's father is asking if she is neglecting her studies.
- The passengers want to know when the train will arrive.

Exercise 2

- 1 Professor Brown wanted to know if/whether Laura could return to the project.
- 2 The teacher asked what Laura was reading.
- 3 A journalist asked Holly why she went to New York.
- 4 Laura asked her father when his plane took off.
- 5 The mother wanted to know if/whether her son would pass his exams.
- 6 The supporters wondered if/whether their team was going to win.

Lesson 5 Grammar in use SB p83

Lesson aims

- to listen to, read and understand a short conversation about a computer problem
- to understand and practise exclamations
- to understand and practise phrasal verbs with *make*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: completing exclamations; ordering sentences; choosing the correct phrasal verb

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 - 7 | ▶ Activity 5 - 5 |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 7 | ▶ Grammar extra - 6 |
| ▶ Activity 2 - 5 | | |

Warm-up

- Lost consonants: write up some words with a consonant missing.
- Students try to guess the words. They may do this in pairs or groups.
- Give them a time limit then check ideas together, e.g. *picture, pattern, address, school, dictionary, backwards, production.*

Activity 1

- 1 Point out the picture of Holly.
- 2 **Pre-listening questions**
Where is Holly and what is she doing? *in her room, speaking on her mobile phone*
What has she got in front of her? *her computer*
How does she look? *upset*
What do you think the problem might be? Students' own ideas
- 3 Play track 2.06. Students listen and follow in their books.

Activity 2

- 1 Do the activity to check understanding of the situation.
- 2 Elicit short oral answers.

Answers 1F: She is in a panic. 2F: Ross is calmer.
3T 4F: She lost the work because she was in a rush.
5F: Laura can help.

Activity 3

Remember!

Go through the structures. Point out the different exclamations *How* for use with adjective/adverb and *What (a/an)* for nouns.

Ask different students to read out the examples.

- 1 Students may work in pairs to do this, taking turns to say the exclamation with the partner checking if it is correct or not.
- 2 Go around listening as they speak.
- 3 If you hear a lot of mistakes, be ready to go through the *Remember!* box again.
- 4 Check answers by asking individuals to say the complete sentences.

Answers

- 1 What interesting opinions!
- 2 What a fascinating survey!
- 3 How horrible!
- 4 How fast he drives!
- 5 What terrible punctuation!
- 6 What an exciting project!

Activity 4

Remember!

Go through the structures with *so*, *such*, *such a/an* with the class. Point out how *so* is used with adjective/adverb and *such (a/an)* with nouns.

Ask different students to read out the examples.

- 1 Students work in pairs and take turns to think of endings.
- 2 Check answers by asking different students to read their sentences.

Activity 5

Remember!

Read about *so*, *such*, *such a/an* in result clauses.

Ask different students to read out the example sentences.

- 1 Students work in pairs and write a sentence for each phrase.
- 2 Go around as they work and take note of any common mistakes.
- 3 If necessary, remind students to look back at the *Remember!* box to check their work.

Grammar extra (SB p129)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning.
- 4 Continue with the other sentences.

Example answers 1 understand 2 invented, thought of 3 to use what is available 4 escaped, got away 5 apologise, show she was sorry

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answers They can't afford a car so they'll have to make do with a bicycle.
The man made up an excuse for not buying a car.

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 p78)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 What a 2 How 3 What 4 What an 5 What 6 How

Exercise 2 Students' own ideas

Exercise 3

- 2 The team played so well that they won the match.
- 3 There was such heavy rain that the river burst its banks.
- 4 It was such a difficult question that I could not answer it.
- 5 Joe made so many terrible mistakes that his teacher became angry.

Exercise 4 1 made off 2 make out 3 make do with 4 make up for 5 make up

Lesson 6 Writing SB pp84–85

Lesson aims

SB

Stage 1: to investigate the features of writing which expresses *different* opinions

Stage 2: to work collaboratively on producing short pieces of text to express different opinions on a chosen subject

WB

Stage 3: to choose a subject, survey people's opinion and write up the opinions expressed

SB skills: discursive writing

WB practice: independent discursive writing – identifying reasons for and against

EPB link: Test 5, Writing

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

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

Warm-up

Ask the class to write down as many verbs and phrases as they can think of which express a point of view, e.g. *I think, I believe, in my view.*

Stage 1 Features of writing about opinions

- 1 Read through the Information box with the students.
- 2 Make sure students understand that *opinion* is what a person thinks; the *reason* is why they think it.
- 3 Write up: *Dad says text messaging is useful because it saves time.*
- 4 Ask which is the opinion and which is the reason.

► Introduction

- 1 Read and discuss the first writing feature and the example.
- 2 Make sure students understand that the introduction must set out the points that are going to be discussed in the rest of the writing.

Activity

Students re-read the introduction to the article on p78 and discuss what particular information it gives the reader.

Answer

People taking part were asked: if they used text messaging, and what effect they thought it was having on the standard of English used by young people, i.e. it tells the reader the scope of the survey and what opinions were asked for.

► First person

Read out the second language feature and the examples.

Activity

Do this work orally as students should be able to do this easily.

Answers

- 1 I have lost **my** mobile phone.
- 2 The text message didn't come through so I didn't know what time **we** were meeting.
- 3 I was careful not to use any texting conventions in **my** schoolwork.

Reasons

- 1 Read the paragraph and ask students to read the examples of reasons.
- 2 Explain that when we give an opinion, we often want other people to agree with us. Giving a good reason for our opinion will make people think seriously about what we have said.
- 3 Students go back to the reading passage to find reasons for and against.

Answers

more arguments against text messaging:
it is creeping into written schoolwork; it has a bad effect on punctuation; it limits vocabulary
more arguments in favour of text messaging:
it is a quick and easy way of asking and responding to questions and making arrangements; it is very private

Second person

Read the sentence and ask individuals to read out the examples.

Activity

Students go back to the reading passage to find another example.

Answer ... you can advise young people how to use it wisely ...

Questions

Read the sentence and ask individuals to read out the examples.

Activity

Students go back to the reading passage to find another example.

Answer Why do we assume that it is just a teenage craze?

Persuasive language

- 1 Read the information to the class.
- 2 Check they understand all the words in bold.
- 3 Ask: Which do you find more persuasive: worried or particularly concerned? annoying or rendered meaningless and ridiculous?
- 4 Explain that persuasive language is often stronger and more forceful.

Activity

Students go back to the reading passage to find more examples.

Example answers

billions of text messages / quick and easy / very private
/ positive advantages / The rich and varied content of the English language is limited ... / wisely and selectively

Stage 2 Writing together

- 1 Read out the task box and ensure students understand it.
- 2 Point out the suggestions for subjects.
- 3 It is important to choose one on which there are varying opinions. Ask students who agree or disagree with each statement. Choose the one which has the best balance.
- 4 Write *For* and *Against* as headings on the board.
- 5 Ask students for reasons as to why they agree or disagree with the proposal. Write the reasons under each heading.
- 6 Discuss the introduction. Remind them that they make it clear to the reader what they are writing about. Ask students to re-read the introduction to the reading passage.
- 7 Use the students' suggestion for the introduction.
- 8 Use the *for* and *against* notes to write four short letters, two for and two against the proposal.
- 9 Read the *Remember!* box with the students.
 - Have they made it clear in the introduction what they are writing about?
 - Have they used the first person?
 - Are the opinions expressed backed up by reasons?
 - Have they included examples of second person / questions / persuasive language?
- 10 Can they improve the piece of writing?

Stage 3 WB: Individual writing (WB p79)

- 1 Read the Information box and explain the task.
- 2 Remind students that they must choose a subject that they have not written about in class.
- 3 They must write an introduction that makes clear to the reader what the opinions are about.
- 4 They can write the different opinions in paragraphs or set out their work in a similar way to the reading passage.
- 5 Point out the *Useful vocabulary* box to help them with the persuasive element of the writing.
- 6 Tell students to write a first draft, check the *Remember* box, make improvements and proofread.
- 7 They should then write a final copy.

Assessment

In assessing this task, look for:

- a clear introduction introducing the subject
- each opinion written in the first person
- each opinion backed up by reasons
- some examples of use of second person and questions
- persuasive language throughout.

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 groups
- to listen to a series of monologues for gist and detail
- to prepare and deliver a presentation about something important that was lost

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

WB practice: completing conversational expressions; preparation for individual spoken presentation

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

- Lost vowels: write up some words which have a vowel missing. Give students a time limit to write all the words correctly, e.g. careful, frozen, necessary, beautiful, medicine.

Conversation practice

Activity 1

- 1 Explain that Ross and Jack are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: What are Ross and Jack talking about? Elicit suggestions.

Activity 2

Play track 2.07. Students listen and check whether they predicted correctly.

Audioscript

Track 2.07 Activities 2 and 3

- Jack: Poor Holly! She's so upset about losing all that work.
- Ross: I know. But I can't believe she's lost everything. Anyway, I hope Laura can help.
- Jack: Well, that depends on Mum and Dad ...
- Ross: Hmm ...
- Jack: Have you ever lost anything on the computer?
- Ross: I have, actually. I did a big science project last year. It was all on my laptop and somehow I lost half my files.
- Jack: How on earth did you manage that?

Ross: I don't know. Perhaps I didn't save them. Or maybe I deleted them by mistake.

Jack: I hate losing things. I lost some money last week.

Ross: Really? How much?

Jack: Quite a lot. It was my birthday present from my uncle.

Ross: Where did you lose it?

Jack: In the shopping centre. One minute it was in my pocket and the next minute it was gone.

Ross: What a shame! Maybe a pickpocket took it.

Jack: Maybe ...

Ross: I thought I'd lost my keys the other day and I couldn't get into the house. I was locked out. I had to wait two hours for Mum to come home.

Jack: What a nuisance!

Ross: Yes. And then I found the keys on my desk. I'd forgotten to put them in my bag. So stupid.

Jack: I couldn't find my mobile the other day. I looked everywhere. I thought I'd lost it - like you and your keys.

Ross: So you found it?

Jack: I borrowed Laura's mobile and phoned my number. I could hear my ringtone coming from my room. But my room was in such a mess that I couldn't see it. I tracked it down eventually. It was under a pile of clothes.

Ross: Well, at least you found it.

Jack: Unlike my mum, who lost her engagement ring somewhere on the beach last summer. And unlike my dad, who left his camera in a restaurant and didn't realise it was missing until five days later.

Ross: You're a forgetful lot, aren't you?

Jack: Well, losing things does seem to run in the family.

Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 2.07 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

- 1 Divide the class into groups for this discussion activity.
- 2 Point out the starting question.
- 3 Remind them to look at the pictures and words for ideas.
- 4 They may also add their own ideas.

Listening comprehension

Activity 1

- 1 Give the class time to look at the people and the objects.
- 2 Make sure they understand what all the objects are: a laptop, a dog, a mobile phone, a briefcase, a necklace.

- 3 Explain that they will not hear the exact items mentioned. They will have to work out from what is said which item is being referred to.
- 4 Play track 2.08. Students listen, look at the pictures and match.

Audioscript Track 2.08 Activities 1 and 2

I think I left it on the train. I was on my way to the office and I needed to do some work before I got there so I took out my papers and started reading a report and making notes. As the train approached the station, I remember putting my papers away. I stood up to get off the train and I'm sure I had it in my hand. No! Wait a minute! I put it down on the seat while I put on my coat. The train was very crowded. I wonder if someone picked it up by mistake. What a nuisance! (briefcase)

I'm sure someone took it. I was in the cafe down the road waiting for a friend. He was late so I sent him a text and asked him where he was. He replied – eventually. He'd only just woken up! Can you believe it? I knew it would take him at least half an hour to get there so I put it down on the table and went to get a cup of coffee. I only turned my back for a minute. When I looked round it had gone. (mobile)

I'm in such a panic! My mum is going to be so furious. It belongs to her, you see, and I didn't ask her if I could borrow it. It was so pretty and it looked really nice with this dress. I have no idea how I lost it. I am going to be in such big trouble! I think it was quite valuable ... (necklace)

Well, it broke down, you see, and I had to take it to the repair shop. They fixed it for me and I went to pick it up yesterday afternoon. Well, I was just carrying it to my car when this group of boys appeared and blocked my path. One of them said (he was a bit rough, he was), "allo, Grandma. You got a present for me?" And he just snatched it out of my hands and they all ran off. Well, I couldn't catch them. They were too fast for me. What's that? Am I all right? Yes, I'm fine. I'm just cross that I can't send any emails. (laptop)

It's black and brown. It's not very big. It's not mine. I was looking after it for my sister. I don't even like it. It looks very nice but it's got a horrible temper so if you see it, don't try to pick it up whatever you do. You'll regret it. (dog)

Activity 2

- 1 Give students time to read the questions silently.
- 2 Tell the class to note answers as they listen. Tell them to use their own words.
- 3 Play track 2.08 again.
- 4 Go through the questions and answers with the class.

Example answers

- 1 She put it on the seat while she put on her coat and someone else might have picked it up.
- 2 He put it down on the cafe table while he went to get a cup of coffee and it was gone when he got back to the table.
- 3 She borrowed the necklace without asking and now she's lost it.
- 4 She was fetching it back from the repair shop and carrying it to her car.
- 5 It has got a horrible temper and it might bite.

WB: Individual speaking (WB p80)

- 1 Explain that students are going to talk about something important or valuable that they, or someone they know, lost.
- 2 Tell students to look at WB p80. Explain that they should note all this information but they can add more detail.
- 3 Encourage more able students to speak from notes. After they have written their presentation, they should highlight key words and phrases and write these on pieces of paper.
- 4 Advise them to practise their presentation first with the full text with highlighted words and phrases. They should then practise giving the presentation again, this time using the key words and phrases as notes on separate pieces of card.
- 5 Advise them to practise it like this several times.
- 6 Other students may still wish to write complete sentences but they should highlight key words and phrases and try to speak without reading every single word.

WB: Listening and speaking (WB p80)

Exercise 1

Students complete the conversational expressions for homework.

WB answers

Exercise 1 1 rush 2 earth 3 A: matter
B: nuisance A: easy, world 4 B: Calm, panic 5 down
6 A: afraid B: shame 7 family 8 mistake

WB: Check-out 8 (WB p81)

Students complete this page as an independent task. They may do this for homework before the lesson. It is not a formal test. It reminds students of the key points they have learned in the different skill areas. Tell them 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

- 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 8 as a complete lesson

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

- go through the answers with the class. They may check their own answers
- remind them that if they get a lot of incorrect answers they must look at the unit again in their own time
- take in completed Writing about the survey results.

Unit 8 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion. Ask: *What was the most unusual object that was lost in your group? Do you think some people are more careless with things than others?*

Check-out 8 answers

Reading 1 text messaging, six 2 first

Vocabulary private

Looking at language

- 1 Dictionary work: adjective, noun
- 2 Spelling: advise, analyse, disguise
- 3 Language development: the students

Grammar

- 1 Dad asked where Ben was.
- 2 a What a fantastic car! b How wonderful!
c What an amazing pattern! d What kindness!
- 3 make up

Writing 1 reasons, second, questions, persuasive

Homework after Check-out 8

Students read the Check-in page for Unit 9 and complete the tasks.

If you wish, ask them to try to find out what all the places are in the photos on p87. Remind them to bring the answers and information with them to the next Reading lesson.

Revision 4 (Units 7 and 8) (WB pp82-83)

WB answers

Exercise 1 2 She bought it for him. 3 He sent them to her. 4 They paid it to him/her.

Exercise 2 2 Luke told him the truth. 3 The stewardess brought her a drink. 4 The pilot gave them the signal.

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

Exercise 4 1 ourselves 2 herself, himself
3 themselves

Exercise 5

- 1 Anna is asking her mum where her phone is.
- 2 Mum wants to know if she has left it in her room.
- 3 Ben asked Anna if she had taken part in the magazine survey.

Exercise 6 1 How, such an, so, What a 2 What
3 What, such

Exercise 7

- 1 such, she gave up in the end
- 2 so, he was given extra marks
- 3 So, it took several days to read them
- 4 such a, we lost marks

Exercise 8 1 make, do 2 do, make, do

Exercise 9 1 make out 2 made up, made off

Exercise 10 1 lemon tree, rose bush, plants, seeds
2 toys, paints, puzzle, games

Exercise 11 start, finish

Exercise 12 1 mischievous 2 nervous 3 mysterious
4 famous

Exercise 13 1 revise 2 surprise 3 analyse
4 realise 5 paralyse

Exercise 14 "I feel terrible," Anna whispered. "My head aches and my throat hurts," she sobbed, as tears began to roll down her cheeks.

Exercise 15

circle: their, it, they, it, they, their, its

- 1 Mum and Anna 2 restaurant 3 Mum and Anna
- 4 cafe 5 Mum and Anna 6 tourists 7 the fountain

What a wonder!

9

In this unit, students:

- read and understand an informative magazine article
- develop a close understanding of the article, its style, form and vocabulary
- learn more about words with two or more meanings; spell words ending in -ary / -ery / -ory; learn about clause order; study the prefix over-
- study and practise past continuous passive and present continuous passive
- study and practise use of adjective + preposition: good at, keen on, etc.
- write a magazine article from notes; research and write a magazine article
- listen to a conversation about food and a healthy diet
- make a short individual presentation about diet

Lesson 1 Check-in; Reading SB pp87-89

Lesson aims

- to prepare for the topic of built and natural wonders and other aspects of work in Unit 9 through the Check-in page
- to read and gain a general understanding of a magazine article about wonders in the UK

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

WB practice: Unit 9 vocabulary list (p140)

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

► Check-in - 10

► Before reading - 3

► Reading - 7

► After reading - 10

► Reading practice - 10

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

Ask the class which of the places they recognise. They should all know the pyramids and perhaps the Sphinx. Some students might recognise Venice.

Ask if anyone recognises the main picture: the Guggenheim Museum of Modern Art in Bilbao, northern Spain, built in 1997.

Check-in

- 1 Read the first two statements. Explain that extraordinary buildings and structures existed thousands of years ago and travellers wrote about them so that they were well known.

Task box Ask what the seven wonders were. Students should have found out: the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Lighthouse of Alexandria, the Colossus of Rhodes, the Temple of Artemis, the Statue of Zeus, the Mausoleum of Halicarnassus.

Elicit that only the Great Pyramid of Giza still exists. Ask the class to tell you what places they have thought of. List them on the board.

- 2 Read the sentence about the magazine article.

Reading

- 1 Read how the Seven Wonders were chosen.

Task box Ask the class what their guess would be.

- 2 Read about the structure of the article.

Task box Students should be able to answer the first question by saying that the same information is grouped in one paragraph with a heading to tell the reader what is in the paragraph.

Students should suggest that there will also be illustrations, probably photographs.

- 3 Check the vocabulary with the class.

Looking at language

- 1 Read about the language work that will be covered.
- 2 Explain that there is more to find out about words with two or more meanings.

Task box Ask students to tell you the words they have thought of. Check the spelling is correct. Note two or three words for each ending on the board.

Grammar

- 1 Read the information about Grammar.
- 2 Write *talk over* on the board. Ask what it means: **to discuss, talk about.**

Writing

- 1 Read about the writing features of magazine articles.
- 2 Tell the class that they will have the opportunity to do their own research for their own piece of writing.

Listening

Read the work that will be covered in the unit. Check students understand the noun *diet*.

Speaking

- 1 Read the information about Speaking.
- 2 Ask the class: *Which is healthier, pizza or salad?*

Reading: And the winners are ... SB pp88-89

Before Reading Pre-reading questions

- 1 How many wonders are shown in the article? **six**
- 2 How many are natural and how many are constructed? **three natural, three constructed**
- 3 Did you correctly predict what else would be on the pages? Students probably predicted photos.

Reading

- 1 Read the text to the class or play track 2.09.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

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. It is important not to spend time on checking meanings in the lesson unless essential.

After reading General questions

Check students' general level of understanding by asking questions on the gist of the text. Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary. Elicit answers. Refer the whole class to the text to check details, if necessary. Use the following questions or any of your own:

- 1 Who organised the competition? **a national newspaper**
- 2 How could people make suggestions in the first stage? **by going online**
- 3 How many people voted? **over 20 million** (Ask students how close this is to their prediction.)
- 4 What special outdoor feature is Hampton Court famous for? **the maze**
- 5 What is Stonehenge? **a prehistoric monument - a circle of standing stones**
- 6 What was it used for initially? **as a burial site**
- 7 Where is Ben Nevis? **In Scotland**
- 8 How many people climb it each year? **100,000**
- 9 About how old is Castle Howard? **300 years**
- 10 What is special about Wastwater? **It is the deepest lake in England.**
- 11 What title did it win in 2007? **Britain's Favourite View**
- 12 Where is the Giant's Causeway? **Northern Ireland**
- 13 How many columns are there? **40,000**

Reading practice

- 1 Ask different individuals to take turns to read sections of the text while the rest of the class listens and follows.
- 2 If there is time, divide them into groups to read again.

- 3 Go around as they read and check on fluency and accuracy of reading.
- 4 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 5 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Listen again and re-read the article carefully. Check meanings again as necessary.

Lesson 2 Reading comprehension SB p90

Lesson aims

- to re-read *And the winners are ...* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the magazine article

SB skills: reading for detail; oral comprehension; guessing meanings from context; vocabulary; critical thinking

WB practice: matching phrases to places; true/false; personal response

EPB link: Test 6, Reading Q2

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

- | | | |
|------------------|-------------------|------------------------|
| ▶ Warm-up - 3 | ▶ Activity 2 - 5 | ▶ Vocabulary check - 5 |
| ▶ Re-reading - 5 | ▶ Activity 3 - 10 | ▶ Your views - 4 |
| ▶ Activity 1 - 8 | | |

Warm-up

With books closed, ask the class to name the wonders that were included in the magazine article and to say what each one is.

Before starting this page, read *And the winners are ...* again or play track 2.09.

Activity 1

- 1 If students have re-read the text and listened again carefully they should be able to choose the correct answers without looking back.
- 2 However, remind them that it is always wise to look back and check any answer of which they are not completely certain.
- 3 Students may choose answers in pairs.
- 4 Check answers with the class.

Answers 1c 2b 3c 4b 5a 6b 7c

Activity 2

- 1 Ask different students to read out the three phrases.

- Give students a minute or two to choose correct meanings.
Check answers together.

Answers 1a 2b 3b

Activity 3

- Students work in small groups to discuss these questions.
- Remind students that the answers to these questions are not in the text so they will have to use their own ideas.
- Tell them all to note down ideas but to make sure they share ideas and listen to each other in the group.
- Go around listening as they work.
- Go through the answers together. Ask one group for their ideas then ask the other groups to add as much as they can.

Example answers

- It's a large, old palace which is always interesting. The architecture is impressive. It has large grounds / a park all round it. It has the maze which is fun and unusual. It is near the centre of London which is a city that is visited by many people. It has an interesting history and is strongly connected with Henry VIII.
- The stones are very big and heavy and would be difficult to move with modern equipment but they were moved when no wheeled transport existed so no one can be sure how they were moved a long way.
- It looks as though it has not changed since it was built so it would fit historical settings. It has interesting architecture so would make an interesting setting.
- The mountain is very high so when the weather is bad and the clouds are low, the top of the mountain is likely to be above or in the clouds.

Vocabulary check

- This gives students a chance to check they recall the meanings of words used in the article.
- They only check those words that they cannot remember.
- They may do this in pairs. They should find each word and agree on what it means, using the dictionary if they have to.

Your views

- Ask the questions and elicit some immediate oral responses.
- Each student should write their own response as an independent homework task.
- Explain to the class how much you require them to write.

WB: Reading comprehension (WB p84)

Vocabulary check

Your views personal response

- Check that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

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

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

Exercise 3

- Hampton Court was remodelled as a palace by Henry VIII.
- Ben Nevis is the highest peak in Great Britain.
- The Giant's Causeway is in Northern Ireland.

Exercise 4

- James Robertson was the person who first climbed to the top of Ben Nevis in 1771.
- Henry Wise was one of the people who designed the Hampton Court maze in about 1700.

Exercise 5 Students' own answers

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.

WB answers

Exercise 1 1 fatalities 2 residence 3 hectare
4 prehistoric 5 initially 6 monument

Exercise 2

buildings: palace, manor house, residence, castle
landscape: grounds, estate, hectare, peak

Exercise 3 1 response 2 ascent 3 selection
4 competition 5 attraction 6 tourist 7 eruption
8 construction 9 residence 10 visitor

Exercise 4 1 unimportant 2 unpopular
3 discontinue 4 disorganised 5 unattractive 6 incomplete

Exercise 5 Students' own answers

Lesson 3 Looking at language SB p91

Lesson aims

- to learn about words with two or more meanings for the same part of speech and for other parts of speech
- to spell words ending in -ary / -ery / -ory
- to learn about clause order; to study the prefix over-

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

WB practice: word families; definitions; word completion; identifying clauses, gapfill

EPB link: Test 6, Grammar and Vocabulary Q4, Q5

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

► Warm-up - 5

► A Dictionary work - 10

► B Spelling - 10

► C Language development - 15

Warm-up

Write up some words that are different parts of speech and ask the class to change them to other parts of speech, e.g. adjective, careful change to adverb: carefully; adjective, broken change to verb: break, etc.

A Dictionary work

Information box Read the information about two or more meanings.

Read the information point about word boxes.

Point out the example word box for *number*.

Read the different meanings in the word box.

Point out the full entry below for the first meaning of *number*: amount.

Explain that full definitions for each of the other four meanings follow in the dictionary.

Ask students why they think the different meanings are given in a box with full entries for the different meanings below. Elicit/Prompt: **so that a reader can see the various definitions in brief and can decide quickly which one they need to look at in detail.**

Point out the next main dictionary entry: *number* used as a verb. Read the two meanings for the verb. Explain that the second meaning is more formal and would be used in a formal or old-fashioned piece of writing, e.g. *The inhabitants of the old city **numbered** more than ten thousand.*

Activity 1

- 1 Students may do this activity in pairs.
- 2 Give them a time limit then check answers together.

Answers 1 leg 5; 2 heart 5; 3 hour 5; 4 life 7

Activity 2

- 1 Students continue in pairs.
- 2 More able students may be able to categorise some or all the words without looking in a dictionary. Advise them to check their answers, all the same.

Note: These answers are written to coincide with students using the Macmillan School Dictionary. If they are using a different dictionary, some answers may vary.

Answers

- a noun and verb: load, heat, line, move
- b noun and adjective: mass, front

B Spelling

Information box Read the information.

Explain that these word endings can sound very similar in everyday conversation.

It is necessary to learn which words have which ending in order not to make spelling mistakes in writing.

Activity 1

- 1 Tell the class that some of these words will be familiar but they should check their answers.
- 2 They may do this work in pairs.
- 3 Check answers together.

Answers 1 compulsory 2 silvery 3 primary
4 rubbery 5 explanatory 6 solitary 7 watery
8 secondary 9 advisory 10 imaginary 11 satisfactory
12 fiery

Activity 2

Students look up *stationary* and *stationery* in their dictionaries and write a sentence for each word.

C Language development

- 1 Read the first two information points.
- 2 Ask a student to read the complete example sentence.
- 3 Ask another to read the subordinate clause again. Check everyone agrees that it is the subordinate clause.
- 4 Ask what information the clause contains. Elicit, e.g. **how the columns were made - as the result of a volcanic eruption.**
- 5 Point out that this is extra information about the columns.
- 6 Read the next information point.

Activity 1

- 1 Read the instruction.
- 2 Ask a volunteer to read the example sentence.
- 3 Students underline the clause. Check the answer.

Answer standing at 1,344m

- 4 Ask: What information does the clause contain? **extra information about the mountain - how high it is**
- 5 Read the next information point about clause position.

Activity 2

- 1 Students find and underline the subordinate clause.

Answer Situated in the Lake District National Park

- 2 Ask: What information does the clause contain? **where Wastwater is**
- 3 Read the next information point.

Activity 3

- 1 Explain to the class that every long sentence has a main clause somewhere, which contains the completed action. There may be other clauses before it, after it or in the middle of it. If the sentence is long and difficult to understand, the first task is to find and understand the main clause.

- Ask a volunteer to read the sentence.
Students find and underline the clauses.
Check answers. Ask the class how the two clauses are joined: with the conjunction and.

Answers

Built as a manor house in the 11th century
remodelled as a palace by Henry VIII

- Tell the class that knowing how to recognise the parts of a sentence will help them with reading more difficult texts.
Remind them that they have previously studied clauses beginning with the present participle (-ing clauses); the past participle (-ed clauses) and that (that clauses).

Activity 4

- Read the information about the prefix over.
- Check that students understand the example words.
- Students complete the words and check any they are not sure of.
- Ask which meaning of over is used in each word. Help students to work out the correct answer if necessary by asking what the meaning of each complete word is.

Answers 1 overgrown, too much 2 overcrowded, too much 3 overall, outer 4 overseas, across 5 overcome, a lot 6 overlook, above

WB: Looking at language (WB pp86–87)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1 model, mean, light, lead

Exercise 2 Students' own sentences

Spelling

Exercise 1 laboratory 3; celery 4; cookery 5; glossary 2; temporary 1

Exercise 2 1 bakery 2 summary 3 memory 4 misery 5 February 6 factory 7 history 8 library 9 gallery 10 dictionary 11 category 12 machinery

Exercise 3 Students' own sentences

Language development

Exercise 1 1b 2d 3a 4e 5c

Exercise 2

- Designed by an unknown architect, the new airport has been greatly admired.
- Too late to catch the bus and too tired to walk home, we decided to accept our uncle's invitation to stay overnight.

- The mountaineers finally arrived back at base camp, gasping with breathlessness and shivering with cold. Also correct: Gasping with breathlessness and shivering with cold, the mountaineers finally arrived back at base camp.
- Finding the task his teacher had set both challenging and difficult, Charlie decided to get help from the internet.
- The explorers set off to find the river without having any idea of which direction to take or how to get through the jungle. Also correct: Without having any idea of which direction to take or how to get through the jungle, the explorers set off to find the river.

Exercise 3 1 overpowered 2 overshoot 3 overheard 4 overlooks 5 overload

Exercise 4 1 overcast 2 overdue 3 overhead 4 overpriced

Lesson 4 Grammar SB p92

Lesson aims

- to study and learn the correct use of the present continuous passive and past continuous passive
- to practise using past passives through oral activities

SB skills: reading, speaking, grammar accuracy

WB practice: rewriting active sentences into the present/past continuous passive

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

► Warm-up – 3 ► Activity 2 – 8 ► Activity 4 – 8
► Activity 1 – 5 ► Activity 3 – 8 ► Activity 5 – 8

Warm-up

- Ask two or three students to read out their responses to
- Your views on p90.

Activity 1

1 Pre-reading questions

Which place is shown in the photo? **Stonehenge**
Which of the places that were chosen in the United Kingdom Wonders competition did you think was the most impressive?
Students' own answers

- Ask two students to read a paragraph each.
- After reading the text, point out the two structures. Remind the class that continuous forms express actions that continue or continued over a period of time.

Activity 2

- 1 Tell students to cover the text and do the activity in pairs. They should mark each statement T/F then write correct sentences in place of the false ones.
- 2 Elicit correct statements as you go or when you check answers if students work in pairs.

Answers 1F: It is situated in the south-west of England. 2T 3F: It was being used as a burial site. 4T 5F: A new visitor's centre is being planned 2.5km from the stones. 6F: It is being designed with cafes and shops (also educational facilities and a large car park).

Activity 3

Remember!

Go through the present continuous passive form with the class.

Ask different students to read the examples.

- 1 Ask a pair of students to read out the example sentences.
- 2 Students work in pairs and take it in turns to read the active sentence while their partner changes it to the passive.
- 3 Check answers together.

Answers

- 2 The palace is being renovated.
- 3 Plans are being drawn up.
- 4 Wild promises are being made.
- 5 The law is being broken.
- 6 A party is being organised.
- 7 Decorations are being put up.

Activity 4

Remember!

Go through the *Remember!* box and make sure students understand the two uses.

If you wish, ask students when it might be appropriate to add the person or thing doing the action. Elicit/Prompt, e.g. *when the person or thing is important or surprising*.

Go through the example then let students work in pairs.

Answers

- 2 Songs were being sung.
- 3 Jokes were being told.
- 4 This land was being farmed two hundred years ago.
- 5 Wheat and cotton were being grown.
- 6 A bell was being rung.

Activity 5

- 1 Go through the example. Students ask and answer in pairs.
- 2 Go around listening as they work then check answers by asking different pairs to read the question and give the answer.

Answers

- 2 The entries are being judged by a team of experts.
- 3 A winner is being chosen by a university professor.
- 4 The prizes are being presented by a celebrity.
- 5 The crops were being damaged by insects.
- 6 This product was being bought by teenage girls.

WB: Grammar (WB p88)

These exercises are for independent homework.

WB answers

Exercise 1

- 2 The forests are being cut down.
- 3 This land is being sold.
- 4 New houses are being built.
- 5 An expedition is being planned.

Exercise 2

- 2 Rooms were being tidied.
- 3 The floors were being swept.
- 4 The furniture was being polished.
- 5 A fine meal was being prepared.

Exercise 3

- 2 That loud noise is being made by the wind.
- 3 These buildings are being used by the university.
- 4 The horse was being ridden by a young boy.
- 5 The souvenirs were being bought by Japanese tourists.

Exercise 4

Students' own sentences

Lesson 5 Grammar in use SB (p93)

Lesson aims

- to listen to, read and understand a short conversation about the website project
- to understand and practise using an adjective + preposition
- to understand and practise phrasal verbs with talk

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: completing/writing sentences with correct preposition / correct phrasal verb

EPB link: Test 6, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

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

Warm-up

Ask questions about the website project.

Allow students to look back if they have forgotten some information.

How near to the end of the project are they? **They must be quite near the end because Holly lost the work that was almost finished.**

What environmental information have they already included in it? **coral reefs, oil pollution**

What information have they sent to other teams? **Holly sent information about theatre to Tippi in Thailand.**

Activity 1

1 Point out the characters.

2 **Pre-listening questions**

What was the accident that happened to Holly? **she lost the project**

What do you think Laura and Ross are talking about? **the problem and how to solve it**

3 Play track 2.10. Students listen and follow in their books.

4 Point out the expressions in bold. Remind the class that it is easy to get the correct prepositions muddled up and they need to practise these phrases.

Activity 2

1 Ask the questions to check understanding of the situation.

2 Elicit short oral answers.

Answers

- 1 because she lost all the work
- 2 because she's good at IT
- 3 Laura can help because she's got the project on her laptop.
- 4 She's back on the project.
- 5 because he phoned her mum and dad and talked them round
- 6 all the arguments
- 7 because they're doing a feature on healthy eating
- 8 a questionnaire

Activity 3

- 1 Let students complete the blanks in pairs or small groups.
- 2 Be ready to prepare some extra practice if students have difficulty with these phrases.
- 3 Check answers together in the usual way.

Answers 1 with 2 of 3 about 4 of 5 to 6 of 7 of 8 on

Activity 4

- 1 Ask students to do this individually so that everyone finds and completes the expressions.
- 2 Check answers together.

Answers 1 about 2 with 3 at 4 to 5 with 6 from

3 Students make up their own sentences. They may do this in groups. Ask each group to tell you two of their sentences.

Note: Some adjectives can be followed by more than one preposition, e.g.

grateful can be followed by both *to* and *for*.

She was *grateful* to the professor. She was *grateful* for his help. Also *angry*, *furious*, *pleased*, etc. can be followed by *with* and *about*.

She was *angry* with her sister. She was *angry* about her behaviour.

Different can be followed by *to* and *from*.

This hat is *different* to that one. Harry chose a T-shirt that was *different* from his brother's.

Activity 5

- 1 Students talk in pairs taking turns to ask the question and answer.
- 2 Tell the students answering to use complete sentences, e.g. *I'm good at ...*, etc.
- 3 Go around listening as they speak.
- 4 Ask different students to say their answers to the class.

Remember!

Tell the class that they simply have to learn these phrases and use them in order to learn them.

Ask different students to read out the sentences.

Grammar extra (SB p129)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning.
- 4 Continue with the other sentences.

Example answers 1 made them change their minds
2 persuaded 3 reply rudely 4 speaks as if to a child or inferior person 5 discuss

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answers

He was talked into running the marathon.
He didn't want to run the marathon but his friend talked him round.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p89)

These exercises should be completed for homework.

WB answers

Exercise 1 1 for 2 with 3 with 4 of 5 to/from
6 of 7 of 8 to 9 for 10 about

Exercise 2 Students' own sentences

Exercise 3 1 talked ... into 2 talked ... over
3 talking back 4 talk ... round 5 talks down

Lesson 6 Writing SB pp94-95

Lesson aims SB

Stage 1: to investigate the features of informative magazine articles

Stage 2: to work collaboratively to produce an informative magazine article from given notes

WB

Stage 3: to produce an informative magazine article about famous local places

SB skills: informative writing in magazine style

WB practice: researching information; note making; ordering; paragraph writing independently

EPB link: Test 6, Writing

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

► Warm-up - 5

► Stage 2 - 20

► Stage 1 - 10

► Stage 3 - 5

Warm-up

- Divide the class into groups. Ask them to list the subjects of the magazine articles they read most recently.
- Ask them to discuss quickly whether they think magazines are popular and if so, why.
- Get brief feedback from the groups. Find out if they all have a similar interest in the subjects they read about.

Stage 1 Features of magazine articles

- 1 Read through the Information box with the students.
- 2 Ensure students understand the terms *information* (noun) and *informative* (adjective).
*We read an **informative** article about the United Kingdom.*
- 3 Discuss how magazine articles are presented on the page.
Ask: *Why do students think they have to look inviting for the reader?* Elicit, e.g. *so that people want to buy them.*

► Headline

- 1 Read the sentence about the headline.
- 2 Ask students what they can remember about headlines.
Ask: *Does it have to be a sentence?* **no**
Is it usually long or short? **short**
What kind of words does it use mostly? **nouns and noun phrases**

Activity

Students go back to the reading passage to identify and discuss the headline. **And the winners are ...** Ask: *Does this headline make you want to read on? Why or why not?*

► Opening paragraph

- 1 Read the sentences about the paragraph.
- 2 Look back at p88 with the class. Ask students to say in their own words what information there is about the competition and how it was organised.

► Tenses

Read the information about tenses.

Activity

- 1 Students go back to the reading passage to find more examples of past and present tenses, e.g. *... **is visited** ... was **designed** by ...*
- 2 Ask the question about future tenses. Elicit, e.g. *A **future tense would be used when the article reports something that is expected to happen in the future.***
- 3 Students look for a future tense in the article: (Stonehenge) *It **will continue** to be visited ...*

► Detailed information

- 1 Read the sentences about detailed information.
- 2 Discuss the examples of the detailed information that the writer gives and the unclear language that the writer does not use, e.g. *somewhere*.
- 3 Ask the class why it is important to give details. Elicit, e.g. *so that the information is more interesting and helpful to the reader who might want to visit the place.*

Activity

Students go back to the reading passage to find three more examples of detailed information, e.g. *The **majestic peak, standing at 1,344m; Construction began in 1699 and was completed in 1712 for the Earl of Carlisle; At 79m, it is the deepest lake in England.***

► Sub-headings

Read the sentence about sub-headings.

Activity

- 1 Read out the questions. Students go back to the article to identify and discuss sub-headings.
- 2 Ask: *How many sub-headings are in the article?* **6**
In what way are they helpful to the reader? Elicit, e.g. *sub-headings show how the information is organised; help the*

readers easily to find the part they are especially interested in; divide the article up so it looks more interesting on the page, etc.

► Illustration

- 1 Read the sentence about illustrations that can be used.
- 2 Ask: What was used for the article? How were they used? Do the pages look attractive? Why or why not?

Stage 2 Writing together

- 1 Read out the task and ensure the students understand it.
- 2 Ask for suggestions for two/three sentences for the introduction of the article, e.g. **People today are still fascinated by the Seven Wonders of the Ancient World ...**
- 3 Discuss how the information about each 'Wonder' can be organised into a paragraph. Take each set of notes, one at a time and:
 - number the information in the order in which students agree it should be written
 - put each piece of information into an informative sentence, e.g. *Rhodes is an island in the Mediterranean Sea. In 305 BC the island was attacked by Demetrius.*
- 4 Make each set of notes into one or two paragraphs.
- 5 Discuss suitable sub-headings for the three sections of the article. Encourage students to be adventurous, e.g. *An Astounding Statue (Colossus of Rhodes).*
- 6 Discuss a title for the article, e.g. *Amazing Ancient Wonders.*
- 7 Tell students they have a double-page spread for the information and illustration. How will they set out the text; what illustrations will they use and where? Draw the agreed layout on the board. Mark where pictures will go and where the text will go.
- 8 Read the *Remember!* box with the students.
- 9 Can they improve the magazine article by adding any features from the box?

Stage 3 WB: Individual writing (WB p90)

- 1 Read the Information box and explain the task. Remind them that p94 of the SB has details about the features of a magazine article, which they may check/revise if they wish.
- 2 Explain that the first task is to choose three famous places in their country and research them.
- 3 They must then use their notes to write three informative and interesting paragraphs. They may use the *Useful vocabulary* box and other ideas of their own.
- 4 Remind them to add a title, an introductory paragraph and sub-headings.
- 5 Once they have written and proofread the text, students should consider the layout. If they have access to a computer, they can manipulate the text and add illustrations, change font colours and sizes, etc.

- 6 If they are doing this by hand, they should do as much as possible by way of a magazine article layout to interest the reader but they may have to indicate where illustrations will go as opposed to having the right illustrations in place.
- 7 Remind them to check the *Remember!* box after writing the first draft, then to make improvements and proofread.
- 8 They should write a final neat copy to hand in.

Assessment

In assessing this work, look for:

- an interesting title / sub-headings
- an informative opening paragraph
- appropriate use of tenses
- detailed information
- attractive layout with illustrations.

Lesson 7 Listening and speaking SB p96

Lesson aims

- to listen to and understand the gist of a dialogue about food
- to hold a similar discussion in groups
- to listen to a dialogue about a food questionnaire for gist and detail
- to prepare and deliver a presentation about personal diet and its health content

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

WB practice: dialogue completion; preparing for an individual spoken presentation

EPB link: Test 6, Listening Q1, Speaking Q1, Q2

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

► Warm-up - 5

► Conversation practice - 18

► Listening comprehension - 10

► Individual speaking - 7

Warm-up

- Divide the class into two or more groups.
- Ask half of the groups to list the foods they think are bad for their health.
- Ask the other half to list all the foods they think are good for their health.
- Make two lists on the board.

Conversation practice

Activity 1

- 1 Explain that Ross and Laura are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: What do the photos show? Elicit answers.

- 5 Ask: What are Ross and Laura talking about? Elicit: **food**.

Activity 2

Play track 2.11. Students listen and see whether their ideas were right.

Audioscript

Track 2.11 Activities 2 and 3

Laura: So ... Usha and Ali are doing a feature on healthy eating.

Ross: Yes, and they especially want to know what young people's eating habits are.

Laura: Interesting. Do you think you eat a healthy diet?

Ross: Me? Yes, I think so.

Laura: What's your favourite food?

Ross: Burgers and chips. Or pizza.

Laura: In other words, fast food! That's not very healthy, is it?

Ross: I don't eat them every day. How about you? Don't you eat fast food?

Laura: Hardly ever. I'd rather have something healthy like meat or fish or vegetables.

Ross: Hmm ... I'm not very keen on vegetables.

Laura: What about fruit?

Ross: Well, I like bananas but that's about it.

Laura: Ross, you have to eat fruit and vegetables! They're full of vitamins. I bet you eat loads of snacks.

Ross: I eat some snacks, yes ...

Laura: Like what?

Ross: Crisps.

Laura: How many packets do you eat every day?

Ross: Two or three.

Laura: Ross! That's terrible! Do you know how much fat and salt there is in a packet of crisps?

Ross: No.

Laura: Do you eat sweet things, too? How about cakes and biscuits?

Ross: I like cakes and biscuits but I don't eat many sweets ... except chocolate. I usually have a couple of chocolate bars in the afternoon.

Laura: So you eat lots of salt, lots of fat and lots of sugar! Honestly! This is the unhealthiest diet ever!

Activity 3

- 1 Students get ready to note down what Ross eats.
- 2 Play track 2.11 again.
- 3 Check the answer: **Laura has the healthier diet.**

Activity 4

- 1 Students discuss what they eat in groups.
- 2 The photos can give them ideas but they can use their own ideas of other foods that are healthy or unhealthy.
- 3 Go around as they speak.

- 4 If there is time, spend a few minutes on a whole-class discussion of this topic.

Listening comprehension

Activity 1

- 1 Establish that Jack and Holly are filling in a questionnaire – the one that was sent to them by Usha and Ali.
- 2 Play track 2.12. Students listen to the conversation.

Audioscript

Track 2.12 Activities 1 and 2

Jack: Right ... Section A: What you eat every day.

Holly: Question 1: What do you have for breakfast? What do you have, Jack?

Jack: Oh, I usually have cereal, you know, cornflakes or something. And I might grab a piece of toast, too. And I drink milk usually. How about you? What do you have?

Holly: Oh, I usually skip breakfast. I never have time.

Jack: Tut tut. My mother says, "Breakfast is the most important meal of the day."

Holly: Does she really ...? Question 2: If you have a break at school, what do you eat and/or drink? Well, I have a packet of crisps.

Jack: And I usually have some fruit, an apple or something. And I have a drink of water.

Holly: Me, too. Or fruit juice.

Jack: Question 3: What do you eat for lunch?

Holly: Well, that depends where I am. If I'm at school I have a sandwich and a chocolate bar. But if I'm at home, I'll have something a bit more interesting like a pizza.

Jack: Question 4: ...

Holly: Hang on! You didn't answer Question 3.

Jack: Yes, I did. I have the same as you.

Holly: Right. Question 4 then.

Jack: What do you eat when you get home from school?

Holly: OK ... Crisps, cakes, biscuits ... I'm always so hungry.

Jack: Me, too but I usually have a sandwich. I don't eat sweet things like cakes and biscuits very often.

Holly: Really? I love them.

Jack: Question 5: What do you have for dinner? I don't know what to say here. We have all sorts of different things.

Holly: So do we. Oh, look at Question 6. That's easy to answer. What's your favourite meal?

Jack: Mine's roast chicken and vegetables. What's yours?

Holly: Burger and chips!

Activity 2

- 1 Ask students to read the statements silently. Remind them that this is the information they must listen out for.

- 2 Play track 2.12 again. Students write true or false.
- 3 Be prepared to play the track a third time.
- 4 Check answers together.

Answers 1F: She usually skips (misses out) breakfast.
 2F: His mother says it. 3T 4F: She has pizza at home.
 5T 6F: He doesn't eat sweet things often. 7F: She loves them.
 8F: She has different things. 9F: His favourite meal is roast chicken and vegetables. 10T

WB: Individual speaking (WB p91)

- 1 Explain that students are going to talk about their own diet and whether it is healthy or not. Remind them of the two lists you made on the board at the beginning of the lesson.
- 2 Tell students to look at WB p91. Explain that ideas are given to help them. They should complete all the information in as much detail as they can.
- 3 Encourage them to add their own ideas to the conclusion, especially whether and how they should make changes to their diet and why or why not.
- 4 Remind them to check their writing and to practise before they make their presentation. They should aim to speak for two minutes on this topic.

WB: Listening and speaking (WB p91)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for expressions from the grey box.

WB answers

Exercise 1

Holly: healthy
 Ross: to be honest, keen, vegetables, chips
 Holly: In other words, fast food, snacks, I bet
 Ross: packets, especially
 Holly: unhealthy
 Ross: Hang on!, loads, yourself
 Holly: do without

WB: Check-out 9 (WB p92)

Students complete this page as an independent task. They may do this for homework before the lesson. If they cannot complete it easily, 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.

Check-out 9 as a complete lesson

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

- go through the answers with the class. They may check their own answers
- remind them that this page is to help them to find out how well they have taken in the work in the unit. If they get a lot of incorrect answers they must look at the unit again
- take in completed Writing about the local Wonders.

Unit 9 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to give their presentations to the other group members. Go around listening as they speak.
- 3 Encourage students to speak from notes.
- 4 Choose two or three individuals to make their presentations again to the whole class.
- 5 Choose at least two students who are able to speak from notes only and do not need the full script in front of them. Make sure students understand the aim here is not to recite a full script that they have learned but to give a prepared presentation using notes as reminders of what to talk about.

Check-out 9 answers

Reading

- 1 wonders of the United Kingdom, three
- 2 the headline

Vocabulary consider

Looking at language

- 1 Dictionary work: light, model, clear
- 2 Spelling: a history b mystery c imaginary
d machinery e category
- 3 Language development:
As one of the most popular buildings in England
- 4 overcrowded

Grammar

- 1 a The building is being repaired.
b The door was being painted.
- 2 talk over

Writing 1 present, past, information, sub-headings, illustrations

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.

Communications

10

In this unit, students:

- read and understand formal and informal letters, text messages and emails
- develop a close understanding of the different texts and their styles
- learn about phrases in a dictionary; spell words with *au / aw*; study the conjunction *so*
- study and practise the structure and use of the third conditional
- study and practise the use of *wish + past tense* and *past perfect tense + would*
- write formal and informal letters
- listen to a conversation about environmental problems
- make a short individual presentation about local environmental concerns

Lesson 1 Check-in; Reading SB pp97-99

Lesson aims

- to prepare for the topic of communications and other aspects of work in Unit 10 through the Check-in page
- to read and gain a general understanding of a formal letter, an informal letter, email and text message

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 10 vocabulary list (p140)

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

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

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

Ask: Which three means of communication are illustrated?

Ask: Which of these do you think is used most often?

Check-in

- 1 Read the three sentences.

Task box Elicit all the methods students have thought of. Write a list on the board.

Ask the class to compare it with the illustrations on the page. Ask: What methods have you thought of that are not illustrated?

Find out the most frequently used method/s. Students should be able to think of several occasions when formal writing is appropriate, e.g. **a formal letter; an essay; a report; a scientific experiment**, etc. Elicit occasions for writing a formal letter, e.g. **application, complaint, thanks to a professional person**, etc.

- 2 Read the last sentence.

Reading

- 1 Read the first statement.

Task box Students should have been able to find out that the First Nations describes the people who were living in the north of North America (now Canada) at the time when the first Europeans arrived.

- 2 Read about the teams.

Task box Ask the class to predict, e.g. *email*, etc.

- 3 Read about the letters.

Task box Elicit that it is correct to write a formal letter to a person you do not know.

Task box Check the meanings of these words with the class.

Looking at language

- 1 Read through the work that will be covered.

Task box Ask for examples of words with *au / aw*. Ask students to spell the words. Write them on the board and ask if the spelling is correct.

- 2 Ask the class what the function of a conjunction is: **It joins two main clauses.**

Grammar

- 1 Read the information about Grammar.
- 2 Ask students if they can think of a phrasal verb with *pay*, e.g. **pay back, pay out**, etc.

Writing

- 1 Read about the writing features of a formal letter.
- 2 Check that students understand *enquiry*: a request for information.
- 3 Read the third task. Ask students if they have ever written a real letter to a friend.

Listening

- 1 Read about the work that will be covered.

- Ask students what environmental problems they think are likely to be discussed in either of the conversations.

Speaking

- Read the information about Speaking.
- Remind the class that they will have the opportunity to give their individual views and ideas.

Reading: The First Nations SB pp98-99

Before Reading

Pre-reading questions

- How many forms of communication are shown on the pages, both visual and written? **email, letter, text, map, photo**
- Tell students to scan the pages. Ask: Which form of written communication is the shortest? **the texts**

Reading

- Read the text to the class or play track 2.13.
- Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text. Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary. Elicit answers. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- What forms of communication are mentioned but not shown on the two pages? **video, blog**
- Which teams are finding out about the Canadian First Nations? **the Kenyan and Brazilian**
- Who wrote the two letters? **Robert**
- Which is the formal letter? **the letter to Dr Davis** How do you know? Students should recognise several formal features, e.g. **no short forms, the full name of the person sending the letter at the end.**
- Who sent the quill box to Robert? **Carly**

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

Re-read the article and check meanings again as necessary.

Lesson 2 Reading comprehension SB p100

Lesson aims

- to re-read *The First Nations* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the forms of communication

SB skills: reading for detail; oral comprehension; guessing meanings from context; vocabulary; critical thinking

WB practice: true/false statements; identifying people from actions; completing statements

EPB link: Test 6, Reading Q1

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

▶ Warm-up - 3	▶ Activity 2 - 6	▶ Vocabulary check - 3
▶ Re-reading - 5	▶ Activity 3 - 5	▶ Your views - 4
▶ Activity 1 - 8	▶ Activity 4 - 6	

Warm-up

Ask the class what they know about Canada. They should have worked out that it has a cold winter climate. They should be able to recall some other details from the reading texts, e.g. it has a Museum of Civilization. Find out what else they know. Ask: *Does it sound like a country you would like to visit? Why or why not?*

Before starting this page, read *The First Nations* again or play track 2.13.

Activity 1

- Ask the literal comprehension questions to check whether the class has a good understanding of the content of the letters, emails and text messages.
- Elicit oral answers from the class. Remind them that the answers they need are stated in the texts.
- Encourage them to turn back to the texts and scan to find or check answers.

Answers

- on the internet
- the aboriginal peoples of Canada
- on the website of the Canadian Museum of Civilization
- information about his recent archaeological excavations in north-east Canada; email addresses of school students who were on the dig
- Carly Chego and Annie Benet
- joined the excavation and learned about the lives of their ancestors
- They enjoyed it and were excited about finding decorated pottery that was 6,000 years old.

- 8 a sculpture
- 9 last year's pow wow
- 10 the opening ceremony of the Winter Olympics

Activity 2

- 1 The purpose of this activity is to help students to notice the different styles and features of the different forms of communication.
- 2 They should do this activity in groups and note their answers.
- 3 Check that all the groups have the correct answers.

Note: Explain that *Best wishes* as the ending to the informal letter means *good wishes for health and happiness*.

Answers

- 1 the letter to Dr Davis; Yours sincerely,
- 2 Best wishes from,
- 3 the emails
- 4 the texts
- 5 great, brilliant
- 6 I'm is missing from the first sentence. It is an informal way of writing and comes from the informal way of speaking. The omission of the subject and verb is common in informal conversation.

Note: In both formal writing and speaking, the subject and verb would not be left out.

Activity 3

- 1 Let students work in pairs or groups.
- 2 Tell them to find the phrase in the text and re-read the sentence to help choose or check the answer.
- 3 Go through the answers by asking different pairs to give the meaning.

Answers 1b 2a 3a 4b 5b

Activity 4

- 1 Give the class a time limit to discuss the questions in groups.
- 2 For question 1, they should discuss what they know of each continent (excluding Antarctica) and decide whether they are aware of people, customs and a way of life that existed in the distant past that are carried on in the present.
- 3 For question 2 ask students to note two or more traditional cultures they know or have heard of.
- 4 For question 3, they note what exists in their own country.

Example answers

For question 1, elicit students' ideas as to whether any continent has no traditional culture. If any are suggested note them on the board and move on to question 2.
For question 2, students should be able to think of several different traditional cultures in two or more continents.

They may already know about Native Americans of the USA, and descendants of groups such as the Incas in South America. Many of these peoples speak their own languages and continue their own skills and customs. They may know of the Aboriginal people of Australia, and the nomadic peoples of the desert regions, such as the Gobi in Asia and Sahara in Africa, all of whom continue many customs that have existed for thousands of years.

Vocabulary check

- 1 Students should recognise several of these words in part or entirely. Remind them that they will find it easier to recall or work out meanings if they read the words in context. Tell them to look up words they are completely unsure of.
- 3 This activity should help them to remember vocabulary they have already learned. It is not intended to help them find out the meanings of words for the first time.

Your views

- 1 Ask the questions and elicit some immediate oral responses.
- 2 Ask students if they think forms of communication are changing and if so, how they are changing.
- 3 Students write their answers for homework.

WB: Reading comprehension (WB p93)

Vocabulary check

Your views personal response

- Check that students understand the tasks.
- Tell them to re-read the text before they start the exercises.

WB answers

Exercise 1 1T 2F: It is in Quebec. 3F: large sculpture 4T 5F: porcupine quills 6T 7T 8F

Exercise 2 1 Ellie 2 Sofia, Robert 3 Brad 4 Dr Davis 5 Carly 6 Mrs Chego 7 Sofia 8 Robert's aunt 9 Robert, Robert's aunt 10 Ellie

Exercise 3 1 2010 2 blog 3 \$20 4 post 5 alive 6 shawl

WB: Vocabulary (WB p94)

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.

WB answers

Exercise 1

nations: Mi'kmaq, Northern Cree, Haida
cities: Vancouver, Quebec, Thika
languages: Algonquin, Kikuyu

Exercise 2 1 ancestors 2 spirit 3 civilisation
4 occasion 5 freedom 6 excavation 7 craft 8 clip

Exercise 3 1 quill 2 porcupine 3 shawl 4 pottery
5 embroidery 6 post 7 beadwork

Exercise 4 1 grateful 2 modern, recent 3 authentic
4 inspiring

Lesson 3 Looking at language SB p101

Lesson aims

- to investigate how meanings of phrases are shown in the dictionary
- to study the spelling patterns *au / aw* sounding the same in some words

SB skills: dictionary use; vocabulary development; spelling; pronunciation; clauses with conjunction so

WB practice: definitions; composing sentences to show meanings; gapfill; constructing clauses of purpose and result

EPB link: Test 6, Grammar and Vocabulary Q4, Q5

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

► Warm-up – 5

► A Dictionary work – 10

► B Spelling – 10

► C Language development – 15

Warm-up

- Divide the class in two. Write some topics you have previously discussed in class on the board, e.g. text messaging, favourite sport, interesting places to visit, etc.
- Invite volunteers to speak for 20 seconds about a topic on the board without referring to any notes. Allow some minor mistakes in grammar and encourage students to keep going.

A Dictionary work

Information box Read the information in the box.

Ask volunteers to read the entry for *distance*, the phrases and their meanings.

If you wish, let students quickly look at the exact entry in their dictionaries.

Activity 1

- Students look at the entry for *life* and find the phrases. Ask different students to read out the definition of each phrase.
- Let students work in pairs to think of a sentence for each phrase. Students should write them in their copy books.
- Ask pairs to read their sentences.

Activity 2

- If your class is familiar and confident with dictionary work, you may wish to let them work in pairs to identify the most important word and find each phrase.

- Ask different pairs to read the meaning of each one.
- Alternatively, elicit the most important word in each phrase from the class then ask them to look up the word they have identified and find the phrase. Ask different volunteers to read the meanings.

Answers 1 good 2 living 3 fall 4 length
5 go 6 mention

B Spelling

Information box Read the information and ask students to read the example sentences.

Write the example words on the board and check that students understand the meanings of both words.

Activity 1

- Students complete the words.
- Check answers by asking for the spelling of each one.

Answers 1 awful 2 astronaut 3 straw 4 hawk
5 fault 6 crawl

Activity 2

Students use their dictionaries to look up or check meanings of words and match. They may do this in pairs if you wish. Give them a time limit and check answers together.

Answers drawl 3; audible 2; withdraw 1

C Language development

- Read the first information point about the conjunction *so*.
- Read the next point and the example sentence.

Activity 1

- Give the class a moment to underline. Elicit the answer.

Answer so she knows how long it takes to make things by hand

- Ask a volunteer to read the first part of the sentence about Ben. Give the class a moment to think of an ending that expresses the result of Ben missing the bus to school.
- Elicit different endings from around the class, e.g. **he was late to school; his teacher was cross**, etc.

- Read the information about the result clause.
- Read the information about the other meaning of *so* as a conjunction.
- Ask a volunteer to read the example sentence.

Activity 2

- Students underline the subordinate clause.

Answer so we can find out more about the Canadian First Nations?

- 2 Read out the next instruction.
- 3 Give students a moment to think of an ending that expresses the purpose of the action.
- 4 Elicit suggestions from around the class, e.g. *so that we have some fresh air; so we can look out at the crowds*, etc.

- 1 Read the information about the order of clauses.
- 2 Ask a student to read the example sentence.

Activity 3

- 1 Students underline the clause in the example sentence.
- 2 Check the answer together.

Answer So he could reach the shelf

- 3 Give the class a moment to rewrite. They may do this in pairs.

Answer Ben stood on a chair so he could reach the shelf.

- 4 Students work in pairs to identify each sentence as purpose or result.
- 5 Check answers together.

Answers 1 result 2 purpose 3 purpose 4 result

WB: Looking at language (WB p95)

This work should be done as an independent homework task. Remind students they will need their dictionaries.

WB answers

Dictionary work

Exercise 1 against all the odds 4; as a last resort 3; from scratch 1; give the game away 5; get to the bottom of something 2

Exercise 2 Students' own sentences

Spelling

Exercise 1 Students' own sentences

Exercise 2 1 drawl 2 awful 3 author 4 astronaut 5 hawk

Language development

Exercise 1

- 1 Sam's computer crashed last night so we couldn't finish our project.
 - 2 Ben left his homework in the classroom so he had to run back to fetch it.
 - 3 Dad's plane was delayed because of fog so he got home a day late.
 - 4 Our dog rolled in a muddy puddle so we washed him in the bath.
- Result

Exercise 2

- 1 We took torches into the cave so we would be able to see in the dark.
 - 2 My uncle bought a smaller car so my aunt could learn to drive.
 - 3 I'm starting my project early so I can easily finish it on time.
 - 4 You had better take an umbrella so you don't get wet.
- Purpose

Exercises 3-4 Students' own endings

Exercise 5 Students' own sentences

Lesson 4 Grammar SB p102

Lesson aims

- to learn about the structure and use of the third conditional
- to practise correct use of the third conditional through oral activities

SB skills: reading, speaking, grammar accuracy

WB practice: completing and writing sentences using the third conditional

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

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

Warm-up

- Write **WINTER OLYMPICS** on the board.
- In groups or pairs, students write down as many words as they can make from the letters on the board.
- Give them a time limit then ask the first group to tell you their words. Ask the next group if they can add any more and so on until no more can be added.

Activity 1

1 Pre-reading questions

- Where were the Winter Olympics held in 2010? **Vancouver**
Which people took part in the opening ceremony? **the First Nations**
- 2 Ask two students to read a paragraph and speech bubble each.
 - 3 After reading the text, ask: What did Robert find out about when he watched the opening ceremony? **the First Nations people of Canada**

Activity 2

Ask the questions to establish the correct use of the third conditional tense and to give practise in forming it correctly.

Answers

- 1 Robert watched some videos of the opening ceremony because he wanted to know more about the aboriginal peoples of Canada.
- 2 If he had not watched it, he would not have known about the Canadian First Nations.
- 3 Robert found pictures of dancers and musicians at pow wows on the internet.
- 4 If he had not gone on the internet, he would not have found the pictures.
- 5 Dr Davis replied to Robert's letter.
- 6 If Dr Davis had not replied to Robert, he would not have got in touch with Carly and Annie.

Activity 3

- 1 Students may complete this activity working in pairs.
- 2 Give them a time limit then check answers.

Answers 1d 2b 3a 4c

Activity 4

- 1 Give the class time to look at the first sentence.
- 2 Ask a volunteer to complete the sentence with the correct forms of the verbs. Remind students to look at the *Remember!* box to check.
- 3 Continue in the same way with the other sentences.

Answers

- 1 had ... got, would ... have made
- 2 had ... won, would ... have gone
- 3 would have arrived, had ... overslept
- 4 would have phoned, had ... lost

Remember!

Go through the box now if you have not already done so. Explain that this structure is used to express events in the past which did not happen but would have been possible if the situation had been different. Point out that the examples explain first of all what happened.

The next sentence explains what different event could have happened in a different situation.

Read the first examples about Joe. Make sure students understand what Joe did. Make sure they understand that the next sentence expresses an alternative action that did not happen.

Point out that the *If* clause uses the past perfect and the main clause uses the present perfect.

Do the same with the sentences about Lucy.

Point out how the clauses can come in an alternative order. Read the sentence about clause order.

Ask a volunteer to read the example sentences.

WB: Grammar (WB p97)

These exercises are for independent homework.

WB answers

Exercise 1

- 1 had ... gone, would ... have made
- 2 had ... spoken, would have left
- 3 would have known, had ... given
- 4 would have bought, had had
- 5 had ... sent, would ... have been
- 6 would have taken, had ... forgotten

Exercise 2 Students' own endings

Exercise 3

Example answers: accept any that make sense and are grammatically correct, with the *If* clause in either position.

- 1 If John had not fallen over, he would not have hurt/broken his leg.
- 2 If Sue had gone to New York she would have seen the Statue of Liberty.
- 3 Sam would not have missed the bus if he had not overslept.

Lesson 5 Grammar in use SB p103

Lesson aims

- to listen to, read and understand a short conversation about the final stages of the website project
- to understand and practise *wish* + past / past perfect, *wish* + *would*
- to understand and practise phrasal verbs with *pay*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: sentence completion with *would* and *wish* and different tenses / correct phrasal verb

EPB link: Test 6, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

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

Warm-up

- Write up some new words from the unit. Divide the class into two or more teams. The first team to put a word into a complete, correct sentence wins a point.

Activity 1

- 1 Point out the characters and the project note.
- 2 **Pre-listening questions**
What subject matter has the group been working on? *pollution*
What events or specific problems have they looked at? *the Exxon Valdez disaster*
- 3 Play track 2.14. Students listen and follow in their books.
- 4 Point out the example structures in their contexts: *wish + past tense; wish + would and wish + past perfect.*
- 5 Ask the class to think about the meaning of each sentence.

Activity 2

متدنيات صقر الجنوب التعليمية
Ask the questions and elicit answers from volunteers.

Answers

- 1 The meeting is important because all their work must be ready to send to Professor Brown (in plenty of time before the launch which is next Saturday).
- 2 because she's excited about the launch and she's looking forward to seeing the website (so she wishes it was happening now)
- 3 because Ross has already said when the launch is and Jack must have not been listening so he's asked the same question again (which Ross thinks is a bit annoying)
- 4 rainforests, using water wisely, pollution, the Alaskan oil spill
- 5 No, he didn't but he wishes he had done.
- 6 because they've got so much material (and they've done a lot of work)

Remember!

Go through the box now or at the end of the lesson as a reminder.
Go through the structure for a possible future situation.
Ask a volunteer to read the example.
Explain that this situation the writer wishes for is still possible.
Go through the rule for a present situation.
Ask volunteers to read the examples.
Explain that the situations that are wished for do not exist at the moment but the situation might change in the future.
Go through the structure for the past.
Ask a volunteer to read the example.
Explain that the person is wishing for something that can never happen because a different event has already happened in the past.

Activity 3

- 1 Students complete the sentences in pairs.
- 2 Elicit answers in the form of the two complete sentences from different pairs. Others listen and check for mistakes.

Answers 2 would be quiet 3 would phone her
4 would pay attention 5 would be more careful
6 would hurry up

- 3 Ask different pairs to give the same answers using short forms.

Answers 1 you'd 2 they'd 3 you'd 4 you'd
5 he'd 6 she'd

Activity 4

- 1 If your class is confident let them do this activity in pairs.
- 2 Ask volunteers to read the first statement and example.
- 3 Ask a volunteer to read the next statement. Elicit a second sentence. Check with the class that it makes sense.

Example answers

- 2 He wishes he had one.
- 3 I wish it wasn't raining. / I wish it was hot/sunny, etc.
- 4 She wishes she could play well.
- 5 He wishes they were easier. / He wishes they weren't so hard.
- 6 They wish they were winning. / They wish they weren't losing.

Activity 5

- 1 Give the class a time limit to compose sentences in groups.
- 2 Check answers by asking different groups to give their endings. Explain that there could be more than one correct answer.

Example answers

- 2 She wishes she had bought it. / Now, she wishes she had got it.
- 3 We wish we had gone. / We wish we had seen them.
- 4 He wishes he had been on time. / He wishes he had not been late.
- 5 I wish I hadn't got wet. / I wish I had had an umbrella / a coat, etc.
- 6 They wish they had not lost. / They wish they had won.
- 3 Students find examples of wish in the dialogue.

Grammar extra (SB p130)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning and express it in their own words.
- 4 Continue with the other sentences.

Example answers

1. listen carefully, take notice
2. told her she looked nice, said something nice about her appearance
3. went to see her
4. suffered the bad effects of
5. handed over a fair price

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answers

The bird paid the crocodile a compliment.
The bird paid the price for paying the crocodile a compliment when the crocodile ate it.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p98)

These exercises should be completed for homework.

WB answers

Exercise 1 1 would stop 2 would leave me alone
3 would get here 4 would stop crying 5 would speak up
6 would open it

Exercise 2 Students' own endings

Exercise 3 1 had seen 2 had lasted 3 had had
4 had bought 5 had put on 6 had taken

Exercise 4 1 paid the price 2 pay attention
3 paid good money 4 paid a visit 5 paid ... a
compliment

Lesson 6 Writing SB pp104–105

Lesson aims

SB

Stage 1: to investigate the purpose, features and layout of formal letter writing

Stage 2: to work collaboratively to produce a formal letter, asking for information

WB

Stage 3: to write an informal letter to a friend using appropriate language and features

SB skills: formal letter writing

WB practice: writing an informal letter independently

EPB link: Test 6, Writing

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

► Warm-up – 5

► Stage 1 – 10

► Stage 2 – 20

► Stage 3 – 5

Warm-up

Ask the class to think of as many reasons as they can why someone would need to write a formal letter, e.g. **to ask for information, to complain to a company about faulty goods, to apply for a job, to give information, to express an opinion to a newspaper**, etc.

Stage 1 Features of formal letter writing

1. Read through the Information box with the students.
2. Ensure students understand the term *formal letter*.
3. Discuss to whom they would send a formal letter.

► Layout

1. Ensure students understand the terms *greeting*: the start of the letter; *recipient*: the person receiving the letter; *block paragraphed*: starting paragraphs without indenting and leaving a line between each paragraph.
2. Go through each section in turn *greeting / address / body of the letter / ending / signature*, asking students to pay particular attention to how the letter looks on the page.

► Content

Read the information about the first paragraph.

Activity

1. Students go back to the letter on p104 to find the sentences in the first paragraph that tell them the purpose of the letter.

Answers

'I am writing **to thank you for sending us the information** about your recent archaeological excavations in north-east Canada. **Thank you, too, for sending us the email addresses** of the school students who joined your team on the dig.'

2. Read the information about the body of the letter.

Activity

Students look back at Robert's letter to see what the main part of it is about.

Answers

Students should recognise that Robert explains how useful the information and email addresses have been. He tells Dr Davis about making contact with Carly and Annie. *We have exchanged several emails with ... They told us how much they enjoyed ...*

Next, Robert tells Dr Davis about other things they have learned and their interest in them:
We have started to find out ... We had no idea ... Carly told us about her grandmother ... We can understand why ...

3 Read the information about the final paragraph.

Activity

Students look back to check what Robert asks.

Answer Robert asks Dr Davis to let them know when he is starting his next dig.

Stage 2 Writing together

- 1 Read out the task box. Explain that The Bill Reid Foundation is the name of an organisation that preserves Bill Reid's work and keeps a lot of information about him.
- 2 Go through the *Things to think about* section. Compose the letter on the board as you do so from students' suggestions.
- 3 Ask: *Where should you put the writer's (your) address? at the top right* (Use the school address if you wish.)
- 4 Check students understand who they are writing to: **The Bill Reid Foundation**. Remind them that this is 'the recipient'.
- 5 Ask: *Where should you put the recipient's (the Foundation's) address?* Refer students to the model letter on p104.
- 6 Ask: *Do you know the name of the person we are writing to?*
No What greeting should you use? Dear Sir or Madam,

The first paragraph

Ask: *What should you write in the first paragraph?* Remind students of the reason for writing that is given in the task box. Elicit a first sentence or sentences for the introductory paragraph, e.g. *I am very interested in the sculptor Bill Reid. I would like to know more about his life and work.*

The body of the letter

Ask: *What do you want to know about his life?* Point out the possible questions that can be used to create the second paragraph of the letter. Encourage students to write the paragraph in statements rather than as a list of questions, e.g. *I would like to find out when he was born and when he died.*

What do you want to know about his work? Point out the possible questions that can be used to create the third paragraph of the letter. Again, encourage students to write statements, not just the list of questions, e.g. *I would like to find out about his work. I want to find out how many models he made in his lifetime.*

The final paragraph

Ask: *How will you finish the letter?* Remind students what the content of this final paragraph should be: what you are asking the person to do for you. Point out the questions about receiving the information. Ask the class to decide what to ask for. Point out the need to thank the person for their time.

The ending

Ask the class what the formal ending should be. Refer them to p104 again if necessary.

- 7 Read the *Remember!* box with the students.
- 8 Can they add to / improve the letter?

Stage 3 WB: Individual writing (VWB p99)

- 1 Read the Information box.
- 2 Explain that an informal letter is different in layout and tone from a formal letter.
- 3 Read and discuss the features of informal letter writing that are listed in the box.
- 4 Read through the task under the features box. Ensure students understand:
 - the purpose of the letter: **a recount of a trip that their friend missed**
 - the recipient: **their friend**
- 5 Explain that the *Useful expressions* box will help them with informal language. They can use these expressions and ideas of their own in the letter.
- 6 After writing the first draft, remind them that they should check the *Remember* box, make improvements and proofread.
- 7 When they have made improvements and corrections they should write their final copy.

Assessment

In assessing the informal letter, look for writing which:

- has the correct layout
- uses paragraphs
- has the appropriate content
- is written in an informal style.

Lesson 7 Listening and speaking SB p106

Lesson aims

- to listen to and understand the gist of a dialogue about environmental issues
- to hold a similar discussion in groups
- to listen to a series of monologues about environmental problems for gist and detail
- to prepare and deliver a presentation about local environmental concerns

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

WB practice: dialogue completion; preparation for an individual spoken presentation

EPB link: Test 6, Listening Q2, Q3, Speaking Q1, Q2

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

► Warm-up - 5

► Conversation practice - 18

► Listening comprehension - 10

► Individual speaking - 7

Warm-up

Divide the class into groups. Give them a time limit to write down all the things they like and don't like about the environment of their neighbourhood and their town or city. Report ideas from the different groups.

Conversation practice

Activity 1

Explain that Holly and Jack are talking together. Give the class a moment to look at the photos. Ask a volunteer to read the words in the box. Ask: What do the photos show? Elicit answers. Ask: What are Holly and Jack talking about? Elicit, e.g. **environmental pollution, effects of pollution on wildlife**, etc.

Activity 2

- 1 Play track 2.15. Students listen.
- 2 Ask the class how well they predicted the conversation.

Audioscript

Track 2.15 Activities 2 and 3

Holly: I think our work on the environment is really good.
Jack: Me, too. What do you think the most important environmental problems are?
Holly: I don't know. There are so many, aren't there?
Jack: In big cities air pollution's a big problem. There are just too many cars and too many traffic jams. Think of all those fumes going into the air ...
Holly: Dirty factories make things worse, too.
Jack: And water pollution is a problem. Just think what happens when there's an oil spill at sea. It's a disaster.
Holly: Yes, that's terrible. But there's another problem and it's really serious because it's happening all the time.
Jack: What's that?
Holly: The destruction of the rainforests. We have to stop it.
Jack: You're absolutely right. It's a huge problem. Cutting down the trees in the rainforests is helping to increase global warming.
Holly: And it destroys the habitats of lots of animals, too.
Jack: There are so many endangered species. It's frightening. Pandas, tigers – their numbers are decreasing.
Holly: And polar bears and some whales – they're in danger, too. If we're not careful, they'll become extinct.
Jack: We need to look after these animals. It's their world, too. Not just ours.
Holly: It's difficult to see how we can help protect the environment, isn't it?

Jack: Well, there are some things that all of us can do. Recycling is important. We can recycle lots of things – newspaper and cardboard, for example.
Holly: And glass and cans.
Jack: Yes. And we can use fewer plastic bags, too. It all helps.
Holly: I know. But I wish we could do more.

Activity 3

- 1 Play track 2.15 again.
- 2 Students listen and number the pictures.
- 3 Check answers together.

Answers traffic/fumes 1; dirty factories 2; oil spill 3; rainforest destruction 4; endangered species 5; recycling 6

Activity 4

- 1 Students work in groups and discuss their own views of environmental problems.
- 2 Encourage them to use the pictures but to add any other ideas of their own.
- 3 Go around listening as they work.
- 4 If you wish, hold a short class discussion and invite different groups to contribute ideas. Find out how much agreement there is in the class and any points of difference.

Listening comprehension

Activity 1

- 1 Ask one or more volunteers to read out the environmental problems.
- 2 Explain that they are going to hear the team leaders talking about the things that concern them most.
- 3 Play track 2.16. Tell students to listen carefully and note the problem that each person speaks about.
- 4 Tell the class they need to note the problem without any detail at this point.
- 5 Check answers together.

Audioscript

Track 2.16 Activities 1 and 2

Hil This is Usha speaking. There are two environmental problems which I am especially interested in. The first is water pollution. In some parts of Asia and Africa the water in the rivers is not clean but people have to use this water for everything: washing clothes, bathing, cooking, drinking. This causes many diseases. We have to improve the quality of the river water and make sure people have clean water to drink.

My other concern is wildlife and, in particular, tigers. These magnificent creatures have been hunted almost to extinction in India. Today we have some areas where they are protected but I wish more could be done to help them.

I'm going to talk about ...

In this unit, students:

- read and understand advice about giving a presentation
- develop a close understanding of the stages in preparing and doing the presentation
- learn about phrasal verbs; spell words with silent *u*; investigate compound adverbs; learn about the suffix *-dom*
- learn and practise correct use of the future continuous tense
- learn and practise the formation of question tags
- write notes in preparation for a class presentation
- listen to a conversation about using different websites
- make a short individual presentation about creating a student website for school

Lesson 1 Check-in; Reading SB pp107-109

Lesson aims

- to prepare for the topic of doing presentations and other aspects of work in Unit 11 through the Check-in page
- to read and gain a general understanding of advice on doing a presentation

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 11 vocabulary list (p140)

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

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

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

Ask the class what different kinds of presentations are illustrated and in what situations they could be taking place. Ask if they have been to any like these or seen them on TV.

Check-in

- 1 Read the information about presentations.

Task box Elicit all the different kinds of presentations students have seen or listened to. List them on the board. Ask different students to say how many class presentations they have done. You could also ask them how many times they have done their presentation to a small group. Ask different students to give their views about the most difficult part.

- 2 Read the last statement.

Reading

- 1 Read the first statement.

Task box Elicit answers from around the class. Note them on the board.

- 2 Read the remaining information about the guidance.

Task box Elicit ideas from the class: a tip is a short piece of extra advice that helps you to do something.

Task box Check through the meanings of the new words with the class.

Looking at language

- 1 Read about the work that will be covered in the unit.
- 2 If you wish, ask the class if they can think of an example of a word with a silent *u*: they may remember, e.g. *guest*. If they cannot think of any words give them clues, e.g. *how you feel when you know you've done something wrong: guilty*, a stringed instrument: *guitar*.

Grammar

- 1 Read the information about Grammar.
- 2 Ask: *When do you use question tags most often?* Elicit: *in conversation*. Explain that they are sometimes used in informal writing such as an advertisement. They are never used in formal writing.

Writing

- 1 Read about the writing work that will be covered in the unit.
- 2 Ask how many of the class feel able to talk from notes and how many still rely on reading complete sentences.
- 3 Explain that, if they have not already learned to speak from notes, this unit will help them with developing the skill.

Listening

Read about the listening work that will be covered in the unit.

Speaking

- 1 Read the information about Speaking.
- 2 Explain that in every unit students will have the chance to speak in groups and individually.

Reading: Giving a class presentation SB pp 108–109

Before Reading Pre-reading questions

- 1 Tell the class just to look at the two pages without trying to read any words or sentences.
- 2 Ask: *How is the advice and guidance set out?* Students should be able to point out that:
 - there are clear headings
 - information is set out under the headings
 - some information is set out with bullet points
 - there are arrows to show how one section follows on from the one before.
- 3 Ask: *Why do you think the information is set out in this way?* Students should be able to explain that it makes the information easier to read and to understand. It also looks more interesting.

Reading

- 1 Read the text to the class or play track 2.17.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

After reading General questions

Check students' general level of understanding by asking questions on the gist of the text. Students should be able to answer broad 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, especially if there is disagreement about an answer. Use the following questions or any of your own:

- 1 What is the advice about? **giving a class presentation**
- 2 What do you need to think about at the beginning? **whether the task is to choose a topic or to write about a given topic**
- 3 What do you need to know before you start to research and prepare your presentation? **how long it should last for**
- 4 How many sources should you look at? **several** Why? **so that you have a broad range of information**
- 5 How should you organise your notes? **under headings**
- 6 What should you write your notes onto? **cards**
- 7 What can you use to make your presentation interesting? **technology, visual aids**
- 8 How many last-minute tips are there? **four**
- 9 Should you look at your audience? **Yes** Why? **because they won't want to look at the top of your head**

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

Re-read the advice carefully and check meanings again as necessary.

Lesson 2 Reading comprehension SB p 110

Lesson aims

- to re-read *Giving a class presentation* (i) in full (ii) in sections for detail
- to develop a close understanding of the advice and guidance
- to give a personal response to making a presentation

SB skills: reading for detail; oral comprehension; guessing meanings from context; vocabulary; word classes; critical thinking

WB practice: matching information to section headings; true/false statements; gapfill; personal response

EPB link: Test 7, Reading Q2

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

▶ Warm-up – 5	▶ Activity 2 – 6	▶ Vocabulary check – 4
▶ Re-reading – 5	▶ Activity 3 – 10	▶ Your views – 4
▶ Activity 1 – 6		

Warm-up

- List on the board: *reading aloud in class, giving an individual presentation, appearing in a play, giving a group presentation, meeting people for the first time, tests and exams.*
- In pairs or groups, ask students to order these with the task that makes them most nervous and anxious first and the one that makes them least nervous last.
- Find out what the general perception is.
- Ask students what they can do to help them feel less nervous in the most stressful situation.
- If they do not mention it themselves, explain that being well prepared can help to make any of these tasks less stressful.

Before starting this page, read *Giving a class presentation* again or play track 2.17.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the advice and guidance.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 a Choose something you know about and are interested in and that the audience will be interested in.
b Don't choose something you know nothing about.
- 2 several; so that you have a broad range
- 3 make detailed notes
- 4 so that you can organise the information you are going to present
- 5 practise with it before you use it; check it is working just before the presentation
- 6 You should speak slowly and clearly so that people can hear and understand the presentation.

Activity 2

Students may do this in pairs or small groups. Tell them to find the expression in the text and read the complete sentence before choosing the correct answer.

Answers 1b 2b 3a 4b

Activity 3

- 1 Students discuss their answers in groups. Ask them to note down their answers.
- 2 Give them a time limit.
- 3 Ask different groups to answer each question. Ask for other comments or ideas from the other groups.

Example answers

- 1 a so that you know whether you have to do all the presentation yourself or share it out with others
b so that you know how much material to prepare and practise
- 2 a because it is not very interesting for the people listening and they may not hear you very well if your head is down all the time
b it makes it more interesting and helps to explain things
- 3 so that you have everything ready and the audience arrives for something that is properly prepared
- 4 because you might get it wrong

Vocabulary check

- 1 Students may do this work in pairs or groups. Tell them to look at each word in context then to agree a meaning. If they

are not sure, or there is disagreement, they must check in their dictionaries.

- 2 If there is time, ask individual students to give meanings of some or all of the words.
- 3 Alternatively, tell students to check this activity again for homework.

Answers

noun: privacy, aspect, duration
adjective: nerve-wracking, several, tedious, relevant
verb: select, ensure, required, review, condense
adverb: thoroughly, beforehand

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class, as many as you have time for.
- 2 In addition, each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write or a minimum amount.

WB: Reading comprehension (WB p104)

Vocabulary check

Your views personal response

- 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 1 1 prepare thoroughly 2 duration of presentation 3 several sources of information
4 review notes 5 using visual aids 6 glass of water
7 make a note of the question

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

Exercise 3

- 1 Choose something that you know about and are interested in.
- 2 Give your audience different visual aids to look at.
- 4 Arrive before the audience.
- 6 Speak slowly and clearly.

Exercise 4 1 thoroughly 2 beforehand 3 tedious
4 relevant 5 duration

Exercise 5 Student's own answers

WB: Vocabulary (WB p105)

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 source 2 know 3 some 4 need
5 not 6 made 7 write 8 key 9 hear

Exercise 2

noun, private
verb, selection
verb, requirement
verb, review
adjective, tediously
adjective, relevance

Exercise 3

tedious, boring
select, choose
duration, length of time
several, more than two or three / a few
ensure, make certain
condense, make shorter

Exercise 4 Students' own sentences

Lesson 3 Looking at language SB p111

Lesson aims

- to investigate how phrasal verbs are set out in a dictionary
- to look at words with silent *u*
- to look at the meanings and use of compound adverbs

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

WB practice: definitions; composing/completing sentences; dialogue completion

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 Dictionary work - 10

► C Language development - 15

Warm-up

With all books closed, ask students in pairs or groups to think of three different phrasal verbs and to put each one into a sentence.

Ask a few groups or pairs to say their sentences.

A Dictionary work

Information box Read the information about phrasal verbs.

Point out to the class how the entry is set out in a dictionary.

Read through the entry.

Activity 1

- Tell students to look up *go* and find the Phrasal verb heading.
- Ask volunteers to read out the definitions of the phrasal verbs with *go*.
- Students write their own sentences. Give them a time limit.
- Ask different individuals to read out sentences.

Activity 2

- Students look up the phrasal verb *write down*.
- Ask an individual to read out the definition.
- Point out the phrasal verbs with *write* in the box.
- Tell them to check the meanings.
- Give them a time limit to write their own sentences.
- Ask different individuals to read out sentences.

B Spelling

Information box Read out the information and the example phrases.

Ask the class to tell you the words with silent *u*: *vague*, *guess*.

Activity 1

- Ask an individual to read out the words in the box.
- You may do this activity orally with the whole class or ask students to work in pairs or groups.

Answers 1 tongue 2 guilty 3 disguise 4 guitar
5 guide

C Language development

- Read the statement in the Information box.
- Ask two volunteers to read the two sentences.
- Ask the class if they can find the two compound adverbs. Remind them that they are made up of two smaller words joined together. Remind them that the words they are looking for are adverbs, not nouns, adjectives or verbs.
- Elicit the answers: *however*, *moreover*.

Activity 1

- If students are unfamiliar with these words, ask them to check them in their dictionaries and then to match them with the phrases: *in addition - moreover*; *in spite of that - however*.
- Ask volunteers to read the sentences.
- Ask the class to find the two compound adverbs: *nevertheless*, *furthermore*.

- 4 Ask the class to check the meanings in their dictionaries.

Activity 2

Students match the compound adverbs. They should be able to do this without using dictionaries again.

Answers nevertheless, however; furthermore, moreover

Information box Read the first alternative meaning of *however*.

Ask a volunteer to read the example sentence.

Explain that *no matter* means the same as *it doesn't matter*.

Explain that this single sentence could be rewritten as two sentences: *Make sure you go through your talk several times. It doesn't matter how long it takes.*

Point out that using *however* means that the two ideas can be expressed in one sentence.

Read the second information point.

Ask a volunteer to read the example sentence.

Ask if anyone can express the same idea in two sentences.

Elicit/Prompt, e.g. *Make your talk interesting. You can choose any way you like to do this.*

If the class has trouble coming up with this answer, make sure that they understand that this is the meaning of the example sentence.

Point out again that using *however* means two ideas can be expressed in one sentence.

Read the third information point.

Ask a volunteer to read the example sentences.

Point out that this meaning is for a question and is used in conversation, especially to express puzzlement and surprise on the part of the speaker.

Activity 3

Information box Read the information and ask a volunteer to read the example sentence.

- 1 Give students a moment to complete the words.
- 2 Ask different students to give definitions. If no one in the class can give a definition, tell them to check the words in their dictionaries.

Answers 1 boredom 2 wisdom 3 kingdom

- 3 The students use these words in a sentence of their own.

WB: Looking at language (WB pp106–107)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1 1 find out 2 see to 3 call on
4 break free 5 take care of 6 pass out

Exercise 2 Students' own sentences

Spelling

Exercise 1 1 quibble 2 queue 3 quadrant
4 quadruped 5 quarry

Exercise 2 1 guest 2 dialogue 3 builds, builder
4 guessed 5 guide

Exercise 3 Students' own sentences

Language development

Exercise 1 1 in spite of that 2 no matter how
3 in whatever way 4 no matter how 5 in whatever way
6 in what way

Exercise 2

(Where an alternative is possible, it is given in brackets.)

Dad: You don't seem to be getting very far with your project, Ben.

Ben: I am trying, Dad. But **however** hard I try, I just can't get started.

Dad: Hmm. **Nevertheless**, Ben, the work has to be done.

Ben: Yes, Dad.

Dad: **Moreover (Furthermore)**, Ben, it has to be done properly.

Ben: Yes, Dad.

Dad: Why is it difficult, Ben? Didn't your teacher say you could do it **however** you liked?

Ben: Yes, she did. But that's just the trouble, Dad. There's too much choice.

Dad: Oh, for goodness sake, Ben! **However (Nevertheless)**, I can see your point. It can be hard to decide how to get started.

Ben: Exactly. And, **furthermore (moreover)**, Dad, I know so much about the subject that I don't know what to include.

Dad: Well, perhaps I can help you get started.

Ben: I'd be really grateful, Dad.

Dad: What's the project about?

Ben: Text messaging.

Dad: Text messaging! **However** do you expect me to know about that?

Exercise 3 1 kingdom 2 boredom 3 freedom
4 wisdom

Lesson 4 Grammar SB p112

Lesson aims

- to read and understand a short text using the future continuous
- to learn about the correct use of the future continuous
- to practise using the future continuous in context

SB skills: reading; speaking; grammar accuracy

WB practice: completing/composing sentences; ordering words for polite questions

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

▶ Warm-up - 5	▶ Activity 3 - 6	▶ Activity 5 - 6
▶ Activity 1 - 5	▶ Activity 4 - 6	
▶ Activity 2 - 6	▶ Remember! - 6	

Warm-up

- Ask two or three individuals to read their responses to Your views on p110.

Activity 1

1 Pre-reading questions

Where is the girl now and what is she doing? **In her room, doing schoolwork**

What is the girl thinking about? **giving a presentation**

How do you think she feels about it? **Students' own ideas**

- 2 Ask two or more students to read paragraphs while the class follows in their books.

- 3 After reading the text, ask: Will Annie be going to the mall tomorrow? **No. Why not? because she's too busy**

How will she be feeling on Monday? **sick** Why? What will she be doing? **She'll be getting ready to give / giving her presentation.**

Activity 2

- 1 Tell the class to cover the text.
- 2 Ask an individual to read the first statement. Ask if it is true or false.
- 3 Elicit the answer and ask for the correct statement.
- 4 Continue with the other sentences asking for correct statements when necessary.

Answers 1F: Annie has got to give a presentation on Monday. 2F: She is dreading it. 3T 4F: She'll be feeling sick and shaking like a leaf. 5F: She'll be phoning her best friend, Jenny, later on.

Remember!

Go through the *Remember!* box now or at the end of the lesson.

Read out each use and ask a volunteer to read the examples. Write them on the board if you wish and underline the future continuous.

Explain how *going to* can replace *will*. Read or ask volunteers to read the examples.

Point out that *will be* + present participle is the simpler structure and the one most likely to be used in more formal writing. *Going to be* + present participle is often used in informal conversation as well as *will be*.

Activity 3

- 1 Go through this activity with the whole class working together
- 2 Give them time to read the first sentence then ask a volunteer to complete it.
- 3 Ask the class if it is correct. Ask them to help correct any mistakes.
- 4 Continue with the other sentences.

Answers 1 will be giving 2 will be flying 3 will be waiting 4 will be going 5 will be getting up 6 will be sleeping

Activity 4

- 1 If your class needs support with this activity, work with the whole class together then let students repeat in pairs taking turns to ask questions.
- 2 Alternatively, let students work in pairs first. Go around listening as they speak.
- 3 Ask different students to say each question.

Answers

- 2 Will you be giving your presentation this week?
- 3 Will your brother be going to university in October?
- 4 Will the president be paying a visit to our town?
- 5 Will he be arriving in the morning or afternoon?
- 6 Will he and his wife be coming to our school?

Remember!

Go through the *Remember!* box now if you have not already done so.

Activity 5

Ask students to find examples in the text that are mentioned in the *Remember!* box.

Answers

in progress in the future: I'll be standing
in the normal course of events: I'll be phoning Jenny later.
polite information request: Will you be doing schoolwork ...

WB: Grammar (WB p108)

These exercises are for independent homework.

WB answers

Exercise 1 1 will be taking 2 will be celebrating
3 will be playing 4 will be waiting 5 will be snowing
6 will be ... rising

Exercise 2 Students' own answers. Check for correct use of the future continuous.

Exercise 3

- 1 Where will you be spending your holidays this summer?
- 2 Will your sister be having a birthday party this year?
- 3 When will the president be leaving for the airport?

Exercise 4 1 will be starting 2 will be feeling
3 will be sleeping 4 will be shutting 5 will be putting
6 will be taking off

Lesson 5 Grammar in use SB p113

Lesson aims

- to listen to, read and understand a short conversation about the launch of the website
- to understand and practise question tags with the future tenses, present perfect tenses and modal verbs
- to understand and practise phrasal verbs with *hand*

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: writing question tags to end statements; completing sentences and adding tags; completing sentences with correct phrasal verb

EPB link: Test 7, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

▶ Warm-up - 5	▶ Activity 3 - 6	▶ Activity 5 - 6
▶ Activity 1 - 5	▶ Activity 4 - 6	▶ Grammar extra - 6
▶ Activity 2 - 6		

Warm-up

- Remind the class that the website that Laura, Jack, Holly and Ross have been working on is about to go live at 10 in the morning in the UK.
- Without looking in their books, ask students if they can guess what time it will be for the other teams who have created the website: Russia, Jordan, Kenya, India, Thailand, Australia, Brazil, Canada.
- Let them make guesses, then check on p9 in their SBs.

Activity 1

1 Point out the characters and the project note.

Pre-listening questions

Where are the students? *In the living room of Jack and Laura's house*

What are they doing? *looking at the computer*

What do you think they are waiting for? *the website to go online*

- 3 Play track 2.18. Students listen and follow in their books.
- 4 Point out the question tags with modal verbs and tell the class they are going to practise these.

Activity 2

1 Ask the questions to check understanding.

2 Elicit short oral answers. Ask the class if they agree.

Answers

- 1 the morning
- 2 They are waiting for the website to go online at 10 o'clock.
- 3 excited
- 4 to wake him up
- 5 because he wants to see the website
- 6 amazing, brilliant, fantastic

Activity 3

Remember!

Go through the question tags with future tenses.

Ask different students to read out the examples.

Point out that the tag is the same for both simple and continuous tenses.

Remind the class that an affirmative statement has a negative tag. A negative statement has an affirmative tag.

Go through the sentences with the class, eliciting the correct tag from different students. Check with the class that it is correct. Ask them to help make any corrections.

Answers 1 won't she? 2 will she? 3 won't they?
4 won't it? 5 will you? 6 will he?

Activity 4

Remember!

Go through the question tags with the present perfect tenses.

Ask different individuals to read the examples.

Remind them again of the relationship between affirmative/negative statements and negative/affirmative tags.

- 1 Go through the sentences with the class, eliciting the correct tag from different students. Check with the class that it is correct.
- 2 Ask them to help make any corrections.

Answers 1 have you? 2 hasn't she? 3 hasn't he?
4 has it? 5 haven't they? 6 have we?

Activity 5

Remember!

Go through the questions tags with modal verbs, asking different students to read each sentence. Point out how the n't short negative ending is added to the modal verbs just as they are to the other verbs they have practised.

- Students make up their own sentences. This could be done in groups.
- Ask different students from each group to say their sentences. If you are short of time, this could be an extra homework task.

Grammar extra (SB p130)

Ask a volunteer to read the bubble.

Activity 1

- Ask a different volunteer to read out the first sentence.
- Ask if anyone can explain what the underlined phrase 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

- pass to people in a group
- given to younger people in the family
- give it to the teacher
- to give back, to return something to someone
- to give something to someone

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answers

She's going to ask him to hand back / hand over her diary.
She'll be cross if he doesn't hand back / hand over her diary.

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 p109)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 won't it? 2 won't he? 3 will she?
4 will he? 5 won't they? 6 won't you?

Exercise 2 1 haven't they? 2 hasn't she?
3 haven't we? 4 hasn't it? 5 hasn't he? 6 have they?

Exercise 3 Students' own sentences

Exercise 4 1 handed ... in 2 handed ... over
3 handed down 4 Hand ... back 5 handed ... round

Lesson 6 Writing SB pp114-115

Lesson aims

SB

Stage 1: to investigate the preparation, research and written notes needed to give a successful class presentation

Stage 2: to work collaboratively on condensing given information into notes in preparation for a class presentation

WB

Stage 3: to create an individual class presentation

SB skills: note making for a class presentation

WB practice: independent research, note making and preparation for giving a class presentation

EPB link: Test 7, Writing

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

► Warm-up - 5
► Stage 1 - 10

► Stage 2 - 20
► Stage 3 - 5

Warm-up

- Hold a short spelling test of words from the unit, e.g. magazine, preparation, information, punctuation, unnecessary.
- Students work in pairs or groups and agree the correct spelling.
- Check their spelling by asking different groups to write a word on the board.

Stage 1 Features of preparing for a class presentation

- Read through the Information box with the students.
- Ask: What do you think 'thorough preparation' for a class presentation means? What can you do in advance to make things better for yourself when you do a presentation?
- List their ideas on the board.

► Research to final copy

- 1 Remind students of Level 7 Unit 3: *Life at the edge* that took them through note taking and drafting in preparation for a written information piece.
- 2 Read through the list of stages. Check with the class that they remember all these and understand them.
- 3 Ask: *Can you explain why some of the stages for that activity and those for a class presentation are the same?* Students should be able to say that in both activities they need to find out information, take notes and group them in sections so that they give the information in the right order.

► The differences

- 1 Read the information to the class.
- 2 Ask students to identify Stage 4: **The first draft**
- 3 Ask: *Why might this be a necessary stage for some students but not for others?* Some students may say they prefer to write a complete presentation first, then write notes from it so that they know what they are aiming to present. More confident students could speak just from notes that they have never written out in full. Either approach is suitable for year 8 students.

► Key words and phrases

- 1 Read the information to the class.
- 2 Ask: *What difference would it make to your notes if they always used 'four words instead of one'?* Students should understand that they would have a dense text that it would be difficult to pick the key words from.

Activity

Students shorten the phrases. Give them some help to do the first one if they find the phrase difficult to understand.

Answers 1 very soon 2 fishermen 3 midnight

- 3 Read the information about not needing full sentences and point out the example.
- 4 Ask: *Why is it not necessary to write full sentences? What difference would writing full sentences make to your notes?* Again, students should understand that it is more difficult to deliver a presentation that is made up of full sentences. It is easier to read this kind of text. For speaking to an audience it is necessary to have notes as reminders.

Activity

- 1 Give the class a moment to look at the first line of notes. Ask a volunteer to say what the complete sentence would be. Encourage the student who makes the attempt to speak the sentence fluently so that the individual and the whole class do not lose confidence in speaking from notes.
- 2 Continue with the other notes in the same way.

Example sentences

(There are many other possibilities, especially for 2 and 3. Accept sentences that make sense.)

- 1 The Metropolitan Museum of Art was opened in 1870 and is the world's largest museum.
- 2 Text messaging can result in poor spelling.
- 3 When giving a class presentation, you should speak clearly.

Activity

- 1 Give students a few minutes to read the sentences and make notes. They may do this in pairs or groups if you wish.
- 2 Check their ideas by asking different pairs/groups to give their notes.

Example answers

- 1 Times Square is a busy, noisy place at all hours of the day and night.
Times Square – busy / noisy – both day and night
- 2 Professor Brown told the students that they were going to create a website.
Prof. Brown – students – create a website
- 3 Text messaging is a quick way to pass on information, ask and respond to questions and make arrangements.
Text messaging = quick for info. / asking questions / answering / arrangements

► Short forms

- 1 Read through the information with the class.
- 2 Check they understand it all.
- 3 Can students suggest any other short forms they could use?

Stage 2 Writing together

- 1 Read out the task box and ensure students understand it. Explain that to condense means to make shorter.
- 2 This can be done as a whole class but you may find it easier to ask students to work in groups.
- 3 Take each sentence at a time. Ask for a shortened version using key words and phrases, and short forms, e.g. *Solidade – village – NE Brazil – discovery*
- 4 If you are working with the whole class, note their suggestions on the board. Ask the whole class to review it when all the sentences have been made into notes.
- 5 If students are working in groups, ask one student to write notes for the group. Go around as they work and sort out any difficulties.
- 6 After a time limit, ask each group to give their suggestions for one sentence. If there are significant differences between what the groups suggest, write up their notes and go through them with the class to find out the best version.

...around the groups until the whole passage has been condensed into note form, recording each sentence on the board.

- Read the *Remember!* box with the students.
- Have they used as few words as possible?
- Have they written complete sentences that could be condensed?
- Have they used short forms?
- Can they improve/shorten their notes?

Stage 3 WB: Individual writing (WB p110)

Read the Information box and explain the task.

Emphasise that they should choose something they are interested in so that:

- they will enjoy the research stage
- their presentation will be interesting to the audience because they are interested in it.

4 Tell them to use the *Useful short forms* box and ideas of their own to condense their findings.

5 After writing the first draft, tell them to check the *Remember!* box, make improvements and proofread.

6 Students then write their final set of notes and prepare any visual aids they want to use.

7 Make time at the end of lessons in the following days/weeks for each student to give their presentation.

Lesson 7 Listening and speaking SB p116

Lesson aims

- to listen to and understand the gist of a dialogue about computer use
- to hold a similar discussion in groups
- to listen to a presentation for gist and detail
- to prepare and deliver a presentation about creating a student website

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

WB practice: dialogue completion; preparation for a spoken class presentation

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

Ask the class if they can list five purposes for which computers are used in everyday life apart from laptops and personal computers, e.g. *flying planes, running car engines, controlling satellites and spaceships, running factory machines, controlling traffic and traffic lights*, etc.

Conversation practice

Activity 1

- 1 Explain that Holly and Jack are talking together.
- 2 Give the class a moment to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit answers, e.g. **computer screens with websites, a film, homework.**
- 5 Ask: *What are Holly and Jack talking about?* Elicit: **things that they do with their computers.**

Activity 2

Play track 2.19. Students listen and check if their prediction was correct.

Audioscript

Track 2.19 Activities 2 and 3

Jack: You've got your own computer, haven't you, Holly?

Holly: Yes, I've got a laptop. Have you got one?

Jack: No. Laura's got one. She doesn't like me borrowing it though. I have to use the family computer in the living room.

Holly: That's OK, isn't it?

Jack: I'd rather have my own laptop so I can use it in my bedroom whenever I want.

Holly: Yes, I know what you mean.

Jack: I hope I'll be getting one for my birthday.

Holly: Nice present! I couldn't do without mine.

Jack: What do you use it for most?

Holly: Chatting to my friends, I think, and sending them messages. How about you? What do you do on the computer?

Jack: I play games mostly and there are some websites I like to go on.

Holly: What's your favourite? Some football website, I expect.

Jack: Yes, I really like the Manchester United website. It's brilliant.

Holly: My favourite's called Trendy Girl. It's all about clothes and fashion and hairstyles and make-up.

Jack: I've told Mum and Dad that I've got to have my own laptop because I need it for my homework.

Holly: Well, that's true. We often need to do research – especially for projects and presentations.

Jack: And I could send emails. Do you send many emails?

Holly: Not really! I use my computer for having fun. I like listening to music on it and watching films.

Jack: Exactly! If I had my own laptop I could listen to the music I like without disturbing the rest of the family. And I could watch the films I like in my room. We wouldn't argue all the time about who's going to watch what on the TV.

Holly: It sounds like you definitely need your own computer.

Jack: I think so.

Activity 3

Play track 2.19 again. Students number the screens in the order they hear the uses mentioned.

Answers

3 6 4 7
2 1 5

Activity 4

- 1 Students work in groups or pairs and have their own discussion.
- 2 They may use ideas from the pictures that are on the page and any of their own ideas.
- 3 Go around listening as they speak.
- 4 Give them a time limit, then ask individuals around the class to say how their partner uses a computer.
- 5 Note uses on the board and find out how many students have the same use.
- 6 Ask the class to compare their uses with Holly and Jack's. Are they the same or completely different?

Listening comprehension

Activity 1

- 1 Ask different students to suggest what Laura will talk about. Make a list on the board and see how many students agree about each one.
- 2 Play track 2.20. Students listen.
- 3 Ask them at the end if any of them were right or not.

Audioscript

Track 2.20 Activities 1 and 2

Well, hello, everybody! Today I'm going to be talking to you about Global Youth Link. I've been involved in this project for almost a year now and it's been one of the most exciting things I've ever done.

It all started when the team from Hampton, of which I was a member, won the 'Portrait of Our Town Project'. Our prize was an amazing trip to New York. When we arrived there, we met winning teams from many other countries and we got a surprise! We were all going to work on a new project, Global Youth Link. We were going to create a website where young people all over the world could share their interests, their problems, their thoughts and their feelings about topics which concern them. What an opportunity!

When all the teams met for the first time in New York nine months ago, we didn't know each other at all. Well, that soon changed! I think we all know each other very well indeed now and many of us have become close friends, which is fantastic.

During the last nine months we have all worked incredibly hard to produce the Global Youth Link website. I have to say that we are not just happy with the results; we're absolutely delighted. I think we can be really proud of ourselves.

A few facts and figures. We started off with nine teams from different countries around the world. With four members in each team that gave us 36 young people ready to start work on the project. You will be interested to know that by the time we went online last week 300 young people had contributed to the project in one way or another, sending their opinions and comments by email, letter, text and phone. And since we went online a week ago over 2,000 people from 45 different countries around the world have visited the site. Many of them have left messages of support. Yuko from Japan says, "I love this site. I am looking forward to making new friends around the world." Maria-Jose from Chile in South America says, "This is a wonderful website. I've learned so much already." Lance, who lives in Hawaii in the middle of the Pacific Ocean says, "This is great. Keep up the good work!" This is a real chance for young people around the world to talk to each other, to discuss what is important to them and to share ideas.

Already on the website there are 12 hours of video recordings and 7 hours of audio recordings. There are 249 photos. There are 18 reports, 15 interviews and 176 messages on the message board! And of course the site is growing all the time. I hope that you will visit the website as soon as you can. I know you'll find lots of things to interest you.

Activity 2

- 1 Give the class a time limit to read the sentences.
- 2 Play track 2.20 again.
- 3 Students listen and circle the correct word in each sentence.
- 4 Check answers together.

Answers 1 nine 2 Some 3 thrilled 4 thirty-six
5 before 6 Many more 7 Some 8 enthusiastic
9 more 10 get bigger

WB: Individual speaking (WB p111)

- 1 Explain that students are going to talk about creating a website for the students at their school.

- 2 Tell students to look at WB p111. Explain that ideas are given to help them but they may use their own ideas if they wish.

WB: Listening and speaking (WB p111)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise 1

Jack: laptop
Mum: Certainly not!, expensive
Jack: It's not fair!
Mum: herself, pocket, anyway
Jack: research, presentations
Mum: living-room
Jack: peace and quiet
Mum: bedroom, right
Jack: Exactly!
Mum: Well, We'll see
Mum: Hang on, promise

WB: Check-out 11 (WB p112)

Students complete this page as an independent task. They may do this for homework before the lesson. Remind them to revise anything they are not clear about or could not answer easily.

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 the answers with the class. They may check their own answers
- remind them that if they get a lot of incorrect answers they must look at the unit again in their own time.

Unit 11 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion. Ask: Are school websites for students useful or not? Why?

Check-out 11 answers

Reading

- 1 A class presentation
- 2 technology and visual aids
- 3 your notes, your visual aids, a glass of water

Vocabulary relevant

Looking at language

- 1 Dictionary work: adverb or a preposition
- 2 Spelling: guess
- 3 Language development: however

Grammar

- 1 will be living
- 2 won't you, haven't you
- 3 hand round, hand over

Writing

- 1 books, magazines, the web, words, phrases

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.

A new website

In this unit, students:

- read and understand the home page and other parts of a young people's website
- develop a close understanding of the components and writing styles of a website
- learn more about synonyms; practise words with irregular spelling; investigate tones in writing; learn words with the suffix *-age* and *-ship*
- study and practise using sentences with *either/or*, *neither/nor*
- learn and practise correct use of the past perfect passive and adverbs of degree with adjectives and adverbs
- write an evaluation of the young people's website and an actual website
- listen to a conversation about the website; discuss the website in groups
- make a short individual presentation giving a personal opinion of the website

Lesson 1 Check-in; Reading SB pp117-119

Lesson aims

- to prepare for the topic of websites and other aspects of work in Unit 12 through the Check-in page
- to read and gain a general understanding of parts of a young people's website

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 12 vocabulary list (p140)

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

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

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

Ask: *What activities are the people in the photos doing? What areas of the website do you think they relate to?*

Ask: *What other activities would you expect to see illustrated in the pages of the new website that all the students have been working on?*

Check-in

- 1 Read the first statement.

Task box Go through the questions and elicit answers from around the class.
If you wish, use the questions as a basis for a short class discussion.

- 2 Read the next sentence.

Reading

- 1 Read the first statement.

Task box Ask about the title. Check they understand what *global* means.
Ask students to give reasons for their answers.

- 2 Read the next statement.

Task box Elicit the four subject areas.

- 3 Read the next statement.

Task box Elicit other features. These could be from anywhere on the website so students might mention simple features such as contact details, through to aspects of content such as a discussion page.

- 4 Ask one or more volunteers to read out the new words.

Task box Ask for definitions.

Looking at language

Read out the work that will be covered.

Task box Ask students for at least one example of each suffix. If necessary, remind them that they already know words such as *passage* and *friendship*.

Grammar

- 1 Read the information about Grammar.
- 2 Write on the board: *secret, poem, story, alphabet*.
- 3 Ask students whether *say* or *tell* is correct with these words.

Writing

- 1 Read about the writing features and evaluation.
- 2 Write the word *evaluation* on the board. Read it out. Ask the class if they can hear a smaller word inside the complete word. If necessary, prompt them to recognise *value*.
- 3 Explain that an evaluation expresses the value of something; how good it is.

Listening

- 1 Read about the work that will be covered.
- 2 Ask: *How do you think the students are feeling about their website?*

Speaking

- 1 Read the information about Speaking.
- 2 Explain that everyone in the class will have a chance to give a view.

Reading: Global Youth Link SB pp118-119

Before Reading Pre-reading questions

- 1 Give the class a few moments to look at the two pages.
- 2 Make sure they understand that this is a representation of a live website with links. It is not a printout of the actual website.
- 3 What is the name of the website? **Global Youth Link**
What is the symbol or picture that goes with the title? **a globe / a world map / the Earth**
Why do you think this has been chosen? **because the website is global / worldwide**

Which of the four subject areas looks as though it has been opened and has dropdown boxes with extra information?

Education

What is the first thing that is included in the Education section? **Views**

What sections in the bar on the right look as if they have been opened and show extra information or images? **Video catalogue, Photo gallery, Reports, Brazil under School profiles**

Reading

- 1 Read the text to the class or play track 2.21.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

After reading General questions

Check students' general level of understanding by asking questions on the gist of the text. Students should be able to answer broad 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, especially if there is disagreement about an answer. Use the following questions or any of your own:

- 1 Which page gives general information about the project? **the left page**
- 2 What information is on the right? **Information from the Education tab**
- 3 What information can you get about how the project started? **you can access the winning projects in A portrait of our town**
- 4 How do you get to read the personal message from a team member? **you click on one of the teams, click on one of the team members, then click on personal message**
- 5 What part of the page lets you give your own opinion? **the Views section under Education**
- 6 How are the video clips arranged? **by subject and by length**

- 7 How many school profiles are there for Brazil? **20**
- 8 What number profile is shown on the page? **14**

Reading practice

- 1 Divide the class into groups and ask them to take turns to read sections of the website.
- 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

Re-read the website carefully and check meanings again as necessary.

Lesson 2 Reading comprehension SB p120

Lesson aims

- to re-read Global Youth Link (i) in full (ii) in sections for detail
 - to develop a close understanding of the website content
 - to give a personal response to the website
- SB skills:** reading for detail; oral comprehension; guessing meanings from context; vocabulary; critical thinking

WB practice: multiple choice; completing statements; completing phrases

EPB link: Test 7, Reading Q1

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

▶ Warm-up - 5	▶ Activity 2 - 6	▶ Vocabulary check - 4
▶ Re-reading - 5	▶ Activity 3 - 8	▶ Your views - 4
▶ Activity 1 - 8		

Warm-up

- Give the class a time limit to write down as many words to do with computers and using computers as they can think of in two minutes. Remind them to think of verbs as well as nouns.
- They should be able to think of at least 20:
computer parts, e.g. **mouse, screen, printer, keyboard, monitor**, etc.
computer use: **email, Internet, website, browser, file, CD**
verbs: **save, open, close, delete, access, view, search, send, reply**

Before starting this page, read the Global Youth Link website page again or play track 2.21.

Activity 1

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

Answers

- 1 All the students who were involved in creating the website.
- 2 art, education, environment, science
- 3 hundreds of photos, video clips and sound recordings
- 4 respond to the website; add to the website
- 5 It started with a competition for projects called *A portrait of our town*.
- 6 Diaries, Presentations, Reviews, Photo gallery
- 7 You can comment, add to the website, submit material to the online archive and catalogue.
- 8 which countries the teams are from; the names of everyone in each team
- 9 It is important.
- 10 where you live; your parents' ability to pay
- 11 arms; huge government buildings
- 12 a poetry recital
- 13 travelling to Amazonian school by canoe
- 14 Brazil

Activity 2

- 1 Students work in groups. Remind them to find each phrase in the text first before they try to answer the questions.
- 2 Tell them to discuss in their groups what the phrase means. Point out the helpful tip and remind them to look up any unknown word then to try to work out the meaning of the complete phrase.
- 3 Students then read the questions and match the correct phrase to each one.
- 4 Check answers together.

Answers 1 social media 2 human right 3 snail mail
4 video conference

Activity 3

- 1 Students work in groups to discuss and answer these questions.
- 2 Appoint a note taker for each group and a different individual to be the spokesperson if you wish.
- 3 Tell them to note as many ideas as they can come up with in their group, not just the first thing they think of.

Example answers

- 1 Note the things liked and not liked in two lists on each side of the board.
Prompt students to give their reasons for their answers. If students have different views, allow a discussion to develop as this will help students when they come to do the writing task at the end of the unit.
- 2 List other things they would like to see, eliciting ideas from all groups.
- 3 Students should be able to say that Dalia enjoyed doing the project because she says that she is thrilled to have the friendship of people on every continent; she has new ideas; the project has changed her life; she's learned a lot about other people and about herself.
- 4 Note students' opinions about this and ask for their reasons.
- 5 Ask each of the groups what they would add. Find out how much, if any, agreement there is.

Vocabulary check

- 1 Students may check through these in pairs or groups if there is time.
- 2 Alternatively, set it as a homework task.

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.
- 3 Explain to the class how much you require them to write or a minimum amount.

WB: Reading comprehension (WB p113)

Vocabulary check

Your views personal response

- 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 1 1 creators 2 experiences
3 encyclopaedia 4 reviews 5 people 6 opportunities
7 Africa 8 armies 9 canoe 10 geography

Exercise 2 1 art, education, environment, science
2 Australia, Brazil, Canada, India, Jordan, Kenya, Russia,
Thailand, UK 3 36 4 Dalia 5 herself 6 three
7 ice hockey 8 Jordan 9 Australia 10 Australia

Exercise 3 1 snail 2 rights 3 video 4 media
5 gallery 6 poetry 7 tracks 8 discussions

WB: Vocabulary (WB p114)

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 archive 2 catalogue 3 encyclopaedia
4 conference 5 circumstances 6 expectation
7 content 8 ability
content; pleased

Exercise 2 1 submit 2 expands 3 assembled
4 arms 5 constantly 6 crucially 7 friendship
8 responsible

Exercise 3 Students' own sentences

Lesson 3 Looking at language SB p121

Lesson aims

- to investigate synonyms in a dictionary
- to look at the spellings of particular tricky words in English
- to look at different tones in writing

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

WB practice: replacing synonyms; composing sentences; adding apostrophes, missing letters; double consonants; matching extracts; definitions with the suffix *-age*; adding the suffix *-ship*

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 Dictionary work - 10 ► C Language development - 15

Warm-up

- Ask two or three students to read out their responses to
- Your views on p120.

A Dictionary work

Information box Read through the information about finding synonyms in a dictionary.
Read through the entry for *famous*.
Point out the box which gives other words which have a similar meaning.
Read each word and ask students to read the definitions. Point out that these words do not mean exactly the same but sometimes it would be possible to use one of these instead of the more commonly used word *famous*.

Activity 1

- 1 Students may do this in pairs, discussing different words they may substitute for words in the cook family.
- 2 Give them a time limit.
- 3 Check answers by asking one or more pairs to read the paragraph with changed words.

Example answer

(Several variations which only use cook once are possible.)
It was my turn to prepare (cook) dinner. Earlier, I had baked the bread in the oven. I peeled and boiled the potatoes in water. I don't like to cook (fry) meat in a frying pan so I put (cooked) (grilled) it under the grill. I put a little oil on the vegetables and roasted them in the oven.

Activity 2

- 1 Give students time to discuss the answers in pairs or small groups.
- 2 Remind them that they are asked for the most common word that has a similar meaning.

Answers 1 talk 2 eat

B Spelling

Information box Read the information in the box and go through the examples.

Ask what the silent letters are in the three examples: *u, t, c*.

Ask what the suffixes are in the three examples: *-sion, -tion, -ure*.

Activity 1

- 1 Students work in pairs or small groups to complete this activity.
- 2 Check answers together.

Answers 1 innocent 2 guitar 3 castle 4 solution
5 choice 6 measure

C Language development

Information box Read through the information with the three different kinds of writing.

Activity 1

- 1 Students may do this in pairs or groups and then check answers together.
- 2 Alternatively, if you are short of time, do this work orally with the class. They should be familiar with these features by now and all students should be able to answer.

Answers 1 informal 2 informal 3 formal
4 informal 5 informal 6 formal 7 formal 8 formal

- 3 Read the second part of the activity. Students should work in pairs or small groups to complete this activity.

- 4 Tell them to read all the sentences carefully.
- 5 Advise them that it will be easiest to spot the most formal and least formal first.
- 6 They will have to think harder about the correct order for the other two.
- 7 Check answers by asking a group to read out the most formal sentence first. Ask another to read the most informal.
- 8 Students should recognise that the second sentence has no contractions, which gives it a formal style.
- 9 The third sentence is contracted to an exclamation which makes it the least formal.
- 10 Then check the order of the other two sentences.
- 11 Students should notice that the first sentence ends with an exclamation which is a feature of an informal style. It uses *well* at the start of the second main clause which is a conversational and therefore less formal style.
- 12 The fourth sentence uses precise vocabulary such as *process* and *assembling*, which gives it a more formal style and it has just one contraction which makes it less formal than the second sentence.

Answers 3, 1, 4, 2

- 13 Give the class a time limit to discuss the five questions in groups.
- 14 Alternatively, if you are short of time, go through them with the whole class, eliciting ideas from individuals.

Answers

- 1 The Views section
- 2 Students should recognise that this section is dealing in a serious way with a subject that people think is important so an informal style would not be appropriate. Even the direct quotation from the Kenyan student only contains one contraction.
- 3 The least formal sections are the comments on the views. Students may notice that respondents are writing as they would speak and use short sentences.
- 4 The message from the website creators and the personal message from Dalia are in between the two styles. They both use contractions and exclamations but both use precise vocabulary and complex sentences.
- 5 Students should recognise that the messages aim to sound friendly and not too formal but at the same time they are giving readers information and making serious points.

Activities 2 and 3

- 1 Go through the Information boxes.
- 2 Ask students to complete and read out the words.
- 3 Ask what each word means.
- 4 If you are short of time, ask students to complete the words as an additional homework task.

- 5 Tell them to check definitions if they do not know the meanings.

Answers

Activity 2: 1 luggage 2 courage

Answers

Activity 3: 1 hardship 2 fellowship

WB: Looking at language (WB pp115–116)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1

Example answer

Last night it was very windy. There was a loud bang when the door slammed shut. I heard a crash when a large tree in the garden fell over. Someone had left a window open and it made a creak as it moved in the wind. I had left my bicycle outside and I could hear a clank as the wind blew through the chain. The wind blew some heavy books off my windowsill and they made a loud thud as they hit the floor.

Exercise 2 Students' own sentences

Spelling

Exercise 1 1 can't 2 couldn't 3 she'll 4 I'm
5 isn't 6 doesn't 7 he's 8 they're 9 let's

Exercise 2 1 whistle 2 geometry 3 address
4 difficult 5 beginning 6 tomorrow 7 lovely 8 healthy

Exercise 3 1 addition 2 difficult 3 possession
4 address 5 innocent 6 immediately 7 annual
8 opposite 9 quarrel 10 woollen

Language development

Exercise 1

- 1 an email to a teacher
- 2 a website comment
- 3 a report
- 4 a point of view
- 5 an email to a friend

Exercise 2 1 advantage 2 average 3 baggage
4 bandage 5 marriage 6 package

Exercise 3 1 partnership 2 relationship
3 scholarship 4 hardship 5 fellowship

Lesson 4 Grammar SB p122

Lesson aims

- to learn the structures *either ... or* and *neither ... nor*
- to learn the structure and use of the past perfect passive
- to learn the correct use of the structures and practise them through oral activities

SB skills: reading; speaking; grammar accuracy

WB practice: making sentences; gapfill

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

▶ Warm-up - 5	▶ Activity 2 - 4	▶ Activity 4 - 8
▶ Activity 1 - 5	▶ Activity 3 - 8	▶ Activity 5 - 10

Warm-up

- Ask two or three more students to read their responses to Your views on p120.

Activity 1

1 Pre-reading questions

What is Laura doing? **looking at her laptop**

What do you think she's looking at? Students' own suggestions but they might suggest she is looking at the new website.

How do you think she feels about the website? Student's own suggestions but they should realise from the last unit that the four friends are very excited about it and pleased with it.

How do you think she feels about the work that she has done? Students' own suggestions but they should realise from Laura putting a lot of time into it how much she has enjoyed working on it and so how proud of it she might be.

- 2 Ask two or more students to read a paragraph each.
- 3 Point out the sentences with the past perfect passive. Explain that this tense is used to express a passive action that was completed at some point in the past before a recent event. In this passage it expresses what happened before the launch of the website.
- 4 Point out the sentences with the *either/or*, *neither/nor* structures and explain to the class that they will practise this in the lesson.

Activity 2

Ask the questions to check understanding of the passage.

Answers

- 1 She thought it looked amazing.
- 2 two young university students
- 3 They had been helped by a computer expert at the university.
- 4 It had all been done with young people in mind.
- 5 that it had been an incredible experience

Activity 3

Remember!

Read through the information about the structure.

Ask different students to read the example sentences.

Write them on the board and underline the structure.

Explain that the two things that are the choices in a sentence using the structure can be nouns and adjectives as shown in the examples.

They can also be verbs, adverbs or phrases. If you wish, add these examples:

In football you can **either kick or head** the ball.

This work has been done **neither carefully nor** accurately.

Tomorrow I'm **either going to go shopping at the mall or I'm going to go swimming at the club**.

Point out how *either ... or* expresses a choice between two things.

Point out how *neither ... nor* links two things together.

- 1 Ask a volunteer to read the first sentence. Ask another to read the example using the target structure.
- 2 Point out how the first thing that is compared comes immediately after *either* and the second thing comes straight after *or*.
- 3 Point out that a sentence can begin with *Either*.
- 4 The structure can also come in the middle of a sentence.
- 5 Advise students to identify the two choices in each sentence before they try to use the structure.
- 6 Go through each sentence with the whole class working together and ask volunteers to reconstruct the sentence using *either ... or*.
- 7 Check with the class that the sentence is correct. Students may repeat this activity in pairs, taking turns to reconstruct each sentence.

Answers

- 2 Either Holly or Jack will send a text.
- 3 You can either write a letter or you can send an email.
- 4 The students can either start their presentations or finish their homework.

Activity 4

- 1 Follow the same procedure as for the previous activity.
- 2 Remind them to identify the two things that are being linked. Remind them that these could be objects, actions, descriptions or qualities.

Answers

- 2 Ross can speak neither German nor Thai.
- 3 The film was neither amusing nor interesting.
- 4 Jack spoke to neither Holly nor Laura.

Activity 5

Remember!

Go through the information on correct usage.
Ask individuals to read out the sentences. Write them on the board.
Ask the class to tell you which was the first action and what happened afterwards: **the wind blew down the tree then I saw it; the crime had been committed and the police arrived soon after.**
Go through the use of by + noun.
Write up the example sentence.

- 1 Students work in pairs to complete the sentences.
- 2 Go around listening as they work.
- 3 Give them a time limit then ask different pairs to say sentences.
- 4 Check with the class that they are correct and ask other students to help make corrections if necessary.

Answers Students' own ideas

WB: Grammar (WB p117)

These exercises are for independent homework.

WB answers

Exercise 1

- 2 Either Billy or James will win the prize.
- 3 Sam will study either science or engineering.
- 4 You can either watch a film or you can play computer games.
- 5 They can have burgers and chips either for lunch or for dinner.

Exercise 2

- 2 The professor speaks neither French nor Spanish.
- 3 Neither Jack nor Holly took any photos.
- 4 The sick man could neither eat nor drink.
- 5 The girl felt neither sad nor happy.

Exercise 3 1 had been caught 2 had been given
3 had been written 4 had been fed 5 had ... been raised 6 had been sent

Lesson 5 Grammar in use SB p123

Lesson aims

- to listen to, read and understand a short conversation
- to understand and practise using adverbs of degree + adjective a bit silly and adverbs of degree + adverb very well
- to practise using say or tell

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: sentence completion; writing whole sentences; gapfill

EPB link: Test 7, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

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

Warm-up

- Hold a short class discussion about celebrations:
- Ask: What is your favourite kind of celebration party?
- Where does it happen? Who comes to it?
- What sort of food is there? Is there any music or dancing?
- Ask: Has anyone ever been to a celebration in an unusual place? What was it?

Activity 1

- 1 Point out the characters and the note.
- 2 **Pre-listening questions**
What are the friends celebrating? **the new website**
What are Jack and Holly doing? **Jack is reading a text; Holly is taking a call on her mobile.**
Who do you think is calling and texting them? Students' own suggestions
- 3 Play track 2.22. Students listen and follow in their books.
- 4 Point out the adverbs in bold. Ask students to notice how they are followed by an adjective.

Activity 2

- 1 Students cover the dialogue.
- 2 Do this activity with the whole class working together.
- 3 Read out the first statement. Elicit whether it is true or false. Check with the rest of the class if the answer is correct.
- 4 Continue with the other statements. If there is disagreement, refer the class back to the dialogue to check.

Answers 1F: She says it is really tasty. 2F: He is going to arrive soon. 3F: They are coming, too. 4F: They have worked incredibly hard. 5F: She sent a text. 6T

Activity 3

- 1 Ask one or more individuals to read the phrases in the box.
- 2 Students may work in pairs or small groups to complete this activity.
- 3 Give them a time limit then check answers by asking different groups to complete each sentence.

Answers 1 extremely lazy 2 rather interesting
3 incredibly fast 4 so sad 5 too loud 6 terribly well
7 highly unlikely 8 completely exhausted

Activity 4

Students work in pairs or small groups. They make up sentences about the objects taking turns to create a descriptive phrase that matches their opinion, e.g. *It's a really beautiful spider.* / *It's an incredibly frightening spider.*

Remember!

Go through the information in the box and the example sentences for adverbs of degree with adjectives and adverbs.

Explain how different adverbs of degree express a stronger or weaker quality.

Go through the other adverbs of degree. Explain that some of these are common in everyday conversation and they express a level of quality rather than a literal meaning, e.g. *Ben is incredibly intelligent* means he is so intelligent that it is hard to believe how intelligent he is, not that no one believes in his intelligence.

Grammar extra (SB p130)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask students to look at the first sentence.
- 2 Ask if anyone can complete it correctly. Check with the class that the answer is correct.
- 3 Explain to the class that they will need to learn correct usage of these two verbs.
- 4 Continue with the other sentences.

Answers 1 tell 2 tell, tell 3 say 4 tell 5 tells

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer The twins' grandmother can't tell the difference between them.

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 p118)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 highly unlikely 2 absolutely fascinating
3 terribly loudly 4 incredibly dull 5 extremely dangerous
6 exceptionally hard 7 so quickly 8 too salty

Exercise 2 Students' own ideas

Exercise 3 1 telling 2 tells 3 to say 4 can ... tell
5 to tell

Lesson 6 Writing SB pp124–125

Lesson aims

SB

Stage 1: to introduce the concept of evaluative writing based on the stated aims of the website in Unit 1 and an example of the actual website in Unit 12

Stage 2: to collaborate on a written evaluation of the project's web pages

WB

Stage 3: to evaluate a website of each student's own choice

SB skill and WB practice: evaluative writing

EPB link: Test 7, Writing

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

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

Warm-up

- Write the word *value* on the board. Ask if anyone can tell you the adjective from this verb.
- If necessary, give them a clue by writing a gapped sentence, e.g. *This gold crown is very ___. (valuable)*
- Ask if anyone knows the noun. If necessary, continue the sentence: *I wonder how much it is worth. We must ask a jeweller to do a ___. (valuation)*
- Explain that a valuation is how much something is worth in money.
- Write up: *evaluation*. Explain that this means deciding how good, important and useful something is.

Stage 1 Features of evaluative writing

Information box Read through the Information box with the students.

Ensure students understand *evaluate* (verb: to decide how good, important and useful something is) and *evaluative* (adjective).

Write these words on the board and elicit/prompt the class to use them in sentences, e.g.

*We discussed the website and **evaluated** how useful it was.
I got a good mark for my **evaluative** piece of writing.*

Write the sentences the class suggests on the board.

► What is evaluative writing?

- 1 Read about evaluative writing.
- 2 Ensure students understand the terms *value*, *importance* and *quality*.
- 3 Introduce the term *fit for purpose*, i.e. something that does what it is supposed to do.

► How will you evaluate the website pages?

1 Purpose

Read the information about purpose, including sections a, b and c, ending up with the question: *Is it fit for purpose?*

If you wish, refer students to the first paragraph of the leaflet on p8 which sets out the purpose of the website. Explain to students that their evaluation task will be to consider whether the website does all the things it was meant to do.

2 Audience

Ask students to explain the term *target audience*: the people for whom something is intended.

Ask what would be the target audience for: *an advert for a new car / a picture dictionary / a book about fishing*. Explain that a *target audience* might be related to age or to the interests of the reader.

Ask: *What would be the problem if a writer wrote a book for adults and then the book was sold to children? What would be the problem the other way round?*

Read and discuss what audience the website is intended for. Discuss if the website will attract the *target audience*.

3 and 4 Content / comments

Read the *content* and *comments* sections of information to the class.

Look back at the web pages and point out each aspect of the content in turn. Tell students that when they do their evaluation, they will need to ask themselves these questions.

- Is it very successful?
- Could it be improved?

5 Layout and illustrations

Ask students to explain the terms *layout* and *illustrations*. Read the *layout* and *illustrations* section.

Explain that these aspects will need to be covered in the evaluation and they will need to decide how good they think they are and how they could be improved.

6 Final paragraph

Point out the example paragraph and read it to the class. Explain that they can use this framework to help write a final paragraph.

Stage 2 Writing together

Task box Read out the task box and ensure the students understand it.

Students should have the reading passage from Unit 1 to refer to.

1 First paragraph

Ask for suggestions for the opening paragraph, e.g. *The **www Project website has been created by young people for young people ...** Write students' suggestions on the board.*

2 Purpose – 2nd paragraph

Ask students to suggest sentences expressing the purpose of the website. They may look back to p8. They should find these phrases:

*young people's website with a worldwide perspective
thoughts and ideas
four subject areas
their role in your lives*

young people around the world will be able to access the material, respond to it and add to it
Help them to express the purpose.

Ask: *How successful is the website in achieving its purpose?*
Elicit ideas and prompt the class to make them into full sentences.

3 Audience – 3rd paragraph

Elicit a sentence from the class about who the target audience is. Remind them of the phrases: *young people's website; worldwide perspective*.

Ask the question about the intended audience. Help the class to write their ideas and responses as complete sentences in order to evaluate how good the site is for its target audience.

4 Content – 4th paragraph

Ask: *How many of these things that were suggested in Unit 1 do you think have been included somewhere on the website? texts / photos / video / sound pictures / interviews / monologues / readers' responses / readers' additions*
Ask the questions about content.

Use students' responses to help them suggest sentences to evaluate the content of the website.

Ask them what improvements they would suggest and prompt them to give you complete sentences.

5 Layout and illustrations: 5th paragraph

Students use the questions in the SB to evaluate the look of the website.

Record their comments and suggestions for improvements on the board.

Final paragraph – 6th paragraph

- 6 Students sum up what they think of the website, using the template at the end of the *Writing features* section. Write the final paragraph on the board.
- 7 Read the *Remember!* box with the students.
 - Have they made it clear in the first paragraph what is being evaluated?
 - Have they briefly described the stated purpose / audience and content?
 - Have they evaluated the web pages by comment and suggestion?
 - Does the final paragraph clearly sum up what they think of the web pages?
- 8 Can they improve their evaluation? Add any further ideas that you and the class agree are an improvement.

Stage 3 WB: Individual writing (WB p119)

- 1 Read the Information box and explain the task.
- 2 Emphasise that students should choose a page from a website they are familiar with and make their notes about it in the WB.
- 3 Students use their notes to write an evaluation of their chosen website page following this paragraph plan:

Paragraph 1: Introduction

Paragraph 2: Purpose

Paragraph 3: Audience

Paragraph 4: Content

Paragraph 5: Layout and illustrations

Paragraph 6: Final summary paragraph
- 4 Remind students to include comments and suggestions at the appropriate time, e.g.

If they think the web pages are not suitable for the target audience, include comment, suggestions in paragraph 3.

If they think the layout and illustrations are very good, include the comment about this in paragraph 5, etc.

Remind them to use the suggestions in the *Useful vocabulary* box and ideas of their own.
- 5 Remind them that, after writing the first draft, they should check the *Remember* box, make improvements and proofread.
- 6 They write a final copy.

Assessment

- In assessing this work, look for:
- a clear opening paragraph explaining what is being evaluated
 - brief descriptions of purpose, audience, content, layout and illustrations
 - comments and suggestions in the appropriate places
 - the final summary paragraph.

Lesson 7 Listening and speaking SB p126

Lesson aims

- to listen to and understand the gist of a dialogue about the website
- to hold a similar discussion in groups
- to listen to a series of monologues about the website for gist and detail
- to prepare and deliver a presentation about the website

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

WB practice: conversational expressions

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

- Choose a short activity for the class that they particularly enjoy.

Conversation practice

Activity 1

- 1 Give the class a moment to look at the pictures.
- 2 Ask a volunteer to read the words in the box.
- 3 Ask: *What do the pictures show?* Elicit answers.
- 4 Ask: *What are Ross and Laura talking about?* Elicit: **the website.**

Activity 2

Play track 2.23. Students listen and check their prediction.

Audioscript

Track 2.23 Activities 2 and 3

Laura: What do you think of the home page, Ross?

Ross: I think it's brilliant. The designers have done an absolutely fantastic job. It couldn't be better in my opinion.

Laura: I agree. It's really eye-catching, isn't it? I love the colours and the graphics.

Ross: They're great, aren't they? And it's really easy to navigate the site, too. That's a plus in my opinion.

Laura: What's your favourite part?

Ross: I don't know. I like loads of stuff about it.

Laura: I think it's good that people can find out about the background to the project. They can learn about how it all started with the Portrait of our town project and they can find out about our trip to New York.

Ross: They can meet the teams, too, see what we all look like and get to know us as people. That's important, don't you think? It makes the site more personal and friendly.

Laura: If you were a person who don't know anything about the project and you came on here for the first time, what would you look at first?

Ross: Well ... Let me see ... I'd read the message from the website creators and then I'd click on one of the topics - Environment, probably. How about you?

Laura: I'd do the same but I'd probably click on a different topic - Education, probably. I'd like to find out about schools in different parts of the world.

Ross: Would you leave a comment?

Laura: Yes, I might. If I really liked something, or if I disagreed with something, I'd say so. Yes, I'd leave a comment. How about you?

Ross: You know me! I like to get involved! So yes, I'd definitely leave a comment.

Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 2.23 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

Students work in groups and discuss the home page.

Listening comprehension

Activity 1

- 1 Tell students to read the list.
- 2 Remind them to listen carefully for these things and number them in the order they are mentioned.

Audioscript

Track 2.24 Activities 1 and 2

Hi, everyone, Usha here. The website is absolutely amazing! Congratulations to everybody! I love it all but one of my favourite parts is the section on New York. It was so interesting to read your diaries and to look at the photos. It brought back wonderful memories of our trip. We had a fantastic time, didn't we?

Hello! Robert here, speaking to you from Kenya. I really like the video catalogue. There are some amazing short films. Your underwater footage of the Great Barrier Reef is so beautiful, Carrie. And Tippi, your film about traditional Thai dancing is amazing. The masks are astonishing. I was quite scared!

Hi, guys! Carrie here. I'd like to congratulate Usha and Ali on the Science section. It's not always easy to make science fun but you certainly did it. Ali, I was laughing out loud at your feature on crazy inventions. Well done to whoever did the illustrations. They were hilarious.

Hello, everyone. Ali here. Thanks, Carrie. It was me who did the illustrations. Glad you liked them. I think my favourite thing is the feature on the oil spill in Alaska in the Environment section. The photos of wildlife are really moving and the interview with Brad's dad is excellent. It's fascinating to hear from someone who was actually on the spot and involved in the clean-up.

Hi, guys. Thanks for what you said about my dad, Ali. He really enjoyed being a part of the project. Like the rest of you I think the website is amazing but I think my favourite section is Education. Well done, Robert and Sofia! You and your teams have done a brilliant job. It's really interesting to find out how schools differ around the world and it's good to realise that some of us are more fortunate than others where education is concerned. Great work, guys! I can't wait to see how the website develops. It's going to be very exciting!

Answers science 3; video catalogue 2; education 5; New York 1; oil spill 4

Activity 2

- 1 Tell students to listen again very carefully as they must listen out for specific words.
- 2 Give them a few moments to read the sentences. Tell them to think about the kind of word that is likely to fit each gap.
- 3 Play track 2.24 again. Students write.
- 4 Be prepared to play it a third time for students to complete the sentences and/or check answers.

Answers

website, amazing, Congratulations
traditional, masks, astonishing, quite
out loud, inventions, illustrations, hilarious
wildlife, interview, fascinating, on the spot
really, differ, realise, fortunate, concerned

WB: Individual speaking (WB p120)

- 1 Explain that students are going to talk about their own personal opinion of the website.
- 2 Tell students to look at WB p120. Explain that ideas are given to help them but they may use their own ideas if they wish.

WB: Listening and speaking (WB p120)

Exercise 1

Students complete the sentences for homework.

WB answers

Exercise 1 1 I bet 2 Hang on 3 loads of stuff, How about 4 plus 5 don't you think? 6 couple of 7 Well done 8 Three cheers

WB: Check-out 12 (WB p121)

Students complete this page as an independent task for homework.

Check-out 12 without using an additional lesson

- 1 Go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 2 Create an opportunity for all students to do their individual speaking.

Check-out 12 as a complete lesson

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

- go through the answers with the class. They may check their own answers
- remind them to revise again if they get a lot of incorrect answers
- take in completed website evaluations.

Unit 12 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.

Check-out 12 answers

Reading

- 1 Global Youth Link
- 2 Art, Education, Environment, Science
- 3 photos, video, sound recordings

Vocabulary opportunity

Looking at language

- 1 Dictionary work: renowned, notorious, eminent, legendary
- 2 Spelling: a necessary b beginning c guitar d castle
- 3 Language development: complete sentences, precise vocabulary
- 4 Word building: a friendship b courage c baggage d hardship

Grammar

- 1 had been written
- 2 Neither ... nor, either ... or
- 3 very (extremely), extremely (very), quite, rather
- 4 tell, say

Writing 1 purpose, audience, reasons

Revision 6 (Units 11 and 12) (WB pp122–123)

WB answers

Exercise 1 1 will be using 2 will be feeling
3 will be trying 4 will ... be going 5 will be ... going live

Exercise 2 1 won't we 2 will he 3 haven't they
4 have I 5 has he 6 mustn't we 7 ought we
8 shouldn't he

Exercise 3

- 1 You can travel to the museum either by bus or by train.
- 2 Ben is going to choose either the chocolate cake or the lemon cake.

Exercise 4

- 1 I could do neither the French exam nor the German exam.
- 2 We saw neither birds nor animals in the forest.

Exercise 5 1 had been treated 2 had been given
3 had ... been climbed 4 had ... been looked at, had been left

Exercise 6 1 unbelievably hard 2 quite pretty
3 dangerously exhausted 4 rather childish

Exercise 7 hand ... back, handed down

Exercise 8 say, tell, says, tell, says

Exercise 9 1 called on 2 passed out 3 find out

Exercise 10 (example answers) 1 munch, chew
2 say, speak, whisper, mutter

Exercise 11 1 queue 2 quarrel 3 guess, built

Exercise 12 1 tomorrow 2 address

Exercise 13 However, nevertheless

Exercise 14 1 bandage 2 friendship 3 kingdom
4 freedom 5 passage 6 hardship

Exercise 15 1 2 – a report 2 3 – an email to a friend
3 1 – a website comment

Classroom games and activities for warm-ups and lesson fillers

All of the activities on this page are suggested as warm-ups or class activities for particular lessons during the course. Most of them can be adapted to suit different contexts. Most of them can be used as quick activities with the whole class or they can be made into games for two or more teams with points being scored and a winner found.

Vocabulary

Making words out of other words

Write a long word with a variety of vowels and consonants on the board, e.g. *performance*.

In groups or pairs, students write down as many words with two or more letters as they can make from the letters on the board, e.g. *man, fan, ran, can, for, form, poem, pence, fence, foam, roam, map, rap, cap, frame, crop, cream, etc.*

Give them a time limit then ask the first group to tell you their words. Ask the next group if they can add any more and so on until no more can be added.

Other words to use in this activity: *presentation, undiscoverable, geographically*.

Adjectives from verbs

Write up a list of verbs and ask students to write down the adjectives formed from them, e.g. *scare (scary), break (broken), amaze (amazing), steal (stolen)*.

Adjectives from nouns

Write up a list of nouns and ask students to write down the adjective formed from them, e.g. *ice (icy), imagination (imaginary), courage (courageous)*.

Word families

Write up a word from which other words can be formed, e.g. *patient*. Students write down all the words they can think of in the word family, e.g. *patience, patiently, impatient, impatience, impatiently*.

Synonyms

Write up pairs of synonyms in scrambled order. Students match and write down the pairs, e.g. *strange/peculiar, unusual/rare, bravery/courage, intelligent/clever, fast/speedy, ready/prepared*.

Antonyms

Write up a list of words. Students write down the antonyms, e.g. *polite (impolite), strong (weak), fair (unfair)*.

Definitions 1

Write up some vocabulary from a particular text. Read out definitions. Students tell you which word the definitions match.

Definitions 2

This version is harder: just give the definition of a word from the text. Students tell you the word, scanning the text if necessary.

Definitions of words with more than one meaning

Write up words that have more than one meaning as the same part of speech. Students write down two or more meanings for each word.

Parts of speech

Write up a list of new words. Students tell you what part of speech each word is.

Word lists

Give students a subject or topic.

Students list as many words as they can think of that belong with that subject or topic, e.g.

archaeology: *old, ancient, ruins, broken, metal, stone, jewellery, dig, excavation, etc.*

the Arctic: *ice, frozen, pole, polar bear, seal, fish, fishing, hunting, snow, blizzard, etc.*

the oceans: *fish, whales, deep, shipping, pollution, storm, exploration, Arctic, Pacific, etc.*

Past tenses of verbs

Write some new verbs on the board, e.g. *transfer, crane, extract, burst, hesitate, shimmer, plod*. Add any other verbs you wish.

Ask students to tell you the past tense of each verb.

Fluency practice

Dialogues

Pairs of students read out completed dialogues from WB Listening and speaking pages.

Groups of students read out the dialogues from Grammar in use pages.

Encourage students to perform the dialogues without their books or using the books as prompts rather than for reading.

Sentence races

Divide the class into two or more teams. Write up a new word from the unit. The first team to say a correct sentence, using the new word correctly, wins a point.

Other teams can gain points by correcting mistakes.

Activity

Divide the class into groups of five or fewer.

Write a subject or topic on the board that students have learned about or should know about from their own experience, e.g. *America; the Moon; aeroplanes; volcanoes; London*, etc.

Give pairs or groups a time limit to think of five facts about the subject or topic.

Group members take turns to tell one fact each to the class, speaking without notes or with just a note of the fact but not reading out a complete sentence.

20-second talk

Write some topics you have previously discussed in class on the board, e.g. *text messaging, favourite sports, interesting places to visit*, etc. Invite volunteers to speak for 20 seconds about a topic on the board without referring to any notes and without frequent pauses. See how many students are able to do this within the time you have for this activity. Allow some minor mistakes in grammar and encourage students to keep going.

As students develop fluency, extend the time to 30 seconds or longer if your class is very able.

Spelling

Spot the mistake

Write a list of words on the board with a spelling mistake in each word. Students study the list, find the mistakes and correct them.

Spot the incorrect words

Write a list of words on the board with some spelled correctly and others with mistakes.

Students study the list, identify those words that are misspelled and correct them.

Spelling test

Ask the class to write down up to ten words from units they have recently studied.

Students change books to check spellings.

Find out how many students made a mistake on each word and note what the problem words are. List them for practice in another lesson or for homework.

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 write the word on a piece of paper and give it to you within a time limit.

If the other teams were correct, they get two points and Team A gets one point.

If the other teams spelled the word 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.

Lost consonants

Write up some words with one consonant missing and indicated by a dash, e.g.

rig_t, spe_lal, cu_board.

Students write the word correctly.

Write up some words with one consonant missing but with no dash to indicate where, e.g.

autobiograpy, aventure, climbing, corectly.

Students write the words correctly.

Lost vowels

Write up some words with a single vowel missing and a dash to indicate where, e.g.

prom_se, co_rage, dis_ase.

Students write the words correctly.

Write up some words with a vowel missing but with no dash to indicate where, e.g.

seprate, imaginry, behavior.

Students write the words correctly.

Project notes

These projects are available for teachers to make use of during the year in a variety of ways:

- as additional work for more able students
- as additional but more extensive writing tasks for students
- as consolidation of researching, note taking and writing skills for all students
- as an opportunity for students to create a piece of work freely, based on broad guidelines and using their skills

However the projects are used, the intention is for students to enjoy and take pride in creating pieces of work in their own time and outside the main curriculum.

Teachers may present the projects to students in whatever way they choose as appropriate for their classes.

The following notes are suggestions for presenting the projects and giving guidance to students.

Project 1 (Unit 2): A portrait of New York

This project gives students the opportunity to produce work independently and at their own level. It could be done individually, in pairs or in groups. You may wish to allow some or all students to decide themselves on the level and extent of work that is appropriate.

Class preparation

Section 1

- 1 Tell the class that the map and photographs are there to give them ideas.
- 2 The map is a very old one. It shows the small town that was first built on Manhattan Island nearly 400 years ago.
- 3 The photographs show aspects of New York but they can find out about more if they do further research.
- 4 Ask the class what they know about the city. Make a few notes on the board.

Section 2

- 1 Point out the questions and remind them that these are suggestions of questions they can ask themselves to help get them started.
- 2 Read through the questions.

Section 3

- 1 Make sure the class understands that this part of the project is where they should write their own opinions and ideas.
- 2 Point out that all the questions ask for reasons.
- 3 They should write a paragraph for each of the three points.

Suggested writing guidance

- Read through the advice in the speech bubbles.

- Make sure the class understands that if they access information online or in a book, they must read it and make notes.
- Advise them that their notes will be answers to the questions.
- They may add other questions and answer them if they wish.
- They must then use their notes to write information in complete sentences, organised into paragraphs.
- Ask them to look at the questions and suggest ideas, e.g. *The history of New York; New York today, etc.*
- Tell students to give thought to the illustrations they use. They should consider writing captions for their illustrations.
- Point out again that an important part of the project is their own views and they should give time to making this section as detailed as they can.

Assessment and feedback

You may wish to deal with the finished projects in one or more of the following ways:

- assess the projects and give them each a mark
- ask some students to present their projects to the class
- put all of the projects on display
- ask the class what they learned from doing the project

However you choose to use the projects, aim to give positive comments to:

- work that is clearly original writing
- writing that is clearly from notes made by the student
- original ideas for additional content
- carefully considered and well presented illustrations.

Project 2 (Unit 3): A day in the game reserve

This project allows students to be creative and use their own ideas. For those students who find imaginative writing difficult, there are prompt questions to help them include key points in a fictional narrative: what happens, descriptions and direct speech. This project could be done individually or in pairs but is not suitable for group work.

Class preparation

- 1 Give the class time to look at the photographs.
- 2 Explain that they show three environments through which Martine, her grandmother and Tendai pass during the day.
- 3 Read through the outline and questions for each part.
- 4 Tell the class to imagine how Martine would feel and what she would think about walking in the heat. *What would she think about animals they see? Would she ask questions? What questions?*
- 5 Continue in the same way with the next section. Elicit ideas for descriptions from the class. Ask: *Is it pleasant walking in the forest? Why or why not?*
- 6 Continue with the final section. Students who are good at inventing a plot may wish to include a strong plotline for the whole story.

Suggested writing guidance

Ask the class to note down ideas in answer to each question. As well as noting what happens, remind them to note down adjectives to describe things and adverbs to tell the reader how events and actions happen.

Remind them to include some direct speech.

Point out that if they are unsure of how to lay out fiction writing with direct speech, they should look at the extract from *The White Giraffe*, pp28–29.

Make sure students understand that if they wish to, they can make up their own plot for the walk, including particular events and one or two other characters, if they wish.

Assessment and feedback

You may wish to deal with this project in a variety of ways as suggested for Project 1.

In addition, stories can be easily shared in groups:

- Arrange the class in small groups of three to five. Ask several students to read their story to a different group, all at the same time. When the readers have finished, they then move on to another group and read their story again.
- Alternatively, you can choose different readers and continue as before.

Project 3 (Unit 5): People and Mars

This project allows students to practise research skills to find new information. They will also practise taking notes and organising the information they find. Encourage students who are particularly interested in science to find additional information and add their own ideas to the questions they are asked to think about. This project could be done individually, in pairs or in groups with different group members taking on different aspects of the subject.

Class preparation

- 1 Read the introduction to the class. Make sure they know where Mars is in our solar system.
- 2 Give them time to look at the photographs.
- 3 Read out, or ask students to read out, the captions.
- 4 Explain that scientists will continue investigating Mars as much as they can. Students will find recent pictures on the internet.
- 5 Go through the list of questions. Explain that they will have to read some general information about Mars in order to find the information they need to answer the questions.
- 6 They note their answers and decide how to organise the information. Remind them that sub-headings can help.
- 7 Explain that they can find out about *The War of the Worlds* at the library or on the internet.
- 8 Point out that the second section asks students for their own views. Tell them to answer in as much detail as they can.

Suggested writing guidance

- As with Project 1, warn students against downloading information and printing it out as their project.
- Remind them to note answers to each question and then write a full answer in paragraphs.
- If you feel your class would benefit from close guidance, discuss possible sub-headings for the project, e.g. *What Mars is like*; *Travelling to Mars and living there*; *The War of the Worlds*.
- Remind the class to think carefully about illustrations and captions they can include in their projects.

Assessment and feedback

Follow the methods for assessing that were given for Project 1.

Encourage discussion of the projects to help all students recognise what makes a good project.

Again, give positive feedback on original writing expressing students' own thoughts and ideas.

Project 4 (Unit 7): Play writing, A Desert Map

This project gives students the opportunity to create a complete playscript and perform it. Remind them of the Desert Map story. They should remember that it consisted mainly of two interviews. This project could be done individually, in pairs or in groups.

Class preparation

Section 1

- 1 Read through section 1 with the class.
- 2 Ask a pair of students to read the example lines.
- 3 Point out how the playscript only has the spoken words and stage directions.

Section 2

- 1 Look at section 2 with the class. Remind them of the writing you did together. Students should be able to remember the main points of the conversation between Luke and Miranda.
- 2 Students can use those ideas again or use them and add more detail if they wish.

Section 3

- 1 Look at section 3 with the class. All students should have written the part of the story where Miranda phoned the owner of the bookshop and asked him about the map.
- 2 They may use this writing to create the third scene.
- 3 If necessary, they should add new lines if their story did not have much direct speech.

Section 4

- 1 Look at section 4 with the class.
- 2 Explain that this is a new scene.

- 3 Read through the questions with the class.
- 4 Tell them that they must decide on the answers to these questions before they start to write the scene.

Suggested writing guidance

Briefly revise the layout of a playscript:

- The name of the speaker is on the left. The words they say follow the name.
- Stage directions, including the way words are said, are given in brackets before the words that are spoken.
- Stage directions that tell the actor/s what actions happen when no one is speaking are written in brackets between the lines that are spoken.

Assessment and feedback

Encourage all students to perform their plays.

If they wrote in pairs or individually, they will need to form groups to perform their own and each other's plays.

Project 5 (Unit 10): The environment section of the website

This project allows students to write about something that they already know about or which they need to find out more about.

Class preparation

- 1 Remind the class of the work that Laura, Jack, Ross and Holly have been doing and read the list of topics.
- 2 Point out the photos and ask which ones illustrate each topic.
- 3 Tell the class they are going to add their own information to the environment section.

Section 1

- 1 Read through section 1 with the class. Explain that they can take one of these areas and add new information.
- 2 Alternatively, they can choose a completely different subject.

Section 2

- 1 Read through section 2 with the class.
- 2 Make sure students understand that in the first part they must explain the problem and then describe what could be done to deal with the problem.
- 3 In the second part they should describe something that is under threat.

Suggested writing guidance

- If your class is able and confident with writing, simply remind them to order their information in paragraphs.
- Students may benefit from discussion of a paragraph plan before they begin the project, e.g.
 part 1: **Paragraph 1** – detailed information about the problem
Paragraph 2 – changes that could be made
Paragraph 3 – why the changes should be made

part 2: **Paragraph 1** – detailed information about something that the writer wants to protect

Paragraph 2 – the reasons why it should be protected

Paragraph 3 – what needs to be done in order to protect it.

- Remind all students of the usefulness of maps, plans and photographs in presenting environmental information.

Assessment and feedback

Use the list of activities suggested for Project 1 and choose those which are most appropriate for your class.

Students may be interested in debating some of the environmental problems and solutions they have written about.

Project 6 (Unit 11): School website students' home page

This project could be done individually, in pairs or in small groups.

Class preparation

- 1 Students should already have thought through some ideas for their presentations in Unit 11.
- 2 Encourage them to look at the ideas they already have for what to include.
- 3 Encourage them to think of what information is on the home page and what information would open up in new tabs.

Suggested writing guidance

- A large part of this project is about ideas and organising information. Encourage the class to use their computer skills.
- Students who do not have easy access to computers can draw out their plan for a website using a large sheet of paper.
- Students need not write all parts of the home page in detail but they should write up several examples of information.
- These are examples of subjects that might be included on the home page:
 sports – fixtures list, results, teams
 homework – school homework policy, advice on managing homework
 uniform – school uniform policy, links to suppliers of school uniform
 school trips – reports from recent school trips and visits
 student council – student representatives, profiles of student representatives
- If your class needs support, discuss some suitable subjects for the home page and the information that could be written.

Assessment and feedback

Display the projects and ask students to review them.

Ask the class to discuss what they think is useful information for students.

Discuss with the class what makes website pages attractive and easy to use.

Word list

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 (Looking at language). These lists are also at the back of the Workbook.

Unit 1

Words to do with organising a project

essential adj
request v
access v
respond v
assign v
practice n
co-ordinate v
confusion n
deadline n
contact n, v
appropriate adj
monitor v
encounter v
available adj
maintenance n
go off v
back up v
promptly adv
supervisor n
launch v

zone n
perspective n
thoroughly adv
conference n
hint n

Unit 1 Spelling

Words ending -tion / -sion

addition n
alteration n
ambition n
emigration n
interruption n
multiplication n
solution n
reaction n

admission n
decision n
division n
possession n

Unit 2

Words to do with describing visits

fascinating adj
astonishing adj
section n
base on v
experience n
investigate v
background n
exhibit n
armour n
billboards n
queue v
plot v
bring about v
convince v
fault n
extraordinary adj
vivid adj
boo v
draft v
inquire v

course n
coarse adj
source n
sauce n
stationary adj
stationery n
waist n
waste n, v
prehistory n
predecessor n
prerequisite n
prejudge v

Unit 2 Spelling

Words with oi / oy

avoid v
joint n, adj
moisture n
spoil v

alloy n
coy adj
decoy n
employ v
envoy n
loyal adj
royal adj
voyage n

Unit 3

Words to do with a night in an African reserve

reserve n
perfume n
blossom n
dripping adj
bound v
horizon n
drench v
soak v
slither v
scurry v

undergrowth n
tendrils n
droplet n
sway v
throat n
flicker v
panic n
plyage v
strike v
hoof n

investigation n
previous adj
commit v
bind v
secure v
prevent v
stifle v
smack v
ribcage n
focus v
shudder v
dare v
ferently adv
pinpoint v
laden adj
quell v
blow n
mythical adj
risk v
pursuit n
sheer adj
instinct n
barely adv
lethal adj
blur n
crumple v
hover v
skeleton n
carnivore n
blindly adv
overhear v

Unit 3 Spelling

Words with silent gh / -ph = f

naughty adj
straight adj
rough adj
tough adj
trough n

خوف فراغ

agoraphobia n

arachnophobia n

atmosphere n

autograph n

claustrophobia n

phobia n

saxophone n

ساکسوفون

Unit 4

Words to do with a palace in the east

magnificence n

decorate v

dazzling adj

majestically adv

residence n

destination n

administration n

office n

state n

ceremonial adj

impressively adv

architectural adj

style n

royal adj

permanent adj

literature n

remarkable adj

ignore v

mural n

comment n, v

continent n

complex n

measure v

lavishly adv

adorn v

façade n

terrace n

sleeveless adj

hire v

trickster n

fake adj

mansion n

Unit 4 Spelling

Words ending -ture /

-sure

composure n

culture n

enclosure n

fracture n, v

immature adj

leisure n

literature n

measure v

pleasure n

premature adj

signature n

texture n

Unit 5

Words to do with a space trip from the Moon to Earth

governor n

feeble adj

transfer v

eagerly adv

crane v

oxygen n

mineral n

extract v

universe n

lab (laboratory) n

sympathetic adj

Increase v

burst v

pressure n

gravity n

luxury n

hesitate v

comparison n

barrier n

charge v

spindle n

steely adj

shimmer n

hydroponic adj

ounce n

electrostatic adj

refinement n

ore n

stuff n

slopping v

island-spangled adj

groggy adj

brake v

discomfort n

minimal adj

apparent adj

momentarily adv

birthright n

blurrily adv

nose-bleed n

stewardess n

icepack n

wheelchair n

plod v

crudely adv

convict n

hatch n

ramp n

rail n

exotically adv

casual adj

bystander n

mill around v

Unit 5 Spelling

Words with y sounding

/ɪ/, /aɪ/

apply v

deny v

nylon n

occupy v

python n

rely v

style n

cymbal n

gymnasium n

lyric n

rhythm n

Unit 6

Words to do with an Indian childhood

childhood n

sweaty adj

pudding n

coarsely adv

shallow adj

aroma n

arm v

neglect v

form n

assume v

sink v

surface n

fling v

adept adj

tease v

mercilessly adv

annual adj

unfortified adj

suffer v

distract v

knit v

frigid adj

convent n

gross adj

fare v

off-duty adj

sales pitch n

pure adj

honey-comb n

suspend v

odour n

stump v

wily adj

dupe v

syrup n

Unit 6 Spelling

Words with silent t

bustle v
fasten v
glisten v
rustle v, n
thistle n
wrestle v

Unit 7

Words to do with an airport arrival

immigration n
control n
escort v
security n
hostile adj
stammer v
guilty adj
passport n
mumble v
assertive adj
panic v
sort out v
suggest v
determination n
hesitantly adv
abruptly adv
weird adj
insist v
deserted adj
attentively adv

viper n
even adj
tone n
aim for v
snap v
nauseous adj
relax v
burial n
gulp v
sharply adv
raise v
protest v
second-hand adj
tip-off n

weave v
highway n

Unit 7 Spelling

Words ending -ous / -ious

carnivorous adj
courteous adj
envious adj
grievous adj
harmonious adj
hideous adj
humorous adj
mischievous adj
perilous adj
spontaneous adj
studious adj
victorious adj

Unit 8

Words to do with a magazine survey on texting

survey n
sample n
differ v
effect n
aware adj
inappropriate adj
problematic adj
convention n
communication n
efficient adj
proficient adj
abbreviation n
selectively adv
admit v
analyse v
advantageous adj
private adj
manage v
means n
ability n

worked up adj
craze n
render v

solely adv
vicinity n
disgruntled adj
stock adj
ban v
ensure v
varied adj
notion n
norm n
emoticon n
represent v

Unit 8 Spelling

Words ending -ise / -ize / -yse

criticise v
disguise v, n
dramatise v
emphasise v
enterprise n
improvise v
prioritise v
realise v

analyse v
paralyse v

Unit 9

Words to do with a competition to find 'wonders'

vote v
overwhelming adj
stage n
selection n
locate v
attraction n
situate v
maze n
monument n
burial n
colossal adj
remain v
site n
translate v
ascent n
summit n

fatality n
consider v
provide v
result v

county n
estate n
range n
remodel v
prehistoric adj
causeway n
basalt n
cormorant n
razorbill n

Unit 9 Spelling

Words ending -ary / -ery / -ory

glossary n
imaginary adj
solitary adj
summary n
temporary adj

fiery adj
misery n

category n
compulsory adj
explanatory adj
laboratory n
memory n

Unit 10

Words to do with aboriginal people

aboriginal adj
civilization n
ancestors n
recent adj
pottery n
grateful adj
modern adj
spirit n
inspiring adj
admire v
freedom n

authentic adj
occasion n
excavations n
post (mail) n
video clip n
craft n
shawl n
live adj
dig n

embroidery n
quill n
porcupine n
beadwork n
pow wow n

Unit 10 Spelling

Words with au / aw

audible adj
caution n
fault n

drawl v
hawk n
straw n
withdraw v

Unit 11

Words to do with giving a presentation

nerve-wracking adj
privacy n
ensure v
require v
aspect n
material n
knowledge n
duration n
individual adj
source n
range n
vague adj
condense v
beforehand adv
relevant adj
jog v
tedious adj
engage v
throughout adv
projector n

familiar adj
concentrate v

Unit 11 Spelling

Words with silent u

dialogue n
quarry n
queue n
quibble v
vague adj

Unit 12

Words to do with a website

site n
blog n
submit v
archive n
catalogue n
constantly adv
conference n
expectation n
assemble v
responsible adj
content n
encyclopaedia n
friendship n
expand v
crucially adv
opportunity n
circumstance n
situation n
just adj
government n

human right n
arms n

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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 8.

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 Guide, pp205–208). 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 Guide, pp205–208). 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 4 and 8 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, $\frac{1}{2}$ 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	$\frac{1}{2}$ 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	$\frac{1}{2}$	0	1	$\frac{1}{2}$	0	1	$\frac{1}{2}$	0
Pronunciation, stress, etc.		✓				✓		✓	
Task achievement			✓		✓			✓	
Vocabulary and grammar		✓			✓				✓
Interaction (mostly Task 1 and Task 3)		✓			✓			✓	
Communication and fluency			✓		✓				
Overall score:							5 marks		

Writing key: Unit Tests

After collecting the writing task 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 just phoned 2 blue car drive 3 she is making
4 expensive, new, Japanese 5 were discussing
- 2 5 marks: (10 x ½)
1 made 2 have been enjoying 3 take part in
4 have already shown 5 interviewed 6 astonishing
7 are going to create 8 will interest 9 include
10 am looking forward

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- 3 2½ marks: (5 x ½)
1 are going to work 2 will Professor Brown give
3 have you been studying 4 did your team win
5 will we have
- 4 2½ marks: (5 x ½)
1 road sign 2 car tyre 3 helicopter pilot 4 money box
5 space rocket
- 5 2½ marks: (10 x ¼)
a confusion b fiction c introduction d discussion
e decision
1 decision 2 fiction 3 introduction 4 discussion
5 confusion
- 6 5 marks: (10 x ½)
1A 2C 3D 4B 5A 6C 7D 8C 9B 10D

Listening

- 1 5 marks: (5 x 1)
2F 3B 4D 5A Response E is not needed
- 2 5 marks: (5 x 1)
1 education 2 energy 3 music (and) dancing
4 other countries 5 write (a) play
- 3 5 marks: (5 x 1)
1B 2C 3A 4C 5A

Reading

- 1 5 marks: (5 x 1)
1A 2B 3C 4C 5A
- 2 10 marks: (10 x 1)
Hi Robert,
How are you? Did you got back to Kenya without any problems. I hoap so. Since we left New York, I have be thinking a lot about the project and what we talked about in New York. Why doni we write about the differences between education in Kenya and education in brazil? We can do thinks like compare the coarases that students can study in university. We can inviting readers to send questions about Kenyan and Brazilian schools to a website blog and we can write appropriate answers. We can also describe a typical school in our countries. What you think? Does it sound like a good idea?
Sofia

Corrections

- 1 ? 2 hope 3 been 4 don't 5 Brazil 6 things
7 courses 8 invite 9 appropriate 10 do
3 5 marks: (5 x 1)
2C 3G 4E 5A 6F

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

- 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 father had 2 had been waiting 3 asked Ross to
4 order to find 5 Jack to keep
- 2 5 marks: (10 x ½)
1 had not been / weren't 2 to go 3 didn't have
4 reserved 5 could be 6 looked 7 was really looking
8 wanted 9 not have to 10 had stayed / had been staying
- 3 2½ marks: (5 x ½)
1 There was another bus in 20 minutes but Laura didn't want to wait for it.
2 Holly had been shopping all day so she felt tired.
3 On the bus Holly looked at her trainers which she/Holly had bought in town.
4 The shop was big so it took Holly a long time to find good trainers.
5 When Holly got home at five she was hungry so her mum made her a sandwich.
- 4 2½ marks: (10 x ¼)
a-e (in any order) legendary creature; noisy chorus;
protective wall; sheer instinct; split second
1 protective wall 2 noisy chorus 3 Sheer instinct
4 split second 5 legendary creature
- 5 2½ marks: (5 x ½)
1 swayed 2 dazzling 3 perfume 4 lavishly 5 soaked
- 6 5 marks: (10 x ½)
1A 2B 3C 4B 5D 6D 7A 8C 9C 10A

Listening

- 1 5 marks: (5 x 1)
2E 3B 4D 5C Response F is not needed
- 2 5 marks: (5 x 1)
1 (about) 1,000 kms 2 18 main islands
3 habitat 4 history of science 5 alien plants
- 3 5 marks: (5 x 1)
1 True 2 False 3 Not stated 4 Not stated 5 False

Reading

- 1 10 marks: (10 x 1)
1 False 2 True 3 True 4 True 5 Not stated 6 False
7 Not stated 8 True 9 False 10 Not stated
- 2 5 marks: (5 x 1)
2C 3B 4F 5D 6A

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

- 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 منتديات صقر الجنوب التعليمية

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 was making her 2 As soon 3 neither does / nor does
4 meets her 5 had been waiting
- 2 5 marks: (10 x ½)
1 was growing up 2 fewer 3 lived / was living 4 told
5 didn't have 6 did 7 a few 8 had enjoyed
9 had changed 10 to speak
- 3 2½ marks: (5 x ½)
1 Holly saw the film of *War of the Worlds* on DVD and so did Ross.
2 Ross promised to return / he would return the copy of *Jurassic Park* after he read it.
3 When Holly read the book of *War of the Worlds* she thought it was better than the film.
4 Ross didn't know that Jules Verne wrote science fiction and nor did Holly.
5 There were fewer science fiction films 10 years ago than there are now.
- 4 2½ marks: (5 x ½)
1 oxygen 2 sympathetic 3 pressure 4 distract
5 eagerly
- 5 2½ marks: (5 x ½)
1 feeble 2 luxury 3 charge 4 adept 5 barrier
- 6 5 marks: (10 x ½)
1C 2D 3B 4D 5C 6A 7A 8B 9D 10C

Listening

- 1 5 marks: (5 x 1)
2F 3C 4A 5E Response B is not needed
- 2 5 marks: (5 x 1)
1 *Twelfth Night*
2 middle of September
3 (over / more than) 140,100 / one hundred (and) forty thousand one hundred
4 coat(s), umbrella(s) [any order]

- 5 (great) actors
- 3 5 marks: (5 x 1)
1C 2B 3C 4A 5A

Reading

- 1 7 marks: (7 x 1)
2H 3F 4B 5D 6C 7A 8G
- 2 8 marks: (8 x 1)
1 True 2 Not stated 3 True 4 False 5 False
6 Not stated 7 True 8 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

- 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 were fewer 2 is contacting 3 neither did Jack
4 worse than 5 has been talking
6 marvellous ancient silver 7 was finishing her
8 I am feeling 9 not to get 10 woman carrying two
- 2 2½ marks: (10 x ¼)
a prejudice b overcome c predecessor d translate
e overhear
1 predecessor 2 translate 3 overhear 4 overcome
5 prejudice
- 3 5 marks: (10 x ½)
1 have been 2 would finish 3 has/'s been distracting
4 completed 5 have come 6 to bring 7 assumed
8 had done 9 less 10 won't happen
- 4 2½ marks: (10 x ¼)
1 will/'ll be able 2 has been flickering 3 had 4 cooking
5 to help 6 will/'ll die 7 had checked 8 could see
9 wasn't able 10 is/'s going to study
- 5 2½ marks: (5 x ½)
1 throat 2 blossom 3 wheelchair 4 brakes 5 office
- 6 2½ marks: (10 x ¼)
1 come 2 hang 3 set 4 do 5 hang 6 come 7 take
8 set 9 take 10 do
- 7 5 marks: (10 x ½)
1 culture 2 neglect 3 slither 4 confused 5 fling
6 burst 7 decorate 8 undergrowth 9 waist 10 request
- 8 5 marks: (10 x ½)
1D 2B 3B 4C 5C 6B 7D 8A 9D 10A

Listening

- 1 5 marks: (5 x 1)
2A 3B 4F 5D Response C is not needed

- 2 5 marks: (5 x 1)
1A 2B 3C 4A 5B
- 3 5 marks: (5 x 1)
1 two/2 brothers
2 learn French
3 in 1872
4 kept in contact
5 her grandfather
- 4 5 marks: (5 x 1)
A5 B2 C3 D1 (example) E6 F4

Reading

- 1 5 marks: (5 x 1)
2A 3F 4C 5D 6E
- 2 7 marks: (7 x 1)
1 At the foot of the hill
2 (A) bird (of prey)
3 in her apron
4 (they) smelled / began to smell their favourite food
5 to its nest
6 (to) see the nest
7 two/2
- 3 8 marks: (8 x 1)
1 False 2 True 3 Not stated 4 True 5 Not stated
6 True 7 False 8 False

Speaking

Tasks 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

Tasks 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 you describe 2 yourself pack your
3 Luke/he thanked her 4 his/his passport
5 can I go
- 2 5 marks: (10 x ½)
1 insisted 2 did she want 3 To discuss
4 a problem/problematic 5 would not get 6 annoying
7 abbreviations 8 did 9 communicated
10 would/could check
- 3 2½ marks: (5 x ½)
1 It was such a cold day that Ross wore a coat and gloves.
2 Ross couldn't find a seat because the bus was so crowded.
3 A passenger asked Ross when the bus would reach the town centre.

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- 4 "It will probably take about another ten minutes,"
Ross replied to her.
- 5 Just then the bus stopped so abruptly that Ross nearly fell over.

- 4 2½ marks: (10 x ¼)
a different b hesitant c ridiculous d selective
e wonderful
1 wonder 2 hesitant 3 selective 4 ridiculous 5 differ
- 5 2½ marks: (5 x ½)
1 abilities 2 attentively 3 proficient 4 sort out
5 mumbled
- 6 5 marks: (10 x ½)
1C 2A 3C 4D 5B 6B 7D 8A 9B 10A

Listening

- 1 5 marks: (5 x 1)
2B 3E 4C 5D Response A is not needed
- 2 5 marks: (5 x 1)
1 some disadvantages 2 harmful effects
3 wide vocabulary 4 very cheap 5 passing on information
- 3 5 marks: (5 x 1)
1 17/seventeen 2 (the) beaches were (contaminated and) closed 3 on July 15th 2010 4 406/four hundred and six
5 5/five billion dollars

Reading

- 1 10 marks: (10 x 1)
1 False 2 True 3 Not stated 4 False 5 True
6 Not stated 7 True 8 False 9 True 10 False
- 2 5 marks: (5 x 1)
2E 3G 4A 5C 6F

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

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 destroyed by 2 so that 3 were being shown
4 Built for his 5 have been injured
- 2 5 marks: (10 x ½)
1 was being held 2 are being counted 3 is
4 is being run 5 select 6 vote/votes 7 had known
8 would have taken part 9 had entered
10 would have chosen / would choose
- 3 2½ marks: (5 x ½)
1 fed up 2 grateful 3 full 4 keen 5 concerned

- 4 2½ marks: (5 x ½)
1 shawl 2 geyser 3 summit 4 excavation 5 post
- 5 2½ marks: (5 x ½)
1 reign 2 locate 3 promote 4 campus 5 attraction
- 6 5 marks: (10 x ½)
1D 2D 3C 4A 5C 6B 7B 8D 9A 10B

Listening

- 1 5 marks: (5 x 1)
2F 3B 4E 5A Response D is not needed
- 2 5 marks: (5 x 1)
1 climate change 2 country to country 3 destruction of rainforests 4 take the bus 5 (have) smaller families
- 3 5 marks: (5 x 1)
1C 2A 3C 4B 5A

Reading

- 1 6 marks: (6 x 1)
2E 3A 4B 5G 6D 7C
- 2 9 marks: (9 x 1)
1 True 2 Not stated 3 True 4 False 5 False
6 Not stated 7 False 8 True 9 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

- 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 will be talking 2 hasn't she 3 Neither Ahmed nor
4 going to be 5 had been completed
- 2 5 marks: (10 x ½)
1 had just been launched / had just launched
2 remember 3 isn't 4 left 5 will be showing / will show
6 incredibly 7 shouldn't 8 will be buying 9 extremely
10 would be able
- 3 2½ marks: (5 x ½)
1 Ben's computer project had been handed in after the appropriate deadline.
2 Steve's French essay hadn't been started by the time the teacher asked for it.
3 Ben and Steve's parents weren't very pleased with the boys, were they?
4 Both Ben and Steve will probably have to do extra study, won't they?
5 Ben will be doing his project and Steve will be writing his essay over the summer.

- 4 2½ marks: (10 x ¼)
(any order) a-e human right, photo gallery, snail mail, sound recordings, video conference
1 video conference 2 sound recordings 3 snail mail
4 human right 5 photo gallery
- 5 2½ marks: (5 x ½)
1 circumstances 2 expand 3 thrilled 4 assemble
5 constantly
- 6 5 marks: (10 x ½)
1D 2C 3D 4A 5B 6B 7D 8C 9C 10A

Listening

- 1 5 marks: (5 x 1)
2F 3A 4D 5E Response C is not needed
- 2 5 marks: (5 x 1)
1 nineteen forties/1940s 2 ancient Greeks
3 very fast calculators 4 soldiers 5 analyse secret codes
- 3 5 marks: (5 x 1)
1B 2A 3B 4A 5C

Reading

- 1 10 marks: (10 x 1)
1 False 2 True 3 Not stated 4 False 5 True
6 Not stated 7 True 8 False 9 True 10 Not stated
- 2 5 marks: (5 x 1)
2C 3F 4G 5E 6B

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

- 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 You turned off 2 be flying over 3 has been neglecting
4 was being cooked 5 been handed out 6 we will have
7 such a pleasant 8 (that) she had 9 if he/Tom would
10 If Daisy hadn't
- 2 2½ marks: (10 x ¼)
a hardship b neighbourhood c friendship d disadvantage
e likelihood
1 disadvantage 2 neighbourhood 3 friendship 4 hardship
5 likelihood
- 3 5 marks: (10 x ½)
1 are relaxing 2 has been taking part in 3 creation
4 Designed 5 had run / had been running 6 was given
7 to present 8 told 9 did 10 would not have been able
- 4 2½ marks: (10 x ¼)
1 will start 2 had worked / had been working 3 to plan

- 4 Built 5 has ... been investigating 6 would help
7 are being destroyed 8 hadn't / had not had
9 will be waiting 10 would have spent
- 5 2½ marks: (5 x ½)
1 ramp 2 chain 3 rail 4 billboard 5 projector
- 6 2½ marks: (10 x ¼)
1 make 2 tell 3 come 4 set 5 hang 6 say 7 talk
8 take 9 hand 10 pay
- 7 5 marks: (10 x ½)
1 harsh 2 condense 3 weird 4 extract 5 immigration
6 stationary 7 assemble 8 scurry 9 deserted
10 consider
- 8 5 marks: (10 x ½)
1D 2A 3C 4B 5B 6C 7A 8D 9A 10B

منتديات صقر الجنوب التعليمية

Listening

- 1 5 marks: (5 x 1)
2D 3A 4C 5E Response B is not needed
- 2 5 marks: (5 x 1)
1B 2A 3C 4B 5C
- 3 5 marks: (5 x 1)
1 in an office 2 in 1985 3 finish college / go to university
4 lost his job 5 head
- 4 5 marks: (5 x 1)
A3 B5 D6 E2 F4

Reading

- 1 6 marks: (6 x 1)
2G 3D 4F 5B 6A 7E
- 2 7 marks: (7 x 1)
1 Not stated 2 False 3 True 4 False 5 Not stated
6 True 7 False
- 3 7 marks: (7 x 1)
1 (Doctor) James Mortimer
2 He/Holmes could see him/Watson in the coffee-pot.
3 Holmes('s)
4 Those who know him/his friends gave him a gift (of a stick).
5 in the country
6 He (thought he) could) apply Holmes' system.
7 a few minutes

Speaking

Tasks 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

Tasks 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 Audioscript

Audioscript for Test 1

Track 1

Test 1 Listening Question 1

Listen to the people speaking about the *www project*. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

So don't forget to share information. You're not working on your own. Stay in contact with your partner team. Don't go off and do your own thing. Make sure they are aware of all your plans. It's also a good idea to hold regular review meetings with all eight people to discuss your ideas.

Conversation one matches phrase C. That was the example.
Now listen and match the phrases to the other conversations.

Conversation two

Female: Right. Now's the time we've been waiting for. We're going to hear about our subject area.

Male: I hope we get science. I'm really into it.

Female: Yes, I like science, too but I prefer the environment.

Male: You'll get something about the environment.
No worries.

Female: Do you think our group will be lucky? I hope you're right.

Conversation three

We want you to spend time on the topic areas. You aren't experts on computers. That's not your job. That's ours. We have staff at the project website. If you remember to save and back up your work, our design and maintenance staff will support you with computer equipment and help you to design your part of the website.

Conversation four

Male: Eight of us are going to be working together.

Female: Yes – and we come from different parts of the world.

Male: So some of us will be in different time zones.

Female: That's right. We must be careful not to contact someone in the other team at the wrong time.

Male: Yes, I'd be cross if someone rang in the middle of the night!

Female: You bet!

Conversation five

Laura, Holly, Jack and I won the towns project, we thought it was fantastic. I mean, we won a trip to New York and we've been

really excited about it. But then Professor Brown told us about the *www project*. It's much bigger than the towns project. We are designing a website with a worldwide perspective. I mean, wow! No doubt about it, it's just amazing!

Now listen again and check your answers.

Track 2

Test 1 Listening Question 2

Three students, George, Julia and Alexei, are discussing topics for a school project. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Julia: So what topic are you going to choose, George?

George: That's easy. The environment. What about you, Julia?

Julia: I've been thinking about it for the last few days and I'm going to do a project on education.

Alexei: Education? That's funny because I was thinking of doing a project on education, too.

George: So you're choosing education, are you, Alexei?

Alexei: No, I'm not.

Julia: I don't understand, Alexei.

Alexei: I've changed my mind. I've decided to do a project about the arts.

George: Good, so we've all got a topic, now we have to say why we chose our topics.

Julia: So why did you choose the environment, George?

George: That's easy. Because we waste so much energy. I want to study why we waste energy and some ways we can stop wasting it.

Julia: Well, I am doing a project on education because it is essential for our future. It will be difficult to get a job without a good education. Why are you doing a project on the arts, Alexei?

Alexei: It's quite simple. I'm really into music and dancing.

Julia: Are there any other reasons why you want to study the environment, George?

George: Yes, I want to persuade more people about the benefits of renewable energy.

Alexei: What, wind farms and that kind of stuff, George?

George: Yes, exactly.

Julia: I want to find out more about people in other countries.

George: What's your second reason for choosing your topic, Alexei?

Alexei: Don't laugh but I want to learn how to write a play and I think my project should help me to do that.

Now listen again and check your answers.

Track 3

Test 1 Listening Question 3

Listen to Sofia and her parents. For each question, circle the correct answer A, B or C. There is one example.

- Dad: What's in this first photo, Sofia? Is it Fifth Avenue? Or Times Square?
- Sofia: It's at Central Park.
- Dad: It's a great picture.
- Mum: This photo is nice, too, Sofia. That's Angello wearing the baseball cap but I can also see a girl holding some shopping bags. Who's she?
- Sofia: That's Anna.
- Dad: I think she looks like you, Sofia.
- Sofia: You're joking, Dad!
- Mum: I like this photo of the sports stadium. Is it for baseball? Do the New York Yankees team play there?
- Dad: Or is the stadium for that famous basketball team? Oh, what are they called?
- Mum: The New York Knicks.
- Dad: That's the team!
- Sofia: It's Flushing Meadow. They play tennis there. I didn't have time to see a match.
- Dad: What a pity!
- Sofia: Yes.
- Mum: But you saw the Statue of Liberty, right? That's an astounding photo of it.
- Sofia: Yes.
- Dad: It looks very small. As if it's about 30 metres high.
- Sofia: Yes. Actually it's about 50 metres high – that's the statue itself and about 90 metres high including the base.
- Mum: Is this the Brooklyn Bridge?
- Sofia: Yes, it's fascinating. It dates from 1883. I bet you don't know how many cars cross the bridge each day.
- Mum: No idea – five thousand?
- Sofia: Dad?
- Dad: Eighty thousand?
- Sofia: It's about one hundred and twenty thousand each day.
- Dad: Wow!
- Mum: So did you enjoy your trip to New York, Sofia?
- Sofia: It was absolutely brilliant, Mum.
- Mum: What was the best thing? The shopping?
- Sofia: Well, I enjoyed the shopping, sure. The weather was really great, too, when we were there, and the sightseeing was amazing. I think I liked the sightseeing most.

Now listen again and check your answers.

Audioscript for Test 2

Track 4

Test 2 Listening Question 1

Listen to these people speaking about their education. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

When the day to go to the school arrived, I was anxious. I had never been away from home for a long time before and I wasn't sure if a boarding school was right for me. The sister of one of my friends had been to a boarding school and she told me that she hated it. I kept on thinking about what would go wrong.

Conversation one matches phrase A. That was the example. Now listen and match the conversations to the other phrases.

Conversation two

Female: You went to a village primary school, didn't you?

Male: Yes, that's right. There were only about 100 kids in the whole school.

Female: So how did it feel when you came here?

Male: Like I'd just moved from the country to the city. There were people everywhere and so many classrooms. It was just so busy.

Conversation three

The school website and the information leaflet looked wonderful. It had everything: a modern school, up-to-date equipment, the latest technology, fantastic teachers and an amazing head. I started at the school the following September. It's true there was good equipment but the teachers weren't good and the head was hopeless. I told my parents and they soon sent me to a better school.

Conversation four

Male: Why did the head want to see you?

Female: I didn't know! As I walked to her office, I was panicking. I wondered what I had done wrong. Had I forgotten to hand in some work?

Male: So what was it?

Female: Well, I'd come top of my year in my exams and the head wanted to tell me that she was very pleased!

Conversation five

My parents had just moved and they told me that it was a good idea to go to a school nearer our new home. At first I didn't like it because I didn't want to change. My old school wasn't fantastic but it was OK. Then my parents brought me here to look round.

As soon as I visited this school, I knew I would be happy here. I agreed to move school immediately.

Now listen again and check your answers.

Track 5

Test 2 Listening Question 2

A radio reporter is interviewing an expert on an important natural habitat. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

- Male: Thank you for doing this interview, Doctor Hartson.
Female: No worries.
Male: So the area you want to talk about is?
Female: The Galapagos Islands.
Male: And where are they situated?
Female: In the eastern Pacific Ocean, 1,000 kilometres to the west of the coast of South America.
Male: So can you start us off with a few facts about the Galapagos Islands?
Female: Sure. They cover an area of 45,000 square kilometres and they consist of 18 main islands and about 100 small rocks and very small islands.
Male: And what's so amazing about these islands?
Female: They are a unique wildlife habitat with some of the most interesting and fascinating animals in the world.
Male: Is that the only reason why these are special?
Female: No. Another reason is that the islands are very important in the history of science. In 1835 the British scientist, Charles Darwin, visited the Galapagos Islands and it was here that he started to develop his important ideas for biological sciences.
Male: Now I understand that the Galapagos Islands are a protected area but I also read that they face a threat to their future. Is that correct?
Female: It's not just one threat. It's a number of threats.
Male: What are they?
Female: Well, people want to visit the islands and that itself is a threat. There are threats like other places from pollution and global warming. A particular local threat is from alien plants.
Male: Alien plants.
Female: Yes, these are plants which people have brought from South America. In places they are killing the local plants.
Male: What can be ...

Now listen again and check your answers.

Track 6

Test 2 Listening Question 3

Listen to Ross and Laura. For each sentence circle the correct answer True, False or Not stated. There is one example.

- Laura: Hi, Ross, have you got the photos from your brother yet?
Ross: Yes, I have. Tom told me he would send them yesterday but he was busy. He actually sent them this morning.
Laura: Let's have a look. Um, they're not as good as my photos but they aren't too bad.
Ross: Well, we can't be all expert photographers like you, Laura.
Laura: No, that's true. How long has Tom been in the Galapagos Islands?
Ross: For the last two weeks. Before that he'd been travelling round South America for a month.
Laura: So what's Tom doing there, Ross?
Ross: After he'd finished university, Tom couldn't find a permanent job, so he decided to travel. He wrote about the places he visited and sent an article to a newspaper. They liked it. He's been working as a travel writer since then.
Laura: Great! Is Tom writing about the Galapagos Islands?
Ross: Yes. He told me in an email that he was writing about the effects of tourists on the wildlife of the islands.
Laura: And what is happening to the wildlife? Is there a threat to it in the Galapagos Islands?
Ross: Yes, there is. Tom told me about it. He said that the wildlife that lives on the islands is safe enough because the islands are a national park. He thinks that whales, dolphins and seabirds that visit the islands but don't live there are most in danger.
Laura: That's really interesting, Ross. Let's choose some of Tom's photos for the project website.

Now listen again and check your answers.

Audioscript for Test 3

Track 7

Test 3 Listening Question 1

Listen to the people speaking about space. Choose the correct phrase from phrases A-F below to match the conversations 1-5. There is one example and one extra phrase.

Conversation one

The people I had spoken to told me I would love feeling that my apparent weight was nearly half what it was on Earth. But I didn't enjoy it, I hated it. No one told me I would feel groggy and

confused. No one told me that I would hit my head on the ceiling every time I moved.

Conversation one matches phrase D. That was the example.
Now listen and match the phrases to the other conversations.

Conversation two

Male: Do you like the planet?
Female: I think it's absolutely wonderful.
Male: So do I.
Female: I mean, it's not perfect. It's a bit colder than Earth and there's not so much oxygen to breathe.
Male: You're right about that – but those things are not important.
Female: The best thing is that everything is clean and new here. We have left behind the noise, the crowds, the pollution and the broken environment.

Conversation three

There had been people living on the planet New Nation for 50 years. At first everything had gone well. But then news reports spoke about a mystery illness which was spreading across New Nation. Doctors couldn't cure it. It didn't seem to spread from person to person but directly from the planet itself. In the end, the governor ordered everyone to return to Earth.

Conversation four

Female: How much oxygen is there on this planet?
Male: About ten per cent of surface gases.
Female: And the gravity is double that of the Earth. I can see the island-spangled blueness of the ocean here. But are there any large areas of land?
Male: No, only little ones and many fewer than on Earth.
Female: I don't think it looks good.
Male: Nor do I.

Conversation five

We braked in orbit and then suddenly the weight hit, as if someone had dropped a rock on me. I couldn't breathe because of the pressure on my chest. My nose started to bleed. My brain wanted to jump out of my head. Other people who had gone back to Earth had warned me that the journey to Earth would be awful. I hadn't listened to them carefully enough.

Now listen again and check your answers.

Track 8

Test 3 Listening Question 2

A tour guide is talking about a London theatre. Listen to the tour guide and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Hello everyone. Thank you for coming on this tour of the Open Air Theatre. As you know, the theatre is situated right in the heart of London here in beautiful Regent's Park. It is the oldest permanent outdoor theatre in Britain. The theatre's history dates back about 80 years to 1932. The first play here was *Twelfth Night*, by William Shakespeare.

Every summer since then the Open Air Theatre has welcomed audiences for performances of plays by William Shakespeare as well as plays, comedies, drama and musicals by other writers. Performances take place here each year over a four-month period from mid-May to the middle of September.

There is room in the theatre for over 1,200 people for each performance. This is fewer than the size of the audience of 1,500 that can fit in the Globe Theatre but it is still big. More than 140,100 theatregoers see performances here during the 16-week annual season.

The stage is not covered and neither are the seats, so if you come to see a play here, please be prepared for all types of weather. The actors always try their best to finish the play once a performance has begun. We always advise audiences that they should come with umbrellas if the weather is wet and coats for cold nights. Cushions for the seats are also a good idea.

As I speak to you, you can hear that a rehearsal for a new production is taking place on the rehearsal stage. The theatre is very popular. The seats where audiences sit for the performances rise steeply in front of us. When we ask audiences what they like about the Open Air Theatre, they tell us about this good view they have. Theatregoers also say that they enjoy the outdoor location and the great actors who perform here.

Now listen again and check your answers.

Track 9

Test 3 Listening Question 3

Listen to Professor Brown's phone conversation with Sofia and Robert. For each question, circle the correct answer A, B or C. There is one example.

Prof. Brown: Now, who am I speaking to?
Sofia: Sofia.
Robert: Robert.
Prof. Brown: You're not doing the environment. That's Group 4. So are you doing science?
Sofia: No, that's Group 2.
Robert: We're doing education.
Prof. Brown: Yes, of course you are. Sorry.
Sofia: No worries, Professor.
Prof. Brown: OK. Now the reason I wanted to speak to you is because one or two team members are saying that they are spending a lot of time on the project.
Sofia: Yes, that's true.

Prof. Brown: And because of this they are beginning to neglect their school studies. Is this a problem for you two or for your teams?

Robert: No, it isn't, Professor.

Sofia: Nor for me or my team.

Prof. Brown: So is everything generally going OK?

Sofia: Yes, I think so.

Robert: Yes, it is.

Prof. Brown: Great. That's good news. Have you written any compositions for your websites yet?

Sofia: Three or four – not very many.

Robert: But we're doing well with photos. We've taken lots of photos.

Prof. Brown: And what are you working on at the moment?

Sofia: We're making comparisons between education in different countries.

Prof. Brown: That sounds a good idea. And what's education like in Brazil?

Sofia: The biggest problem here is too much learning by heart. We don't think about things for ourselves. There are other problems, too much homework and too many private lessons but I think learning things by heart is the worst one.

Prof. Brown: And what about education in Kenya, Robert? What are the problems there?

Robert: So many problems, Professor. There aren't many well-qualified teachers. There's never enough money and pupils don't have enough time for their work. They always have things to do for their families. That's probably the biggest problem.

Prof. Brown: I see. And now you are doing the project, can you balance your hobbies with your schoolwork?

Sofia: Yes, I can.

Robert: So can I. My teacher lets me do the project as part of my schoolwork.

Sofia: And I have stopped playing tennis to leave more time for the project and my school studies.

Now listen again and check your answers.

Audioscript for Test 4

Track 10

Test 4 Listening Question 1

Listen to the people speaking about the environment. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

The world can support a certain number of people. Maybe seven billion, maybe eight billion. I don't know how many exactly. We

can grow food for the population now but what about in the future? We have minerals and energy now but what about in 50 years' time? We have to control the number of people on the planet. That's the only solution to the world's problems.

Conversation one matches phrase E. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Male: You told us that the world would suffer a lot of problems from climate change. What is the best way to stop it?

Female: In my opinion the best solution is to stop the increase in the use of energy.

Male: Stop using so much energy?

Female: Yes.

Male: And if we do that, will we stop climate change?

Female: I'm not completely sure but I hope so. If we are lucky, we'll avoid the worst results of climate change.

Conversation three

Different scientists say different things about global warming and climate change. Some say that they are happening because of what humans are doing to the planet. Other scientists say that there is no global warming and that climate change is something natural. In my opinion we should study the situation and find out more about it before we spend loads of money on a problem which may not be real.

Conversation four

Female: What do you think when scientists warn us about climate change and global warming?

Male: They are just trying to stop us using oil, driving big cars and turning on the fire when we're cold. It's a sales pitch for an idea that they are trying to sell us. They're tricksters.

Female: And what idea is it that they are trying to sell us?

Male: That we need to change the way we live.

Female: So you're sure climate change isn't happening?

Male: Absolutely certain.

Conversation five

We can see climate change all around us. Spring is coming earlier and autumn is getting longer. And what about polar ice? It could be a huge problem. If the ice in polar areas of the world melts, this will be a disaster. Sea levels will rise and people who live by the coast will be under threat. No, we can't sit around and do nothing. We must act now to try and stop climate change.

Now listen again and check your answers.

Track 11

Test 4 Listening Question 2

Listen to a conversation about schools. For each question, circle the correct answer A, B or C. There is one example.

- Tom: Did you enjoy secondary school as much as I did, Anna?
- Anna: Yes.
- Kellie: So did I.
- Tom: What type of school did you go to, Kellie?
- Kellie: A private school. It was near my home and I could walk to the school in five minutes.
- Anna: I went to a private school as well but it was a long way from my home. I stayed there during term time.
- Kellie: Good heavens, Anna. You went to a boarding school?
- Anna: Yes.
- Tom: Wow, I'm the only one here who went to a state school.
- Kellie: Was your school big, Tom?
- Tom: Pretty big. About 1,200 students went there.
- Anna: Wow, that's really big. There weren't more than 200 students where I studied.
- Kellie: That's very few, Anna. Our school was much bigger. We had about 600 girls at my school.
- Anna: So only girls went to your school, Kellie? Is that right?
- Kellie: Yes. What about you, Tom? Were there boys and girls at your school?
- Tom: Yes.
- Anna: It was the same at my school, too.
- Kellie: That's interesting. Actually, there was one thing that wasn't so good in my school. The school lunches.
- Tom: That's a pity. I'm really into food and we had a great canteen in our school.
- Anna: The food at my school wasn't great but it wasn't too bad. So was the canteen the best thing about your school, Tom?
- Tom: Not really. The science labs were good and the sports hall was amazing. What were the best things in your school, Kellie?
- Kellie: Well, we had good sports facilities, too but my favourite thing was the large hall and stage. I really love acting.
- Anna: You're both making me jealous. Your two schools sound so much better than mine was. But I bet you two had to go to lessons. In my school, you could choose which lessons you went to.
- Kellie: What?
- Tom: Really, Anna?
- Anna: Really.

Now listen again and check your answers.

Track 12

Test 4 Listening Question 3

Listen to the information about a popular writer and fill in the missing information in each numbered space in the notes. There is one example.

Johanna Spyri is one of Switzerland's most famous writers. She was born in 1827. Her father was a country doctor and her mother was from a rich family that had connections to Swiss literature. Johanna's parents had six children, two boys and four girls. Johanna was the fourth child. The family lived in a small village near the city of Zürich and this country location forms the background to a lot of her stories.

She received her early education from tutors at home. At 16 years of age Johanna Spyri was sent to a boarding school in a city in western Switzerland to learn French. After finishing school she returned home and helped her mother, teaching her little brother and sister. She also read a lot at this time and played the piano.

In 1852, Johanna married Johann Spyri and they had a son, Bernhard, in 1855. The couple moved to the city of Zürich to a mansion overlooking the lake. It was here that Johanna Spyri began to write fiction about life in the Swiss countryside. She completed her first book in 1871. The following year she wrote more stories, including *Heidi*.

In 1884 Johanna Spyri's husband and her son both died. After their death, she lived a very busy life. She brought up her sister's child, she travelled abroad, she kept in contact with many friends and she wrote more stories before her own death in 1901.

Heidi is Johanna Spyri's most famous book. It is one of the best-known stories about Switzerland's traditions and culture in the 19th century. It is about Heidi, who goes to live with her grandfather in Switzerland after the death of her parents. The first part covers the events in Heidi's life in the mountains and her travels and the second part is about how Heidi uses her education and learning to help others.

Now listen again and check your answers.

Track 13

Test 4 Listening Question 4

Listen to the people speaking and number the pictures in the correct order. There is one example.

Conversation one

- Female: So how did you get this shot? Was it difficult?
- Male: Yes, it was. I had to try and find the right place to take it from?
- Female: Were you standing close to it?
- Male: Not really. I mean, it's about 180 metres high. It's a long cylinder really.

Conversation two

This photo shows a building with a long history. It was completed in 1098 and for a number of years it was the tallest building in London. It measures 36 metres by 32 and originally had three floors. The entrance was above ground and the building was surrounded by protective walls and there is an inner courtyard to the south.

Conversation three

Female: Wow, this photo's impressive. All those lights. It's very vivid.

Male: Yes, it is. Look at all the colour and dazzling lights.

Female: I bet you get loads of people coming to see the plays.

Male: Yes, it's really exciting when all the crowds come out of the theatres.

Conversation four

Male: What's so special about it?

Female: Well, there are very few like it. That's why I took the photo.

Male: Yes, why did they build it like that? I mean, it's really weird.

Female: At one time there was a large port in this part of London and large ships had to be able to sail up and down the river. That's why the middle part can move up and down.

Conversation five

Male: Do you like this one? The view across London is out of this world. You can even see Tower Bridge.

Female: You can't see Tower Bridge in your picture.

Male: No, that's true.

Female: So how much do they charge you to go on it?

Male: Over 30 pounds.

Female: You're joking!

Conversation six

This building was bought originally by the royal family in 1761 but it didn't become the main royal residence in London until 1837. It is big and measures 108 metres by 120 and is 24 metres high. There is an inner courtyard and the outside façades are covered in stone. This picture shows the west façade that overlooks the garden.

Now listen again and check your answers.

Audioscript for Test 5

Track 14

Test 5 Listening Question 1

Listen to the people speaking about forgetting or losing things.

Choose the correct phrase from phrases A-F below to

match the conversations 1-5. There is one example and one extra phrase.

Conversation one

Male: I had a terrible day last Thursday.

Female: What happened?

Male: I was really busy at the office. I didn't get home till about eight.

Female: That's later than usual, isn't it?

Male: Yes, I usually get home by six or six thirty. I still hadn't finished my work. I had a report to do for the morning. When I got home, I discovered I'd left my computer at work and I couldn't work on it. My boss was not pleased.

Female: Oh no!

Conversation one matches phrase F. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

At primary school our teacher took us on a lot of trips - nature walks, visits to the town, that sort of thing. She was a very nice person but there was one thing about her that was really annoying. She'd always ask the same question time and time again. "Do you have your jackets with you?" I can still hear her voice and I haven't seen her for ten years. I don't know why she repeated that question so often.

Conversation three

Female: I hate losing things. I left my camera on the beach when I was on holiday. I felt terrible. I went back to the place where we were sitting but someone had already taken it.

Male: Did you tell your mum that you'd lost it?

Female: Yeah. I thought she was going to be really angry. Funny thing was, she wasn't cross.

Male: No!

Female: No. In fact, she told me not to worry about it. She said it was OK and that she'd give me a new camera for my birthday.

Conversation four

Last year I had a great holiday in Thailand but I had an awful experience when we first landed. I was going through passport control and I couldn't find my passport. I looked in my backpack where I normally keep it. It wasn't there. I looked in my pockets. It wasn't there. I looked in my jacket. The policeman smiled and was very patient. I checked my bag again and, sure enough, it was there, under my jumper. I couldn't see it because I was too worked up.

Conversation five

- Female: I lost my mobile last weekend. I have no idea where.
Male: Did you try borrowing another mobile and phoning your own number?
Female: Yes, but it didn't work. It's the third phone I've lost this year.
Male: Oh no!
Female: It's not as bad as my sister. She doesn't have a mobile now because she loses so many. It's a waste of money.
Male: Sounds like you and your sister are forgetful.
Female: Yes, and my dad and my mum are just as bad.

Now listen again and check your answers.

Track 15

Test 5 Listening Question 2

Listen to the conversation about text messaging and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

- Sam: What do you think of the new survey, Alison?
Alison: What survey?
Sam: Didn't you see it? It was about text messaging. They asked people if they thought text messaging was a good thing.
Alison: Oh. Well, I don't like it. I think people send too many text messages. What do you think, Sam?
Sam: I'm not sure. There are some things about it that are OK but it has some disadvantages.
Alison: Only some disadvantages? I think there are lots.
Sam: OK, so tell me what they are.
Alison: Well, young people use all these abbreviations – you know them better than me – G R 8 for great and B and 4 for before – and it has harmful effects on their spelling.
Sam: I'm not so worried when people use abbreviations. It's punctuation that worries me. People don't use capital letters in the right way. I think that is annoying.
Alison: Yes. And there are lots of other disadvantages, too. When I get texts ...
Sam: So you get texts?
Alison: Yes, I do and when I get them, people don't use a very wide vocabulary when they text. They use a few stock phrases. It doesn't encourage people to express themselves.
Sam: Yes, you have a point about a limited vocabulary. And also what you say about people using the conventions of text messaging in their written English.
Alison: So we agree text messaging is a bad thing.
Sam: No, like I said, there are some advantages.

- Alison: Such as?
Sam: Come on. I bet you can think of at least one advantage.
Alison: Well, there is a small advantage. Text messaging is very cheap.
Sam: Yes, and there are others, you know.
Alison: Right, name one more.
Sam: Well, it's a quick and easy way of passing on information. You have to admit that's a good thing.
Alison: No, I don't think ...

Now listen again and check your answers.

Track 16

Test 5 Listening Question 3

A news presenter is talking about a man-made disaster. Listen to the news report and answer the questions. Write short answers. There is one example.

On April the 20th 2010 there was a terrible accident at an oil well in the Gulf of Mexico. The name of the well was Deepwater Horizon. When the oil well exploded, 11 men who were working there were killed and 17 other men were injured. Immediately, oil started to spill from the damaged oil well and pour into the waters of the Gulf of Mexico.

It did not take long for the disaster to have serious effects on marine and wildlife habitats and on the fishing and tourism industries. Very soon sticky black oil reached the south coast of the United States. More than 500 kilometres of coast was contaminated and closed for fishing and tourism. People in the fishing and tourist industries could not work at that time because of the oil spill.

The operation to stop the oil spill started immediately after the accident but stopping the escape of oil from deep under the ocean was very problematic. It took engineers nearly three months before they managed to stop the escaping oil completely on July the 15th 2010. During these three months it has been estimated that the amount of oil that spilled into the ocean was about a billion gallons. This is nearly 20 times more oil than spilled from the Exxon Valdez in 1989.

This disaster resulted in the deaths of billions of fish and other marine life. There was a drastic reduction of food for creatures such as seabirds, sea otters, whales and dolphins. Dolphins and whales which feed on the fish of the area, could not and cannot find enough to eat. In April 2011 scientists discovered 406 dead dolphins. More dolphins and whales are dying after the accident than died before the accident.

Many people now think that the Deepwater Horizon disaster is the worst man-made marine environmental disaster of all time. The environmental effects have already cost five billion dollars and the final cost may reach 20 or 25 billion dollars.

Now listen again and check your answers.

Audioscript for Test 6

Track 17

Test 6 Listening Question 1

Listen to the people speaking. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

If you had come here ten years ago, you would never have believed that the town would become the most important tourist attraction in our country. At that time no new hotels were being built and no one wanted to come here. There were also very few – if any – good shops. Another thing – the thermal springs were polluted and the transport system in town was very poor. But we really worked hard to solve these problems and make the town a success.

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Male: Why are you at home, Anna? I thought you and Matt were going on holiday.

Female: We were but everything has gone wrong this week.

Male: Oh dear.

Female: First, the car is being fixed because the brakes aren't working. Then we found out the hotel we usually stay in is closed because it's being remodelled and yesterday we heard that our second choice hotel has had a fire in it and is not taking any guests this week. I wish we could go away but we can't.

Conversation three

Our trip to Canada was just fantastic. Steve and I enjoyed it so much. We spent three weeks going round Vancouver and the West Coast. The scenery was overwhelming and we were really keen on our whale watching trip. Most impressive of all were the collections of Canadian First Nations art and crafts collected over many years by the museum in Victoria on Vancouver Island. I have never had a better holiday.

Conversation four

Male: There was a lot of work going on in the hotel when we arrived.

Female: New windows were being put in in some of the bedrooms and the restaurant was being painted.

Male: And the old lifts were being changed and one of the swimming pools was being cleaned.

Female: We were worried that this work would affect our holiday but it was all done very quickly and efficiently.

Male: Now the hotel looks just as good as when it opened. It's amazing.

Conversation five

If you had told me that we would get better weather 500 kilometres to the north than we did on the south coast, I would have laughed. But it was true. I mean, the weather wasn't perfect there but it was much better than the south. We were so fed up of the rain. We were being soaked. We could camp in the north or go home and finish our holiday. That was the only choice we had. We decided to go north.

Now listen again and check your answers.

Track 18

Test 6 Listening Question 2

A radio reporter is interviewing an expert about the environment. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Female: Thank you for speaking to us this evening, Professor Lewis.

Male: Not at all.

Female: First, can I ask, what kind of environmental threats is the world facing?

Male: We can say they come under two general headings, man-made dangers like losing natural habitats and natural threats like floods.

Female: And in your opinion, which is the most serious of the man-made threats to the environment?

Male: That's easy to say. It's definitely climate change and the reason is that it affects or will affect so many people.

Female: What about natural threats to the environment?

Male: Which are the most serious, you mean?

Female: Yes.

Male: It's difficult to say. Floods, eruptions of volcanoes and earthquakes can all be very serious. All these natural disasters are threats to people who are affected by them. But the threats are different from country to country. I don't know which are the most serious.

Female: And can you name some other man-made problems we cause to our environment?

Male: Unfortunately, there are quite a few. We are taking natural habitats away from animals. We cause air pollution from traffic and water pollution from things like oil spills. There is destruction of the rainforests. Shall I go on?

Female: That's quite a long list. And what can we do personally to protect our environment?

Male: There are lots of things. Resources are being used and wasted. We can try to use fewer things and recycle what we use. We can travel less and cycle

more. That would help. And we can take the bus – it's a simple way to decrease air pollution.

Female: And are there any big things we can do to protect the environment?

Male: Yes.

Female: And what are they?

Male: Actually, what is it? It is this. We could have smaller families.

Female: Just that?

Male: Yes, because it helps ...

Now listen again and check your answers.

Track 19

Test 6 Listening Question 3

Listen to Sofia discussing diets with a friend. For each question, circle the correct answer A, B or C. There is one example.

Sofia: What kind of diet do you have, Rafael? Do you think it's healthy or unhealthy?

Rafael: It's not too bad. In my opinion it's quite healthy.

Sofia: I wish my diet was more healthy. I eat too many sweets. And I just love cheese. It's my favourite snack. And I know too much cheese is bad for you.

Rafael: Why don't you eat something like apples for a snack. They're healthy.

Sofia: No, I don't like apples.

Rafael: Well, tell me about your food habits. What do you eat for breakfast?

Sofia: Nothing. I get up too late. I have a drink of coke when I arrive at school.

Rafael: I have cereal, fruit and tea. My mum always says I must have something for breakfast.

Sofia: Do you always do what your mum says?

Rafael: No, but I like breakfast. What do you have for lunch? A sandwich like me?

Sofia: Sometimes. But I usually have a burger or a pizza.

Rafael: Do you have salad with them?

Sofia: Sometimes but not very often.

Rafael: Well, that's not bad but the rest of your diet isn't very healthy. You should try and eat some healthier foods.

Sofia: Yes, I think you're right. I mean, when I get home from school, I have things like biscuits, sweets and crisps. I know I shouldn't but I like them.

Rafael: Yes, perhaps you should try to reduce them. Have something like chicken and vegetables at lunchtime. That's quite healthy and you wouldn't be so hungry when you got in.

Sofia: And no more burgers and chips?

Rafael: Right. No more burgers and chips.

Now listen again and check your answers.

Audioscript for Test 7

Track 20

Test 7 Listening Question 1

Listen to the people speaking about class presentations. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

My friend Sally wasn't usually very good at giving presentations to the class when she was at school. I have probably seen her give them four or five times. She prepares topics and makes notes but her voice is very tedious and she doesn't engage with her audience. Once, however, I saw her give an amazing presentation about cooking. It was her favourite hobby and everyone loved what she said. The next time I heard her give a presentation, she was just as boring as before.

Conversation one matches phrase B. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Female: So how did it go? It was OK, wasn't it?

Male: Yes, I think so. I mean, I'd worked really hard beforehand and spent hours getting things ready. I certainly knew a lot about the topic.

Female: But you don't sound particularly pleased about your presentation, do you? Did something go wrong?

Male: No, it's just that I don't like speaking in front of a class. At the beginning I was shaking like a leaf. I was so nervous.

Conversation three

When I did my class presentation for my exam, my preparation had been completed two weeks before. I had a projector with the most important aspects of my topic. I started really well and my classmates seemed interested. Then I completely forgot what to say and my mind was empty. I stood and said nothing. However, my teacher said "Look at your notes, Tom." I heard her and looked and everything was OK. After that, I remembered what to say.

Conversation four

Male: You're glad you've finished, aren't you?

Female: Yes.

Male: And either you or Sarah will get the highest mark. That's good, isn't it?

Female: Not really. I worked extremely hard. I used different sources of information like encyclopaedias and internet websites.

Male: Yes, I saw you.

Female: But Sarah neither prepared nor practised much but she's good at talking. Her mark should not be as good as mine. She didn't work as hard. It's not right.

Conversation five

I don't know how Max did it. He chose the environment. That's a really boring topic in my opinion and I thought his talk was going to be extremely tedious – but it wasn't. He was funny and interesting and the range of information and his knowledge of the topic was inspiring. Sometimes people surprise you and I was really surprised by Max. At the end of the talk we all clapped, it was just so good.

Now listen again and check your answers.

Track 21

Test 7 Listening Question 2

A radio presenter is interviewing an expert for a technology programme. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Male: Hello. I'm with Dr Jenny Williams from the University of Hampton. Jenny, you'll be talking about the development of computers.

Jenny: Yes, that's right. I'll be speaking about how computers have changed over time.

Male: And they certainly have changed, haven't they? How long have we been using them? About 50 years?

Jenny: A bit longer, actually. The first computers were being used in the 1940s.

Male: So that's more like 60 or 70 years ago, isn't it?

Jenny: Yes, it is. And the idea of computers is much older than that. There was an English scientist, Charles Babbage, who designed a kind of computer in the 19th century.

Male: Really?

Jenny: Yes, and as well as Babbage, we can also say that the ancient Greeks had machines with aspects of modern computers, so you can say they had the idea for the first computers.

Male: Now this might sound a rather vague question but what is a computer?

Jenny: That's a good question and I can give you a very long answer or a very short answer to it.

Male: A short answer, please.

Jenny: They are really machines which are very fast calculators for doing lots of tedious maths sums very quickly.

Male: So who were the first users of modern computers? Scientists?

Jenny: Well, the first modern computers which use electricity as a source of power were made by scientists and technicians, that's true. But the first people to use them were not scientists, they were soldiers.

Male: Why did soldiers need computers at that time?

Jenny: During the Second World War governments protected secret information by putting it into secret codes. Computers were first used to analyse these codes to find out how they worked and what they meant.

Male: So you are telling me that computers ...

Now listen again and check your answers.

Track 22

Test 7 Listening Question 3

Listen to the people speaking about the Global Youth Link. For each question, circle the correct answer A, B or C. There is one example.

Hi, Sofia here. Best wishes to everyone from Brazil. I think the website is incredibly good. We've produced a fantastic range of information for young people around the world. I really liked the video clips of different aspects of education around the world. I'm really looking forward to more. I also really liked Usha's feature about new science inventions in India and the photos of wildlife affected by that oil spill in Alaska.

Hello, my name's Francisco and like Sofia, I'm also from Brazil. The website is absolutely amazing, isn't it? My favourite parts are the film of the Thai dancing and the pictures and reports on the Great Barrier Reef. I hope people around the world will soon be sending in lots of comments and messages to the message board. In addition to the website, another great thing about the project has been working in teams. I've learned such a lot. Before I started the project, I didn't like speaking in public. Not any more. Now it's difficult to keep me quiet.

Tippi from Thailand here. Hello. Like the rest of us I think the website is incredibly brilliant. I'd also like to thank everyone for the comments on the Thai dancing film. It was terribly hard to make the film, so hearing that you enjoyed it was really great. For me one of the wonderful things about the website has been the information on education in different countries. It was really moving to hear some of the stories from children in Kenya and how hard they have to work to get an education. I wish kids in my country knew more about education in other countries outside Thailand, too. The Global Youth Link website will be one way to help them do that, won't it?

Now listen again and check your answers.

Audioscript for Test 8

Track 23

Test 8 Listening Question 1

Listen to the people speaking about diet and health. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

There is nothing magic about controlling weight. We have to approximately equalise two different quantities. They are the amount of energy we take in from our food – what we eat – and the amount of energy our body needs to work – the energy that we use. Generally speaking, an individual increases in weight if they eat more food energy than they use. However, if an individual uses more energy than they take in, then this person will lose weight.

Conversation one matches phrase F. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Male: I'm jealous of Claire.
Female: Claire! Why? She's just an ordinary person.
Male: Yes and no.
Female: What do you mean?
Male: Well, you know I have to be careful about my weight. I always wondered why Claire can eat so many sweets and cake and be terribly thin. She told me that she just doesn't put on weight. It doesn't matter what she eats.
Female: Really?
Male: Yes – and her mum and brothers are just the same as her.

Conversation three

If you took a sample of people's weights from different countries now and compared them to a survey of weights which were taken 30 or 40 years ago, it is easy to see that weight has gradually been increasing during all that time. There are a number of reasons for this. As people's standard of living increases, they generally eat more food. At the same time the amount of exercise people naturally take in their daily lives is now less as lifestyles change.

Conversation four

Male: How do you spell 'vegan'?
Female: It's V-E-G-A-N.
Male: And it means someone who doesn't eat meat, doesn't it?
Female: Not quite. Someone who doesn't eat meat is a vegetarian.

Male: How is a vegan different?
Female: Vegans don't have meat or eat anything from an animal like cheese or milk.
Male: So you don't eat meat or animal products?
Female: No.
Male: It must be difficult to be a vegan.
Female: Not really. I know I'm doing the right thing for myself, for animals and for the planet.

Conversation five

People often go on diets, that is, they either try to change what they are eating or to reduce how much they are eating. This works for some people but not for everyone. In a few cases people's bodies seem to lose the ability to control weight and they continue to put on more and more weight. This has serious effects on someone's health. Now it is possible to have an operation to reduce the size of your stomach and stop weight gain. But this operation is only appropriate for someone with an extremely serious weight problem.

Now listen again and check your answers.

Track 24

Test 8 Listening Question 2

Listen to the conversation. For each question, circle the correct answer A, B or C. There is one example.

Max: Have you been to a studio before, Petra?
Petra: Yes, my aunt took me to a TV studio in Manchester last year. Why do you ask, Max?
Max: Well, I went when I was on a trip to Los Angeles. My dad took me and my brother on a trip to one of the studios.
Petra: That's absolutely brilliant! My tour was disappointing. Did you enjoy yours?
Max: Yes, it was really interesting.
Petra: Which one did you go to? Disneyland, I hope? I'd love to go there!
Max: No, I wished we had but it took too long. My dad gave us the choice of Warner Brothers and Universal Studios. We chose Warner Brothers, because it's a real working studio.
Petra: Was that in the summer? You were in the United States then, weren't you, Max?
Max: Yes, but I went to the studios in October.
Petra: You're joking! You've only just come back from a visit in January as well. You've been to the States three times in the last year!
Max: Yes, I have. But don't forget my mum is American!
Petra: Of course she is. I was forgetting! Anyway, what did you see at the studios?

Max: Lots of things. The studio museum – that was great – the sound stages where actors speak their lines and the editing studios where editors work on finishing the programmes and films, that's where we started the tour. Where else? Yes, the costume department where they make and keep the costumes for the films. I thought it was all fascinating.

Petra: Did the other people enjoy the tour?

Max: Yes. I looked at a survey of visitor comments online. Most people, about 65 per cent, said they thought the visit was really excellent. About 20 per cent said they thought the tour was terrible and ten per cent said it was OK.

Now listen again and check your answers.

Track 25

Test 8 Listening Question 3

Listen to the information about a businessman and inventor and fill in the missing information in each numbered space in the notes. There is one example.

Steve Jobs was one of the world's most famous recent businessmen and inventors. He was born in February 1955. His natural father was from the Middle East and his natural mother was from the USA but he was brought up by Paul and Clara Jobs, an American family who he described as "his parents one thousand per cent". His father, Paul, worked in a factory and his mother, Clara, in an office. When Steve was five in 1960 the family decided to bring up another daughter, Patti. Then Steve discovered later in life that his natural parents had had a daughter, Mona, his natural sister. They met for the first time in 1985 and became close friends.

Steve Jobs went to primary school in his home town of Mountain View and had his high school education in the town of Cupertino in California. After he had completed high school in 1972 he started college but stopped very quickly. He did not go to university.

Steve Jobs' business and inventing career started in 1976 when he and two other people founded the Apple Computer company. In the next few years Steve Jobs helped to invent and design some of the first computers for use in the home. In 1984 Apple launched the Apple Macintosh, a famous and well-designed computer. A year later, Steve Jobs lost his job because of differences of opinion with other managers about which products to develop. He said that he hadn't enjoyed losing his job but that he thought it was good for him.

In 1985 and 1987 Steve Jobs developed two successful companies, NeXT, a computer company and Pixar, a company which makes cartoon films. Steve Jobs returned to Apple when Apple bought NeXT computers in 1996 and became head of Apple in 1997. After this Apple developed and sold a number

of famous products such as the iMac and the iPod and became one of America's biggest companies. Steve Jobs died in October 2011.

Now listen again and check your answers.

Track 26

Test 8 Listening Question 4

Listen to the people speaking about environmental problems and number the pictures in the correct order. There is one example.

Conversation one

Female: You can see it from space?

Male: Yes, it's the only living thing you can see from there.

Female: How big is it?

Male: Absolutely massive – over 3,000 kilometres long. It's home to a wide range of wildlife including fish, birds and reptiles.

Female: Why are parts of it dying?

Male: It's climate change, I am afraid. The coral can only survive at certain temperatures and because of climate change, sea temperatures are rising so parts of the coral are dying.

Conversation two

Some people are not convinced that it is really happening and some scientists admit that it is happening but are uncertain what to do about it. However, large numbers of scientists and experts think there is a clear change in the world's weather because of carbon dioxide and other gases which are escaping into the atmosphere. The result is a hotter world, rising sea levels, melting ice and changes to weather patterns. There will be huge effects on people, habitats and wildlife.

Conversation three

Male: When will they be telling us about the flight?

Female: They said they'd be giving us some more news at three.

Male: It's ten past three already and they haven't said anything.

Female: I wonder if they'll close the airport. They say that it may be dangerous to fly while the volcano is erupting.

Male: I hope not. We're supposed to be at school tomorrow.

Female: So, perhaps this isn't such bad news, is it?

Male: Maybe not.

Conversation four

Here are pictures of the scene. A large area of coastline is being affected and the clean-up operation started at seven thirty yesterday morning. Workers are trying to restore the environment and help birds and animals which have been caught by the sticky

black oil but progress has been very slow. Already there have been reports of dead fish and seabirds. We think it will take a long time for the region to recover from the disaster.

Conversation five

Female: Please can you tell us something about the situation.

Male: Sure. We're losing about 50,000 square kilometres every year. This is because people need more land for farming or to build on and because they want the wood for energy or for building with.

Female: And why is this important?

Male: Because these areas contain so many different kinds of species – plants, trees, animals, insects and birds. If we lose the habitat for this wildlife, we will lose the wildlife itself forever.

Conversation six

The heavy traffic and smoke from factories here can add to the problem of climate change. But the main worry is for the health of the people who live near the road itself. The smoke and fumes from the traffic can make it difficult to breathe and cause other health problems as well. We can solve the problem by reducing the number of cars and lorries on our roads.

Now listen again and check your answers.

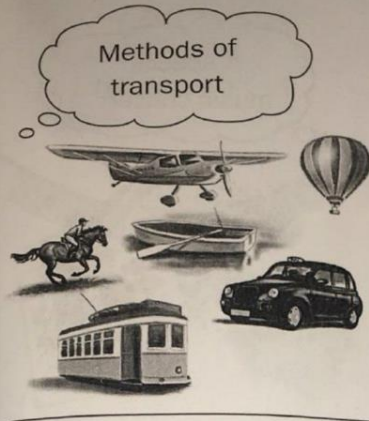
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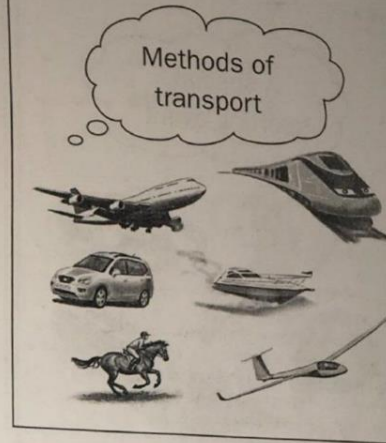
Track 1	Test 1 Listening Question 1
Track 2	Test 1 Listening Question 2
Track 3	Test 1 Listening Question 3
Track 4	Test 2 Listening Question 1
Track 5	Test 2 Listening Question 2
Track 6	Test 2 Listening Question 3
Track 7	Test 3 Listening Question 1
Track 8	Test 3 Listening Question 2
Track 9	Test 3 Listening Question 3
Track 10	Test 4 Listening Question 1
Track 11	Test 4 Listening Question 2
Track 12	Test 4 Listening Question 3
Track 13	Test 4 Listening Question 4
Track 14	Test 5 Listening Question 1
Track 15	Test 5 Listening Question 2
Track 16	Test 5 Listening Question 3
Track 17	Test 6 Listening Question 1
Track 18	Test 6 Listening Question 2
Track 19	Test 6 Listening Question 3
Track 20	Test 7 Listening Question 1
Track 21	Test 7 Listening Question 2
Track 22	Test 7 Listening Question 3
Track 23	Test 8 Listening Question 1
Track 24	Test 8 Listening Question 2
Track 25	Test 8 Listening Question 3
Track 26	Test 8 Listening Question 4

Test 1

Card A



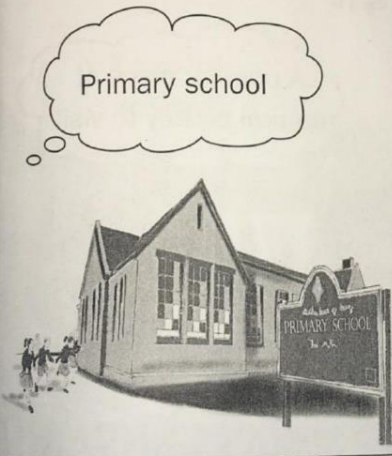
Card B



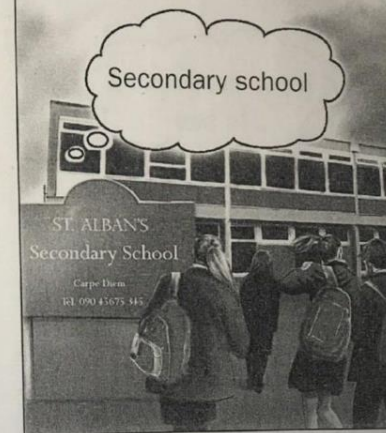
Test 2

منتديات صقر الجنوب التعليمية

Card A



Card B



Photocopiable

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20!

Test 3

Card A

A special
sporting event



Card B

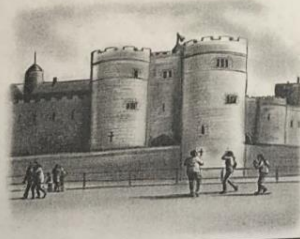
A special
music concert



Test 4

Card A

A popular building
to see



Card B

A popular place of
natural beauty to visit



est 5

Card A

A ceremonial
occasion

happy birthday



Card B

An important
arrangement



Your next appointment is:

Date:

Time:

Please call 023 4768 54 if you need to
cancel or reschedule.

est 6

Card A

A serious
accident



Card B

A serious illness



Photocopiable

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Test 7

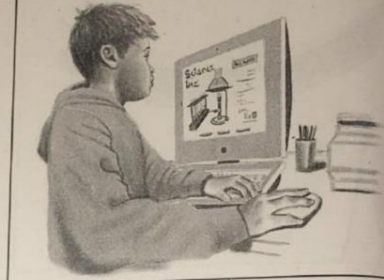
Card A

Computer games



Card B

Educational websites



Test 8

Card A

A driving examination



Card B

An individual presentation

