

English World



Teacher's Guide

9

B1+



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Liz Hocking

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Liz Hocking

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Scope and sequence

Unit	Reading	Reading comprehension	Grammar	Word focus
1 An international school Page 6	Persuasion advertisements	literal questions; definitions; discussion of advertising; opinions; personal response	modal verbs + passive infinitive <i>The forest might be cleared.</i> <i>Can the planet be saved?</i>	Dictionary work: headwords Spelling: ou Word groups: festival and forest Prefixes: de- / dis- / af- / re- / in-
2 Music Page 16	<i>Classical is best!</i> an email discussing an issue	literal questions; phrase definitions; discussion of style; discussion of content; personal response	reported questions tense shifting: present → past; past → past perfect; <i>will</i> → <i>would</i> "Is the boy ill?" → <i>They asked if the boy was ill.</i>	Dictionary work: words with two or more meanings (1) Spelling: /u:/ Word groups: positive and negative adjectives Prefixes: inter-
Study skills 1	Paragraphs			
3 It's a mystery ... Page 28	<i>Z for Zachariah</i> a story with an unusual opening	literal questions; defining words / expressions; inferential questions about story openings; personal response	participle clauses <i>Arriving at the station, John bought a ticket.</i> <i>Damaged by the storm, the boat sank.</i>	Dictionary work: words with two or more meanings (2) Spelling: /eɪ/ Word groups: time and weather Prefixes: bi- / tele-
4 It's a fact! Page 38	<i>Sharing the Planet: Animals in Science</i> a television documentary review	literal questions; phrase definitions; inferential questions; personal response; reviews	non-defining relative clauses <i>We met Mario, who is a famous opera singer.</i> <i>Tigers, which were once common, are now rare.</i>	Dictionary work: words with two or more meanings (3) Spelling: long o Word groups: television Suffixes: -ology / -ist
Life skills 1	Filling in forms			
5 There's a problem Page 50	<i>Champion</i> a play script in two scenes	identifying speakers; discussion of character, structure, content; personal response	to be able to: (all tenses) <i>I was able to swim when I was four.</i> <i>I haven't been able to sleep.</i>	Dictionary work: example phrases / sentences Spelling: /ɪ:/ Word groups: sport Suffixes: -ment / -ness / -ship / -dom
6 Sounds amazing – let's go! Page 60	<i>Istanbul – a city of two continents</i> a travelogue from a magazine	literal questions; phrase definitions; inferential questions; personal response	future perfect simple <i>By the time you read this letter, I will have left the country.</i>	Dictionary work: grammar boxes Spelling: -le / -el / -al endings Word groups: buildings and transport Prefixes: ir-
Study skills 2	Research			
7 It's a classic Page 72	<i>A New Year Ball</i> an extract from a classic novel	identifying speakers; discussion of characters; phrase definitions; inferential questions; personal response	the indirect object as the subject of a passive sentence <i>He was sent an email.</i> <i>She was given a present by her uncle.</i>	Dictionary work: Build Your Vocabulary boxes Spelling: plurals with -s and -es Word groups: things people wear Suffixes: -ic
8 Finding out Page 82	<i>Human achievement – spaceflight</i> an article giving information and explanations	literal questions; sequencing; inferential questions; discussion of issues; personal response	future perfect passive <i>By the end of the century, many new discoveries will have been made.</i>	Dictionary work: subject labels Spelling: plurals of words ending in -y Word groups: specialised subjects Prefixes: re-
Life skills 2	Formal letter writing			
9 It's an issue Page 94	<i>The Age of the Automobile</i> a discursive essay	literal questions; phrase definitions; questions about discursive style; inferential questions; personal response	reported speech: changes to <i>this, these, here</i> and adverbs of time <i>"I saw this film last year."</i> <i>He said that he had seen that film the year before.</i>	Dictionary work: bold words in the definition Spelling: plurals of words ending in -f / -fe Word groups: specialised subjects Suffixes: -ed / -d / -t
10 Influences Page 104	<i>Leo</i> an autobiographical extract about an important person in the writer's life	literal questions; phrase definitions; scanning for detail; inferential questions; personal response	would + infinitive (without to) to express habitual actions in the past <i>During the holidays we would camp on the beach.</i>	Dictionary work: synonyms and antonyms Spelling: disappearing letters Word groups: word classes Suffixes: -ive
Study skills 3	Revision		Projects Page 116	

Grammar in use	Listening and speaking	Writing features
question tags (all tenses) <i>They went abroad, didn't they?</i> <i>He will phone, won't he?</i>	Listening comprehension: matching advertisements to products Individual speaking: advertisements	persuasive writing SB: features and assignment – creating an advertisement WB: planning sheet
transitive and intransitive phrasal verbs <i>He made up a story.</i> <i>The thief made off.</i>	Functions of English: asking for and giving opinions Listening comprehension: answering questions on a dialogue	discursive writing SB: features and assignment – How much should pupils be involved in running their school? WB: planning sheet
modal verbs + perfect infinitive <i>You should have locked the door.</i> <i>He might have lost his mobile.</i>	Listening comprehension: dialogue: completing a chart Individual speaking: organising an event	story openings SB: features and assignment – an unusual story opening WB: planning sheet
third conditional <i>If you had seen the film, you would have enjoyed it.</i> <i>I would have phoned if I had had your number.</i>	Functions of English: agreeing and disagreeing Listening comprehension: dialogue: Are facts true, false or not stated?	a review SB: features and assignment – a television documentary WB: planning sheet
reported questions with modal verbs "Must we leave?" <i>He asked if they had to leave.</i>	Listening comprehension: monologue: a talk about an artist: multiple choice questions Individual speaking: an artist from your country	writing about issues SB: features and assignment – completing the play script WB: planning sheet
relative clauses with <i>whose</i> ; defining and non-defining relative clauses <i>That's the man whose car was stolen.</i>	Functions of English: offering to do something; accepting or refusing an offer of help Listening comprehension: short dialogues: multiple choice and literal questions	a travelogue SB: features and assignment – a town or city you know well WB: planning sheet
pronouns (subject, direct object, indirect object, possessive); possessive adjectives	Listening comprehension: dialogue: Are facts true, false or not stated? Individual speaking: your favourite author	narrative extract SB: features and assignment – character preparing for new experience WB: planning sheet
separable and inseparable phrasal verbs <i>I filled in the form. I filled the form in.</i> <i>I filled it in.</i> <i>He looked after the boys. He looked after them.</i>	Functions of English: making requests Listening comprehension: answering questions on a dialogue	informing and explaining SB: features and assignment – hot-air balloon or shuttle landing WB: planning sheet
the order of adjectives before nouns <i>She wore a beautiful, old, red, Indian, silk shawl.</i>	Listening comprehension: monologue: a talk about archaeology and art: Are the facts true, false or not stated? Individual speaking: an interesting discovery	discursive essay SB: features and assignment – fashion or computer games WB: planning sheet
causatives with <i>have</i> and <i>get</i> <i>Jane had her photo taken.</i> <i>Bob got the car fixed.</i>	Functions of English: making suggestions and giving advice Listening comprehension: answering questions on a dialogue	autobiographical extract SB: features and assignment – people from your past WB: planning sheet
Conversation focus audio scripts Page 122		English World map Page 132

Introduction

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

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

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

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

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

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

Components of the course

- Student's Book
- Workbook
- Exam Practice Book
- Class Audio CD
- Teacher's DVD
- Student's CD-ROM
- Teacher's Guide

Student's Book (SB)

The book has 10 theme-based units made up of a minimum of 8 lessons:

Each unit represents up to two weeks' work:

Lesson 1: Start-up

Lesson 2: Reading

Lesson 3: Reading comprehension

Lesson 4: Grammar

Lesson 5: Word focus

Lesson 6: Grammar in use

Lesson 7: Listening and speaking

Lesson 8: Writing features

Skills units

The book has 5 Study and Life skills-based units which appear after every other themed unit. These units may take 1–3 lessons and cover academic and personal skills:

Study skills 1: Paragraphs

Life skills 1: Filling in forms

Study skills 2: Research

Life skills 2: Formal letter writing

Study skills 3: Revision

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

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

Teenage characters feature in the SB. Students listen to their discussions, conversations and dialogues. The characters' everyday conversations give learners exposure to contemporary English, spoken by their peer group, using functional language in a natural way. The characters give cohesion to the numerous listening activities and act as models for speaking in a variety of situations.

Projects

A different project is provided for every pair of units and there is one final project making six in all. The type of project and the subject matter is based on skills learned in one of the previous two units. They are intended for independent work but notes to assist teachers in setting the projects are given on pp171–172 of this guide.

Workbook (WB)

Units have 10 pages of tasks and exercises for independent work to extend and consolidate learning in the SB:

1 Start-up notes

2 Vocabulary

3 Reading comprehension

4 Grammar

5 Word focus

6 Grammar in use

7 Listening and speaking

8 Writing

9 Writing

10 Self-assessment

Revision pages

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

Word list

Pp140–141 of the WB list key words from the reading texts, vocabulary pages and spelling for each unit.

Student's CD-ROM

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

Exam Practice Book (EPB)

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

There are two longer papers: one that may be taken halfway through the year and another to be set at the end of the year.

There are progress charts at the end of the book so that students, teachers and parents can check where progress has been made in each of the skills during the year as well as lists of important tips on how to study and prepare for exams.

SB links to EPB

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

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

Teacher's DVD

The Teacher's DVD contains:

- the complete SB so that teachers can use the material on an interactive whiteboard in class
- the SB audio files: all reading texts, dialogues and listening comprehension material
- the EPB audio files for listening comprehension tests
- video training sessions to assist teachers in classroom management and good teaching methods and practice.

Dictionary

There is no dedicated dictionary for the three final levels of the course. Dictionary work in *English World 9* is based on the *Macmillan School Dictionary*. Students should be familiar with dictionary usage and have their own dictionary for classwork and homework.

Methodology

The units

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

The lessons

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

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

The approach to teaching

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

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

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

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

Lesson 2 Reading

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

The text creates a context which links the following lessons.

Before reading

1 discussion of the text type
speaking listening

Reading

2 reading the text
reading listening

3 vocabulary
dictionary skills

After reading

4 general questions
speaking listening

5 reading practice
reading listening

Persuasion

You wouldn't wear boots to go running, would you?

1

A personal message from International Forests:
Now you really can save the planet.

You may know that carbon (CO₂) emissions are creating the greenhouse gas effect. It may surprise you to know that deforestation affects the planet more than the carbon emissions from every plane, car, train, ship and train on the planet combined. Forests are carbon sinks. They absorb carbon and help to control the global climate. But 80% of the world's forests have already been damaged or destroyed. Each year more than 13 million hectares of forests disappear, an area roughly as big as England. To put it another way, a forest the size of 26 football pitches is lost every minute.

If we want to limit emissions and survive climate change, the destruction has to stop.

Without healthy, thriving forests, planet Earth cannot sustain life. There are fewer than 10% of all tropical biodiversity. Tropical forests should be seen as one of the greatest achievements of nature's diversity on Earth of all of the world's land species, around 60% live in forests. Many of these are endemic - using plants, fungi, paper, food, medicine and more - are increasingly threatened by extinction.

If we want to keep these animals and others, the destruction has to stop.

Forests are essential to civilization and crucial for economic development. They offer security to water, agricultural productivity, energy and communication and forest-related items 1.6 billion people worldwide - that's nearly a quarter of the current world population - depend on forests resources for their livelihoods and many rely on forests for food, shelter and water.

Forests affect the lives of all our people. Not only people are dependent on forests, our forests are also dependent on people! The Government of the Philippines is one of the countries that has been the most affected.

If we want to help people live in their forest communities, the destruction has to stop.

2011 was declared by the United Nations as the International Year of the Forest.

Let's go forward from there. International Forests works to promote thriving forests throughout the world and plant new ones. Together we can work for the future of our planet.

Donate now to International Forests' worldwide projects and stop the destruction.

You can donate online at www.internationalforests.org or bank transfers to International Forests, 280 City Road, London EC2Y 5DB.

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

The key grammar structures appear in a natural context.

The text is the model for the Writing features.

Before reading

1 Discussion of the text type

Students who have studied *English World 7* and *8* should be able to recognise the principal features of fiction and non-fiction texts from the way the text appears on the page and be able to discuss them before reading them.

Reading

2 Reading the text

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

3 Vocabulary

Students are supported in the lesson by dictionary work to find or check words to help them get a general understanding of the text.

After reading

4 General questions

Suggested questions are given in the Teacher's Guide to check a broad understanding of the text. Students have already prepared vocabulary and will do further vocabulary work in their WBs to increase their understanding of the detail of the text.

5 Reading practice

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

Vocabulary

1. Match the words with their definitions.

1. endemic	2. endemic	3. endemic	4. endemic
5. endemic	6. endemic	7. endemic	8. endemic

2. Complete the sentences with the words in the box.

1. The forest is a natural habitat for many species.

2. The forest is a natural habitat for many species.

3. The forest is a natural habitat for many species.

4. The forest is a natural habitat for many species.

5. The forest is a natural habitat for many species.

6. The forest is a natural habitat for many species.

7. The forest is a natural habitat for many species.

8. The forest is a natural habitat for many species.

3. Complete the sentences with the words in the box.

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5. The forest is a natural habitat for many species.

6. The forest is a natural habitat for many species.

7. The forest is a natural habitat for many species.

8. The forest is a natural habitat for many species.

Lesson 3 Reading comprehension

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

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

1 re-reading the text	<p>1 Discuss these questions.</p> <ol style="list-style-type: none">1 When is the festival taking place?2 What can you do as a festival volunteer?3 Which company makes Aether trainers?4 What is special about Ben H&O?5 Which causes more damage: deforestation or all the traffic and transport in the world added together?6 What do forests offer that help civilisations to develop?7 How much of the current world population depends on forest resources for their livelihoods?8 Who declared 2011 to be the International Year of the Forest? <p>2 Read these words. Underline the compound nouns.</p> <p>combine biodiversity greenhouse storehouse conserve</p> <p>3 Match the words from Activity 2 to the correct definition.</p> <ol style="list-style-type: none">1 _____ the variety of plants and animals2 _____ to keep safe and in good condition3 _____ to put together4 _____ a building where things are kept for future use5 _____ a building made mostly of glass in which plants are grown <p>4 Discuss these questions about advertising.</p> <ol style="list-style-type: none">1 Which action do you think is the most difficult to persuade people to do? Why? a to volunteer b to buy c to give2 Which of these purposes do you think is the easiest to achieve? a encouraging school students to volunteer to help with the festival b getting people to spend money on new trainers c convincing people to give money to help protect the world's forests3 Is the inclusion of pictures or photos important in an advert? Why? What kind of photos and illustrations do you think are most effective? <p>5 Discuss your answers to these questions.</p> <ol style="list-style-type: none">1 Is volunteering a good thing to do? Why? / Why not?2 The second advertisement includes an Olympic® athlete. Do you admire people who can do things very well? Why? / Why not?3 Why do some people want to save the planet?4 Do you think their concerns are important? Why? / Why not?5 How do you think trees help to conserve the soil in a forest?6 What extra danger do you think deforestation causes when there is a flood? <p>6 What do you think?</p> <ul style="list-style-type: none">• Which advert do you think is the most eye-catching? What do you think is especially eye-catching about it?• Which advertisement do you find most persuasive? Why?• If you were asked to create a new advertisement for one of the purposes listed in Activity 4, which one would you choose and why? <p>10 Reading comprehension: literal and personal response questions; definitions; discussion of advertising; opinions</p>
2 literal questions or a similar activity to check understanding of the text <i>scanning listening speaking</i>	
3 vocabulary work <i>close reading for meaning phrases in context dictionary skills</i>	
4 discussion groups/pairs <i>critical thinking listening speaking</i>	
5 individual response <i>thinking skills writing</i>	

Interactive comprehension lessons

1 Re-reading the text

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

2 Literal questions

The teacher should elicit an answer then ask the class whether the answer is correct or not and to give a different or better answer if appropriate. This keeps the whole class involved and helps to check whether individuals or the whole class have misunderstood parts of the text. If necessary, everyone should look back to the text to check. The skills students need to develop are the accurate understanding of the question and being able to find the appropriate answer in the text. These questions are not a memory test. For variety, the first activity is sometimes different, for example, true/false. Whatever the activity, it indicates how well students have understood the text and should be conducted through the same interactive method as the literal questions.

Lesson 4 Grammar

The Grammar page follows a format which gradually builds up students' understanding of the structure.

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

1 A short text focuses on the structure and sets it in a context that students already know from the reading text.
reading listening

2 Literal questions or a similar activity check understanding.
speaking listening

3 Practice is given in controlled stages, gradually building knowledge and confidence.

Grammar

1 Read.
According to the charity International Forests, 13 million hectares of forests are lost each year. Why is that? There are many reasons. Forests may be cut down to provide wood for buildings or furniture. Forests might be cleared so that the land can be used for farming, especially raising cattle, and vast areas of forest are destroyed by large companies wanting to extract minerals or oil from the land.
Because forests absorb carbon, they help to control the world's climate. They should be seen as a vital weapon in the fight against global warming, one of the biggest problems of modern times.
Can the planet be saved? Yes, it can but what must be done immediately to stop the destruction of our forests. Please help now. The fate of our planet cannot be left to chance. Donations to this excellent charity can be made online at www.internationalforests.org.

2 Answer these questions.

1. What area of forests is destroyed each year?
2. Why might trees be cut down? Find three reasons.
3. Why should forests be seen 'as a vital weapon in the fight against global warming'?
4. Can our planet be saved?
5. What must happen immediately?
6. How can donations be made?

3 Make these sentences positive.

1. People could use the wood to make furniture. The wood could be used to make furniture.
2. People might cut the land. People might not cut down the forest.
3. People should not cut down the forest. We must save global warming seriously.
4. People ought to make donations to the charity. People ought to make donations to the charity.
5. Can we leave the fate of our planet to chance? Can we leave the fate of our planet to chance?

4 Make these sentences passive. Use by + phrase.

1. One or two people can't solve the problem. The problem can't be solved by one or two people.
2. All of us must take steps to help.
3. An oil company might buy the land.
4. Stronger laws ought to protect the forests.
5. Governments worldwide should recognise the problem.
6. Could stronger action save the forests?

5 Talk about it.

1. In your opinion, which natural habitats ought to be protected?
2. Which new industries are threatened with extinction? What must be done to save them?
3. Think of the natural places and creatures in your country. What should be done to look after them?
4. Think about your town or city. What could be done to improve it?

Modal verbs + passive infinitive
Formulas: modal verb + be + past participle
Things might be done immediately.
Forests might be cleared by cattle land for farming.
Can the planet be saved?
The fate of our planet should not be left to chance.
We use the passive:
• when we do not know who does the action,
• when we do not care who does the action, but we do not want to say.
Donations ought to be made at once.
We also use the passive when the person or thing that does the action is important or significant. The land could be bought by a powerful oil company.

Make up sentences of your own using the passive form of should, ought to, can, might, must.

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4 Pair and group work gives active practice of the structure.
reading speaking listening

5 Grammar boxes give the rules, clearly summarised with examples.
reading listening speaking

6 Further class practice uses the structure in a variety of activities.
speaking listening

Interactive grammar

1 The short text

Student readers should always be chosen to read this aloud. The grammar structure is highlighted for ease of teaching.

2 Literal questions

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

3 The grammar structure

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

4 Pair and group work

Almost all grammar work is done in pairs or groups and this enables all students to practise actively. It is an important part of the approach to grammar work. Students may be familiar with this practice from their previous work. If you are not familiar with the technique and especially if your students are not familiar with it, a step-by-step plan for developing this work in the classroom is given on pp21–22.

5 Grammar boxes

These should be taught actively asking students to read the examples. The rules and examples from the Grammar pages are set out in the Grammar reference section at the end of the WB.

6 Further practice

Different exercises give further practice using a variety of approaches which always give the opportunity for active, oral activities.

Grammar

1 Make these sentences positive.

1. People might cut down the forest. The forest should be saved.
2. Someone may sell the land.
3. We should preserve the forests.
4. Can we save the planet?
5. We cannot leave it to chance.
6. We ought to do something immediately.
7. People must take the problem seriously.
8. We ought not to leave the problem to the politicians.

2 Make these sentences passive. Use by + phrase.

1. A wealthy businessman should buy the land. The land should be bought by a wealthy businessman.
2. An experienced person ought to clear the car.
3. Next year a protected area may be built.
4. The school principal should make the final decision.
5. Can both girls and boys save these plants?
6. A fund could help save the forests.
7. Very young children should not use this site.
8. Either an adult or a child may use the computer.

3 Use your own ideas to answer the questions. Use the passive and be verbs if possible.

1. What improvements could you be to be made in your town?
answer: _____
2. What changes could you be to be made in your school?
answer: _____

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WB Grammar: writing –

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

Lesson 5 Word focus

A Dictionary work
Information is clearly set out with examples.
reading listening

Practice is given for each new learning point.
listening speaking writing

B Spelling
Information and examples are clearly set out and rules are given where possible.
reading pronunciation

Simple oral practice reinforces the rules.
reading speaking

Word focus

A Dictionary work: Headwords

A headword is the word in bold at the top of each page of a dictionary.
The word above the first column is the first word on the page. The word above the second column is the last word on the page.

These words act as a guide to help you find the word you are looking for, e.g. advantage.

All these words = advantage / advice / advantage - begin with the letters adv.
Look at the fourth letter in each word: advantage / advice / advantage.
The word advantage will come after the word advantage and before the word advice.

1 Look at the second letter of each word.
Headwords: **adv**antage **adv**ice
Will the word come before or after advantage? Before or after advice?

2 Look at the third letter of each word.
Headwords: **adv**antage **adv**ice
Will the word come before or after advantage? Before or after advice?

3 Look at the fourth letter of each word.
Headwords: **adv**antage **adv**ice
Will the word come before or after advantage? Before or after advice?

B Spelling: Words with /ə/

1 Write the headings:
PLANT / ' / PLANT / ' /

Sort the words under the correct heading.

rough group inside through
enough around yard
country youth southern

2 Does this word family have an /ə/ sound or an /i:/ sound?
rough / through / through

Look up each word in a dictionary and see them in sentences of your own.

3 The letters in can also make the sound /ə/. Write the words for these clues.

- something you live in
- talk loudly
- opposite of north
- lighter than a ball
- opposite of male

C Word groups: Football and forest

1 Write the headings:
Football forest

Sort the words under the correct headings.

celebrates team real carnival
goal sections conference
confuse this

2 Add five more words to the forest group and put the words into alphabetical order.

3 Write the names of two footballs in your country.

D Prefixes: dis- / sub- / ph- / re- / in-

1 Find these words in the advertisements and make sure you understand the meanings.

advertisement disappear
population disappear

2 Explain the difference between:

information and information
disappear and disappear
population and population
dependent and independent

12 Word focus: Dictionary work: headwords: spelling: use word groups: football and forest: prefixes: dis- / sub- / ph- / re- / in-

C Word groups
Categorising new words helps to familiarise students with new vocabulary.

D Prefixes/Suffixes
Clearly structured activities help students build their vocabulary.

Students practise each step actively through simple tasks.
listening speaking

More about SB Word focus

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

A Dictionary work

This section introduces students to specific information they can get from dictionary entries apart from the definition itself.

B Spelling

By level 9, the main spelling patterns have been introduced and practised. In this section, patterns which commonly cause mistakes are revised in detail.

C Word groups

This section prompts students to use new words and to avoid repeating very commonly used words.

D Prefixes/Suffixes

Practice of these aspects of English lexis enrich students' vocabulary and make usage increasingly precise.

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

Word focus

A Dictionary work: headwords

Imagine that all these words were on one page of a dictionary.

- The dictionary page is in two columns.
- The headword in the box at the top of the first column is the first word on the page.
- The headword in the box at the top of the second column is the last word on the page.

Use all of the words and complete the dictionary page.

Football forest

team real

goal sections

celebrates carnival

confuse this

B Spelling: words with /ə/ & /i:/

Write the words under the correct heading.

rough group inside through enough around yard country youth southern

is sounding /ə/ is sounding /i:/ is sounding /ə/

C Word groups

The word forest is a term used for an amount of land. Look at the advertisements again on pages 8 and 9 of your Student's Book.

What is the term used for:

- the price of the railway?
- the population of the Earth?
- the amount of destroyed rainforest?
- the amount of the Earth's terrestrial biodiversity in the rainforest?
- the amount of the world's land species that live in the rainforest?

D Prefixes: changing meaning

Use these pairs of words in sentences of your own.

- disappear / reappear
- dependent / independent

13 Word focus: Dictionary work: headwords: spelling: use word groups: football and forest: prefixes: dis- / sub- / ph- / re- / in-

Lesson 6 Grammar in use

The Grammar in use page focuses on language and structures used in everyday English in oral or less formal written contexts. The pages follow the activities of teenagers organising an arts festival. The lesson allows students to practise all their skills and grammar actively.

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

The note explains the context for the dialogue.

1 Students listen and follow a colloquial conversation with highlighted grammar.

reading listening

2 Literal questions test students' understanding.

reading speaking listening

3 Students practise the grammar using different approaches.

speaking listening

Grammar in use

1 Listen and read.

2 Cover the dialogue and read the statements. Write True or False. Correct the false statements.

3 Add question tags to these statements.

4 Add question tags to these statements.

We use question tags in conversation when:

- we expect the listener to agree with a statement.
- we are unsure if the listener will agree with a statement.

1 When the sentence is negative, the question tag is affirmative.

2 When the sentence is affirmative, the question tag is negative.

3 We use auxiliary verbs in question tags: is, are, do, does, have, has, had, was, were, do, did, would, should, could, may, might, can, could, like, ought to, prefer, oughtn't etc?

4 We use modal verbs in question tags: must, should, might, may, might, can, could, like, ought to, prefer, oughtn't etc?

5 With everybody / everyone, somebody / someone, anybody / anyone and nobody / no one the verb is singular but the question tag is plural.

6 Notice the exceptions: it's right, aren't it? Everybody likes to dance, don't they? Nobody has replied to our email, has they?

Find examples of 1, 2, 3, 4 and 5 in the dialogue.



The photos suggest the content of the dialogue.

4 Grammar rules are clearly summarised in the box with examples.

reading listening

Further practice with the dialogue is suggested.

Active grammar

The dialogue

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

The highlighted grammar makes the language use clear.

Understanding the dialogue

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

Grammar practice

3 The practice work should also be done orally.

Grammar rules

4 Remind the class of the grammar rule or go through it in detail if necessary.

Grammar in use

1 Add question tags to these sentences.

- Paul arrived late. _____?
- Todd comes from the USA. _____?
- The festival won't take place in August. _____?
- They ought to discuss the programme. _____?
- She **don't** like classical music. _____?
- I'm studying harder. _____?
- She **mustn't** make any mistakes. _____?
- We've never been to Greece. _____?
- The weather's hot in July. _____?
- Mark **wouldn't** like this film. _____?

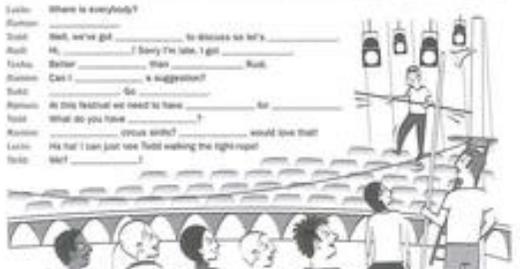
2 Add question tags to these sentences.

- Everybody here speaks English. _____?
- Someone was laughing on the stage. _____?
- No one enjoys having arguments. _____?
- Anyone could learn to dance. _____?
- Everybody enjoyed the party. _____?
- Nobody has replied to our email. _____?

3 Complete the dialogue with the words and phrases from the box.

had to	enjoyed	he had	was	don't	something	hasn't	would	shouldn't	can
in time	but	got started	she	give	mean	what about			

Lucia: Where is everybody?
 Susan: Well, we've got _____ to discuss so let's _____.
 Paul: Hi, _____ I don't like the idea, I got _____.
 Lucia: Better _____ than _____, Paul.
 Susan: Can I _____ a suggestion?
 Paul: _____ go _____?
 Susan: At this festival we need to have _____ for _____.
 Lucia: What do you have _____?
 Susan: _____ circus acts? _____ would love that!
 Lucia: He had I can just see Todd walking the tight rope!
 Paul: Well _____



WB Grammar in use: writing

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

Lesson 7 Listening and speaking

Note: All units contain Listening comprehension tasks.

Listening comprehension activities come first in odd numbered units.
listening

Listening comprehension is extensively practised.

The individual speaking task is prepared in groups.
writing speaking

Even-numbered units focus on Functions of spoken English.

Students are given opportunities to practise in pairs first.
speaking

Listening comprehension work prepares students for exam-type tasks.
listening speaking

Listening and speaking

1 Listening comprehension
Look at the pictures and write the type of product under each one.

Football magazine toothpaste shampoo flat shoes chewing gum

Shampoo Shampoo Back of the flat

Toothpaste Shampoo

2 Listen and match the advertisements 1-3 to the products in Activity 1.

3 Read and choose the best answer. Listen again. Were you right?

1. Shampoo is healthy because it ...
 a. is fatty b. has lots of sugar and vitamins c. has lots of vitamins and not much sugar.

2. At Riverside there are ... water sports available.
 a. no b. some c. many

3. Brushing your teeth with Clean will give you ...
 a. a sparkling smile b. shiny teeth and healthy gums c. harmful bacteria.

4. Shampoo comes in ... flat shoes.
 a. four b. five c. six

5. One pack of the flat maker will win ... for a football match.
 a. a free b. a prize c. an experience

4 Talk about it.
 Would you buy any of the five products above? Why? / Why not?

Individual speaking
 You are going to talk about advertisements.
Preparation in groups:

- List all the places where you see or hear advertisements. How many can you think of?
- What was the last advertisement you saw or heard? What was it for? Where was it?
- Do you like to dislike advertising? Is there too much, too little or just the right amount?
- Think of an advertisement which you like. What is it for? Why do you like it?
- Think of an advertisement which you don't like. What is it for? Why don't you like it?

Now tell the rest of the class about your group discussion.

Odd-numbered units also have an individual speaking task.

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

Planning support for the individual speaking presentation is in the WB.

Listening and speaking

1 Functions of English: asking for and giving opinions
 Look at these useful expressions.

I think ... I believe ... I feel ... In my opinion ... In my mind ...
 As far as I'm concerned ... If you ask me ... To be honest ...

Give your opinion. Answer these questions using the expressions above.

- What do you think of classical music? 2. What do you think of pop music?
- What do you think of exams? 3. What do you think of sport?

2 Look at these useful expressions for expressing strong opinions.

I'm sure that ... I strongly believe that ... I definitely think that ...
 I'm absolutely convinced that ... I have no doubt whatsoever that ...

Give your opinion. Answer these questions using the expressions above.

- What changes do you think should be made in your school?
- What problems will your town face in the future? How can these problems be solved?
- What do you think you will be doing in ten years' time?

3 Group conversation
 How can you ask for opinions?

What do you think of ...? How do you feel about ...? What's your view on ...?
 What's your opinion of / about ...? Do you have any thoughts about ...?

What can you say if you don't have an opinion?

That's an interesting question. I haven't really thought about this before.
 I'm not entirely sure. Could I have a moment to think about this?

Write three questions asking for opinions on any topic.
 Work in small groups. Ask and answer. Find out each other's opinions.
 Use expressions from all the boxes.

Listening comprehension

1 Listen to a conversation and answer these questions.

- Who is Miss Jackson?
- Why is this meeting taking place?
- What is the outcome of the conversation?

2 Listen again and answer these questions.

- Where do you think this meeting is taking place?
- Who asked for the meeting? Why?
- According to Gordon, how did the conversation deal with his arrival?
- Does Janet agree with him?
- What is Gordon's main concern about pop fans?
- What does Miss Jackson think about pop music? How do you know?
- What is Miss Jackson's opinion of the football committee?
- Does she think the festival will be a success? How do you know?

3 Who do you agree with? Give reasons.

Appropriate conversational expressions that students should learn and use are clearly presented.
reading listening

Students have practice in speaking in groups.
speaking listening

Lesson 8 Writing features

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

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

Stage 1

This SB page summarises the features. Students have seen these in the reading text.

Each feature is clearly explained.

Learning is reinforced by tasks and questions on the page. These help students to analyse the text in close detail so they have a clear understanding of what and how they need to write to replicate the text type.
speaking reading writing

The students' Writing assignment, which is always the same text type as students have studied in the unit, is given in the SB.

Writing features

Persuasive writing
Advertisements are a form of persuasive writing. They are written for a particular purpose and a particular audience.

Checklist
Look again at the three advertisements on pages 8 and 9.

- Purpose** Shows the audience of each one. What is each one trying to persuade you to do? Which one do you think is most successful? A range of target audiences?
- Audience** Shows the audience each advertisement is aimed at. Which one do you think is the most successful? A range of target audiences?
- Register** Advertisements need to be noticed. How do they begin to do this? Which one begins with a question? Why does it do this? Which one begins with a statement? Why does it do this? Advertisements choose language carefully. They want the advertisement to be persuasive. Is the first adverb the speaker's habit? Don't you say 'Oh'. They say 'Well', 'Thank', 'What'.
- Language** Look at each one and think. Find examples of persuasive language.
- Repetition** One of the adverts repeats a few words/phrases. What word? Why does it do this? Information in advertisements can include dates, addresses, prices and statistics.
- Information** Find an example of each one in the advertisements. Show us why they are an important part of each advertisement.
- Quotes** Advertisements often use quotes from famous people to make an advertisement more appealing to the target audience. Find two examples of quotes used like this in the advertisements. Show us why you think quotes from famous people are used like this.
- Layout/ Appearance** Advertisements appear side by side or below each other. How do they do this? If it doesn't appear to the target audience, it won't be successful. Think about the target audience for each advert and explain the use of font / colour / illustration / layout / text / images. Show each advertisement what you think is most effective.

Writing assignments
The book read and discussed three adverts with very different audiences and purposes. You are now going to write your advertisement to persuade managers to buy a new doghouse. Your doghouse can be about football, music or sport.

Do a draft in your notebook in class with your partner.

Stage 2

Planning in class

A detailed planning framework for the writing task is given on two WB pages.

Writing

Planning your writing assignment
Explain your new advertisement to persuade managers to buy a new doghouse about football, music or sport.

Purpose What is the product you are advertising?

Audience What is your target audience?

Register How will you begin the advert? Use one of these suggestions or use your own ideas.

Begin with a question

- Think of the register you're using.
- Use a question to start.
- Start with something different to catch attention.

Begin with a statement

- Start with a question.
- Use a question to start.
- Start with something different to catch attention.

Language You want people to buy the doghouse so the language you use must be persuasive. It's not good having your language be 'neutral' or 'flat'. Use some of these persuasive words and phrases in your advert and include some of your own ideas.

Use persuasive words and phrases in your advert and include some of your own ideas.

Use persuasive words and phrases in your advert and include some of your own ideas.

The teacher guides the students through the planning stage, ensuring they know how to complete it fully in order to write purposefully.
listening reading writing

The Writing assignment is given again.
listening reading

Writing assignment

Purpose It is often useful to repeat key words and phrases in your advert. You have to think what is special about it. What do you want people to remember? Here are some words and phrases you might repeat. Use one or two of these in your new advert.

Special words and phrases you might repeat: Use one or two of these in your new advert.

Information Information that readers will want to know about a new doghouse. How much is it? What does it look like? What does it look like? What does it look like? What does it look like?

Quotes Use an imaginary celebrity or an imaginary leader who would be suitable for your doghouse? What would they say?

Layout/ Appearance How do you know what your advertisement is going to say? It's clear to think about how it is going to look.

Think about colour / illustration / font type and size. Have a rough layout of your advertisement here.

Do a draft in your notebook in class with your partner.

Stage 3 Independent writing
Students use their detailed WB planning notes to write the assignment.

WB Self-assessment page

This page takes students through all the work they have covered in the unit. Brief questions and short tasks help students to test themselves.

Checking activities are given for every part of the unit advising students what to look back at and suggesting methods of effective practice and revision.

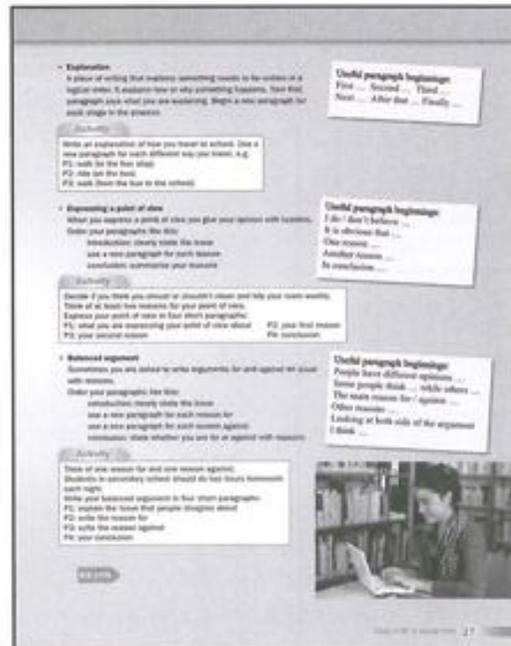
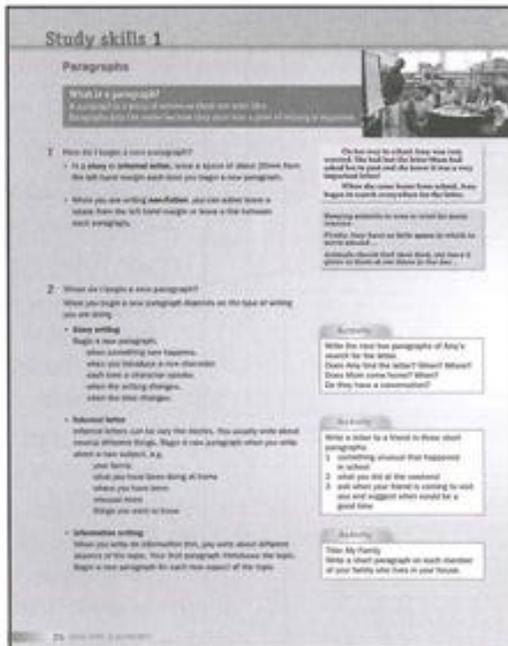
The page is written to help students assess their progress and learning. It is not intended for teachers to mark. Instead, it is the student's responsibility to use it effectively. They should quickly realise that a series of their own ticks means nothing if they cannot complete the tasks and answer the questions.

Slower students should be monitored carefully, however, and this page can help teachers assess them. To assist with this, the unit notes suggest that this self-assessment activity could form a complete lesson in which students check their progress (monitored by their teacher as appropriate), make Individual speaking presentations, catch up on any missed or late work, start or continue projects or other more advanced tasks.



Skills units

These two-page units cover skills in close detail. The work should be done thoroughly over two or more lessons.



Detailed notes are given to assist teachers who may wish to use the notes as a basis for creating their own lessons designed to suit the particular needs and ability of their classes.

Each SB unit is matched by two WB pages which give structured tasks for students to practise the unit skill independently. The pages, found at the end of the WB, may be used in class or for homework.

The Teacher's Guide pages

The first page of every unit gives a summary of the key learning in the unit.

Before the notes for every lesson, key information for the teacher is summarised:

- the aims of the lesson
- the skills focus
- the link to the EPB where appropriate

A rough time division guide is given for each part of the lesson. This is to help teachers plan their work and is not a set of rigid time limits.

An international school

1

In this unit, students will:

- discuss an international school; talk about school activities; discuss the best type of advertisement; complete Start-up tasks in preparation for all work in the unit
- read and understand these advertisements with different purposes and audiences
- develop a class understanding of the texts, their purposes, audiences and vocabulary
- learn and practice correct use of passive modal verbs
- learn about headwords in a dictionary; spell words with three different sounds for one, learn prefixes that change meanings of words
- learn and practice the correct use of question tags
- discuss the features of advertisements; write their own advertisement for a magazine

Lesson 1 Start-up SB pp6-7

Lesson aims

SB skills:

- to read information about an international school
- to discuss experiences of these schools
- to discuss students' knowledge and experience of advertisements
- to discuss festivals
- to listen to a conversation about activities in an international school; then talk in groups about students' own school activities
- to discuss students' examples of advertisements

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1.

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

1. Warm-up	1. Grammar review 1
2. General discussion	2. Writing/reading and
3. Reading and listening	3. Grammar review 2
4. Reading and listening	4. Writing 1
5. Grammar and discussion	5. Writing 2

Note for Unit 1 Start-up

How to prepare students for Lesson 1:

Before the lesson, students read pp6-7 and complete the tasks using SB p8 to note their ideas and answers.

- Show them the notes before they prepare for Lesson 1.
- Show them the notes before they prepare for Lesson 1.
- Show them the notes before they prepare for Lesson 1.

Print out the short pieces of information arranged with the photographs on the page. The arrows point out the photographs that illustrate the information. They should read these short pieces of information first. Some of it tells them about international schools like the one that the young people on pp6-7 go to. Ask the class to turn back to these pages, tell them they may read what the students say about themselves as part of their preparation for the unit.

Warm-up

- Explain that the text in the centre of the pages tells them about the work they are going to do during the unit and there are tasks and questions associated with each area of work. Encourage them to help students to prepare for the work in the unit. The tasks are in colour and there is space in the SB for them to take notes. They should bring their WBs to this first lesson.
- Explain that they should listen to track 1.01 and answer the questions if possible as part of their preparation. If this is not possible for some students, tell them that they will be able to listen in the lesson.
- Point out that the writing task asks them to find advertisements for discussion. Remind them to leave time to look for these before the lesson and to bring them to the class.

In following units, students should be set this preparation work at the end of the unit for completion ready for the first lesson of every new unit.

Start-up: An international school

- Check that students have their WBs and have brought advertisements to discuss.
- Remind students also to not have both of these at the beginning of preparing properly for this lesson.

General discussion

- Ask different students to read the information that is with the photos.
- Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g.

SB 1: Lessons 1-8 Teacher's Guide 23

Warm-up activities are suggested for every lesson.

Clear notes guide the teacher through the different activities in the lesson.

Audioscripts are given at the end of the first Listening comprehension activity notes.

2. Come to (listen) for the perfect family holiday. Never Camped before? Don't worry! Here at (listen) you'll find a home from home. Each weekend, specialist tent has comfortable furniture and a well-appointed kitchen with all the equipment you need.

From a suite in our heated pool at a group of tents on one of our many islands. To relaxing through the woods ... listening on the lake ... riding a bike beside the lake. There's something for everyone at (listen). And at the end of an active day, sit down and relax at the (listen). Our popular family restaurant.

Come to (listen) for the perfect family holiday.

3. Speaker 1: Check the tent list to see after your tent? Speaker 2: Check their meaning and right and after tent.

Speaker 1: Very good! But did you know that tenting alone isn't enough?

Speaker 2: Is it not?

Speaker 1: Not! (listening) some doesn't remove the harmful bacteria from your mouth.

Speaker 2: It doesn't?

Speaker 1: Not! To remove harmful bacteria and protect your teeth and gums, you need to brush with (listen).

Speaker 2: I see?

Speaker 1: Yes, you do. For a fresh, healthy mouth, try our perfect speaking tent - brush every day with (listen).

4. Orange, pineapple, lemon, lime and juicy watermelon. Orange, pineapple, lemon, lime and juicy watermelon. Orange (juicy), pineapple (juicy), lemon (sour), lime (sour) and juicy (juicy) tenting, juicy tenting, juicy watermelon. Tropical tenting that makes really good - (listen)!

5. Ring right appropriate with all the best (listen) tent. Get the whole information on all your favourite tent sites.

Have your ring? Send in your own much-revised (listen) to get the (listen)!

Play 'Manager for a Day' and choose your very own national tent.

And in this month's writing, discuss competition with (listen) and an advertisement tent to be the (listen) of your (listen).

It's all in (listen) of the (listen) - and (listen)!

Available now from all reputable (listen).

Answers: SB 20 24 40 50

Activity 3

- Students read the sentences and the choice of present.
- They may do this in pairs.
- Ask the pairs to put up their hands for each possible answer before they give track 1.06.
- If different answers were given for each question, tell the class to listen very carefully to check their answers.

Answers: SB 20 24 40 50

Activity 4

- If you wish, let the class discuss the products in pairs or groups, then elicit responses from the different groups.
- Alternatively, hold a short class discussion about which product individuals might buy and their reasons.

Individual speaking

Preparation in groups

- Divide the class into groups of 3-6. Either appoint one note taker in each group or let all students to make notes in their ring books.
- Ask one or more students to read out the five questions.
- Give the groups a time limit to discuss each question and note ideas.
- Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p11)

- Ask students to look at the bottom half of p11.
- Explain that these questions are to help them prepare a short talk about advertising and TV advertisements.
- Tell the class to think about as full an answer as possible to each question. For example, they should give as much detail as possible to explain what happens in the advertisements they choose to write about. They may also give detail about other features that they like, e.g. the music or sound effects.
- Tell the class that they must complete the whole WB page for homework and some of them will give their presentations during the next few lessons.
- Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.
- Remind them of the work they did on giving a presentation from notes at the end of English hour 8.

WB: Listening comprehension (WB p11)

- Ask students to look at the first exercise at the top of the page.

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Answers to SB activities are included within the lesson notes.

Lesson notes may include:

- suggestions for questions to ask at different points in the lesson
- further guidance on how to do a particular activity
- where to look in the Introduction for more help with methodology.

Answers to WB exercises are given at the end of the lesson notes.

Dictionary work in English World 9

English World 7 was supported by a specially written dictionary containing new vocabulary and all words from the primary levels. From level 8 onwards, students are expected to use a full dictionary.

English World 9 contains many activities and exercises where students should consult a dictionary to find or check definitions. More detailed dictionary work is based on the Macmillan School Dictionary.

From using the level 7 dictionary, students should recognise the layout of entries in the Macmillan School Dictionary, some of its features and be able to navigate the pages.

The level 9 dictionary work syllabus shows students how entries are set out and other information that is included in an entry. These features are explored and practised through SB 9.

meanings of phrases

word families

words with more than one meaning

same/different parts of speech

different

not the same as another *as* *casualties* political differences *as* *liberal* the difference between these two computers? *2* [C] the amount by which one thing is different from another thing. The same car costs £100 less here, which is quite a difference. *3* differences (plural) disagreements. Joe and I have had our differences, but we work well together. *usage*: make a difference to have an important effect on something, especially a good effect: The extra space makes a big difference. *4* This scheme will certainly make a difference to the way I do my job. make no/little difference to not be important, or to not have any effect: Anybody can enjoy yoga, and your age makes absolutely no difference. tell the difference to notice what is different between similar people or things: How do you tell the difference between a reptile and an amphibian?

Word family: difference

Words in the same family as *difference*

- differ *v*
- differential *n*
- different *adj*
- differentially *v*
- differentiation *n*

different /'dɪfrənt/ *adj* *1* not the same as another person or thing, or not the same as before *as* *usual*: The new glasses make her look completely different. *2* The two cars are different in shape. *3* Saturn's rings make it different from all the other planets. *2* separate, but of the same type: Six different boys asked me to dance. *3* unusual and not like other things of the same kind: I wanted something a bit different, so I painted the room green. — *differently* *adv*: My sister and I look at life very differently. *4* six differently shaped chairs.

differential /ˌdɪfrənʃiəl/ *noun* [C] the difference between two amounts, values, or rates

differentiate /ˌdɪfrəntʃi'eɪt/ *verb* *1* [VT] to see or show a difference between things *as* *countries*: People who are colour-blind cannot usually differentiate between red and green. *2* [I] to be the quality or fact that makes one thing different from another: The ability to speak differentiates humans from other animals. — *differentiation*

difficult /dɪfɪkəl/ *adj* *1* not easy to do, deal with, or understand *as* *tasks* *as* *tasks*: The exam questions were too difficult. *2* talking to teenagers can be difficult for parents. *3* it's difficult to say how long the job will take. *2* causing a lot of problems and making it hard for someone to succeed: She had a difficult childhood. *3* never seeming happy or satisfied: Martin was a difficult boy.

difficulty /dɪfɪkəl'ti/ (plural *difficulties*) *noun* *1* [C] a problem: Many students have serious financial difficulties. *2* [U] the state of

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digestive

not being able to do something easily *as* *tasks*: John was badly injured, and breathing with difficulty. *2* She's having difficulty with her schoolwork this year. *3* [U] the degree to which something is difficult: The courses vary in content and difficulty.

diffraction /dɪ'frækʃ(ə)n/ *noun* [U] *physics* the process by which sound, water, and light waves change when they pass over an object or through a narrow space

diffuse /dɪ'fju:z/ *verb* *1* [VT] if light diffuses, or if something diffuses it, it shines over a large area but not very brightly *2* [I] formal to spread something such as information, ideas, or power among a large group of people

diffusion /dɪ'fju:ʒ(ə)n/ *noun* [U] *1 physics* the movement of light in many directions after it hits a surface that is not smooth or when it passes through a substance that is not completely clear *2 physics, chemistry* movement of molecules or ions from an area of high concentration to one of lower concentration → *osmosis*

dig /dɪg/ (*digging, dug*) *verb* [VT] to make a hole in earth using a tool, a machine, or the hands: We dug a hole and planted the tree. *2* The boys were digging for worms. *usage*: dig sth up *1* to find information by searching carefully: When we investigated, we dug up some interesting facts. *2* to remove something from under the ground by digging: They dug up a body in his garden.

digest /daɪ'dʒest/ *verb* [I] *1 intrans* to break down food in the alimentary canal into soluble substances that the body can absorb *2* to try to understand information when it is difficult or unexpected — *digestible*

digestion /daɪ'dʒest(ə)n/ *noun* [U] *intrans* the process by which food is broken down by the body into simple soluble substances that the body can absorb and then use for growth and as fuel for energy — *picture* → on pages 206–207

digestive /daɪ'dʒestɪv/ *adj* *usage* relating

word classes

meanings of phrasal verbs

The Macmillan Essential Dictionary has the same layout and most of the features. It may also be used to support learning and follow the dictionary syllabus from level 8 onwards.

Approaches to skills and teaching methods for *English World*

1 Reading

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

To be a successful reader, however, students must be trained to use a range of strategies that enable them to understand a text on various levels, and to analyse and challenge what they read. To this end, *English World* uses **shared reading** as a strategy to train students to become active readers. Every Reading lesson ends with practice shared in pairs, groups or as a whole class.

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

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

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

2 Comprehension

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

Literal comprehension

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

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

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

Inferential comprehension

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

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

- What do you think ...?*
- Why do you think ...?*
- How do you know ...?*
- What does ... tell you?*

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

Personal/Evaluative comprehension

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

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

What would you have done ...?

What questions would you like to ask ...?

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

I found it interesting because ...

I would have ... because ...

I would ask ... because ...

3 Thinking skills

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

Put simply, it requires teachers to:

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

It requires students to:

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

Thinking skills are included in the Start-up pages where students are required to apply their knowledge and experience to the topic they are about to study. They are particularly evident in the inferential and deductive element of the group discussion questions that appear in every comprehension lesson.

4 Study skills

Studying effectively requires practice and the ability to use **appropriate strategies** and **tools** for a given task. The Study skills units throughout the course concentrate on **transferable skills** needed across the whole curriculum, and specific skills students will need in their working lives, such as filling in forms accurately and writing formal letters.

All the Study skills units are designed to make students more **effective learners** and **producers of information** for a variety of purposes both academic and personal.

Throughout level 9, dictionary work, which is an essential study skill appears in every unit and follows a distinct syllabus which familiarises students with dictionaries as a resource for expanding their knowledge of the English language, beyond spellings and meanings.

5 Spelling

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

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

Levels 1 to 8 of *English World* deliver a structured spelling course beginning with a phonic approach and developing into areas of blends, digraphs, letter strings, spelling rules, etc. These sections of the course lend themselves to class teaching and student participation and should be used as the basis for introducing students to the vagaries of English spelling. In level 9, spelling patterns are thoroughly practised and revised.

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

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

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

6 Grammar

Presentation of grammar in context

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

Practice

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

Grammar reference

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

7 Pair work

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

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

Assessing pair work

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

Setting up pairs

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

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

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

8 Group work

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

group. As with pair work, it is a good idea to set a time limit for any group activity and to make sure that students complete the activity within the allotted time.

9 Writing

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

The reading passage provides the **model text type** that students will reproduce in their writing activity.

Writing – Stage 1: Writing features

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

Text type	Features
persuasive writing	opening paragraph states subject and attitude arguments for arguments against final summary paragraph direct questions to the reader use of the second person persuasive language

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

The Writing assignment is always given at the end of the Writing features page so that students can see clearly how the assignment relates to the features they have been studying.

Writing – Stage 2: Writing assignment planning

In the second part of the Writing lesson, the teacher and students collaborate to plan a writing outcome of the given text type using the planning pages in the WB. Questions, prompts and suggestions are given to focus students' thinking. These give the teacher the opportunity to work with students so that the theory that has been learned in Writing features is included in students' planning.

Students who have followed the whole *English World* course have learned writing skills through carefully structured stages from their earliest primary classes to their present level. They are familiar with the process of assessing the task, planning the structure, taking notes and using them to create a piece of writing of the required text type. Up to the end of level 8, students have extensive teacher support through creating a model piece of writing together on the board before independent writing. In level 9, students move directly from studying features to planning their own writing. Thorough support in the planning stage is therefore essential.

Slower students will always find the writing process more difficult. Depending on the class, it may be appropriate to work slowly through the WB planning pages for the first few units, ensuring that students understand what they are doing and have adequate notes to help them write.

Writing lesson – Stage 3: Independent writing

Students use their WB notes to create their piece of writing. This should be done completely independently as a homework task. Students should be familiar with writing a first draft then re-reading it to improve it for content and style. They should also proofread it to check spelling, punctuation and grammar before making a final copy. It is always worth reminding classes of these stages in producing their writing. All students should write on paper and keep a file of all their finished writings.

10 Assessment

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

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

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

In this way:

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

11 Listening

Listening in every lesson

Although only one lesson per unit is entitled Listening and speaking, students are exposed to a variety of listening activities across each unit. In every lesson, they listen to their teacher and to each other. Most lessons provide opportunities for pair work and this increases the number of voices students are exposed to. Group work increases it still further. If you can vary the pairs or groups from time to time, students will become accustomed to hearing an even wider variety of voices (see *Pair and Group work* on pp21–22 for suggestions as to how to do this).

Recorded texts

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

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

Recorded dialogues

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

Varied activities

Every Listening and speaking lesson includes Listening comprehension. Students listen for a purpose (task listening). In these listening comprehension activities students may hear monologues, dialogues or conversations between three or more people. They listen first for general understanding (gist) and then for detail. Students are presented with a variety of activities here to aid understanding, for example, straightforward comprehension questions, true or false exercises, correcting statements which are known to be false, matching speakers and statements, multiple choice questions. Whatever the activity, it is important that students have time to look through the exercise first so that they have a clear idea of what they are listening for.

12 Speaking

Speaking in every lesson

There are opportunities for speaking in every lesson of a unit. It is possible to reduce teacher talking time and increase student talking time simply by asking students to read out questions and rubrics instead of the teacher. Introducing pair work on a regular basis also increases opportunities for students to speak. There are many activities in Grammar and Grammar in use lessons, for example, which have been written specifically with pair work in mind. Students are frequently asked to personalise their responses and express their own opinions. If students can do this in pairs or small groups before reporting back to the class, the time they spend speaking is greatly increased.

Dialogues

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

An extensive list of conversational words and phrases that students have built up is included at the back of the WB.

Speaking activities

Listening and speaking lessons include two types of speaking activity:

- 1 **Functions of English** Students study appropriate words and phrases that are needed for particular purposes in spoken English, such as giving opinion or asking for help or advice. Students practise in pairs and in groups starting with simple questions and answers and moving onto group conversation which involves listening and responding as well as producing the target language.
- 2 **Individual speaking** Activities in the WB help students to prepare presentations which they will later give to the class. Questions or other prompts stimulate their ideas, which they write down in note form. As their confidence and fluency increases, they are encouraged to give their presentations based purely on their notes.

In this unit, students will:

- discuss an international school; talk about school activities; discuss the text type of advertisements; complete Start-up tasks in preparation for all work in the unit
- read and understand three advertisements with different purposes and audiences
- develop a close understanding of the texts, their purposes, audiences and vocabulary
- learn and practise correct use of passive modal verbs
- learn about headwords in a dictionary; spell words with three different sounds for *ou*; learn prefixes that change meanings of words
- learn and practise the correct use of question tags
- discuss the features of advertisements; write their own advertisement for a magazine

Lesson 1 Start-up SB pp6–7

Lesson aims

SB skills:

- to read information about an international school
- to discuss experiences of these schools
- to discuss students' knowledge and experience of advertisements
- to discuss festivals
- to listen to a conversation about activities in an international school then talk in groups about students' own school activities
- to discuss students' examples of advertisements

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar in use – 5 |
| ▶ General discussion and questions – 5 | ▶ Listening/Speaking and Conversation focus – 10 |
| ▶ Reading and Vocabulary check – 8 | ▶ Writing – 5 |
| ▶ Grammar and Word focus tasks – 5 | |

Note for Unit 1 Start-up

How to prepare students for Lesson 1:

Before the lesson, students read pp6–7 and complete the tasks using WB p5 to note their ideas and answers.

- Show them the pages before they prepare for Lesson 1. Point out the short pieces of information arranged with the photographs on the page. The arrows point out the photograph/s that illustrate/s the information. They should read these short pieces of information first. Some of it tells them about international schools like the one that the young people on pp4–5 go to. Ask the class to turn back to these

pages. Tell them they may read what the students say about themselves as part of their preparation for the unit.

- Explain that the text in the centre of the pages tells them about the work they are going to do during the unit and there are tasks and questions associated with each area of work. Answering these will help students to prepare for the work in the unit. The tasks are in colour and there is space in the WB for them to note ideas. They should bring their WBs to this first lesson.
- Explain that they should listen to track 1.01 and answer the questions if possible as part of their preparation. If this is not possible for some students, tell them that they will be able to listen in the lesson.
- Point out that the writing task asks them to find advertisements for discussion. Remind them to leave time to look for these before the lesson and to bring them to the class.

In following units, students should be set this preparation work at the end of the unit for completion ready for the first lesson of every new unit.

Warm-up

Look at pp4–5 with the class. Ask if there was any information that they did not understand.

Explain that they will hear more about these students and their college later in the unit.

Start-up: An international school

- 1 Check that students have their WBs and have brought advertisements to discuss.
- 2 Remind students who do not have both of these of the importance of preparing properly for this lesson.

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g.

What is a 'first language'? What is your first language?
 How many other languages do you speak?
 Can you read newspapers and magazines in another language?
 Do you know what sport is being practised? **fencing**
 What kind of performance do you think is shown?
 How do you think students can learn fast in the language laboratory? Elicit suggestions, e.g. **listen to the language, repeat tracks as often as necessary, see words on the screen, work at their own speed**, etc.
 Are there notice boards in our school? How many? Are they useful? Which one/s do you look at most often?

General questions

- 1 Ask the first two questions about international schools on p6.
- 2 Elicit any international schools that students know of.
- 3 Elicit suggestions as to why some students attend them, e.g. **They've moved to a country where they don't speak the language but they do speak the language used for lessons in the International School. One parent speaks the language used at the International School. Parents want the student to be educated in the language of the International School. Parents want the student to be educated alongside different nationalities, and learn different languages.**
- 4 If any student has attended an international school, ask the individual to talk about his/her experiences.
- 5 If no one has, discuss what students think it would be like, what they would enjoy about it and what, if anything, they would not.

Reading

- 1 Read the first information point.
- 2 Ask the questions about the library. If your school has one, ask students if they can find newspapers and magazines there. *Is there a notice board? Is there anything else, e.g. a computer that students can use?*
- 3 Read the next two information points. Make sure students remember what *persuade* means: **to make someone believe or do something by giving them reasons to do so**. Remind them that all advertisements have a purpose and are aimed at different people. Explain that whether advertisements are read, watched, listened to, or any combination of these, the target group is known as *the audience*.
- 4 Ask the other questions and encourage students to say as much as they can about their experience of advertisements. Remind them they can look in their WB notes to help them discuss these questions.

Vocabulary

- 1 Ask the class how many of the words in the list they needed to look up. For many students this will have been all of them and is not an indication of a limited vocabulary as the words they need to know are for a specific text type and purpose.
- 2 Remind the class that it is always sensible to check vocabulary and they will find the rest of the unit easier if they bother to check words that will be used in the reading.
- 3 Point out the three phrases. Ask students what they have found out about these concepts. Ask volunteers to explain as well as they can. Elicit further ideas and comments as appropriate.

Students should be able to find out simple explanations which should approximate to the following:

carbon emissions: the carbon dioxide gas that results from burning fuels, e.g. oil, petrol, coal, wood, etc.

greenhouse gas effect: the increase in CO₂ (carbon) in the upper atmosphere, caused by carbon emissions, that is making the planet gradually warmer and changing the climate

carbon sink: a natural or artificial site or areas that absorb carbon dioxide, e.g. oceans, forests

Grammar

- 1 Ask the class: *What rules do we have that must be obeyed?*
- 2 Elicit answers from around the class. Make a list on the board if you wish.

Word focus Dictionary

- 1 If the class have dictionaries, ask them all to look at the same page.
- 2 Ask the class if they know or can guess the answer to this question. Elicit that the two headwords show the first and last entry on each page.
- 3 If students are already familiar with headwords and how to use them, cover this topic briefly. If this aspect of dictionary work is new or needs to be revised, go through the following steps for a thorough explanation.
- 4 Tell the class: *When you look at the headwords you can see whether the word you are looking for is on that page or not by working out whether it comes before or after the first headword and before or after the second.*
- 5 Use a page of a dictionary to demonstrate. If you have only one dictionary, write the two headwords from the top of one page. Give the class some words beginning with the same letter (or two or three letters) and ask whether they will be on that page or not.

Spelling

- 1 Ask a volunteer to read the words and check with the class that they were correctly pronounced. Elicit correct pronunciation if necessary.
- 2 Elicit that the words represent three different sounds for *ou*: short *u* /ʊ/, oo /u:/ and ow /au/.

Prefixes

- 1 Ask the class in what way they think prefixes can change the meaning of a word? Elicit their ideas.
- 2 Ask what the prefixes in *untie* and *retie* are: **un-**, **re-**.
- 3 Ask what the words mean. Elicit *untie* means: **to undo**; *to retie* means: **to tie again**.
- 4 Ensure that the class understands, if they did not already give this answer: **Prefixes can change words to opposite meanings.**

Grammar in use

- 1 Read the information about festivals to the class.
- 2 Ask the class to tell you of festivals that they know of. These could be local, national or international and of any kind. Encourage students to describe the kind of event each festival is, what happens and how people are involved in it, what they do, etc.
- 3 Read the information about question tags and ask students to read the example sentences.
- 4 Students work in pairs and ask each other two questions. Go around listening to pairs while they speak.
- 5 Invite two or three pairs to ask two questions each while the class listens. Ask other students to listen out for mistakes and help to correct any that they notice.

Listening and speaking

- 1 Ask different students around the class to say which they think is the product most frequently advertised on TV.
- 2 Write different ideas on the board. Keep asking until no new ideas are suggested.
- 3 Take a class vote to find out which one most students agree appears most often.
- 4 Ask why they think this product, or all the products they mentioned, are so frequently advertised.

Conversation focus

Track 1.01

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first two sentences in the box.
- 3 Play track 1.01. Students listen.
- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 1.01 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

Note: The Start-up audioscripts are included at the back of the SB. If students have not already found them, they soon will.

These scripts are provided so that students can check what they have heard. The questions in the WB are always straightforward and students should be able to answer them on a first or second

listening. Encourage them to answer without looking at the script. They may check with the script if they wish. These audioscripts may also be used by pairs or groups of students to practise reading or acting a dialogue. You may also choose to use these or any other dialogues for short class readings, performances or as alternative warm-ups.

Audioscript

Track 1.01 Unit 1 Start-up Conversation focus

- Liam: Hi, Kurt, you're in school early! What are you reading?
- Kurt: *The International Times* newspaper – the review page. I've got to write a review for my English project so I thought I'd look at a real one.
- Liam: Let's see ... well, that's not a review.
- Kurt: No, it's an advert but it's more interesting than the review.
- Liam: What's it for?
- Kurt: It's asking people to give money.
- Liam: You haven't got any money, have you?
- Kurt: No, but my dad has. I think I'll show it to him. What are you doing here, anyway?
- Liam: Oh, I'm just putting up this notice about the festival. Mia asked me to do it on my way to athletics practice.
- Kurt: Oh, yes, you're in the 100-metre sprint final, next week, aren't you?
- Liam: Mm, supposed to be. My time's dreadful at the moment. I think I need some new trainers. I need some for tennis, anyway. Are you coming to watch the match after school?
- Kurt: I can't. I'm going to the dress rehearsal of *King Lear* in the hall.
- Liam: You're not in it, are you?
- Kurt: No, but I'm going to review it – that's why I'm looking at the review section, I told you.
- Liam: Oh, yes, so you did. Well, maybe see you at lunchtime.
- Kurt: Definitely! We've got the student council meeting at lunchtime, remember?
- Liam: Oh, right! What are we talking about?
- Kurt: The festival, using the new language lab and litter.
- Liam: Litter? We're always talking about litter.
- Kurt: That's because it's always a problem.
- Liam: Yes ... Right ... Well, see you later, then.
- Kurt: OK, see you ... and don't be late!

WB answers

- 1 write a review
- 2 athletics and tennis
- 3 the festival, using the new language lab and litter

Group conversation

- 1 Students work in small groups or pairs and talk about their activities and events that are happening in school.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

- 1 Ask a few students to hold up their advertisements, to say whether they find them persuasive or not and where they got them from.
- 2 Students work in groups of 4–6 and look at their advertisements together. They should discuss what they find persuasive or unpersuasive about each one.
- 3 If you wish, ask them to arrange them in order with the most persuasive first and the least persuasive last.
- 4 As they are working, go around and ask them to tell you their reasons for the order they are putting them in.
- 5 Ask students to stick the advertisements on a sheet of paper, in order, so that they are able to refer to them in their Writing lesson. Ask them to bring them to Lesson 3.

Homework task

Students check the Unit 1 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp8–9

Lesson aims

SB skills:

- to discuss the appearance and general features of the advertisements before reading
- to read and understand the advertisements
- to discuss the features and evaluate the general effectiveness of the three advertisements

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Write *advertisements* on the board. Give the class a time limit to work in pairs and write down as many words as they can make from the letters, e.g. *men, sit, mess, meant, ant, sent*, etc.

Reading: Persuasion

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 The advertisements appear in a magazine, a newspaper and on a notice board. Which is which? Note down the answers that most of the class think is right on the board.
- 2 The advertisements are for adults, younger teenagers and older teenagers. Which is which? Note the answer that most of the class think is right on the board.
- 3 Ask students to note down the one which catches their eye the most.

Reading

- 1 Play tracks 1.02 and 1.03 or read the advertisements to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the texts.
- 3 Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- 4 Students will have the opportunity to work further on the vocabulary and check any words they are unsure of for homework. It is important not to spend time on detailed vocabulary work during the lesson.
- 5 Check that students have understood the key scientific process in the third advertisement:
Chopping down hectares of forests every year means that less carbon is absorbed (by trees). Now, so much carbon is being added to the natural greenhouse gases which are found in the Earth's atmosphere and which keeps the Earth warm, that the planet is becoming very, very much warmer and the climate is changing.

Reading text vocabulary list for Unit 1:

Note: The words are given in the Word list at the back of the WB in the order in which they appear in the reading text. This is to enable students to find the words in context more easily. Remind the class that reading an unfamiliar or new word in its original sentence will help them in understanding its meaning.

emission n *greenhouse* n *deforestation* n *affect* v
absorb v *carbon* n *global* adj *hectare* n *thrive* v
terrestrial adj *biodiversity* n *storehouse* n *diversity* n

species n orang-utan n extinction n essential adj
 crucial adj access n conservation n flood n current adj
 population n depend v resource n rely v shelter n
 Philippines n forum n preserve v donate v

After reading

Gist questions

- 1 Ask: *Now you have read the advertisements, were your answers to the questions before reading them right?*
- 2 Ask: *What is the purpose of each advertisement: what does it want the readers to do?*
 First advertisement: **be a volunteer**
 Second advertisement: **buy trainers**
 Third advertisement: **give money to save forests**
- 3 Ask: *How does each one try to attract attention?*
 First advertisement: **cartoon style of illustrations, fairly short text**
 Second advertisement: **striking photo, very little text**
 Third advertisement: **detailed information, repeating the message several times**
- 4 Ask around the class which advertisement got their attention the most at a first glance. Ask why.
- 5 Ask students if the advertisement they noticed first is the most interesting, having read them all.
- 6 Ask: *Which advertisements use quotations? **the second and third***
Why do you think they do this? Accept answers which express the idea that the quotation from someone well known or important makes the advertisement more believable and makes the reader take it more seriously.
- 7 Ask: *Which advertisement uses repetition? **the third***
Why do you think it does this? Accept answers which express the idea that the advertisement is trying to get the reader to take in the single message about stopping the destruction so it repeats it. Students might also realise that the phrase is repeated after every paragraph of information: all the information that is given about the forests ends up with the same need – to stop them being destroyed.

Reading practice

- 1 Divide the class into groups; give each group one of the two pages to read together.
- 2 Ask two of the groups to read different pages to the class.
- 3 Change over and ask groups to read the other page to the one they read previously.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p6)

WB answers

Exercise 1 1 conservation 2 preservation
 3 donation 4 emission 5 population 6 combination
 7 deforestation 8 destruction

Exercise 2 1 economic 2 current 3 absorb
 4 depend 5 shelter 6 species

Exercise 3 1c 2 variety

Exercise 4 1 conjunction 2 conversation
 3 conference 4 composition 5 compound

Exercise 5 1 conserve 2 destroy 3 support 4 give
 5 depend 6 crucial 7 global 8 current 9 change

Lesson 3 Reading comprehension SB p10

Lesson aims

SB skills:

- to ensure a good literal understanding of the advertisements
- to discuss purposes and appearance of advertisements
- to discuss ideas and issues related to the advertisements
- to give a personal opinion about the advertisements that students have read

WB practice:

- to re-read the advertisements independently
- to recognise the features of each advertisement
- to check literal understanding of the advertisements
- to categorise vocabulary from the advertisements

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

- | | |
|----------------------------|--------------------------------|
| ▶ Warm-up – 3 | ▶ 4 Advertising discussion – 6 |
| ▶ Re-reading – 5 | ▶ 5 Group opinions – 10 |
| ▶ 1 Literals – 6 | ▶ 6 Personal views – 5 |
| ▶ 2–3 Vocabulary check – 5 | |

Warm-up

Ask two or three of the groups to show their advertising posters with their example advertisements from Lesson 1. See if there is any similarity between the advertisements and the way students have arranged them from the most persuasive to the least persuasive.

Note: The following step should always be followed at the start of each Reading comprehension lesson. Students cannot be

expected to recall details of a passage which they read the previous day or a longer time before.

Re-reading

Read the texts again or play tracks 1.02 and 1.03.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the texts to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers

- 1 July
- 2 sell programmes, look after visitors, act as guides, run the information points
- 3 the Carlton Shoe Company
- 4 He's an Olympic® athlete.
- 5 deforestation
- 6 water, agricultural productivity, energy, soil conservation and flood control
- 7 nearly a quarter
- 8 the United Nations

Activity 2

- 1 Ask the class what a compound noun is. If necessary, remind them that a compound noun is made up of two nouns that have their own meanings.
- 2 Give the class a moment to look at the words or ask a volunteer to read them out. Students underline the compound nouns.

Answers greenhouse, storehouse

Activity 3

- 1 Ask different students to read out the definitions.
- 2 Give the class time to match with the words. They may do this in pairs if you wish.
- 3 Check answers together.

Answers 1 biodiversity 2 conserve 3 combine
4 storehouse 5 greenhouse

Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about advertising.
- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.

- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Answers

These depend entirely on students' own perceptions of advertising.

Activity 5

- 1 Students continue to work in the same or different groups to give their opinion about issues involved in the advertisements.
- 2 Again give them a time limit to note their answers and ideas.
- 3 Invite different groups to put forward their views and encourage other groups to add to the points or to put an opposite point.

Example answers

- 1 and 2 depend on students' own views.
- 3 Students should be aware that most scientists believe that global warming is causing permanent changes to the world's climate. As a result of the changes that are already happening, many people believe it is necessary to take actions to try to limit the damaging effects of these changes. Encourage students to say as much as they can about the issues involved in climate change, e.g. *Some animal species will find it hard to survive because the changes are rapid. Sea levels are expected to rise and some coastal communities will be under the sea. Extreme weather events, such as storms, hurricanes and flooding will become more frequent. Drought and water shortage will affect more areas.*
- 4 Depends on students' own views.
- 5 Students should know that tree roots help to keep soil in place. They may also know or be able to work out that the trees give shade which stops soil drying out. They also drop leaves onto the forest floor which decay and add nutrients to the soil.
- 6 Students should realise that where trees have been cut down, floods will flow faster because there is nothing to hold back the flow of water. At the same time, the flood water will wash away more soil because there are no tree roots to keep it in place.

Activity 6

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p7)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 2 1 advert 3, 2 advert 2, 3 advert 1, 4 advert 3, 5 advert 1, 6 advert 2, 7 advert 1, 8 advert 3, 9 advert 2, 10 advert 3

Exercise 3

- 1 The Festival Organising Group
- 2 the Carlton Shoe Company
- 3 International Forests

Exercise 4 1 NS 2 F 3 T 4 F 5 NS 6 F 7 T 8 F 9 T 10 NS

Exercise 5

- 2 You can join in the festival even if you haven't got a big nose and funny eyes.
- 4 Aether trainers are made by the Carlton Shoe Company.
- 6 Deforestation is a main cause of greenhouse gas emissions.
- 8 Each year, a forest area about as big as England is lost.

Exercise 6

forest resources: food, biodiversity, water, shelter
school festival: visitors, information points, programmes, guides
sport trainers: Carlton, Ben Hill, Aether, athlete

Lesson 4 Grammar SB p11

Lesson aims

SB skills:

- to read and understand a short text using passive modal verbs
- to understand the structure and use of passive modal verbs
- to change active sentences to the passive form, using modal verbs, with and without the agent
- to discuss actions that can be taken to protect habitats and wildlife worldwide and locally

WB practice:

- to practise changing passive form with no agent
- to practise changing active sentences using modal verbs to the passive with the agent
- to construct and write passive sentences using modal verbs independently

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

- ▶ Warm-up – 3
- ▶ 1 Reading – 4
- ▶ 2–4 Practice activities – 13
- ▶ 5 Discussion – 8
- ▶ Grammar box – 7
- ▶ Additional practice – 5

Warm-up

- Ask the class in groups to name as many endangered animals as they can, from any habitat.
- Ask them to list the habitats anywhere in the world that are disappearing.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 If necessary, explain *charity*: **an organisation that is usually supported by donations from the public and which aims to achieve something good for a large number of people.**
- 3 Point out the verbs in bold. Point out that the structure is modal verb + past participle. Ask: *Is the text talking about the present or the past?* Elicit that the text discusses the present situation.

Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class in full sentences so that the correct structure is used in the answer. Remind them to look back at the text to find and check details.

Answers

- 1 Thirteen million hectares of forests are destroyed each year.
- 2 Trees might be cut down to provide wood for buildings or furniture, for farming and for oil and mineral extraction.
- 3 Forests should be seen as 'a vital weapon in the fight against global warming' because they absorb carbon and so they help to control the world's climate.
- 4 Yes, our planet can be saved.
- 5 Steps must be taken immediately to stop the destruction of forests.
- 6 Donations can be made online at www.international.forest.org.

Grammar box

Point out the Grammar box and go through the formation of the structure and the usage.
Make sure students understand the examples and why the passive is appropriate in each case.

Activity 3

- 1 Point out the first two sentences. Ask a pair to read them. Write the example on the board. Underline the structure on the board. Ask: *In this sentence, is it important to know who is making the furniture?* Elicit: **No**.
- 2 Ask a volunteer to read the next sentence. Students work in pairs to think of the correct passive sentence.
- 3 Elicit an answer and check with the rest of the class that it is correct.
- 4 Continue with the other sentences. Refer students back to the Grammar box as necessary.

Answers

- 2 The land might be sold.
- 3 The trees should not be cut down.
- 4 Global warming must be taken seriously.
- 5 Donations ought to be made to the charity.
- 6 Can the fate of our planet be left to chance?

Activity 4

- 1 Ask a pair to read the first example. Ask: *Is the agent (the person or persons doing the action) included in the passive sentence?* Elicit that it is: one or two people.
- 2 Ask the class if they can explain why the agent is mentioned. Refer them to the Grammar box if necessary.
- 3 Students should realise that the agent (one or two people) is left in to make it clear that the problem requires action from a lot of people.
- 4 Continue with the other sentences. Let students work out answers in pairs, if you wish, then check answers together.

Answers

- 2 Steps to help must be taken by all of us.
- 3 The land might be bought by an oil company.
- 4 The forests ought to be protected by stronger laws.
- 5 The problem should be recognised by governments worldwide.
- 6 Could the forests be saved by stronger action?

Activity 5

- 1 Divide the class into pairs or groups. Ask them to make notes in answer to each question.
- 2 Appoint a leader for each group.
- 3 Give them a time limit to discuss the four questions.
- 4 Invite the various groups to give their views. Note answers on the board.
- 5 If you wish, ask students to note their individual answers to these questions in their copy books as part of their homework task.

Answers Students' own views

Additional practice

- 1 Point out the instructions under the Grammar box. Let students work in pairs and think of more sentences using the passive form of the modal verbs.
- 2 Elicit sentences from around the class. Write them on the board. Ask the rest of the class to check for mistakes.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p8)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1

- 2 The land may be sold.
- 3 The forests should be preserved.
- 4 Can the planet be saved?
- 5 It cannot be left to chance.
- 6 Something ought to be done immediately.
- 7 The problem must be taken seriously.
- 8 The creatures of the rainforests ought not to be forgotten.

Exercise 2

- 2 The car ought to be driven by an experienced person.
- 3 Next year French might be taught by a professor from Paris.
- 4 The final decision must be made by the school principal.
- 5 Can these clothes be worn by both girls and boys?
- 6 The houses could be swept away by a flood.
- 7 This film should not be seen by very young children.
- 8 The competition may be won by either an adult or a child.

Exercise 3 Students' own answers

Lesson 5 Word focus SB p12

Lesson aims

SB skills:

- A Dictionary work: to investigate the use of headwords
- B Spelling: words with *ou*
- C Word groups: categorising words to do with festival and forest
- D Prefixes: understanding changes in meaning by using certain prefixes

WB practice:

- A Dictionary work: to compile a dictionary page using headwords from a given word list
- B Spelling: to sort *ou* words by sound
- C Word groups: finding words for amounts
- D Prefixes: sentence writing to show understanding

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

- ▶ Warm-up – 4
- ▶ A Dictionary work – 10
- ▶ B Spelling – 10
- ▶ C Word groups – 8
- ▶ D Prefixes – 8

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

- Give the class some new words from Unit 1 Lesson 2, Reading, e.g. *deforestation, global, biodiversity, extinction, essential, conservation, donate*.
- Ask students to explain what the words mean without looking in their dictionaries.

A Dictionary work

- 1 Read through the Information box with the students.
- 2 Do some oral practice: Give random page numbers in the dictionary. Ask: *What is the first word on the page? What is the last word on the page?*
- 3 Point out that the headwords are included in the entries: the first headword is also the first entry on the page; the second headword is also the last entry on the page.

Activity 1

- 1 Do the first question with the class all together. Make sure they all understand how the word they are looking for, *earth*, relates to the headwords given: *It comes before both of them*.
- 2 Ask: *Is the word 'earth' on that page?* Elicit: **No**. Ask: *Where would you look to find 'earth'?* Elicit that it would be on a previous page so it would be necessary to go forwards in the dictionary.

Activities 2 and 3

- 1 Ask the class to work in pairs and note their answers as to the position of each headword given for the next two activities.
- 2 Check answers orally.

Answers

Activity 2 *forest*: comes after *football* and before *fossil*

Activity 3 *throughout*: comes after *threatened* and after *thriving*

B Spelling

Activity 1

- 1 Ask one or more students to read through the list of *ou* words asking them to pay particular attention to the pronunciation. Correct any mispronunciation.
- 2 Tell students to write the headings and sort the words into groups. They may do this in pairs if you wish.
- 3 Write the headings on the board and check answers together.

Answers

<i>ou</i> saying /ʌ/	<i>ou</i> saying /u:/
rough	group
trouble	through
enough	wound
country	soup
southern	youth

- 4 Ask if students can add any more words to each list.

Activity 2

- 1 Ask the question about the word family. Elicit: **The word family has the short u /ʌ/ sound.**
- 2 Ask the class if they know what *courage* means. If they do not know the word or cannot remember, ask them to look it up.
- 3 Ask them to guess the meanings of the other two words. If necessary, tell them to look them up.
- 4 If there is time in the lesson, students write their own sentences using these words.
- 5 Alternatively, set this as an additional homework task.

Activity 3

- 1 Read the information about *ou* sounding /au/.
- 2 Let students work in pairs to read the clues and write the words.
- 3 Check answers together.

Answers 1 house 2 shout 3 south 4 mountain
5 outside

C Word groups

Activity 1

- 1 Write the headings on the board.
- 2 Read through the list of words.
- 3 Ask students to look up any they are unfamiliar with.
- 4 Ask different students to say which list each word belongs in. Check with the class that they agree. If there is disagreement, tell them to check in their dictionaries.

Answers

festival	forest
celebration	trees
carnival	soil
gala	hectares
jamboree	carbon
fête	

- Tell the class that one set of words belongs with the heading word but does not mean the same. The other set means the same as, or nearly the same as, the heading word. Ask which is which.
- Elicit that the festival words mean the same or nearly the same. Elicit that these words are called synonyms.
- The forest words are a set of vocabulary that belongs together and are to do with the forest environment.

Activity 2

- Ask: *What other words can you add to the forest vocabulary set?*, e.g. **branch, leaf, trunk**, etc.
- Give students a moment to think of two, then ask several students to say their words. Check that they belong in the forest lexis.
- When students have added two more words to the list, they write the list in alphabetical order. Give them a time limit to do this.
- This may be an additional homework task if there is not time in the lesson.

Activity 3

- Ask students to think of festivals they could add to the festival list.
- Answers will be individual to the country/region. Ask several students to name two words for festivals.

D Prefixes

Activity 1

- Ask students to find each word and read out the sentence in which it appears.
- Ask for a brief definition of each word. They should not need to look these up.
- Explain that prefixes can change meaning. Remind them that negative prefixes can make one word the opposite of another.
- Explain that other prefixes can change meanings in other ways.

Activity 2

- Give the class time to look at all the words and check the meanings of any they are not sure of.
- Go through the list of words, encouraging the class to explain how the pairs of words differ.

Answers

deforestation: removing forests; afforestation: creating/ planting forests
disappear: to go from sight; reappear: to come back into sight again
population: people living in an area; depopulation: people leaving an area
dependent: relying on or needing help from someone
independent: acting alone, not needing help from anyone

WB: Word focus (WB p9)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

A Dictionary work

- Read through the task with students to ensure they understand what is required.
- Make sure they realise that they will have to sort all the words into alphabetical order before they can complete the dictionary page.
- Remind students that the headwords will appear twice on their dictionary page, i.e. as a headword / as a word on the page to be defined.

C Word groups

Remind students that all the words they need are in the advertisements.

WB answers

A Dictionary work

fantastic	future
fantastic	for
festival	forest
fill	form
find	from
flood	fun
food	funny
football	future

B Spelling

<i>ou</i> sounding /ʌ/	<i>ou</i> sounding /u/	<i>ou</i> sounding /aʊ/
trouble	you	around
roughly	through	encounter
cousin	route	about
	acoustic	ounce
		astounding

C Word groups

1 dollars 2 billion 3 million 4 percentage 5 fraction

D Prefixes

Students' own answers

Lesson 6 Grammar in use SB p13

Lesson aims

SB skills:

- to listen to and understand a short conversation between a group
- to practise forming and using question tags for all tenses
- to practise forming and using question tags with modal verbs

WB practice:

- to practise using question tags with all persons and affirmative/negative statements
- to practise using question tags with singular subject but plural tag
- to complete a dialogue focusing on colloquial words and phrases

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

- ▶ Warm-up - 3
- ▶ Listening/Reading - 5
- ▶ Activities 2-4 - 18
- ▶ Grammar box - 9
- ▶ Independent practice - 5

Warm-up

Remind the class of the students at the International School who are organising the festival. Let them look back at pp4-5 if you wish. Explain that they are now going to hear the students having a conversation.

Activity 1

Pre-listening questions

- 1 Point out the note on the notice board.
- 2 Ask: *What are the students doing?* **meeting to discuss the festival**
Where and when are they meeting? **in the library at 1 o'clock**
Is it lunchtime? Students should realise that it is.
- 3 Explain that these young people are giving up their own time to organise the festival.
- 4 Ask: *What sort of things do you expect to hear the group talking about?* Elicit ideas. Students should be able to suggest, e.g. **events, music, parade, procession**, etc.
- 5 Play track 1.04. Students listen and follow in their books.
- 6 Point out the question tags in bold. Explain that these are commonly used in conversation.

Activity 2

- 1 Tell the class to cover the dialogue.
- 2 Go through the statements with the whole class working together.

- 3 Read out the statements yourself. Encourage the class to look at you so they do not think about trying to check an answer in the dialogue before answering.
- 4 If the whole class is in agreement about an answer, move on to the next statement if it is true or ask for the correction if it is false.
- 5 If there is disagreement as to whether a statement is true or false, tell the class to look back at the dialogue and check.

Answers

- 1 True
- 2 False. Tasha said that there should be classical, pop and jazz music.
- 3 False. Todd said that not everyone likes ballet.
- 4 False. Ramon said that they shouldn't forget about the children and suggested circus skills.

Grammar box

Go through the information and the examples. Check that students understand the grammar, for example, what an auxiliary verb is.

Independent practice

Point out the instruction under the Grammar box. Students find examples.

Activity 3

- 1 Point out the first example. Ask a pair to read the sentences.
- 2 Students should already be familiar with present tense question tags with *do*.
- 3 Ask a volunteer to read the next statement. Ask whether it is affirmative or negative: **negative**.
- 4 Ask whether the tag will be affirmative or negative. Elicit: **affirmative**.
- 5 Ask what tense the verb is: **future**. Elicit the future affirmative tag.
- 6 Go through the rest of the negative statements in the same way, giving as much support to the class as they need in order to grasp the structure.
- 7 Point out number 5: elicit that the statement is affirmative. *What is the tag?* **negative**
- 8 Students continue adding tags.

Answers 2 will she? 3 have you? 4 should they?
6 doesn't she? 7 didn't he? 8 wouldn't they?

Activity 4

- 1 Go through the statements in the same way.
- 2 Point out that this activity has a mixture of affirmative and negative statements.
- 3 If you wish, go through the statements first and ask the class to tell you whether each is affirmative or negative.
- 4 For number 4, make sure the class realises that this is a negative statement.

2

Come to (*Riverside*) for the perfect family holiday. Never camped before? Don't worry! Here at (*Riverside*) you'll find a home from home. Each modern, spacious tent has comfortable furniture and a well-appointed kitchen with all the equipment you need.

Enjoy a swim in our heated pool or a game of tennis on one of our many courts. Try horse-riding through the woods ... canoeing on the lake ... riding a bike beside the river.

There's something for everyone at (*Riverside*).

And at the end of an active day, sit down and relax at The Boathouse, our popular, family restaurant.

Come to (*Riverside*) for the perfect family holiday.

3

Speaker 1: What's the best way to look after your teeth?

Speaker 2: Brush them morning and night and after meals.

Speaker 1: Very good! But did you know that brushing alone isn't enough?

Speaker 2: It isn't?

Speaker 1: No! Brushing alone doesn't remove the harmful bacteria from your mouth.

Speaker 2: It doesn't?

Speaker 1: No! To remove harmful bacteria and protect your teeth and gums you need to brush with (*Gleam*)!

Speaker 2: I do?

Speaker 1: Yes, you do. For a fresh, healthy mouth, for that perfect sparkling smile – brush every day with (*Gleam*)!

4

Orange, pineapple, lemon, lime and juicy watermelon

Orange, pineapple, lemon, lime and juicy watermelon

Orange (mmm), pineapple (mmm), lemon (oooh!), lime (mmm) and juicy (mmm), juicy (mmm), juicy watermelon
Tropical flavour that (mmm) really lasts – (*Tropigum*)!

5

Keep right up-to-date with all the latest football news! Get the inside information on all your favourite soccer stars!

Have your say! Send in your own match reviews! Vote for goal of the month!

Play 'Manager for a day' and choose your very own national team!

And in this month's exciting, exclusive competition win VIP tickets and an all-expenses-paid trip to the game of your choice!

It's all in (*Back of the Net*) – out now!

Available now from all reputable newspapers.

Answers 1B 2E 3A 4D 5C

Activity 3

- 1 Students read the sentences and the choice of answers. They may do this in pairs.
- 2 Ask the pairs to put up their hands for each possible answer before you play track 1.06.
- 3 If different answers were given for each question, tell the class to listen very carefully to check their answer.

Answers 1c 2b 3a 4b 5a

Activity 4

- 1 If you wish, let the class discuss the products in pairs or groups, then elicit responses from the different groups.
- 2 Alternatively, hold a short class discussion about which product individuals might buy and their reasons.

Individual speaking

Explain the task to the class.

Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the five questions.
- 3 Give the groups a time limit to discuss each question and note ideas.
- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p11)

- 1 Ask students to look at the bottom half of p11.
- 2 Explain that these questions are to help them prepare a short talk about advertising and TV advertisements.
- 3 Tell the class to think about as full an answer as possible to each question. For example, they should give as much detail as possible to explain what happens in the advertisements they choose to write about. They may also give detail about other features that they like, e.g. the music or sound effects.
- 4 Tell the class that they must complete the whole WB page for homework and some of them will give their presentations during the next few lessons.
- 5 Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.
- 6 Remind them of the work they did on giving a presentation from notes at the end of *English World 8*.

WB: Listening comprehension (WB p11)

- 1 Ask students to look at the first exercise at the top of the page.

- Ask one or more students to read the words and phrases in the box. Remind students to use their dictionaries to look up any single words they do not know.
- Ask if any of the phrases are new. Ask the class to try to work out the meanings. Elicit suggestions. If necessary, explain meanings to the class.
- Students complete the exercise for homework.

WB answers

Exercise 2 1 inside information 2 tasty, flavours
3 sparkles 4 home from home 5 have your say
6 gleamed 7 newsagent's, all-expenses-paid
8 up-to-date 9 spacious 10 low in

Lesson 8 Writing features SB p15

Lesson aims

SB skills:

- Writing features: to investigate important features of writing to persuade – advertisements
- Writing assignment: to create an advertisement to persuade teenagers to buy a new magazine

WB practice:

- planning sheet for SB Writing assignment

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

- Warm-up – 5
- Writing assignment: SB explanation + WB planning in class time – 20
- Checklist – 15

Warm-up

Either

Ask students, in pairs, to write down five things they see advertised more than any others in order, with the most frequent first.

Ask several different pairs to read their lists and find out if there is any agreement between them.

Or

Ask one or two students to give their Individual speaking presentations about advertisements.

Writing features: Persuasive writing

Checklist

- Go through the information, tasks and questions with the class.
- Use the following notes, suggestions for additional questions, and answers to help you guide the class through the Checklist, discussing each feature thoroughly and ensuring students understand them.

Purpose

Discuss the purpose of each one. What is each one trying to persuade you to do?

- to persuade the reader to join in – be a part of the festival
- to persuade the reader to buy a specific make of trainer
- to persuade the reader to give money for a good cause

Which one do you think is most successful?

Based on the advertisements would students:

- sign up to help at the festival? Why? / Why not?
- buy the trainers? Why? / Why not?
- donate money (or persuade their parents to donate money) to help save the rainforests? Why? / Why not?

Audience

Discuss the audience each advertisement is aimed at.

- students at the school (young people)
- young people / also anyone interested in sport
- adults who have money to donate to causes / anyone interested in the environment

Which one do you think is the most successful in terms of target audience?

- Remind students of the work they did on the *target audience* when evaluating the website in the last unit of level 8.
- Discuss each advertisement in terms of colour/layout and text.
- Do students think each advert will attract its *target audience*? Why? / Why not?

Beginning

Which one begins with a question? Why does it do this?

- Advert 2: *You wouldn't wear boots to go running, would you?* A question 'draws readers in'. They answer the question 'in their mind' and read on to see how the advertisement answers the question.

Which one begins with alliteration? Why does it do this?

- Ensure students understand the term *alliteration* (level 7 Unit 4): the use of several words together beginning with the same consonant sound. Make sure they understand alliteration is to do with sound, not spelling, e.g. *a funny photo of a fabulous phone* is an example of alliteration. Advert 1: *A fascinating, fun festival! Fantastic!* Alliteration is another way of 'grabbing' the reader's attention.

Language

Persuasive language is easier to spot if you give students examples of non-persuasive language.

Look at adverts two and three. Find examples of persuasive language.

Advert 2: *the choice / always my choice*

Would the advert be more or less persuasive if it said:

"It could be the right choice but it might not be."

"Choose them if you want to."

Advert 3:, e.g.

damaged or destroyed: Is this more or less persuasive than 'been messed up a bit'?

the size of 35 football pitches: Is this more or less persuasive than 'a few football pitches'?

Tropical forests should be seen as one of the greatest storehouses of nature's diversity: Is this more or less persuasive than 'Tropical forests are quite useful'?

► Repetition

One of the adverts repeats a five-word phrase. Which one?

Advert 3: *the destruction has to stop*

Why does it do this?

- Repeating words/phrases helps to lodge the 'message' of the advertisement in the reader's brain. The advertisement wants the reader to realise and think about the destruction, and not easily dismiss it.
- Ask students to find a phrase that is nearly the same as *the destruction has to stop*, i.e. *and stop the destruction*.
- Why do they think it is included? What effect does it have? The advertisement has given the accurate but depressing facts about the destruction of forests. By ending with *and stop the destruction* readers feel that there is something they can do. It isn't inevitable and hopeless. It has said it *must stop* and now it gives a way to stop it.

► Information

- Ensure the students understand the term *statistics*, i.e. a group of numbers that represent facts or describe a situation.

Find an example of each one in the advertisements.

Examples:

dates: July / 14th January / 2011

addresses: www.carltonshoes.org / International Forests, 740 City Road, London N22 6BW

price: \$200–\$250

statistics: 13 million / 80% / 1.6 billion

Discuss why they are an important part of each advertisement.

- Explaining the importance of the information is often easier if students are asked what effect it would have if the information isn't there, e.g.
What problems would it present to the reader if the advert for the festival didn't say when the festival was or when the completed form had to be in by?
Would as many people want to buy Aether trainers if the advert didn't mention the price? Why?
Would people understand the seriousness of the problem if the advert for saving the rainforest had no statistics? Why?

► Quotes

Find two examples of quotes and who is quoted in the advertisements.

- 1 *Always my choice.*: Ben Hill, Olympic® athlete

- 2 *Forests affect the lives of all our people. Yet while people are dependent on forests, our forests are also dependent on people.* The Environment Minister of the Philippines

Discuss why you think quotes from these particular people have been used.

- 1 'Celebrities' are often used in adverts. People will often buy/use/support things that famous people are supposed to buy/use/support. Do students think this works? Are they affected by celebrities in adverts? Why? / Why not?
- 2 The advertisement is about a very serious subject. The advertisers have used a member of a government because:
 - it will be assumed a government minister knows what he is talking about
 - it shows that people at the very highest level are taking the problem seriously.

► Layout / Appearance

Think about the target audience for each advert and discuss the use of text / colour / illustration / font size / bold / italics. Does each advertisement attract its target audience?

Advert 1: fair amount of text / colourful / funny illustrations / large, colourful heading / bold used to say what is needed and how reader can help

Have a class vote as to whether students think it does or does not appeal to its target audience. Students explain their reasons.

Advert 2: very little text – making the product name stand out / coloured / funny illustration / photograph / large font / product name in bold

Have a class vote as to whether students think it does or does not appeal to its target audience. Students explain their reasons.

Advert 3: minimal use of most features / bold to emphasise the repetition

Discuss with students why they think this advert has not included colour photos, etc.

The more elaborate an advert is in terms of colour / illustration / different fonts, etc. the more expensive it is. The advertisers do not want people to think that some of their donations are going to pay for 'fancy' advertising.

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp12–13 in their WBs.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 You can set up the Writing assignment in a variety of ways:
 - Each student works individually on the planning and writing stages.

- Groups of students choosing the same topic (fashion/music/sport) can work together in class to plan their advert. Individuals then use the group planning notes to work individually on their own advert. This can be useful for students to see how differently a set of planning notes can be interpreted.
- If you feel that students need to work through the process as a class, lead a discussion based on the planning sheet for a magazine about 'wild animals'. Go through each stage of the planning process to model making notes on each of the writing features.

Note: If you choose to make this the last lesson of the unit (see optional 9th lesson below) remind students to read the Start-up pages for Unit 2 and to complete the Start-up pages in their WBs.

WB: Unit 1 Self-assessment (WB p14)

- 1 This page is intended for students to complete on their own.
- 2 Explain to them that the questions and tasks are there as prompts to remind them of the work they have done. They are also there to guide them through the key elements of what they have covered and to help them assess for themselves how well they have understood and learned it.
- 3 Explain that each *CHECK!* gives them advice about what to do if they are unsure of the work. Even if they feel confident, they can also use the Checks to revise work and test themselves.
- 4 For many students, this page will act as individual support and teachers will not need to investigate very often, if at all, how and if it is being used.
- 5 For other individuals, the page may help them to keep a firm focus on the key learning aims in each unit and act as a checklist that the teacher can go through with the student.
- 6 Where the student is clearly not bothering to assess his or her own progress properly, or classwork indicates an over-optimistic self-assessment, the Checks can then form an extra body of work that the student should do systematically in order to consolidate work on the unit, and which should be checked and monitored by the teacher.

Optional 9th end-of-unit lesson

Teachers may find it convenient to construct an extra lesson at the end of the unit.

The purpose of this lesson would be to:

- give students time to complete the Self-assessment page
- give the teacher an opportunity to check students' WBs and Self-assessments
- give an opportunity for students to make their Individual speaking presentations in every alternate unit (see opposite)
- create some time in which students who have not completed work, especially their Writing assignment, to do so

- allow more able students to start or continue projects, do independent reading or other extension work as appropriate
- allow teachers to set the Start-up preparation work for the next unit as a complete homework task following this lesson
- give an opportunity for students to look at each other's project work, alternating with Individual speaking presentations.

The advantage of putting in this extra lesson is that it enables teachers to ensure that all students have covered and completed the same basic work before moving on to the next unit and will help to prevent students from falling behind.

This is likely to save lesson time in the long run and gives teachers a practical session in which to monitor class progress and individual levels of attainment.

Individual speaking presentations

To complete this within the extra lesson:

- divide the class into groups of 4–5
- allow a maximum of 10 to 15 minutes for this group activity in which each student makes his/her Individual presentation to the other members of the group
- encourage students to listen carefully: tell them they will always learn something from listening to each other
- go around listening as students work, noting common errors to go over at another time
- it is important not to stop and correct students while they are speaking as this is likely to undermine their confidence and make them unwilling to try to speak fluently – or even unwilling to speak at all
- ask one or two more confident speakers to give their presentations while the whole class listens. Give the speakers praise and encouragement as this will help motivate the whole class to do well
- ensure that all students have the experience of presenting to the whole class at some time during the term.

In this unit, students will:

- discuss music; talk about different kinds of music; discuss the text type of discursive writing; complete Start-up tasks in preparation for all work in the unit
- read and understand an email that aims to persuade the reader
- develop a close understanding of the text, its purpose, structure and vocabulary
- learn and practise correct use of reported questions with tense shifts: present to past; past to past perfect; *will* to *would*
- learn about dictionary entries with two or more meanings; spell words with the long *u* /u:/ sound; learn words beginning with the prefix *inter-*
- learn and practise the correct use of transitive and intransitive phrasal verbs
- learn and practise expressions for giving/asking for opinions; listen to and understand dialogues
- understand the features of a discursive essay; write a discursive essay

Lesson 1 Start-up SB pp16–17

Lesson aims

SB skills:

- to read information about music
- to discuss the kind of music that students listen to most and prefer
- to discuss whether most young people prefer classical or popular music
- to discuss any strong opinions students have about types of music
- to listen to a conversation about music in the festival programme then talk in groups about the kind of music students like
- to discuss whether the festival committee of the International School are likely to organise a good festival

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 5 |
| ▶ General discussion and questions – 5 | ▶ Grammar in use – 5 |
| ▶ Reading and Vocabulary check – 8 | ▶ Listening/Speaking and Conversation focus – 10 |
| | ▶ Writing – 5 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

- Ask students how much time they spend listening to music. Do any of them play an instrument themselves? How much time do they do this each week? Ask if any of them listen to music while they do homework. Does this help them? How?

Start-up: Music

- 1 Check that students have read the Start-up on SB pp16–17 and brought their WBs with the completed Start-up page to the lesson.
- 2 Remind students who have not done this work of the importance of preparing properly for this lesson.

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g. *What instruments can you recognise on these pages and name? Have you ever heard an orchestra anywhere or played in one? Can you name any composers of any kind of music? Do you know of any pop festivals or festivals of any other kind of music?*
- 3 Make sure students understand the different types of music:
 - folk** – an old and popular form of music made and played by ordinary people with little money who made their own instruments and wrote their own songs, which have been handed down the generations
 - traditional** – forms of music that belong to a particular country or region and are enjoyed and played by everyone, whatever their wealth or importance.

General questions

- 1 Go through the general questions with the class. Students may refer to their notes in their WBs to answer.
- 2 Ask the first question about pop music and elicit the answer: **popular**.
- 3 Ask the second question and find out what kinds of music most students already know something about and whether any of the students play a musical instrument and, if so, which one.
- 4 Ask the question about live music performances students may have been to.
- 5 Ask the question about live or recorded music. If you wish, encourage students to put forward different points of view.

Reading

- 1 Read about the email and the views expressed in it. Ask the class whether young people share this view and their reasons for their answer.
- 2 Read about discursive writing and ask students what other forms of writing could be discursive. Students should be able to think of, e.g. **a magazine article, a report**.

Vocabulary

- 1 Ask the class how many of the words in the list they needed to look up.
- 2 Remind them that they will find the rest of the unit easier if they bother to check words that will be used in the reading.
- 3 Ask students what meanings they have found for the phrasal verbs. Ask volunteers to explain them. Ask if they can use the phrases in sentences.
- 4 Students should be able to find at least two meanings for each phrase.

Grammar

Read the information and ask a volunteer to report the question correctly: **Anna asked if/whether the next train went to London.**

Word focus

Dictionary

Elicit all the meanings students have found for each of the nouns, at least two meanings for each one, e.g.
ruler 1) **a measuring tool** 2) **a person who rules over a country or people**

club 1) **a group that follows a particular interest or hobby**

2) **a large piece of wood for hitting with**

band 1) **a group of people who do something together, often playing music** 2) **a circle of metal, fabric or another material.**

Spelling

- 1 Elicit words for the five spelling patterns that make the *long u* /u:/ sound.
- 2 Ask students to spell the words and check with the rest of the class that they are correct. If you wish, list the words students have thought of under the five spelling patterns.

Grammar in use

Read out the information. Students have come across transitive/intransitive verbs before and should have been able to find out the correct answer to the question: **an object**.

Listening and speaking

- 1 Go through the information on the function: *giving/requesting opinions*.
- 2 Elicit topics that students have strong opinions about.
- 3 Read the other information.
- 4 Elicit strong opinions about music.

Conversation focus

Track 1.07

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first two sentences in the box.
- 3 Play track 1.07. Students listen.
- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 1.07 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 1.07 Unit 2 Start-up Conversation focus

Florence: Are you going to be long with the copier, Gustav?

Gustav: No, I've nearly finished.

Florence: What are you printing?

Gustav: The orchestra rehearsal schedule. Why don't you take your copy now?

Florence: OK, thanks.

Gustav: Hey, Giorgio! Walk in the corridor!

Giorgio: Sorry, Gustav.

Gustav: Here's your orchestra rehearsal schedule.

Giorgio: OK, thanks, Gustav. Hmm, we've got a lot of rehearsals, haven't we?

Gustav: Of course, we have to be perfect.

Giorgio: Oh, look. Wednesday's rehearsal clashes with the jazz band.

Gustav: Jazz band?

Giorgio: Yes, I've just joined it, it's great. We're thinking of working something up for the festival.

Gustav: Jazz? At the festival?

Florence: Why not, Gustav? The committee is planning to include a professional jazz band in the festival programme, as well.

Gustav: Really?

Giorgio: And an indie band.

Gustav: A what?

Giorgio: You know, Gustav, a band that writes their own music to their own style. They've been in touch with a brilliant group, everyone loves them and lots of people will want to come and hear them. It'll be fantastic.

Gustav: You mean, a pop group, at the festival?

Giorgio: Well, kind of a pop group, yes.

Florence: I think it will be great to have lots of different kinds of music at the festival.

Giorgio: So do I. I'd really like to hear a great blues singer.

Florence: And a swing band.

Giorgio: Yes, terrific. And what about a folk group?

Gustav: Well, they won't have all that at the festival.

Florence: I think they might, Gustav. It won't just be Mozart, Schubert and Bach, you know.

Giorgio: That's right. They've been talking about having lots of different kinds of music.

Florence: They're meeting to finalise the programme tomorrow.

Gustav: Huh!

Giorgio: Hey, Gustav, where are you going?

Gustav: To get my laptop, of course! This needs action!

WB answers

- 1 the orchestra rehearsal schedule
- 2 the jazz band
- 3 a swing band

Group conversation

- 1 Students work in small groups or pairs and talk about the kind of music they like.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

- 1 Read out the task and elicit the definition for *attitude*: **your opinion or feeling about something**.
- 2 Read the second information point and elicit responses to the question. Make sure students give reasons for their views.

Homework task

Students check the Unit 2 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp18–19

Lesson aims

SB skills:

- to discuss the style and structure of the email before reading
- to read and understand the email
- to discuss the features and evaluate the persuasiveness of the opinion expressed in the email

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Ask students to name as many composers as they can think of, of any kind of music from anywhere in the world.

Reading: *Classical is best!*

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 *In what form is the text on the page?* Elicit that it is an email.
- 2 *In what form is the email written?* Elicit that it is in the form of a letter.
- 3 *Do you think the email is written in an informal style?* Students should be able to recognise that it is not.
- 4 *What features of formal writing can you identify in the way the text is set out and written?* Students should be able to point out that the text is divided into paragraphs. They should notice that it is written in complete sentences.

Reading

- 1 Play track 1.08 or read the email to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson by going through the Word list at the back of the WB so should have some

idea of the meanings of most words in the text. They may have come across some words in the list before and not all will be completely unknown.

- 3 Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- 4 Students will have the opportunity to work further on the vocabulary and check any words they are unsure of for homework. It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 2 (in the order that the words appear in the text):

absolutely adv *appeal* v *favour* n *appropriate* adj
reputation n *risk* n *superior* adj *appreciate* v
genre n *repertoire* n *range* n *quartet* n *piece* n *frankly* adv
outstandingly adv *talented* adj *conduct* v *based* v
chamber n *exceptionally* adv *live* adj *desirable* adj
catch on v *justifiably* adv *merit* n *basically* adv
standard n *notoriously* adv *unreliable* adj *drop out* v
suffer v *emphasis* n *superiority* n *dependability* n
potentially adv *embrace* v

After reading

Ask questions to check students' broad understanding of the text they have read. Use any of the following questions or any additional questions of your own.

Gist questions

- 1 Who wrote the email? **Gustav Hindman**
- 2 Who has he sent it to? **The Festival committee**
- 3 What is Gustav particularly interested in? **classical music**
- 4 What does he particularly dislike? **pop music**
- 5 Who does Gustav know who is a classical musician? **his uncle**
- 6 How does he think he can help the committee with the music programme? **His uncle can bring his orchestra to the festival.**
- 7 Which person did Gustav ask about space for a large audience? **the head teacher**
- 8 Who did he ask about trouble at school pop concerts? **the school caretaker**
- 9 What does he want the festival committee to do? **to put on a classical music programme**

Reading practice

- 1 Divide the class into four or more groups and give each group three or four paragraphs to read through together, with each member reading a paragraph each.
- 2 Go around as they are practising and assess the general level of fluency in the class.
- 3 Note students who need extra practice.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling. Advise any students who are not fluent readers to listen to the track again and read along with it.

WB: Vocabulary (WB p16)

WB answers

Exercise 1 1 extraordinarily 2 necessarily
3 completely 4 especially 5 correctly 6 possibly
7 evidently 8 truthfully 9 infamously

Exercise 2 1 reputation, dependability 2 range,
standard 3 average, merit 4 risk, quartet

Exercise 3 appeal appreciate attract base
catch on conduct drop out emphasise suffer

Exercise 4 1 desirable 2 appropriate
3 superior 4 discerning 5 unreliable 6 talented

Exercise 5 Exercise 1, adverb; Exercise 2, noun;
Exercise 3, verb; Exercise 4, adjective

Lesson 3 Reading comprehension SB p20

Lesson aims

SB skills:

- to ensure a good literal understanding of the email
- to check understanding of colloquial phrases and expressions
- to discuss the discursive style of the email
- to discuss ideas and issues related to the opinion expressed in the email
- to give a personal opinion about the email that students have read

WB practice:

- to re-read the email independently
- to distinguish statements about classical or pop music
- to complete multiple choice statements
- to identify statements as true, false or not stated in the text
- to complete a cloze exercise

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

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

- ▶ Warm-up – 3
- ▶ Re-reading – 5
- ▶ 1 Literals – 5
- ▶ 2 Vocabulary check – 5
- ▶ 3 Discursive style discussion – 7
- ▶ 4 Group opinions – 10
- ▶ 5 Personal views – 5

Warm-up

Ask students to tell you the meanings of some key words from the email, e.g. *obviously, potentially, reputation, standard, appreciate, appeal, superior, unreliable.*

Re-reading

Read the text again or play track 1.08.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers 1 classical 2 for centuries 3 ballet, art exhibitions 4 more than 70% 5 on the radio, on TV, on the internet, in the supermarket 6 guitars and drums 7 the school caretaker 8 to put on a purely classical programme

Activity 2

- 1 Divide the class into groups or pairs for this activity. Having read the complete text at least twice, students should be able to work out the meanings of the phrases from the context.
- 2 If students cannot immediately match, tell them to find the phrase in the email and re-read the sentence in which it appears in order to help them work out the matching meaning given in the activity.

Answers 1 staying power 2 at risk 3 spoiled for choice 4 the test of time 5 in favour of 6 by ear 7 make the case 8 in contrast

Activity 3

- 1 Divide the class into groups of 3–6 to discuss questions about the email.
- 2 These questions ask students to look at the structure. Explain that it is in a discursive style.
- 3 Make sure students understand what this means: *the writer aims to persuade the reader to a particular viewpoint by putting forward reasons for it and answering the reasons that might be put forward in contradiction of it.*
- 4 The purpose of this activity is to get the students to understand the structure and there are precise answers to

each question which they can answer by scanning the text or looking carefully where necessary.

- 5 Give them a time limit to discuss the questions.
- 6 Ask different groups to answer each question.

Answers 1 into paragraphs 2 the first and the last
3 five 4 five

- 7 Ask the class if these paragraphs only contain points against pop music. Students should be able to say that Gustav's points against pop music are preceded by points in favour of it that he says some people might make.
- 8 Ask: *Why do you think he puts forward points in favour then answers them?* Help students to recognise that Gustav aims to make his argument stronger by identifying the positives but then showing how they do not stand up to examination.

Note: Students will have the opportunity to look at the structure in more detail in the Writing lesson.

Answer

5 that the festival music programme should only have classical music

- 9 Ask why they think he ends with this point. Students should realise that he ends with this point because it is his most important point.

Activity 4

- 1 Students may continue in the same or different groups to discuss these questions.
- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.
- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.
- 4 These questions give students the opportunity to write more than a single sentence as an answer and, if you wish, you may ask them to write a short paragraph in answer to each one.
- 5 This will give them a little extra practice in more extended writing within a context they have studied using known vocabulary and expressions.

WB: Reading comprehension (WB p17)

Students should be able to complete all these exercises working independently. Remind them always to re-read the text carefully before trying to complete the exercises.

WB answers

Exercise 1 1 pop 2 classical 3 classical 4 pop
5 pop 6 pop 7 classical 8 classical

Exercise 2 1 orchestras 2 appreciate 3 to the
festival 4 photos 5 everywhere 6 conductor

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

Exercise 4 1 reputation 2 superior 3 talented
4 staying power 5 advantage 6 avoid 7 show off
8 expertise

Lesson 4 Grammar SB p21

Lesson aims

SB skills:

- to read and understand a short text using reported questions
- to identify how verbs change in reported questions
- to practise reporting questions
- to understand the structure and use of reported questions

WB practice:

- to practise reporting questions without changing the reported verb
- to practise reporting questions changing the reported verb
- to practise reporting questions changing the reported verb, pronoun and possessive adjective

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

▶ Warm-up - 3

▶ 2-4 Practice activities - 20

▶ 1 Reading - 7

▶ Grammar box - 10

Warm-up

Write some irregular verbs on the board. Ask volunteers to tell you the past tense and/or the past perfect.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.

- 2 Point out the reported questions in bold and explain to the class that the following activities will help them to practise forming these questions in simple stages.

Activity 2

- 1 Students may work in pairs to identify the statements as true or false.
- 2 Give them a time limit then go through the answers together, asking volunteers to correct the false statements.

Answers 1 True 2 False. He thinks pop music should not be included in the festival. 3 False. He sent an email. 4 False. He said there wasn't enough space at the school for a large pop concert. 5 True

Activity 3

- 1 Students work in pairs to find the first matching reported question in the text.
- 2 Ask one of a pair to read the direct question and the other to read the reported question.
- 3 Ask how each verb has changed.
- 4 Continue in the same way with the other questions.

Answers

- 1 Do you know – if they knew – present to past
- 2 Have you considered – whether they had considered – present perfect to past perfect
- 3 Why are you thinking – why they were thinking – present continuous to past continuous
- 4 Will you reconsider – if they would reconsider – *will to would*
- 5 Where can ... be held – know where ... could be held – *can to could*
- 6 Will ... be damaged – would be damaged – *will to would*

Grammar box

Now may be a good time to go through the information in the box with the class.

Make sure students understand that the tense of the reporting verb is important and when it is in the present tense it usually does not cause the verb in the question to change.

When the past tense is used for the reporting verb it usually causes the tense in the question to change. Go through the tense changes that happen when the reporting verb is in the past tense.

Point out the last two lines about punctuation and word order.

Activity 4

- 1 Give students a time limit to work in pairs to construct the correct sentences.
- 2 Go around as they work to find out what difficulties they are having.

Lesson 5 Word focus SB p22

- Go through the activity with the class working all together. Ask a volunteer to report each question. Check with the class whether it is correct.
- If the class is having difficulties, refer them to any part of the Grammar box as necessary before moving on to the next question.

Answers

- Gustav asked Lucie if/whether she liked pop music.
- Todd wanted to know if/whether anyone had seen Rudi.
- Rudi asked the committee what they were discussing.
- Tasha asked why Gustav had sent an email.
- Lucie asked whether Gustav had been complaining.
- Ramon wondered what the orchestra had been practising.
- Some students asked when the festival would take place.
- Gustav asked if/whether the committee could answer his questions.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p18)

Students should be able to complete these exercises independently for homework. Remind them to look at the tense of the reporting verb in Exercises 1 and 2. Tell them to look at the Grammar box in the SB to remind them of correct word order.

WB answers

Exercise 1 1 when the festival will be held
2 if/whether Rudi likes classical music 3 did Gustav write a letter 4 what the students are discussing
5 where the meeting is being held 6 if/whether Tasha has seen Rudi

Exercise 2 1 how much the tickets were 2 if/whether the tickets would be expensive 3 where Todd came from
4 if/whether the programme had been decided 5 when Gustav had sent his email 6 when the festival was taking place

Exercise 3

- if/whether he had ever had trouble with pop concerts
- if/whether he would be able to bring his orchestra to the festival
- if/whether she had brought her laptop
- when they were going to buy their tickets
- why she hadn't answered him
- what they could tell us about their pop group

Lesson aims

SB skills:

- A Dictionary work: to investigate words with two or more meanings for the same part of speech
- B Spelling: to practise spelling words with the *long u /u:/* sound
- C Word groups: to identify positive and negative adjectives
- D Prefixes: to study words with the prefix *inter-*

WB practice:

- A Dictionary work: using words with different meanings in sentences; identifying correct use of words in context
- B Spelling: identifying *long u /u:/* words from definitions; using *long u* words in sentences
- C Word groups: identifying lexical sets
- D Prefixes: choosing correct *inter-* words to complete sentences

EPB link: Test 1, Grammar and Vocabulary Q4, Q6

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

- ▶ Warm-up – 4
- ▶ A Dictionary work – 10
- ▶ B Spelling – 10
- ▶ C Word groups – 8
- ▶ D Prefixes – 8

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Ask students to form as many words as they can in one minute from the word: *instrumentalist*.

A Dictionary work

- Go through the dictionary box with the class.
- Explain to students that some words have meanings that are completely different, e.g. *club* – a group of people with the same interest / an object for hitting with.
- Other words have meanings that are different and are used in different situations but which have some similarity, e.g. *festival*.

Activity 1

- Students work in pairs to discuss and identify the correct meaning.
- Remind them that they are looking for the meaning of the word as used in the text.
- Give them a time limit then check answers together.

Answers

- instrument: [b] piano, guitar, flute, etc.
- broad: [b] including many different things or people
- audience: [a] the people who watch or listen to a performance
- disaster: [b] a very bad or annoying situation, or a complete failure

Activity 2

- Give students a time limit to write sentences for the other meanings. Ask individuals to read out their sentences.
- If you are short of time, set this as an extra homework task.

B Spelling

Go through the box with the class reminding them of the five letter patterns for the sound.

Activity 1

- Give the class a time limit to think of the words and to correctly spell them. They may do this in pairs if you wish.
- Remind them to check in their dictionaries if they are not sure of the correct spelling.
- Check answers together.

Answers 1 schedule 2 include 3 flute 4 perfume

Activity 2

- Students should know the answers to these easily.
- Check answers together, asking students to spell the words.

Answers blew, drew, grew, threw

Activity 3

- Give students a very short time limit to complete these then check spellings together.
- Alternatively, go through the activity with the whole class together, eliciting the answers from individuals.

Answers 1 choose 2 youth 3 argue 4 through
5 foolish 6 glue

C Word groups

Activity 1

- Give students a couple of minutes to categorise these words.
- They may work in pairs or small groups.
- Remind them to use dictionaries if they need to check meanings.
- Go through the answers together.

Answers

positive: superior, educated, discerning
negative: terrible, unreliable, over-excited

Activity 2

- Students work in pairs to find five words.
- Ask several pairs to read out their lists.
- Check with the rest of the class that the words are correct.

Answers

Any five from:
pop / classical / playing / listening / genre / instruments
/ orchestra / repertoire / quartets / musicians / conducts
/ chamber orchestra / tune / performers / guitars /
drums / pop star / audience / concerts / celebrities / fans

D Prefixes

- Ask students to tell you what a prefix is: **a group of letters that can be put in front of another word to make a new word.**
- Remind the class that a prefix conveys a meaning but does not stand alone as a word by itself.
- Go through the example and the information.

Activity 1

Students write meanings of these words and check in their dictionaries if necessary.

Answers

interactive: involving people communicating with each other and reacting to each other
intercept: to stop, catch or take control of something or somebody before they can get to the place they are going
interject: interrupt
interlude: a short period of time between longer periods
intermediary: someone who talks to each of the people or groups that are involved in something, in order to help them to agree about it
interview: a meeting where one person asks another person questions

Activity 2

- Give students a time limit to write sentences. Ask individuals to read out their sentences.
- If you are short of time, set this as an extra homework task.

WB: Word focus (WB p19)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

WB answers

A Dictionary work

Exercise 1 Students' own answers

Exercise 2 definition 2 – to do something in front of an audience to entertain them

Exercise 3 Students' own answers

B Spelling

Exercise 1 1 new 2 glue 3 wound 4 blue
5 nephew 6 queue

Exercise 2 Students' own answers

C Word groups

Classical music	Pop music
orchestra	guitars
quartets	celebrities
musicians	concerts
repertoire	star
art forms	drums

D Prefixes

1 interview 2 interlude 3 interactive 4 intermediary

What kind of musical performances are illustrated? **pop and classical**

What might the discussion be about? Elicit, e.g. **what should be in the music programme.**

- 2 Play track 1.09. Students listen and follow in their books.
- 3 Point out the phrasal verbs in bold. Explain that in this lesson you will be looking at the differences between the two types: transitive and intransitive.

Activity 2

- 1 Ask the questions to check understanding of the dialogue.
- 2 Students may look back to check their answers.

Answers

- 1 Elicit, e.g. they think a lot of what he says about pop music is not true.
- 2 an audience of 1,000
- 3 Students' own ideas
- 4 pop, jazz, folk, classical

Activity 3

- 1 Students work in pairs.
- 2 Give them a time limit to work out the meanings of the phrasal verbs in the sentences. They should be able to do this from the context of the sentence without having to use a dictionary.
- 3 Check answers together.

Answers 1 wait 2 decide on 3 organise, arrange
4 left unexpectedly 5 appear, arrive 6 said, stated

Activity 4

- 1 Students work in pairs. Give them a time limit to complete the sentences.
- 2 Check answers together by asking different students to read out a sentence.
- 3 Check with the rest of the class that it is correct.
- 4 Encourage other students to help correct it. Write it on the board if necessary.

Answers 1 find out 2 caught on 3 Calm down
4 looking through 5 put on 6 are ... looking forward to

Grammar box

Go through the information in the box with the class. Make sure they understand that although some phrasal verbs may be both transitive and intransitive, it is important to use an object with a transitive phrasal verb, e.g. *think over*.

Independent practice

- 1 Students look for examples of the two types in the dialogue.
- 2 Give them a time limit then ask for their suggestions.

Lesson 6 Grammar in use SB p23

Lesson aims

SB skills:

- to listen to and understand a short conversation among the festival committee
- to identify transitive and intransitive phrasal verbs
- to practise using transitive and intransitive phrasal verbs correctly

WB practice:

- to practise identifying transitive and intransitive phrasal verbs
- to complete sentences with transitive and intransitive phrasal verbs

EPB link: Test 1, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

- | | |
|-------------------------|----------------------------|
| ▶ Warm-up - 4 | ▶ Grammar box - 8 |
| ▶ Listening/Reading - 5 | ▶ Independent practice - 5 |
| ▶ Activities 2-4 - 18 | |

Warm-up

Ask the class if they can remember the names of the students on the festival committee.

They may look back to p4 if they have forgotten.

Ask if they can remember, without looking back, the different kinds of music that the committee is thinking of including.

Activity 1

Pre-listening questions

- 1 Where and when is the committee meeting? (point out the phone screen): **at 12 in the common room (meeting room)**

WB: Grammar in use (WB p20)

Students should be able to complete this page independently.

WB answers

Exercise 1 1 T 2 I 3 I 4 I 5 T 6 T 7 I 8 T
9 T 10 I

Exercise 2 1 will ... turn into 2 look after 3 gets on
4 do without 5 broke into 6 Hand ... over 7 comes
from 8 took up

Exercise 3 1 took of 2 turned up 3 Look out
4 Shut up 5 broke out 6 wake up 7 hung up
8 speak up

- 4 Give them a time limit to discuss and go around while they are speaking to each other.
- 5 When the time limit is up, ask different students to give different opinions about the questions.

Activity 2

- 1 Ask different students to read out the expressions for giving strong opinions.
- 2 Students work alone and think of an answer to each of the questions.
- 3 Give them a time limit.
- 4 Ask around the class for responses to each of the questions.

Activity 3

- 1 Ask different students to read out the expressions for asking for an opinion or not having an opinion.
- 2 Students write three questions asking for an opinion.
- 3 In groups they ask each other their questions.
- 4 Remind them to respond using the expressions in the book.
- 5 Go around listening while they speak then ask different groups to ask questions and respond while the rest of the class listens.

Listening comprehension

Activity 1

- 1 Explain to the class that they will hear a conversation twice. The first time they should try to understand who is speaking and what they are talking about.
- 2 Play track 1.10. Students listen.

Audioscript

Track 1.10 Activities 1 and 2

Miss Jackson: Good morning, gentlemen. Do come in and sit down. How can I help you?

Todd: Thank you very much for seeing us, Miss Jackson.

Miss Jackson: That's quite all right, Todd. What seems to be the problem?

Gustav: Well, it was me who asked for this meeting, Miss Jackson, and I did so because I am very concerned about the arts festival. In my opinion, it's going to be a disaster.

Miss Jackson: We have a student committee organising the festival, Gustav. Shouldn't you take your concerns to them?

Gustav: I did, Miss Jackson. I wrote a long and very detailed email to them and they didn't even consider my views.

Todd: Hang on a minute, Gustav. That's not true. We had a lengthy discussion about your email and I'm afraid we all disagreed with most of your points.

Lesson 7 Listening and speaking SB p24

Lesson aims

SB skills:

- to practise correct expressions for asking for and giving opinions
- to listen to and understand a conversation between the head teacher and students

WB practice:

- to rewrite sentences with opinions in the correct word order
- to complete a dialogue with everyday and colloquial expressions

EPB link: Test 1, Listening Q1, Q2, Q3, Speaking Q1, Q2

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

- ▶ Warm-up - 5
- ▶ Listening comprehension - 15
- ▶ Functions of English - 20

Warm-up

Ask the class to say as many different statements as they can in favour of pop music.

Write them on the board.

Ask students to tell you which statements they disagree with and why.

Functions of English

Activity 1

- 1 Ask different students to read out from the box the beginnings of sentences for giving an opinion.
- 2 Students work in groups. If you wish, ask all groups to talk about all four questions.
- 3 Alternatively, give each group one question and ask all members of the group to give their opinion.

Miss Jackson: What points did you make in your email, Gustav?

Gustav: Miss Jackson, the members of the committee are determined to include a pop concert in the festival programme. I am absolutely convinced that this is a huge mistake. I strongly believe that such a concert will only damage the reputation of the school.

Miss Jackson: Really? What's your view on this, Todd?

Todd: Well, to my mind – and the committee agrees with me – the pop concert is going to be a very popular part of the festival. We feel that all types of music should be represented: classical music, traditional folk music, jazz – and pop music.

Gustav: But we all know that pop fans are always badly behaved. Think of that! As head teacher of this school you must be worried, surely ...

Miss Jackson: To be honest, Gustav, I'm a pop fan myself and I'm really looking forward to seeing *The River Boys* perform. Do you have any thoughts about that?

Gustav: Er, ... no, no, ... not really ... I don't know ...

Miss Jackson: Let's remember this: we elected our festival committee and we must trust their decisions. As far as I'm concerned, they're doing an excellent job.

Todd: Thank you, Miss Jackson.

Miss Jackson: And I have no doubt whatsoever that the festival will be a huge success.

- 3 Ask the questions and elicit answers. Most students should have understood the gist of the conversation and be ready to answer.

Answers

- 1 the head teacher
- 2 because Gustav is concerned about the arts festival
- 3 The outcome is that there will be no changes: Miss Jackson thinks the festival committee is doing an excellent job and their decisions must be trusted.

Activity 2

- 1 Tell the class they will hear the conversation again and they must try to understand the detail of what is being said.
- 2 Play track 1.10 again. Students listen.
- 3 Ask the questions and elicit answers. Encourage students to add to each other's answers if they have more accurate answers to give.

Answers

- 1 Students' own ideas but probably Miss Jackson's office in the school.
- 2 Gustav asked for the meeting because he is concerned that the arts festival will be a disaster.
- 3 They didn't consider his views.
- 4 No, he says they had a long discussion about it.
- 5 They will behave badly.
- 6 She probably likes it as she says she is a fan and she is looking forward to seeing *The River Boys* perform.
- 7 that they are doing an excellent job
- 8 She says that she has no doubt it will be a huge success.

Activity 3

Ask who the students agree with and elicit why.

WB: Listening and speaking (WB p21)

Students should be able to complete this page independently. Remind them to think about the expressions they have practised in their SBs.

WB answers

Functions of English

- 1 As far as I am concerned, Mozart is the greatest classical composer.
- 2 I strongly believe that most pop fans are well-behaved.
- 3 To my mind pop musicians are not always unreliable.
- 4 Do you have any thoughts about traditional music?
- 5 I am absolutely sure that we can trust the committee's decision.
- 6 If you ask me, the festival will be a huge success.

Listening comprehension

Ramon: programme
 Lucie: bad, definitely
 Ramon: Poor, concert
 Lucie: orchestra, at least
 Ramon: think
 Lucie: my mind
 Ramon: band, luck
 Lucie: keen
 Lucie: idea, honest, my thing
 Ramon: fan, afraid
 Lucie: folk, any thoughts
 Ramon: my opinion
 Lucie: Hang on, nationalities, perform
 Ramon: success, doubt

Lesson 8 Writing features SB p25

Lesson aims

SB skills:

- Writing features: to investigate important features of discursive writing
- Writing assignment: to write a discursive essay on student involvement in decision-making at school

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 1, Writing Q1, Q2

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

▶ Warm-up – 5

▶ Writing assignment: SB explanation + WB planning in class time – 20

▶ Checklist – 15

Warm-up

Make sure students understand what discursive writing is. Ask one or more volunteers to explain if necessary. Elicit, e.g. **writing which looks at points for and against an idea and reaches a conclusion one way or the other.** Ask students why they think it is important to learn discursive writing. Elicit their ideas. So long as they show a broad understanding of the purpose of discursive writing, it is not necessary to elicit precise or detailed answers. However, if they are unclear about this kind of writing, help them to think of one or two ideas. Suggestions could include, e.g. **It is useful to be able to understand that there are different points of view on any subject; it is useful to be able to express and discuss different views; it is useful to be able to reach a conclusion through evaluating different views based on reasons.**

Writing features: Discursive writing

Checklist

- 1 Go through the Checklist with the class.
- 2 Read the item and the information about it.
- 3 Students should understand this without much, if any, explanation but if in doubt, check understanding and explain anything that might not have been well understood.
- 4 When you have gone through the information read the activity that asks students to apply the information in practice. Give the class adequate time to think of or find answers then elicit their ideas and go through them with the class.
- 5 Use the following answer notes for guidance in the class discussion.

▶ Subject

What is the subject of Gustav's email?

The inclusion of classical music rather than pop music in the festival.

▶ Purpose

Why is Gustav writing to the festival committee?

To discuss why classical music is a more suitable choice for the festival than pop music.

What is he hoping to persuade them to do?

He is hoping to persuade them to agree with him that only classical music should be included in the festival.

▶ Opening paragraph

Find one sentence in the opening paragraph that clearly states:

- **the subject.**
- **the writer's attitude.**

I know some people will argue in favour of including pop music but classical music is far more appropriate.

▶ For and against

Read paragraphs 2–6 of the email and make a list of why he wants classical music in the festival.

- 1 Classical music is superior and stands the test of time.
- 2 It will attract a broad audience.
- 3 People who like classical music are more likely to go to other events such as ballet and art exhibitions – helps to guarantee the success of the festival.
- 4 Classical music will establish a good musical reputation for the festival.
- 5 Classical repertoire is essential for general education.

Read paragraphs 7–11 of the email and make a list of why other people will want pop music in the festival, together with the reasons why he does not think it is a good idea.

<u>argument</u>	<u>reason against</u>
1 Lots of people enjoy it and when a tune catches on, you hear it everywhere.	only popular for a short time
2 great pop performers	just that – performers, not musicians
3 attract a larger, younger audience	not a big enough space
4 more fun for the audience	audience gets over-excited and could behave badly
5 pop celebrities will give the school publicity	show off / look terrible / notoriously unreliable – school's reputation could suffer

Why does he use five paragraphs?

He uses one paragraph for each argument against pop music together with the reason why that argument doesn't 'hold water' – is not convincing.

▶ Final paragraph

What points does Gustav repeat that support including classical music in the festival?

- 1 superiority of classical music
- 2 dependability of classical musicians

- 3 dependability of classical music audience
- 4 reputation of the school
- 5 success of the festival

What points does Gustav repeat that are against including pop music in the festival?

- 1 pop stars have little musical education
- 2 pop audiences have little musical education
- 3 behaviour of pop stars – potentially a complete disaster
- 4 behaviour of pop audience – potentially a complete disaster
- 5 risks the reputation of the school

► Persuasive language

Find other examples of positive persuasive language in the email.

Ask students to find language that strongly expresses Gustav's enthusiasm for classical music, e.g. *wide variety / spoiled for choice / educated group / loyal and enthusiastic / outstandingly talented musicians / well-known internationally / exceptionally good / discerning taste / benefit enormously.*

Find other examples of negative persuasive language in the email.

Tell students to look for language that strongly expresses Gustav's low opinion of pop music, e.g. *not worth listening to / sounds the same / couldn't even read music / young and inexperienced audience / over-excited / behave badly / show off / look terrible / notoriously unreliable / reputation could suffer / complete disaster.*

► Facts

He doesn't just write 'a lot of students in this school play an orchestral instrument'. What statistic does he use?

More than 70%

He doesn't just write 'City Pop! festival attracted a lot of people.' What statistic does he use?

average of 4,000

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp22–23 in their WB.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 Set up the Writing assignment in an appropriate way for your class:
 - Each student works individually on the planning and writing stages. or
 - Groups of students can work together in class to plan. Individuals then use the group planning notes to work individually on their own advert. This can be useful for students to see how differently a set of planning notes can be interpreted.

Alternatively,

- If you feel that students need to work through the process as a class, go through each stage of the planning process to demonstrate making notes on each of the writing features.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 3.

WB: Unit 2 Self-assessment (WB p24)

- 1 Students complete the page in their own time. Alternatively, students complete the page during the optional 9th lesson.
- 2 Remind them that the questions are there as prompts to guide them through the key elements of what they have covered and to help them assess for themselves how well they have understood and learned it.
- 3 Point out again that the Checks give them advice about what to do if they are unsure of the work. Even if they feel confident, they can also use the Checkpoints to revise work and test themselves.
- 4 Motivated students will use these pages for independent support and teachers will not need to check very often, if at all, how and if it is being used.
- 5 Teachers may wish to go through this Self-assessment page with individual students who need to keep a firm focus on the key learning aims in each unit.
- 6 If a student is clearly not attempting to assess his or her own progress properly, or classwork indicates an over-optimistic self-assessment, the Checkpoints form an extra body of work that the student should do systematically in order to consolidate work on the unit, and which should be checked and monitored by the teacher.
- 7 Remind students that they have a Revision test to do and they should look through the work for the units carefully, do the tasks and follow the Checks if they need to, to improve their chances in the test.

Study skills 1 – Paragraphs SB pp26–27

- 1 This is the first in a series of Skills units. Each unit covers one skill that students need to acquire to support them either in their academic work or in their student life in the future.
- 2 This first Study skill on paragraphing is a key skill in writing of any kind and underpins every writing task in *English World 9*.
- 3 Teachers should spend the amount of time that is needed to cover all aspects of paragraphing and for students to do the activities in the SB and the practice exercises in the WB. It may take two lessons or more to complete this skills section thoroughly but it is time well spent as many students need to study examples in detail and to practise thoroughly in order to understand and use paragraphing in their own writing.

- The examples are taken from *English World* texts that students have previously studied so they will be familiar with the text type and vocabulary used in each example.
- Notes are given for presenting these examples.

Study skills 1 Aims

To investigate the concept of **paragraphing**:

- what it is
- how to paragraph
- when to paragraph

SB

Read the Information box and check in particular that students understand the term *paragraph* as explained in the first line.

1 How do I begin a new paragraph?

Look at the examples of the two types of layout for paragraphing, i.e.

- indenting in a story or informal letter
Point out the first example.
- leaving a line space between each paragraph for non-fiction
Point out the example.

Note: Some students have a habit of doing both in the same piece of writing. Stress that for fiction and letter writing they should indent; for non-fiction writing they should leave a line. Emphasise that they should never use both styles of paragraphing in the same piece of writing.

2 When do I begin a new paragraph?

Explain to students that guidelines for beginning a new paragraph differ depending on what type of writing they are doing.

Story writing

- Read through the *Story writing* section and discuss the reasons for beginning a new paragraph.
- Read and discuss the text below.

“Tremendous news!” Mum sighed with relief as she put down the phone. “Grandma’s operation was successful but she has to stay in hospital to rest for a while. I’ll go and see her tomorrow.”

When Mum came back the next evening, she looked concerned. “Isn’t Grandma alright?” asked Sadie, glancing up from her chemistry textbook.

“She feels lonely,” Mum said. “She misses us and she doesn’t know what we’re all doing.”

At lunch the next day, everyone suggested ideas to cheer Grandma up.

Annette wished she had something exciting for Grandma but she needed to concentrate on her photography project for her art exam and she didn’t have time to think of anything else.

Remind students that the first line of a piece of writing is NOT indented but it is still the first paragraph.

Ask:

- How many paragraphs are there?

5

- What is the reason for starting:
 - the second paragraph?
time change – ‘the next evening’
 - the third paragraph?
new character speaking – ‘She feels lonely,’
 - the fourth paragraph?
time change – ‘At lunch the next day’
 - the fifth paragraph?
introduction of new character – ‘Annette’

- Activity** Pupils write the next two paragraphs of Amy’s search for the letter. Explain that they need not write long paragraphs. They should write just enough to demonstrate correct usage.

Remind the class of the list of reasons for starting a new paragraph in fiction.

Go around as they write checking that students know why they have started a new paragraph.

Informal letter

- Read through the *Informal letter* section and discuss the reasons for beginning a new paragraph.
- Read and discuss the text below.

Hi Robert and Sophie,

Glad you liked the box, Robert. Quilling is an authentic Mi’kmaq craft. Grandma loves to make beautiful things and she insisted that I send it!

My cousin Ellie was one of the shawl dancers for the Olympic® opening. She wore a shawl that Grandma had made and embroidered. I wish she’d make one for me but I can’t dance!

We were so proud of Ellie and all the other First Nation people in the ceremony. It gave us the chance to show the world that our art and culture is alive and how much it means to us.

Let us know if we can do anything else for the www project. It sounds amazing. When will the site go live? Do you want some pow wow video clips? Recorded stories in Algonquin? Anything?

Chloe

Ask:

- How many paragraphs are there?
4
- What is the content of the first paragraph?
the box sent to Robert
- What is the reason for starting the second paragraph?
Ellie and the shawl
- What is the reason for starting the third paragraph?
Importance of art and culture
- What is the reason for starting the fourth paragraph?
asking what else she can do

3 Activity Pupils write a letter to a friend using three paragraphs. Tell them that the paragraphs need not be long. Two or three sentences is enough to show whether they have understood when they should start a new paragraph. Remind them of the list of reasons for starting a new paragraph in an informal letter. Go around as they write and monitor their work.

Information writing

- 1 Read through the *Information writing* section and discuss the reasons for beginning a new paragraph.
- 2 Read and discuss the text below.

Places to see in Russia

There are many wonderful places to visit in Russia and these three are particularly popular with tourists.

The palace and park of Peterhof, often referred to as 'the Russian Versailles' is located in St Petersburg and is one of the city's most popular attractions. Built as an imperial palace by Peter the Great and remodelled by the famous architect Bartolomeo Rastrelli, many say that it is even more impressive than Versailles itself.

St Basil's Cathedral is considered one of the most beautiful cathedrals in Russia. It was constructed in the 16th century during the reign of Ivan the Terrible and is situated in Moscow's Red Square.

Situated in Southern Siberia, Lake Baikal holds many world records. At 1,637 metres, it is the deepest lake in the world and contains 20% of the world's fresh water supply. It is more than 25 million years old, making it the oldest lake in the world. It is home to more than 1,085 species of plants and 1,550 species of animals. Plans are being drawn up to send two submersibles to the bottom of the lake to do biological and geological tests to uncover more of the lake's mysteries.

Remind students that this is a non-fiction piece so paragraphs are NOT indented.

Ask:

- How many paragraphs are there?
4
- What is the content of the first paragraph?
Introducing the topic
- What is the reason for starting the second paragraph?
information about Peterhof
- What is the reason for starting the third paragraph?
information about St Basil's Cathedral
- What is the reason for starting the fourth paragraph?
information about Lake Baikal

3 Activity Pupils write about their family members. Again, ask them to write three or four sentences about each person. Go around as they write, checking that they have written a short paragraph to introduce the topic: *My Family* and that they have started a new paragraph for each person.

Explanation

- 1 Read through the *Explanation* section and discuss the reasons for beginning a new paragraph.
- 2 Read and discuss the text below.

How the eye works

An eye is like a living camera. It detects light from surrounding objects. This is how it works.

First, the light passes into your eye through the pupil. In bright light it is smaller because less light is needed to see objects. The iris controls the amount of light that enters the eye.

Next, the light passes through the lens. The lens focuses light onto the retina. The lens changes shape to make sure that the picture on the retina is as clear as possible.

The retina acts like a movie screen and shows the picture you are seeing upside down. It turns the picture into an electrical message for the brain.

Finally, the optic nerve sends electrical messages from the retina to the brain. The brain turns the image the right way up.

Remind students this is a non-fiction piece so paragraphs are NOT indented.

Ask:

- How many paragraphs are there?
5
- What is the content of the first paragraph?
Introducing the topic
- What is the reason for starting the second paragraph?
the first step of the process
- What is the reason for starting the third paragraph?
the next step of the process

- What is the reason for starting the fourth paragraph?
what happens after that
 - What is the reason for starting the fifth paragraph?
the final stage of the process
- 3 **Activity** Pupils write an explanation of their journey to school. Point out the useful paragraph beginnings.

Expressing a point of view

- 1 Read through the *Expressing a point of view* section and discuss the reasons for beginning a new paragraph.
- 2 Read and discuss the text below.

Animals should not be kept in zoos.

Keeping animals in zoos is cruel and should be stopped.

Animals in zoos are not free. They can't go where they like. They can't live in a natural family group. The best zoos try to give the animals the most natural habitat that they can, but a truly natural habitat is impossible.

Living in zoos means that animals can't use any of their natural instincts. Lions born and reared in captivity never learn to hunt.

Unless you understand animal behaviour, you will not notice animal stress. When you see a tiger walking up and down, you might notice how strong and dangerous it looks. You may not know that this continual pacing, panting and pounding of paws is a sign of stress from boredom and from isolation. Tigers do not do this in the wild.

Many zoos use animals to entertain visitors and to make money. Animals are kept in small spaces, never learn to use their natural instincts and suffer stress. For these reasons, zoos should be abolished.

Remind students this is a non-fiction piece so paragraphs are NOT indented.

Ask:

- How many paragraphs are there?
5
 - What is the content of the first paragraph?
Introducing the issue
 - What is the reason for starting the second paragraph?
first reason – can't live naturally
 - What is the reason for starting the third paragraph?
second reason – can't use natural instincts
 - What is the reason for starting the third paragraph?
third reason – stress
 - What is the reason for starting the fifth paragraph?
conclusion
- 3 **Activity** Pupils write their point of view in four paragraphs. Make sure they have understood the structure as laid out in the Activity box. Point out the useful paragraph beginnings.

Balanced argument

- 1 Read through the *Balanced argument* section and discuss the reasons for beginning a new paragraph.
- 2 Read and discuss the text below.

Text messaging

Most people have different opinions about text messaging. Some think it is a wonderful invention whilst others wish it had never been thought of!

One reason that people like text messaging is that it is quick and easy to use. You can pass on information, ask and respond to questions and make arrangements in seconds.

Another reason is that it is very private – more private than the telephone where anyone nearby can hear at least one side of the conversation.

Those who dislike text messaging are particularly concerned about the effect it has on young people's spelling. It might be fine to use 'b4' (before) in a text message but, unfortunately these type of abbreviations are creeping into school and college work.

Added to this is the limited vocabulary needed to text message. Young people are not using the rich and varied content of the English language to communicate with each other and are losing the ability to express themselves in any way other than 'GR8' and 'H8'!

As a user of text messaging, I think it is a wonderful invention. I do, however, see that it can cause problems if we do not realise that the way we write in text messaging is not appropriate for written work in school and college.

Remind students this is a non-fiction piece so paragraphs are NOT indented.

Ask:

- What is the content of the first paragraph?
introducing the issue
 - What is the reason for starting the second paragraph?
the first reason for
 - What is the reason for starting the third paragraph?
the second reason for
 - What is the reason for starting the fourth paragraph?
the first reason against
 - What is the reason for starting the fifth paragraph?
the second reason against
 - What is the reason for starting the sixth paragraph?
conclusion – which side of the argument the writer is on
- 3 **Activity** Students write a short essay giving a balanced argument. As with the other activities, explain that the paragraphs need not be long. The purpose of the activity is to understand and

practise when to start a new paragraph when writing this kind of essay. Explain that in a full-length essay, they would be expected to write more than one reason for and against something.

WB: Study skills 1 (WB pp116–117)

If you wish, go through these exercises with the class, explaining how they will put into practice the paragraphing skills they have studied in the SB.

- 1 Students must work out what the correct sequence for the paragraphs is. Students should order the opening words by time.

WB answers

Paragraph 1 Early one morning ...
 Paragraph 2 At breakfast ...
 Paragraph 3 After lunch ...
 Paragraph 4 Later that evening ...
 Paragraph 5 At midnight ...

- 2 Make sure students understand that the extra pieces of information are in scrambled order and they must work out which paragraph in the short letter the information belongs in. To do this, they must read and understand the purpose of the paragraphs in the letter and the kind of information each one contains.

WB answers

information	paragraph	example sentence
· will go to the pictures	paragraph 4	We could go to the pictures if you like.
· shame Tim was ill	paragraph 1	It was a shame you were ill.
· mobile phone (present)	paragraph 2	My favourite was the mobile phone from Mum and Dad.
· had a disco	paragraph 3	We had a great disco.
· new clothes (present)	paragraph 2	I got some new clothes from my grandparents.
· lovely food	paragraph 3	Mum and Dad had done lovely food and there was so much of it!

- 3 Point out that students are not asked to rewrite the entire piece of writing, just the first sentence of each new paragraph. Point out that the first sentence of the introductory paragraph has been written in for them. Their task is to find the first sentence of three following paragraphs. To do that, they will need to read the information in the remainder of the text and decide how it is best divided into paragraphs.

WB answers

The other three paragraphs each begin with a different reason why large areas of rainforest are disappearing.

Paragraph	First sentence of paragraph
1 [Introduction]	Tropical rainforests are areas of the world with tall trees, a warm climate and plenty of rain.
2	One of the main reasons is people's need for timber.
3	People also need space for farms.
4	Road building takes up a lot of land so many kilometres are cleared.

- 4 Discuss in class reasons why pupils like wearing school uniform and why they do not to help students think of two reasons for uniforms and two reasons against. You may wish to suggest to students that they note these down. Remind the class of the structure of a balanced argument that they looked at on p27 of their SBs.

WB answers

Paragraph order:

Paragraph 1: state what the issue is
 Paragraph 2: first reason for
 Paragraph 3: second reason for
 Paragraph 4: first reason against
 Paragraph 5: second reason against
 Paragraph 6: conclusion

Check that students have placed their reasons for and against in the correct paragraphs.

Revision 1 (Units 1 and 2) (WB pp25–26)

WB answers

Exercise 1

- 1 Forests should be seen as a vital resource.
- 2 Steps must be taken to protect the rainforests.
- 3 So many trees ought not to be cut down.
- 4 A difference cannot be made by just one or two people.
- 5 Could the forests be protected by stronger laws?
- 6 A successful outcome might be achieved.

Exercise 2 1 don't they 2 wouldn't they 3 do they 4 doesn't he 5 mustn't we 6 did they 7 won't it 8 are they 9 isn't he 10 hasn't he

Exercise 3

- 1 Lucie asked Ramon if/whether he knew *The River Boys'* music.
- 2 Gustav wondered what the committee was discussing.
- 3 Gustav asked Tasha and Todd what they had spoken about at the meeting.
- 4 Some students wanted to know when the festival would take place.
- 5 They asked if/whether a date had been decided.
- 6 Somebody asked why Gustav had been complaining.

Exercise 4 1 find out T 2 caught on I 3 turned up I
4 do without T 5 looked after T 6 grew up I

Exercise 5 1 population 2 emission 3 combination
4 conservation 5 donation 6 destruction

Exercise 6 1 truthfully 2 necessarily 3 evidently
4 possibly 5 completely 6 extraordinarily

Exercise 7 1 shelter, species 2 average, risk
3 reputation, standard 4 depend, current

Exercise 8 1 give 2 support 3 global 4 infamous
5 crucial 6 affect

Exercise 9 1 unreliable 2 talented 3 discerning
4 desirable 5 superior 6 appropriate

In this unit, students will:

- discuss strange and unusual openings; discuss the text type of fiction with an unusual opening; complete Start-up tasks in preparation for all work in the unit
- read and understand the unusual opening to a story
- develop a close understanding of the text, its style, structure and vocabulary
- learn and practise correct use of participle clauses
- learn about words of different classes in a dictionary that have two or more meanings; spell words with the long a /eɪ/ sound; learn about the prefixes *bi-* and *tele-*
- learn and practise the correct use of modal verbs + perfect infinitive
- listen to a conversation about planning for the festival; talk about favourite tasks when planning something
- discuss the features of story writing; write an unusual opening to a story

Lesson 1 Start-up SB pp28–29

Lesson aims

SB skills:

- to read information about the unusual openings to some well-known English novels
- to discuss unusual and memorable openings to other books, films and events
- to discuss why a writer might start a story in the middle of the plot
- to discuss volunteering
- to listen to a conversation about opening events in the festival and then talk in groups about the best way to open a festival
- to discuss why a writer might create an unusual opening to a story

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|---|---|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 6 |
| ▶ General discussion and questions – 10 | ▶ Grammar in use – 4 |
| ▶ Reading and Vocabulary check – 6 | ▶ Listening/Speaking and Conversation focus – 8 |
| | ▶ Writing – 4 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

Write some words to do with mysteries on the board, e.g. *strange, odd, unusual, mysterious, unexplained, weird, peculiar, scary*.

Give the class half a minute to look at them. Rub them off.

Students try to recall them all and spell them correctly.

Start-up: *It's a mystery ...*

- 1 Check that students have read the Start-up on SB pp28–29 and brought their WBs with the completed Start-up page to the lesson.
- 2 Remind again any students who do not have these of the importance of preparing properly for this lesson.

General discussion

- 1 Discuss the photos with the class. Ask appropriate questions for your students, e.g. *From the photograph, what sort of place do you think Manderley is?* (You may need to explain that the women in the background wearing caps and aprons are housemaids and the men are also servants.) Students should realise that Manderley was probably a very big house because of all the servants that worked there.
From the cover of the book, what sort of story do you think Stormbreaker is? Elicit suggestions, e.g. **adventure, action, mystery, thriller**, etc.
Have you heard of The Lord of the Rings? What can you say about it?
- 2 If students don't know of the books (or films) explain that they are adventure stories set in a fictitious land where amazing things happen.
- 3 Ask: *What kind of story do you think 1984 is?* Elicit some guesses from the photo and the opening sentence. If you wish, explain that this book, written in 1949 was about the future that the writer thought might happen.

General questions

- 1 Point out the other photos on the page and ask if students can guess what they show. Elicit ideas and then explain if necessary that they show: the main character from the film, *ET*; the fireworks at the opening of the Beijing Olympics®; the opening scene of a ballet.
- 2 Ask students to think of memorable beginnings to any event they have experienced. Elicit contributions from around the class.
- 3 Ask different students to read the opening sentences of the two novels that are illustrated on p28. Ask the first question: *What must have happened before each of these stories begins?*
- 4 Give students a moment to think then elicit suggestions. Students should realise that the word *again* in the first opening tells them that the narrator must have been to Manderley at least once before.
- 5 They should realise from the second opening that the doorbell has just rung at three o'clock in the morning.
- 6 Ask different students to read the openings on p29.
- 7 Discuss the strange facts. Elicit: **eleventy-one does not exist as a number**; discuss what number they think eleventy-one is: **111**. Ask: *What is unusual about that?* Elicit ideas, e.g. **One hundred and eleven is not an age that many people reach and if they do, they are not usually able to organise a big party.**
- 8 In the fourth opening, the clocks are striking thirteen, which is not an hour that exists on the usual clock face.
- 9 Ask students what kind of story beginning they prefer. Ask them to use adjectives and/or phrases.

Reading

- 1 Read the information and elicit answers to the questions: **The usual plot order is: beginning, middle, end.**
- 2 Elicit suggestions about beginning the story in the middle of the plot, e.g. **The writer might want to make the opening mysterious.**

Vocabulary

- 1 Ask the class how many of the words in the list they needed to look up.
- 2 Remind them that they will find the rest of the unit easier if they bother to check words that will be used in the reading.
- 3 Ask volunteers to explain the meanings of the phrases as well as they can.
- 4 Ask if anyone can use the phrase in a sentence.
to be sure to: **to make certain of doing something, e.g. You must be sure to finish your essay by Monday.**
What's the use?: **what is the point/purpose of something, e.g. What's the use of running when the bus has already gone?**
pretty sure: **fairly certain, e.g. I'm pretty sure this is the right road.**

Grammar

- 1 Remind the class that they have previously learned about using present and past participles.
- 2 Write on the board: *the winning team; a broken window*. Ask what part of speech the participles are used as: **adjectives**.
- 3 Elicit the present and past participles of the verbs: *losing, lost; falling, fallen; making, made; suspecting, suspected; driving, driven*.

Word focus

Dictionary

- 1 Students should be able to write correct meanings with or without the help of a dictionary.
- 2 Elicit suggestions and check with the class that they are correct.

Spelling

- 1 Elicit several suggestions for each of the spelling patterns.
- 2 Check with the class that they are correct.

Prefixes

Students should be able to work out that *bi-* means two – a bicycle is a vehicle with two wheels.

Grammar in use

- 1 Ask students to suggest the meaning of *recruit*. They should be able to work out (or to have found out) that the word means: **to persuade or encourage someone to join a team, club or some other group or organisation.**
- 2 Ask the question about recruiting volunteers. Elicit, e.g. **The organisers need other people to help do things before and during the festival.**
- 3 Elicit answers to the second question, e.g. **could have checked the spelling / written more / used paragraphs**, etc.

Listening and speaking

- 1 Read the information and elicit a meaning for *responsible for*: **In charge of, the organizer of.**
- 2 Elicit students' answers about what they like to do, e.g. **making posters, putting the programme of events together, writing the programme**, etc.

Conversation focus

Track 1.11

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 1.11. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 1.11 Unit 3 Start-up

Conversation focus

- Florence: Look at that poster, Mimi. The film club is showing *West Side Story* next week.
- Mimi: I've never seen *West Side Story*.
- Florence: It's fantastic. It's one of my favourite musicals.
- Mimi: It's based on a Shakespeare play, isn't it?
- Florence: Yes, that's right. *Romeo and Juliet*.
- Mimi: I've seen that on stage. It's so sad. From the start you know that Romeo and Juliet are going to die.
- Florence: You still want to watch the play, though.
- Mimi: Yes, of course. You get drawn into the story from the very first words.
- Florence: That's the skill of an exceptional writer.
- Mimi: I wonder if a Shakespeare play will be included in the festival.
- Florence: I don't know. I don't think they've arranged the performance programme yet.
- Mimi: I'm hoping they might invite a famous author to read and talk about writing.
- Florence: That would be something new! We've never had a famous author visit the school.
- Mimi: They'll need to find something really good to start the whole festival off.
- Florence: I agree. If the start of the festival is good, people will want to come to lots of other events.
- Mimi: They could begin with a huge concert.
- Florence: Yes, they could. But not everyone likes classical music.
- Mimi: True. What about a big brass band, then? Or massed choirs? Or a firework display?
- Florence: They might start off with *The River Boys*.
- Mimi: *The River Boys*? How do you know they're in the programme?
- Florence: My sister Lucie told me. She's on the festival committee.
- Mimi: Great! Their last concert started with an incredible drum solo – followed by a brilliant sound and light show. Magic!
- Florence: Not everyone likes pop music, though.
- Mimi: Hmm ... What about ... a firework display with a live orchestra ... erm ... playing Handel's Firework music! Followed by *The River Boys'* latest multi-media show with ... er ... a choral backing group and a hundred dancers in front of a specially created stage set?
- Florence: Sounds amazing! You ought to be on the committee, Mimi.
- Mimi: Too right! I've got all the ideas.

Florence: Oh, that's our break over. Come on, it's maths next.

Mimi: That's a pity. Thinking about the festival is much more fun!

- 4 Tell students to read the phrases in their WBs. Play track 1.11 again. Students listen and underline the answers. Play it a third time if necessary.
- 5 Check answers together.

WB answers

1 Romeo and Juliet 2 an exceptional writer 3 massed choirs 4 drum solo 5 multi-media show 6 choral backing group 7 stage set

Group conversation

- 1 Students work in small groups or pairs and talk about impressive openings to any event they can recall and how they would open the arts festival.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

- 1 Read and elicit two other features of story writing. Students should be able to think of: **character, dialogue, setting**.
- 2 Elicit suggestions about the reasons for a mysterious or unusual opening. Students should be able to say, e.g. **It makes the beginning more interesting. It makes the reader want to read on and find out more.**

Homework task

Students check the Unit 3 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp30–31

Lesson aims

SB skills:

- to identify the features of fiction before reading
- to read and understand the story extract
- to discuss the features and evaluate the general effectiveness of the story opening

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- ▶ Warm-up – 4
- ▶ Pre-reading – 4
- ▶ Reading – 7
- ▶ Vocabulary check – 5
- ▶ Gist questions – 10
- ▶ Reading practice – 10

Warm-up

Ask the class: *Can you think of a story or play set in the past, another set in the present and a third set in the future?* Give them a minute to do this in pairs or small groups.

Ask: *Do you prefer stories set in the past, the present or the future?*

Elicit some answers and ask for their reasons.

Reading: Z for Zachariah

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 How can you tell without reading the text that this is a piece of fiction? Elicit students' ideas. They should be familiar with the features of fiction by now and be able to answer this with confidence, e.g. **It contains direct speech. There are no spaces between paragraphs. The paragraphs are indented.** Students might also mention: **The first two paragraphs are one short sentence only; the illustration suggests that the text is a story.**
- 2 Tell students to look at the headings immediately above the two text sections. Ask: *What are the headings?* **dates**
- 3 *What form do you think is used to tell this story?* Elicit ideas. Students should remember that writing under a date usually means a diary or journal in which the writer records events that took place on particular days.

Reading

- 1 Play track 1.12 or read the story to the class. Students listen and follow.
- 2 Check understanding of the vocabulary after the first reading. Students should have prepared new vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- 3 Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- 4 Students will have the opportunity to work further on the vocabulary and check any words they are unsure of for homework. It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 3 (in the order that the words appear in the text):

binoculars n column n pray v woods n pole n truck (US) n mile n glad adj beacon n blink v bump n distressed adj bodies n lamp n horn (car) n couple n ridge n flame n rise v highway n faint adj broadcast v plant v pretty adv

After reading

Gist questions

- 1 How is the narrator feeling at the beginning of the story? **afraid**
- 2 Why is she afraid? **because someone is coming**
- 3 Is the narrator alone or living with a family? **alone**
- 4 How do you know? **She doesn't mention anyone else as being with her now; she says she started writing because she had no one to talk to; she says she thought she was the only person alive in the world.**
- 5 Who did she live with before? **her mother, father, brother and cousin**
- 6 How does she know someone is coming? **She can see the smoke of a fire and every day it is closer – someone must have lit it each time.**
- 7 Who does she think is coming? **a man**
- 8 What sort of things has she previously written about in her journal? **the weather; what she planted in the garden**

Reading practice

- 1 Divide the class into groups. Give each group one of the two pages to read together.
- 2 Students take turns to read one or two paragraphs or about eight lines.
- 3 Ask four volunteers to read sections of the first page to the class and four others to read the second page.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check word classes, definitions and spelling.

WB: Vocabulary (WB p28)

WB answers

Exercise 1 1 noun 2 verb 3 verb 4 plural noun
5 noun 6 verb 7 noun 8 adjective 9 verb
10 noun

Exercise 2 1 wrong 2 distressed 3 sick 4 ended
5 discovered 6 explain

Exercise 3 Students' own sentences

Exercise 4 1 Someone 2 anywhere 3 something
4 anymore 5 anything 6 sometimes

Exercise 5

near, nearest
thinner, thinnest –
small, smaller
straighter, straightest
close, closest

Exercise 6 1 horn 2 binoculars 3 ridge 4 beacon
5 blinked

Lesson 3 Reading comprehension SB p32

Lesson aims

SB skills:

- to ensure a good literal understanding of the story
- to check understanding of colloquial phrases and expressions
- to discuss ideas and issues related to the story
- to discuss the writer's approach to telling the story
- to give a personal opinion about the extract that students have read

WB practice:

- to re-read the story independently
- to check literal understanding of the story
- to identify the sequence of events in the story
- to think how the story might continue

EPB link: Test 2, Reading Q2, Q3

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

- | | |
|----------------------------|---|
| ▶ Warm-up – 3 | ▶ 4 Discussion of the story content – 8 |
| ▶ Re-reading – 5 | ▶ 5 Discussion of the story opening – 8 |
| ▶ 1 Literals – 6 | ▶ 6 Personal views – 5 |
| ▶ 2–3 Vocabulary check – 5 | |

Warm-up

Write three story openings on the board. Use these examples or any of your own:

When Marcus pushed the door gently, it swung open into a darkened room.

John had never met a talking dog until he was greeted with a cheery "Hello!" by a rough-looking stray that he passed one morning in the park.

The worst news always comes unexpectedly.

Ask students which they think would most make them want to read on. Ask why.

Re-reading

Read the text again or play track 1.12.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers

- 1 smoke from a small fire – narrow and straight
- 2 late afternoon
- 3 fifteen miles away
- 4 'Bodies. Just dead bodies.'
- 5 'he will go away and everything will be all right again'
- 6 'he will see the green leaves'
- 7 'I was forgetting when things happened' / 'sometimes even whether things happened or not' / 'writing it might be like having someone to talk to' / reading it back later 'would be like someone talking to me'
- 8 'there isn't much to write about'

Activity 2

- 1 Students may work in pairs to scan the text and find the correct words for the definitions.
- 2 Give them a time limit then check answers together.

Answers 1 ridge 2 smudge 3 distressed 4 faint

Activity 3

- 1 Students find the phrases 1–5 in the text and check their understanding of them in context.
- 2 They match them to the meanings in the box.

Answers 1 stopped working 2 travelled down the hill
3 fine 4 is certain to 5 in actual fact

Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about the story.
- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.
- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Example answers

- 1 Students should be able to suggest: *'He' lights a fire each evening to cook and keep him warm during the night, and that he puts it out in the morning before moving on.*
- 2 Accept answers that suggest students have worked out that:
 - a a trip to Ogdentown was quite a treat for Joseph and David. They did not understand that something was wrong.
 - b Father knew that there was something wrong and did not know what he would find.
- 3 Students should suggest, e.g. *He was hoping that if anyone was left alive and heard the bell they would come to find out who was ringing it.*
- 4 The narrator knows that 'On the other side ... of Burden Hill, there are no leaves'.
- 5 Accept answers that suggest students have inferred correctly:
excited: the narrator has been alone for a long time; she knows now that there is someone else left alive
afraid: the narrator has no idea who is 'coming'; 'he' may not be friendly
- 6 Accept answers that suggest a nuclear war:
Evidence: 'They're all dead.'
'there are no leaves; everything is dead'
'the last radio station ... had stopped broadcasting'

Activity 5

- 1 Students should do this activity in pairs.
- 2 Give the class a time limit to note answers to the first two questions. If you wish, go through these answers together before they re-read the extract and write notes about the narrator.
- 3 For the answers to 3a, tell students to write three or four statements about the narrator, giving the most important information about her, and three or four statements about what has happened.
- 4 For 3b, ask as many students as possible to say one of their questions.

Example answers

- 1 Answers that suggest the story opening is unusual because the reader is told nothing of what has happened; who the narrator is; who is coming. It leaves lots of questions unanswered.
- 2 Answers that suggest the writer wants to grab the readers' attention and make them read on to find all the answers.
- 3a Example answers:
the narrator: is living alone; has begun writing in a notebook; has spotted smoke
what has happened: there was a war; everyone else has died; all the radio stations have stopped broadcasting; up to this moment, the narrator is the only one left
- b Students' own ideas

Activity 6

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.

WB: Reading comprehension (WB p29)

Students should be able to complete all these exercises working independently.

WB answers

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

Exercise 2 2 5
3 1
6 4

Exercise 3 Accept answers that suggest, e.g. the smoke the narrator saw 'last year' was a huge cloud that hung around for two weeks, probably caused by a forest fire. The smoke the narrator sees at the beginning of the extract is 'a thin column, like a pole, not very high'. It is there in the late afternoon but has gone the next morning.

Exercise 4

- 1 something that rises up in a straight line
- 2 very thin
- 3 not laughing
- 4 went on and off
- 5 realised
- 6 to help someone to remember something

Exercise 5 Students' own answers

Lesson 4 Grammar SB p33

Lesson aims

SB skills:

- to read and understand a short text using participle clauses
- to understand the structure and use of participle clauses
- to construct sentences using participle clauses

WB practice:

- to practise the structure of participle clauses
- to change other clauses to participle clauses
- to complete sentences with participle clauses

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

- ▶ Warm-up - 3
- ▶ Grammar box - 10
- ▶ 1 Reading - 5
- ▶ Additional practice - 7
- ▶ 2-4 Practice activities - 15

Warm-up

Write up some irregular verbs and ask volunteers to tell you the present and/or past participle of each one.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the words and phrases in bold. Explain that they are a shorter way of giving information.

Activity 2

- 1 Ask the questions to check understanding of the text, in particular the participle phrases.
- 2 Elicit oral answers from around the class in full sentences.
- 3 Remind them to look back at the text to check the correct answer if necessary.

Answers

- 1 She was living alone because she had lost her family in a terrible war. / her family had died in a terrible war.
- 2 She thought she was the last person alive because she had had no contact with anyone, the telephones were dead and the last radio station had stopped broadcasting.
- 3 She started to keep a diary because she thought that by writing / if she wrote everything down she would feel less alone.
- 4 The column of smoke signified that someone else was alive.
- 5 She was concerned because she had been convinced that she was the only one alive.

Activity 3

- 1 Students should work in pairs to complete this activity.
- 2 Give them a time limit then check answers together by asking individuals to read out complete sentences.
- 3 Check that the rest of the class agrees with the answers.

Answers 1d 2e 3a 4c 5b

Grammar box

Point out that in Activity 3, students used five types of participle clause, which the Grammar box explains in detail.

Go through the Grammar box with the class. Ensure that they understand each type.

Activity 4

- 1 Students work in pairs to complete the sentences using one of the participle clause types.
- 2 Go around as they work and identify any difficulties.
- 3 Check answers by asking different pairs to read out sentences for each of the clause types.
- 4 Check with the class that they are correct. Encourage other students to correct any mistakes and refer back to the Grammar box as necessary.

Answers Students' own ideas

Additional practice

- 1 To check that students have understood the structure of the clauses and how to use them, go through the activity under the box.
- 2 Give students a few minutes in pairs to find examples of each clause type.
- 3 Check answers briefly together.

Answers

- 1 sequence of events using fewer words: any of the participle clauses uses fewer words as complete time clauses use more, e.g. *After she had lost all her family ... while she was looking through ...*, etc.
- 2 two actions at the same time: *One day, looking through her binoculars, Ann saw ...*
- 3 one action completed before the next: *... Having lost all her family in a terrible war, Ann Burden found herself ...*
- 4 passive: *Frightened by ... Having been convinced ...*
- 5 prepositions: *After living alone ... By writing ...*

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p30)

Students should be able to complete these exercises independently for homework. In Exercise 3, remind them to

check that they have used participle clauses to complete the sentences.

WB answers

Exercise 1 1 Looking 2 leaving 3 eaten 4 taught
5 studying 6 Sunk 7 receiving 8 Written

Exercise 2

- 1 Travelling in the desert, they came across an abandoned village.
- 2 Wanting to impress his new boss, Sam got to work early.
- 3 Having been brought up in the country, the children found city life confusing. / Brought up in the country, the children found city life confusing.
- 4 Entering the house, they noticed a strange smell.
- 5 Painted by a chimpanzee, this picture is astonishing.
- 6 Not listening to his father's advice, he bought the car. / Ignoring his father's advice, he bought the car.
- 7 Before leaving the city, the tourist bought postcards and souvenirs.
- 8 Exhausted by the climb, the mountaineers finally reached the summit.

Exercise 3 Students' own ideas

Lesson 5 Word focus SB p34

Lesson aims

SB skills:

- A Dictionary work: to investigate words with two or more meanings which are different parts of speech
- B Spelling: to study the spelling patterns for the long *a* /ei/ sound
- C Word groups: to categorise words to do with time and weather
- D Prefixes: to study words with the prefixes *bi-* and *tele-*

WB practice:

- A Dictionary work: to practise defining and using words with two or more meanings that are different parts of speech
- B Spelling: to correctly spell words with the long *a* /ei/ sound
- C Word groups: to complete categories of words
- D Prefixes: to investigate and use words with the prefixes *bi-* and *tele-*

EPB link: Test 2, Grammar and Vocabulary Q4, Q6

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

- ▶ Warm-up – 5
- ▶ A Dictionary work – 15
- ▶ B Spelling – 10
- ▶ C Word groups – 5
- ▶ D Prefixes – 5

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Write some words from the story on the board and ask students to tell you what word class they were in the text, e.g. *column* (n), *serious* (adj), *beacon* (n), *blink* (v), *distressed* (adj), *binoculars* (n), *rise* (v).

A Dictionary work

- 1 Go through the information in the box with the class.
- 2 They can look up the word *rose* in their dictionaries to see exactly how the two words are shown, as separate entries.

Activity 1

- 1 Students work in pairs to find the words and give the correct word class as used in the story.
- 2 Give them a time limit then check answers.

Answers 1 noun 2 noun 3 verb 4 verb
5 noun 6 noun

Activity 2

- 1 Ask the whole class to look in their dictionaries and find the other word class/es.
- 2 Encourage them to do this as quickly as they can and make it a race between two sides of the classroom if you wish.

Answers

- 1 smoke: verb
- 2 fire: verb
- 3 left: adjective / adverb / noun
- 4 cry: noun
- 5 book: verb
- 6 reason: verb

Activity 3

- 1 Students write sentences. Give them a time limit.
- 2 If necessary, students may complete or do this activity as an extra homework task.

Answers Students' own sentences

B Spelling

Go through the information with the class. Students should be quite familiar with this pattern in simple words.

Activity 1

- 1 Give the class a time limit to find examples, working in pairs.
- 2 Ask several pairs to give their words.

Answers

Any three from: -

a_e: place / came / flame / later

ai: rained / again / straight / mainly / explain / faint

ay: day / pray / way / away / saying / highway / anyway

Activities 2 and 3

- 1 Give students a time limit to complete these activities working in pairs or alone.
- 2 They may use their dictionaries to check they have the right word.

Answers

Activity 2 1 fake 2 made 3 stage 4 came 5 late

Activity 3 1 waist 2 display 3 swayed 4 holiday
5 railway

C Word groups

Activity 1

- 1 Students categorise the words. They should find this simple to do.
- 2 Check answers together.

Answers

time	weather
night	cloud
morning	storm
day	sky
year	rain
afternoon	

Activity 2

- 1 Students add four more words and write all the words in alphabetical order.
- 2 If you are short of time, this could be an additional homework task.

Answers

Additional words: Students' own answers

Alphabetical order: afternoon / cloud / day / morning / night / rain / sky / storm / year

D Prefixes

Read the Information box with the class.

Activity 1

- 1 Give them a time limit to write definitions and/or look up the words to find the correct definitions.
- 2 Check answers together.

Answers

bicentenary: exactly 200 years after an important event

bicycle: a vehicle with two wheels

biennial: happening every two years

bilateral: involving two groups or countries

biped: animal that walks on two legs

bilingual: able to speak two languages; written in two languages

Go through the second Information box.

Activity 2

- 1 Give students a time limit to look up the words and write definitions.
- 2 Encourage them to write their own definitions if they know what the word means.

Answers

telescope: equipment shaped like a tube that makes distant objects look closer and larger

television: a piece of electrical equipment with a screen that is used for watching programmes

telegraph: an old-fashioned method of communicating by sending signals through wires or by radio waves

telepathy: the ability that some people believe exists by which someone can communicate directly with another person's mind without using words

Activity 3

Students write their own sentences. This could be an additional homework task if you are short of time.

Answers Students' own sentences

WB: Word focus (WB p31)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

WB answers

A Dictionary work

Exercise 1

Word	Part of speech	Definition
smudge ¹	noun	a small untidy mark made by a substance such as dirt or ink
smudge ²	verb	If you smudge something such as ink, or if it smudges, you make it spread in an untidy way by touching it.

Exercise 2

Word	Part of speech	Other part of speech
dark	adjective	noun
bump	noun	verb
cry	verb	noun
store	noun	verb

Exercise 3 Students' own sentences

B Spelling 1 again 2 straight 3 day 4 faint
5 highway 6 explain 7 mainly 8 away

C Word groups

Any six from each list:

natural	man-made
smoke	binoculars
cloud	truck
sky	Ogdentown
forest	telephones
fire	lights
woods	house
Claypole Ridge	cars
birds	lamps
leaves	church
Burden Hill	bell
storm	crossroads
world	highway
	book
	store
	radio station
	garden

D Prefixes

Exercise 1

biannual: happening twice every year
biennial: happening every two years
Sentences: Students' own sentences

Exercise 2

telegraph: an old-fashioned method of communicating by sending signals through wires or by radio waves
telegram: a message that you send by telegraph
Sentences: Students' own sentences

Lesson 6 Grammar in use SB p35

Lesson aims

SB skills:

- to listen to and understand a short conversation between the festival committee
- to practise using modal verbs + perfect infinitive

WB practice:

- to practise completing sentences with modal verbs + perfect infinitive
- to practise writing questions with modal verbs + perfect infinitive
- to practise making negative sentences with modal verbs + perfect infinitive
- to practise writing appropriate statements with modal verbs + perfect infinitive

EPB link: Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

- ▶ Warm-up – 3
- ▶ Activities 3–4 – 20
- ▶ Listening/Reading – 7
- ▶ Grammar box – 6
- ▶ Literals – 4

Warm-up

Ask around the class: *What homework ought you to have done by today?*
What tasks at home should you have done yesterday / last weekend / last week?

Activity 1

Pre-listening questions

- 1 What did the festival committee want to do about volunteers?
recruit some
What do you think they might want volunteers to help with?
Students' own ideas
How do you think they should try to get some volunteers?
Students' own ideas
- 2 Play track 1.13. Students listen and follow in their books.
- 3 Ask how many of the volunteer tasks they predicted correctly.

Activity 2

Ask the literal questions to check understanding of the dialogue.

Answers

- 1 No, it's late by ten minutes.
- 2 tickets, programmes and posters
- 3 He has a printing firm and could print what they need.
- 4 sell tickets and programmes; answer enquiries; show the audience to their seats; sell refreshments
- 5 Students' own suggestions, e.g. It will be easier to keep details of each person; the applicants can say what they would like to do at the festival, etc.

Grammar box

If you wish, go through the Grammar box now so that students are aware of the meanings of the different modal verbs with the perfect infinitive before they attempt Activity 3.

Read or ask volunteers to read each example and ensure students understand the meanings as given in brackets after each example.

Point out the structure in bold and make sure students have understood each part of it.

Remind them that *ought to* is treated in the same way as the single-word modal verbs.

Activity 3

- 1 Students work in pairs to complete these sentences.
- 2 Give them a time limit and go around as they work to monitor their understanding and accuracy with this structure.
- 3 Go through the answers by asking different pairs to say the complete sentence. Check with the rest of the class that it is correct and encourage other students to make corrections if necessary.

Answers 1 must have forgotten 2 ought to have brought 3 should have got up 4 can't have lost 5 could have learned 6 may have borrowed 7 might have overslept 8 might have stayed

Activity 4

- 1 Give students a time limit to note ideas.
- 2 Ask different pairs to say their sentences. Encourage them to justify their ideas.

Answers Students' own ideas

WB: Grammar in use (WB p32)

Students should complete this page working independently.

WB answers

Exercise 1 2 may have misheard 3 could have won 4 ought to have been 5 might have got out 6 should not have gone 7 might have left 8 can't have followed

Exercise 2

- 1 What should she have taken?
- 2 When could they have arrived?
- 3 What must she have thought?
- 4 Ought we to have apologised?
- 5 Might she have misunderstood?
- 6 Should he have delayed his trip?

Exercise 3

- 1 She may not have read the book.
- 2 They ought not to have shouted.
- 3 He could not have scored six goals.
- 4 They might not have felt ill.
- 5 We should not have arrived early.
- 6 You ought not to have watched that film.

Exercise 4

Example answers (Variations of these may also be correct.)

- 2 She may have been delayed / missed the train.
- 3 It can't have been fed / given any food.
- 4 We might have had an accident.
- 5 You/We/I ought to water them.
- 6 We must have passed.
- 7 He should have written more / checked his spelling/ grammar.
- 8 It might have been bought/stolen.

Lesson 7 Listening and speaking SB p36

Lesson aims

SB skills:

- to complete a listening comprehension activity by listening to a dialogue and filling in a chart correctly
- to answer literal questions about the dialogue
- to discuss the progress of the work being done by the festival committee
- to talk about organising an event in school or outside it and report back to the class in preparation for an individual presentation on the same topic

WB practice:

- to understand and use words and phrases from the audio in complete sentences
- to make notes for an individual presentation on organising an event

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

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

- ▶ Warm-up – 5
- ▶ Individual speaking – 15
- ▶ Listening comprehension – 15
- ▶ WB preparation – 5

Warm-up

- Give groups two minutes to write down as many words as they can think of to do with a festival.
- Ask the first group to say all their words. Other groups tick the words they have, too. Ask the next group to say any words that have not already been said, and so on.

Listening comprehension

Activity 1

- 1 Ask a volunteer to read out the sections of the chart.
- 2 Play track 1.14. Students listen and complete the chart.

Audioscript

Track 1.14 Activities 1 and 2

- Todd: OK, everyone, quiet now, please. Thanks. Now, there's something really important that we have to do. Really we should have done this before now.
- Tasha: What's that, Todd?
- Todd: We must decide who is responsible for what. Look. I've made a chart. Let's get some names down.
- Lucie: Well, as far as music is concerned, Ramon and I have been organising that.
- Rudi: Yes, and you've done really well, Lucie.
- Todd: OK ... Music: Lucie and Ramon. Tasha, how about you?
- Tasha: Well, I'm really interested in dance and drama. You can put me down for that.
- Ramon: It's a lot of work to do on your own, Tasha. I think we need two people.
- Tasha: I've thought about that and I know someone who's very keen to help. His name's Vincenzo. He's Italian. You must have seen him ... tall, dark hair ...
- Todd: I know who you mean. How do you spell his name?
- Tasha: V - I - N - C - E - N - Z - O. He'll be great. You'll see.
- Todd: Excellent. Now, how about art?
- Rudi: You can put me down for that.
- Todd: OK, Rudi, you're responsible for art. That leaves literature. Any volunteers?
- Lucie: How about you, Todd?
- Todd: Well, I could but what I'd really like to do is the website. I'm quite good at that sort of thing. I'm interested in advertising, too.
- Ramon: I'd like to do literature.
- Rudi: But you're already doing music, Ramon.
- Lucie: I can do music on my own. It's no problem.
- Todd: Are you sure, Lucie? Well, OK. Let's move Ramon to literature.
- Tasha: Have we decided who's going to design the tickets and posters? You asked Lucie and Ramon, Todd, but I think they're already pretty busy.
- Ramon: There's a girl who goes to the art club. Her name's Marit. She's from Sweden and she's brilliant at design. I'm sure she'd love to do it.
- Todd: OK, let's ask her. How do you spell her name?
- Ramon: I think it's M - A - R - I - T.
- Todd: Right, I've got that. So that just leaves refreshments and organising the helpers.
- Lucie: I'd like to organise the refreshments.

- Rudi: But you're responsible for the music programme, Lucie.
- Lucie: I know but most of that's organised already. I could look after the refreshments if somebody helped me.
- Tasha: You know who'd be good at that? Zafira, the Lebanese girl.
- Todd: Spelling, please!
- Tasha: Z - A - F - I - R - A.
- Ramon: So that just leaves organising the helpers.
- Lucie: You're the person for that, Todd.
- Rudi: I don't mind helping you.
- Todd: Really, Rudi? That'd be great.
- Tasha: Well, it looks like we're getting organised! Now all we need to think about is the opening to the whole festival. It would be great to start with something really spectacular, wouldn't it?

3 Play the track a second time for them to check.

Answers music, Lucie; art, Rudi; dance and drama, Tasha, Vincenzo; literature, Ramon; design of posters, etc., Marit; refreshments, Lucie, Zafira; website and advertising, Todd; organising the helpers, Todd, Rudi

Activity 2

Students read then listen and note their answers.

Answers

- 1 Todd
- 2 It's a lot of work for one person.
- 3 Italy
- 4 He's good at that sort of thing.
- 5 She feels alright about it because it's mostly done already.
- 6 Swedish
- 7 because she's brilliant at design
- 8 Lebanon

Activity 3

- 1 Give students several minutes to discuss their views and to note down anything they think has been missed out.
- 2 Ask different groups to tell you their ideas.

Individual speaking

Explain the task to the class.

Preparation in groups:

- 1 Divide the class into groups of 3-6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the five questions.
- 3 Give the groups a time limit to discuss each question and note ideas.

- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p33)

- 1 Ask students to look at the bottom half of p33.
- 2 Explain that these questions are to help them prepare a short talk about organising an event.
- 3 Tell the class to think about as full an answer as possible to each question.
- 4 Tell the class that they must complete the whole WB page for homework and some of them will give their presentations at the beginning of the next lesson.
- 5 Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.
- 6 Remind them of the work they did on giving a presentation from notes at the end of *English World 8*.

WB: Listening comprehension (WB p33)

- 1 Ask students to look at the first exercise at the top of the page.
- 2 Ask one or more students to read the words in the box.
- 3 Remind students to use their dictionaries to look up words if necessary.
- 4 Students complete the two exercises and the speaking task for homework.

WB answers

Exercise 1 1 meeting, agenda 2 recruit, organise, volunteers 3 application 4 refreshments 5 firm
6 put down, programme

Exercise 2 1 at, for 2 with 3 at 4 in 5 in

Lesson 8 Writing features SB p37

Lesson aims

SB skills:

- Writing features: to investigate important features of a good story opening
- Writing assignment: to write a mysterious story opening

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 2, Writing Q1, Q2

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

- ▶ Warm-up – 5
- ▶ Checklist – 20

- ▶ Writing assignment: SB explanation + WB planning in class time – 15

Warm-up

Either

Ask different students to say what they think is going to happen next in the story, *Z for Zachariah*. Elicit as many different ideas from the class as possible.

Or

Ask one or two students to give their Individual speaking presentations about an event they helped to organise.

Writing features: Story openings

Read the information about story openings in the box at the top of the page. Students should understand all of this. If you wish, remind them how traditional stories for young children often begin, e.g. Once upon a time there was a princess. She lived in a castle, etc.

Checklist

- 1 Go through the Checklist with the class: read each subheading on the left and the information that follows on the right. Make sure that students understand it before you ask the questions.
- 2 Ask the questions and use these notes to guide you in the class discussion and to help in eliciting correct and full answers from the class.
- 3 It is not necessary to completely re-read the story before going through the Checklist but give the class a few moments to scan the pages to remind themselves of the story content.

▶ Plot / Structure

Discuss:

- **what is happening in the story now.**
- **what has happened just before now.**
- **what has happened some time ago.**

now:

The narrator sees smoke and thinks someone is coming.

The smoke gets closer – at the crossroads. The narrator wonders if *he* will go away or come over the ridge.

The narrator feels there are things that need explaining / has something to write about / feelings.

just before:

The narrator has seen the smoke for three days / looked at it through binoculars.

some time ago:

trips to Claypole Ridge / war ended / telephones went dead / Father, Joseph and David went to Ogdentown and found dead bodies / the narrator gets the composition book / last radio station stopped broadcasting

► Opening sentences

What are the first two sentences of O'Brien's story?

I am afraid. Someone is coming.

Why are they mysterious?

They leave readers with questions. Who is the I? Why is I afraid? Who is the someone? Why is someone coming?

Why do you think he has opened his story like this?

A story opening like this immediately grabs readers' attention. It poses questions and the only way to find answers is to read on.

► Tenses

For what parts of the story does he use:

- the past tense?
- the present tense?
- the future tense?

Give an example of each tense from the extract.

the past tense: seeing the smoke before today / the end of the war / Father's trip to Ogdentown / getting the composition book / telephones and radio stations stopped working,

e.g. For three days there **has been** smoke, ...

*When we **used to go** in the truck ...*

... after the war ended, ...

*... my father, my brother Joseph and cousin David **went in** the truck ...*

*... they **were** all in there, all dead.*

*... composition book, which I **got** from Klein's store ...*

*... all the telephones **went** dead, ...*

*... the last radio station, ... **had stopped** broadcasting.*

the present tense: seeing the smoke again / smoke getting nearer / needing to explain / feelings,

e.g. *But there **is** smoke.*

*It **is coming** closer.*

*There are some things I **need** to explain.*

*... I **am** afraid.*

*I **am** not the only person left in the world.*

*I **am** both excited and afraid.*

The future tense: what he might do,

e.g. *... he **will go** away, ...*

*... he **will see** the green leaves.*

► Characters

Does this story begin in the usual way?

No. This is a very unusual story opening.

What characters do readers meet in the opening of this story?

the narrator / father / mother / David / Joseph / the Johnsons / the Peters / Klein / he

Do we know their names?

Readers know the names of all of the characters except the narrator and the mysterious he who is lighting the fire.

What do readers learn about them and what can they infer?

the narrator: afraid/excited/alone

father: worried about the situation – *Father looked serious*

affected by what he saw – *'Terrible ... terrible, terrible'*

We can infer that he is dead as the narrator tells us – *Maybe he was beginning to be sick ... / I was pretty sure I was the only person left in the world.*

mother: also worried about the situation and her family –

Mother had been worrying ... / We can also infer that she is dead – I was pretty sure I was the only person left in the world.

David: cousin of the narrator / before the trip to Ogdentown, he didn't really understand what was happening – *Joseph and David were really excited*

Affected by what he saw – *the boys weren't excited anymore*

We can also infer he is dead – *I was pretty sure I was the only person left in the world.*

Joseph: brother of the narrator / 14 years old / before the trip to Ogdentown, he didn't really understand what was happening – *Joseph and David were really excited*

Affected by what he saw – *the boys weren't excited anymore; My brother Joseph began to cry.*

We can also infer he is dead – *I was pretty sure I was the only person left in the world.*

Johnsons/Peters: lived in Ogdentown / dead – *they were all in there, all dead.*

Klein: owned a store a mile away from where the narrator is

We can also infer he is dead – *I was pretty sure I was the only person left in the world.*

► Person

Is this a third or first person story?

first person story

Why do you think O'Brien decided to write in this person?

If a story is written in the first person, readers can only know what the narrator knows at any given time. The author cannot let readers know anything that the first person character does not know.

► Setting

What do readers know and what can they guess about where the narrator is and what it is like?

Readers know:

woods in the area / at one side of Claypole Ridge which is 15 miles away / 25 miles from Ogdentown / 6 miles away from Burden Hill / some way from where Country road 793 is crossed by Route number nine / on the other side of Burden Hill *everything is dead* / there are green leaves where the narrator is

Readers can infer:

probably a rural setting / the narrator's family lived in an isolated spot

What do readers know about Ogdentown?

25 miles away from where the narrator is / home to the Johnsons and the Peters / has a church

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp34–35 in their WB.
- 3 Choose an appropriate method for preparing the assignment, either in groups, with students working individually or working with the whole class together.
- 4 However you set up the assignment, advise students to read the instructions thoroughly and to write notes carefully and as fully as they can. Emphasise that the more carefully they do the preparation and planning, the easier they will find it to do the writing part of the assignment.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 4.

WB: Unit 3 Self-assessment (WB p36)

- 1 As this is the third opportunity students have had to assess their progress, you may wish to check at this point how they are being used by the majority of the class or the whole class.
- 2 Do this in an optional 9th lesson if you wish.
- 3 If any students are ignoring the page or are completing it without doing the tasks or Checks, you may wish to check their WBs and any other written work.
- 4 Remind them that they will be doing the second Revision section after the next unit and they will not do well if they do not go over work that they have not understood.
- 5 If necessary, go through the Self-assessment page with one or two small groups, encouraging them to do the tasks and to look back at the work they have covered if they cannot complete the tasks easily.

In this unit, students will:

- discuss documentaries; talk about their purposes; discuss previews and reviews; complete Start-up tasks in preparation for all work in the unit
- read and understand a preview and review of a documentary TV programme
- develop a close understanding of the texts, their purposes, audiences and vocabulary
- learn and practise correct use of non-defining relative clauses
- learn about words with two or more meanings as the same word class and other meanings in other word classes; spell words with the long o /əʊ/ sound; learn words with the suffixes *-ology* and *-ist*
- learn and practise the correct use of the third conditional
- practise language for agreeing and disagreeing; agree and disagree in discussion; listen to a discussion of a TV programme
- discuss the features of a review; write a review of a documentary

Lesson 1 Start-up SB pp38–39

Lesson aims

SB skills:

- to read information about documentaries
- to discuss documentaries of interest
- to discuss the purpose of previews and reviews
- to talk about who students usually agree or disagree with
- to listen to a conversation about films and documentaries then talk in groups about students' preferences
- to discuss the meaning of evaluation

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 6 |
| ▶ General discussion and questions – 6 | ▶ Grammar in use – 4 |
| ▶ Reading and Vocabulary check – 8 | ▶ Listening/Speaking and Conversation focus – 10 |
| | ▶ Writing – 4 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

- Ask individual students around the class: *Do you prefer watching films and dramas or factual programmes on TV?*
- Ask for reasons for their preference.
- Take a class poll on the same question.
- Ask if they think factual programmes are useful or not.

Start-up: It's a fact!

- 1 Students should now be familiar with the process of preparing for this lesson and completing the notes and answers on the WB Start-up page.
- 2 It will be evident if students have not prepared properly or at all and teachers may wish to check WBs or require students to complete the page as a homework task to be checked.

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Ask if they have seen any documentary programmes like these.
- 3 Ask: *Looking at the pictures, which one would you like to watch most? Is there one you would not like to watch? Why?*

General questions

- 1 Ask the first question and check that students understand *documentary: a film or TV programme that deals with real people and events.*
- 2 Ask the second question and elicit responses. Make sure that what students describe falls into the category of documentary, i.e. factual.
- 3 Elicit responses as to the kind of documentary students find most interesting.
- 4 Elicit responses about what documentaries have impressed students and the reasons why.

Reading

Go through the information and questions and establish that a *preview* tells readers about a programme that is going to be shown; it is intended to be read before watching. A *review* is written by a reviewer (a journalist/reporter) about a programme after it has been shown.

Vocabulary

- 1 Ask the class which words in the list they needed to look up. Ask if they found all the meanings.
- 2 Ask volunteers to explain the meanings of the phrases as well as they can. Students should be able to find out simple explanations which should approximate to the following:
as a whole: **considering all the parts of something altogether**
well-being: **a satisfactory state of living**
life-threatening: **putting at risk of death**

Grammar

Read the information and question to the class. Elicit that the extra information is *who is very kind*.

Word focus

Dictionary

- 1 Read the information.
- 2 Ask how many meanings students have found for *run*.
- 3 Ask the class to look up the word *run* and check: **17**.

Spelling

- 1 Ask around the class for different examples of the four spelling patterns.
- 2 Write them on the board as they are spelled out.
- 3 Check with the rest of the class that the words have been spelled correctly.

Suffixes

Elicit examples. Students should know, e.g. **biology, zoology, geology; dentist, geologist, archaeologist**.

Grammar in use

- 1 Read the information and elicit example sentences for the zero, first and second conditional structures.
- 2 If there are any significant errors, you may wish to deal with these before starting on the third conditional.

Listening and speaking

- 1 Read the information about this work and elicit students' answers.
- 2 They should be able to describe the programme type, not just name a programme, e.g. **chat show, drama series, play, quiz show, news programme**, etc.

Conversation focus

Track 1.15

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 1.15. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 1.15 Unit 4 Start-up

Conversation focus

- Liam: Hey, Kurt! That was a big audience this evening!
Kurt: Yes, it was great. We nearly ran out of chairs.
Liam: I was surprised, weren't you?
Kurt: Not really. *West Side Story* is a well-known film with great music and fantastic performances.
Liam: And what amazing dancers! How do they move so fast?
Kurt: Practice, Liam, practice! Dancing is really hard work. Did you see the documentary on TV last night about students at the Cuban National Ballet? Their rehearsals looked really exhausting. Everything has to be perfect.
Liam: No, I didn't watch that. I prefer documentaries about events that are happening now.
Kurt: You mean current affairs?
Liam: Yes. I think it's important for people to know what's going on in the world.
Kurt: Yes, I agree, it's good to be well-informed. But some TV programmes only tell you one side of things, you know.
Liam: Yes, you're right. I watched a programme about exploring for oil. Really, it was so one-sided!
Kurt: Was it? Why?
Liam: It gave the impression there was no risk at all in drilling into any part of the Earth to find oil and that pollution is only a small problem. That's just not true.
Kurt: Hmm, yes, I can see that environmentalists might have a different view.
Liam: Absolutely! And there are some great documentary films about climate change and its effect on the environment.
Kurt: Yes, and some fantastic nature documentaries. You can watch animals that you'll never really see yourself – unless you become an explorer!
Liam: That's true! What about showing one for film club?
Kurt: Maybe. Or we could suggest one for the arts festival. Tasha has asked us for ideas, remember?
Liam: Oh, yes.
Kurt: Gustav wants us to show a biographical documentary of Mozart because there's a whole concert of his music.
Liam: That's a great idea.
Kurt: Perhaps we could show a series of different documentary films, as well as some feature films. What do you think?
Liam: Sounds great to me. Let's get back to Tasha and see what she thinks.

- Tell students to look at the statements in their WBs.
- Play track 1.15 again. Students listen and write T/F. Play it a third time if necessary.
- Check answers together.

WB answers

1 T 2 F 3 F 4 T 5 F 6 T

Group conversation

- Students work in small groups or pairs and talk about documentaries.
- Remind them they may use the photos and word prompts to help them with ideas.
- Go around listening as they work.
- Invite one or two groups to speak while the rest of the class listens.

Writing

- Read the information and elicit the definition for *evaluate*: **to decide on the quality of something.**
- Check understanding of *praise* and *criticise*.
- Elicit responses to the last question. Students should know that they need to take notes on the programme they are going to review while they watch it. Ask why. The class should realise that it is difficult to remember the content and particular points afterwards.
- They may also say they need to listen and watch carefully.

Homework task

Students check the Unit 4 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp40–41

Lesson aims

SB skills:

- to discuss the appearance and general features of the text before reading
- to read and understand the preview and review
- to discuss the features and evaluate the general effectiveness of the review

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Ask around the class: *If you could make a documentary yourself, what would it be about?*

Reading: Sharing the Planet: Animals in Science

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- Which page contains the review and which contains the preview? **the review is on page 41, the preview is on page 40**
- From looking at the preview and review, without reading anything, what is the main difference between them? Students should notice: **The review is much longer than the preview.**
- Why do you think this is? Elicit suggestions, e.g. **In the preview, the writer wants to say just enough to interest the reader in watching the programme; in the review, the writer tells the reader more about the programme so there is more detail. The writer also includes opinions and evaluation which are not in the preview.**

Reading

- Play track 1.16 or read the preview and review to the class. Students listen and follow.
- Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- Make sure that not too much time is spent on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 4 (in the order that the words appear in the text):

share v relate v leading adj ivory n outback n wallaby n episode n concentrate v experiment n convince v oppose v law n prevent v issue n disturbing adj faint-hearted adj relationship n eminent adj involve v bully v mascara n balanced adj aware adj regulate v code n replacement n procedure n reduction n refinement n high-tech adj crucial adj cancer n apparently adv misleading adj response n drug n stress n endure v affect v relieve v pose v

After reading

Gist questions

- What is the five-part documentary series called? **Sharing the Planet**
- Who is the presenter? **Professor Stan Collins**

- 3 What is the first programme about? **animals in science; scientific experiments on animals**
- 4 Which two groups of people does he interview in the first programme? **scientists who think the experiments are necessary; people who are opposed to the experiments**
- 5 Does the review think the Professor was a good presenter? **yes**
How do you know? **the reviewer says that he was a skilled interviewer; the programme was informative**
- 6 What did the reviewer think of the programme in general?
Elicit, e.g. **it was interesting; gave viewers a lot to think about; not too difficult to understand.**

Reading practice

- 1 Divide the class into pairs or groups of 3-4.
- 2 Students take turns to read paragraphs.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling and to look at words and phrases in context to help them find correct meanings.

WB: Vocabulary (WB p38)

WB answers

Exercise 1

- 1 stays on a long time
- 2 lasting a longer time than something else
- 3 looking at the camera
- 4 the same as
- 5 very modern

Exercise 2 1 replacement 2 reduction 3 refinement
4 relation 5 response

Exercise 3 1 disturbing 2 eminent 3 balanced
4 high-tech 5 crucial

Exercise 4 affect, bully, concentrate, convince, endure,
involve, regulate, relate, share

Exercise 5 1 cancer 2 drug 3 ivory 4 wallaby
5 code 6 stress

Exercise 6 Students' own sentences

Lesson aims

SB skills:

- to ensure a good literal understanding of the preview and review
- to check understanding of colloquial phrases and expressions
- to discuss the content and structure of the review
- to discuss ideas and issues related to the TV programme
- to give a personal opinion about the issue in the programme that students have read about

WB practice:

- to re-read the preview and review independently
- to identify true/false statements and correct false statements
- to use colloquial expressions correctly
- to identify the content of paragraphs
- to give a personal opinion about the review

EPB link: Test 2, Reading Q1, Q3

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

- | | |
|--------------------------|---------------------------|
| ▶ Warm-up - 3 | ▶ 3 Review discussion - 7 |
| ▶ Re-reading - 5 | ▶ 4 Group opinions - 10 |
| ▶ 1 Literals - 5 | ▶ 5 Personal views - 5 |
| ▶ 2 Vocabulary check - 5 | |

Warm-up

Working in pairs or small groups, give the class one minute to make as many words as they can from the letters in *documentary*.

Re-reading

Read the text again or play track 1.16.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students should look back and scan the texts to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and find these questions straightforward to answer.

Answers

- 1 *Sharing the Planet*
- 2 *Animals in Science*
- 3 the use of animals in scientific experiments
- 4 Professor Stan Collins
- 5 zoology
- 6 Replacement, Reduction, Refinement
- 7 they help to find cures or treatment for serious illnesses; some experiments cannot be done without animals
- 8 (one of) they are misleading; animals suffer stress affecting results; animals have a right to life; animals used for experiments other than medical research

Activity 2

- 1 Students may work in pairs to complete this activity.
- 2 Give them a time limit and remind them to check back to the text and look at the phrase in context to make sure of their answers.

Answers 1b 2a 3b 4b 5a

Activity 3

- 1 Discuss these questions with the class as a whole or, alternatively, divide the class into groups and tell them to note their answers before you discuss them together.
- 2 Answering these questions correctly and carefully will help students with writing a review of their own.

Answers

- 1 Last Night's TV
- 2 the title of the programme: *Animals in Science*; the first one of a five-part documentary; the presenter: Professor Stan Collins; a summary of the content of the documentary how animals are used in scientific experiments
- 3 It explains the purpose of the documentary – what it sets out to do.
- 4 The review thinks that Professor Stan Collins was a 'skilled interviewer'; he allowed people to express their opinions.
- 5 not very much: 'didn't really know anything about it'
- 6 very uncomfortable

Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about the review.
- 2 Give them a time limit to discuss the questions. Several of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.

- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Example answers

- 1 He was very good at interviewing people.
- 2 Students should infer from the review, e.g. *the professor considers that medical research is necessary but make-up is not.*
- 3 Professor Collins did not spend enough time questioning the scientists about using animals for non-medical purposes.
- 4 Students' own answers
- 5 Students' own answers

Activity 5

- 1 Give the groups a time limit to discuss this question.
- 2 Elicit individual opinions from around the class.
- 3 Ask several students to respond and encourage as wide a variety of views as possible.

WB: Reading comprehension (WB p39)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1 1 F 2 T 3 F 4 F 5 T

Exercise 2

- 1 *Sharing the Planet* can be seen at 9.30 on the Science Channel.
- 3 He found ivory hunters in Africa.
- 4 People will break the law to protect animals.

Exercise 3 1 did not hold water 2 given a voice
3 went over my head

Exercise 4 1 paragraph 3 2 paragraph 6
3 paragraph 5 4 paragraph 2 5 paragraph 8

Exercise 5 Students' own views

Lesson 4 Grammar SB p43

Lesson aims

SB skills:

- to read and understand a short text using non-defining relative clauses
- to understand the structure and use of non-defining relative clauses
- to practise structuring sentences with non-defining relative clauses

WB practice:

- to practise joining sentences using non-defining relative clauses
- to include non-defining relative clauses inside sentences

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

▶ Warm-up – 3

▶ 3–4 Practice activities – 15

▶ 1 Reading – 4

▶ Grammar box – 8

▶ 2 Literals – 10

Warm-up

Give students one minute to write down four statements about Professor Stan Collins. They should be able to say, e.g. **Professor Stan Collins: is an eminent zoologist; is the presenter of *Sharing the Planet: Animals in Science*; is a skilled interviewer. He does not approve of experiments on animals for purposes other than medical research.**

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the clauses in bold. Ask the students to say how many of them are in the middle of a sentence. Give them a minute to scan the text again.
- 3 There are two, in the first and last sentences.

Activity 2

- 1 Ask the questions to check understanding.
- 2 Elicit oral answers from around the class. Remind them to look back at the text to find and check details.
- 3 In question 5, students will need to infer the answer.

Answers

- 1 It was a documentary about animal testing.
- 2 scientists and members of the public
- 3 in high-tech laboratories
- 4 Laws protecting animals are better today.
- 5 because young children (who might be upset by some of the images) would be in bed by then

Grammar box

You may wish to go through the explanation of non-defining relative clauses now, in preparation for the other activities on this page.

Go through the structure and examples, ensuring that students understand what the extra information relates to in each one.

Explain the rest of the information in the box using your own examples if you wish.

Activity 3

- 1 Students work in pairs to insert the extra information a–f into the sentences 1–6.
- 2 Advise them to refer back to the text they read in Activity 1 and the Grammar box to help them.
- 3 Give them a time limit to do this.
- 4 Go around as they work to see how well they have understood the structure.

Answers

- 1 *Animals in Science* was a fascinating programme which dealt with animal testing. / *Animals in Science*, which dealt with animal testing, was a fascinating programme.
- 2 It was presented by Professor Stan Collins, who is an eminent zoologist.
- 3 The documentary was filmed in Manchester, where there are several laboratories doing work of this kind.
- 4 Amanda Jones, who works as a scientist in one Manchester lab, was interviewed for the programme.
- 5 In 1984 Stan Collins became a professor of zoology, when he was only 24. / In 1984, when he was only 24, Stan Collins became a professor of zoology.
- 6 *Sharing the Planet*, which looks at the relationship between humans and animals, will be broadcast over the next five weeks.

Activity 4

- 1 Students work in pairs to think of endings.
- 2 Go around as they work and look for common mistakes that you can explain to the whole class when they have finished.
- 3 Ask as many students as possible to say their sentences.

Answers Students' own ideas

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p40)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1

- The programme was presented by Stan Collins, who is a professor of zoology.
- The programme was made last year, when animal testing was in the news.
- The documentary was filmed in Manchester, where there are several high-tech laboratories.
- The programme deals with animal testing, which some people consider is (to be) wrong.

Exercise 2

- In 1975, when he started studying, Stan Collins was already passionate about animal rights.
- Animals in Science*, which looked at animal testing, was shown late in the evening.
- Manchester, where the programme was filmed, is an important city.
- Jane Morgan, who reviewed it for *The Times*TM newspaper, felt it was an excellent documentary.

Exercise 3

- The scientist performed three experiments, two of which were successful.
- Lucy has two brothers, both of whom are studying medicine.
- These students, all of whom worked extremely hard, passed their exams.
- The animals, all of which had been reared in captivity, were released into the wild.

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

- ▶ Warm-up – 5
- ▶ A Dictionary work – 15
- ▶ B Spelling – 10
- ▶ C Word groups – 3
- ▶ D Suffixes – 7

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Write some words on the board that students have studied. Include some with mistakes. Students identify the incorrectly spelled words and correct them.

A Dictionary work

- Go through the information in the box with the class.
- Point out that the short meanings for *field* as a noun are given in the box and numbered.
- Explain that below the box, each numbered meaning is given in more detail with examples, as is shown for number 1: *area for farming*.
- Explain that after the last detailed definition, the entry for the word in another class follows, in this case, *field* as a verb, with its definitions.
- Now ask students to look up the entry in their dictionaries where they can see the complete entry for *field* as a noun.
- Point out the box with the seven short definitions and point out the seven full definitions with examples that follow.
- Explain that the short definitions in the box allow the user to find the correct definition quickly. The user can then read the full definition below.
- Point out the importance of looking at the context of a new word to help find the correct definition.

Activity 1

- Students use their dictionaries to find the word classes for each word in the list.
- Give them a time limit and check answers together.

Answers

<u>noun and verb</u>	<u>noun and adjective</u>
issue	world
programme	human
experiment	documentary

Activity 2

- Students choose three meanings for *field* (n) and write three sentences. Ask several individuals to read out their sentences.
- If you require more time for other activities on this page, set this as an extra homework task.

Lesson 5 Word focus SB p44

Lesson aims

SB skills:

- A Dictionary work: to investigate words with two or more meanings for the same part of speech and other meanings as a different part of speech
- B Spelling: words with the long o /əu/ sound
- C Word groups: words to do with television
- D Suffixes: -ology / -ist

WB practice:

- A Dictionary work: using words with different meanings in sentences
- B Spelling: long o /əu/ spelling patterns; using long o /əu/ words in sentences
- C Suffixes: definitions of words with -ology / -ist

EPB link: Test 2, Grammar and Vocabulary Q4, Q6

B Spelling

- 1 Go through the information in the box. Students should be familiar with these spelling patterns and the example words.
- 2 Ask for the meaning of *approach*. Ask the class to look it up if they cannot answer.

Activity 1

- 1 Students complete the words with the spelling pattern o_e.
- 2 They may do this in pairs or small groups.
- 3 Give them a time limit then check answers together.

Answers 1 opposed 2 closed 3 spoke 4 globe
5 episode

Activity 2

- 1 Students choose the correct spelling pattern for each word. They should be able to do this without needing to find words in their dictionaries first but they should check spellings if they are unsure.
- 2 Check answers together.

Answers 1 tomorrow 2 coast 3 soak 4 yellow
5 soap 6 road

C Word groups

- 1 Give students a time limit to scan the text and find three words. They may do this in pairs.
- 2 Ask a pair for their answers then ask other pairs if they have different words.

Answers

Any three from:
documentary / series / programme/s / episode /
interviews / interviewer / investigation / presented /
images / programme makers / camera / viewers

D Suffixes

Go through the example and information in the box.

Activity 1

- 1 Students note and check meanings or find them in their dictionaries.
- 2 Give them a time limit then check answers together.

Answers

- 1 biology: the scientific study of living things
- 2 archaeology: the study of ancient societies, done by looking at old bones, buildings and other objects
- 3 geology: the scientific study of the structure of the Earth
- 4 anthropology: the study of human societies, customs and beliefs

Go through the example and information in the second box.

Activity 2

Students write the names of the professional people from the subjects.

Answers 1 biologist 2 archaeologist 3 geologist
4 anthropologist

WB: Word focus (WB p41)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

WB answers

A Dictionary work

Students' own sentences

B Spelling

Exercise 1 1 broke 2 spoke 3 woke 4 stole
5 wrote 6 chose

Exercise 2 1 throw 2 blow 3 know

Exercise 3 Students' own sentences

C Suffixes

Exercise 1 1 meteorology 2 neurology 3 pathology
4 pharmacology 5 psychology

Exercise 2 1 meteorologist 2 neurologist
3 pathologist 4 pharmacologist 5 psychologist

Lesson 6 Grammar in use SB p45

Lesson aims

SB skills:

- to listen to and understand a short conversation about the dance and drama programme
- to understand the structure of the third conditional
- to practise using the third conditional

WB practice:

- to complete sentences using the third conditional
- to write sentences using the third conditional

EPB link: Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

▶ Warm-up - 3

▶ Activities 3-4 - 15

▶ Listening/Reading - 7

▶ Grammar box - 10

▶ Literals - 5

Warm-up

Ask the class if they can think of two meanings for *stress* as a noun without looking in the dictionary.

They should know:

- 1 worry, nervousness because of overwork or pressure
- 2 the emphasis put on a word or part of a word when spoken.

Ask if anyone can think of a sentence for each use.

Activity 1

Pre-listening questions

- 1 *What kind of dance is shown in the photographs?*
Can you name the countries that the dancers come from in the second two pictures?
Have you ever seen any dancers like this in performances or on TV?
If you wish, explain that the first photo shows classical European ballet dancers practising; the second picture shows Spanish flamenco dancers; the third shows traditional Thai dancers in traditional costume.
- 2 Play track 1.17. Students listen and follow in their books.
- 3 Point out the third conditional structures in bold in the text. Explain that this is used to express events that could have happened but did not.
- 4 Ask: *Did Vincenzo talk to Tasha before he booked the Spanish troupe? **No, he didn't.***
*Did Tasha contact the Thai dancers early enough? **No, she didn't.***

Activity 2

- 1 Ask the literal questions to check understanding.
- 2 Elicit oral answers from the class.

Answers

- 1 because there is so much to do for the dance and drama programme
- 2 He's just booked a Spanish dance troupe.
- 3 He should have discussed the cost with Tasha first.
- 4 because the Thai dancers have already been booked by someone else
- 5 Rudi suggests that she speak to Eva Zemanova, the new Czech girl who is an amazing ballet dancer.

Grammar box

If you wish, to make sure students know the third conditional structure before they start making complete sentences, go through the Grammar box now. Read the information and examples with the class. Go through the tenses, the position of the *if* clause and how the tenses can be abbreviated in speaking.

Activity 3

- 1 Students work in pairs to create complete third conditional sentences.
- 2 Give them a time limit then check answers together by asking different pairs to say complete sentences.

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

Activity 4

- 1 Students work in pairs and write their own endings to the sentences. Remind them to think carefully about the tenses.
- 2 Go around as they work to monitor understanding and to spot any common difficulties that the whole class might need help with.
- 3 If you have a large class, students can compare their sentences in groups before you ask different pairs to read out sentences.

Answers Students' own endings

WB: Grammar in use (WB p42)

Students should be able to complete this page independently. Remind them to look back at the Grammar box to check their tenses.

WB answers

Exercise 1

- 1 would ... have taken, had known
- 2 had spoken, would have given
- 3 had ... forgotten, would have been
- 4 would have gone, had ... rained
- 5 would have bought, had had
- 6 had ... broken, would have driven
- 7 would have won, had trained
- 8 had paid, would ... have made

Exercise 2

 Students' own answers

Exercise 3

Example answers only: other sentences may be correct. (Additional phrases/clauses that could be included are in brackets.)

- 2 If my grandfather had not been ill and (had not) gone to hospital, he would not have met my grandmother.
- 3 If Joe had not clung to a piece of wood, (he would not have been spotted by fishermen and) he would not have been rescued.
- 4 If James had not broken his leg while he was playing football (when he was young), he would not have found out about Ancient Egypt and he would not have become a professor of Egyptology at the University of London.

Lesson 7 Listening and speaking SB p46

Lesson aims

SB skills:

- to practise correct expressions for agreeing and disagreeing
- to listen to and understand a conversation about a TV programme
- to discuss the TV programme

WB practice:

- to rewrite sentences of agreement/disagreement in the correct word order
- to complete a dialogue with everyday, colloquial expressions and vocabulary

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

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

▶ Warm-up - 5

▶ Listening comprehension - 15

▶ Functions of English - 20

Warm-up

Give groups a time limit to think of as many words as they can beginning with the prefix *un-*.

Functions of English

Activity 1

- 1 Go through the expressions for agreeing and disagreeing. Ask the class if any of the language is new to them.
- 2 Go through the expressions for partly agreeing. Check students understand them all.
- 3 In pairs, students discuss the statements and use the expressions.
- 4 Go around as they are working and listen to monitor accuracy and fluency.
- 5 Ask different pairs to discuss each statement while the class listens.

Activity 2

- 1 Go through the expressions for strong agreement and disagreement.
- 2 Ask if any of these are unfamiliar. Check students understand them.
- 3 In pairs, students discuss each statement.
- 4 Go around as they speak.
- 5 Invite different pairs to discuss each statement while the class listens.
- 6 Encourage other students to help correct any mistakes.

Activity 3

- 1 Give students a time limit to write their questions inviting opinions.
- 2 Students respond and others agree or disagree, using the expressions they have learned.

Listening comprehension

Activity 1

- 1 Tell the class they are going to listen to a conversation about a TV programme. Tell them to read the questions.
- 2 Tell them to listen to and to try to get a general understanding of what is being said. They should not be too concerned about detail or understanding everything on the first listening.
- 3 Play track 1.18. Students listen and circle the correct answers.

Audioscript

Track 1.18 Activities 1 and 2

Jason: Welcome back to *On The Box*, the programme that looks at the very best of this week's TV! Before the break we showed you some stunning photos of 17-year-old British dancer, Ashley Green, and this evening we're going to be discussing *Nine Months in Havana*, a documentary about Ashley's experiences with the famous Cuban National Ballet in the country's capital. Julie, why don't you start us off? What did you think of the programme?

Julie: Well, I found it fascinating from start to finish. I think we learned a lot about Havana and about the Cuban National Ballet and, of course, about Ashley himself.

Jason: What did you think of him, Julie?

Julie: I thought he was absolutely charming and also very brave to leave his family in England, to travel to Havana all alone, without speaking a word of Spanish, and to survive nine months' training with the Cuban National Ballet! Not easy, not easy at all.

Jason: Do you agree, Peter? Was he brave?

Peter: Well, no. I'm afraid I disagree with Julie. I didn't think he was brave at all. I found him rather annoying, to tell the truth. He seemed to spend all his time complaining. He had no friends, he missed his family, the training was very hard, the weather was too hot ... Just one thing after another.

Julie: Well, I agree with you up to a point but he felt so alone! He couldn't communicate with the other dancers!

Peter: Well, why didn't he learn Spanish before he left England? If he'd done that, he would have been able to make friends. We were told that he speaks four other languages, so he clearly has a talent for it.

Julie: I thought the family he was staying with were lovely. They did everything they could to make him feel at home.

Jason: I couldn't agree more. And isn't it fascinating to get a glimpse inside a real Cuban home?

Peter: Absolutely! What interested me as well was to look behind the scenes at the Cuban National Ballet. How hard those dancers have to train! It's incredible! How many days a week did Ashley train? Five? Six? And how many hours a day? Extraordinary!

Jason: Well, if you missed *Nine Months in Havana*, which was shown last night, it will be repeated next month. And now we move on to a programme which has caused great controversy in recent weeks and which, I know, Julie now flatly refuses to watch. It is, of course, Macmillan's *Who's afraid of English World*.

Answers 1c 2b

Activity 2

- 1 Students read the statements silently or ask different students to read them aloud if you prefer.
- 2 Play track 1.18 again. Students listen and write T, F or NS.

Answers 1 T 2 F 3 NS 4 F 5 T 6 T 7 NS 8 F 9 T 10 T 11 NS 12 NS

Activity 3

- 1 Students look back at Unit 2, p24.
- 2 They write three questions asking for an opinion about the documentary *Nine Months in Havana*.
- 3 In groups they ask their questions. They agree or disagree with other students' opinions using the expressions in the boxes.
- 4 Go around listening while they speak then ask different groups to ask questions and respond while the rest of the class listens.

WB: Listening and speaking (WB p43)

Students complete the exercises independently.

WB answers

Functions of English

- 1 I'm sorry but I can't agree with you.
- 2 I'm afraid I disagree with what you're saying.
- 3 I totally agree with everything you have just said.

- 4 You have a good point when you say that the film was informative.
- 5 I couldn't agree more with the opinions being expressed.
- 6 I agree with you up to a point.

Listening comprehension

- Ashley: honest, stressed
Ashley: thing, another
Phil: training
Ashley: hard, a week
Ashley: Absolutely
Phil: friends
Phil: believe, pulling, leg
Ashley: true, problem, speak
Phil: classes
Ashley: tell, truth, kicking
Phil: pretty, disaster, home
Ashley: way, opportunity

Lesson 8 Writing features SB p47

Lesson aims

SB skills:

- Writing features: to investigate features of evaluative writing in the form of a TV documentary review
- Writing assignment: to write a review of a documentary of the student's own choosing

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 2, Writing Q1, Q2

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

▶ Warm-up - 5

▶ Checklist - 20

▶ Writing assignment: SB explanation + WB planning in class time - 15

Warm-up

Hold a short class discussion on TV programmes in general.

Ask: *What is your favourite programme?*

Try to identify one that most students know of and a lot of students watch regularly.

Ask: *What is good about it?* Elicit different responses.

Note words/phrases on the board.

Ask: *What is bad about it?* Elicit other responses.

Note words/phrases on the board.

Writing features: A review

- 1 Read the title and the box of information at the top of the page. Make sure there are no unknown words in the three sentences.
- 2 Go through the Checklist with the class, reading the information, asking the questions and eliciting responses.
- 3 Use the following notes to guide you through the class discussion:

Checklist

► Title

What is the title of the programme?

Animals in Science

What other information is given under the title?

The TV channel on which the programme can be found and the time it is showing.

Why do you think this information is given?

Although people reading the review may have missed the programme, they may be interested enough, after reading the review, to go to that channel at that time slot to watch the rest of the series even if they missed the first one.

► Opening paragraph

What information is given in the opening paragraph of this review?

- first of a five-part documentary
- looking at relationships between humans and animals
- presented by Professor Stan Collins – eminent zoologist
- first programme looking at animals used in scientific experiments

► Purpose

What does this documentary set out to do?

Sets out to:

- give information about animal experiments
- talk to scientists who are involved in this kind of work
- examine views of those who are opposed to animal experiments.

► Presentation

How is this documentary presented?

Professor Stan Collins presents the documentary; he interviews people and speaks to the camera.

► Reviewer's knowledge

Is the reviewer of this documentary an expert or not? How do you know?

The reviewer is not an expert.

The reviewer is 'aware' that animals are used in experiments but doesn't 'really know anything about it'.

► Content

What did viewers learn about:

- **what animal experiments are used for?**
'medical research' – cancer and heart conditions / make-up research / 'items like cleaning products'

- **what code scientists follow?**

The 'three Rs code':

Replacement – replacing animal procedures with non-animal procedures wherever possible

Reduction – minimising the number of animals used

Refinement – improving the experiments so animals suffer as little as possible

- **what arguments those against animal experiments put forward?**
- Animal testing can be misleading as an animal's response to a drug can be different to a human's; the stress that animals endure in labs can affect experiments, making the results meaningless.
- Animals have as much right to life as human beings.
- that animal testing relieves human suffering does not hold water when animals are still being used to test items like cleaning products

► Reviewer's opinion

What opinion did the reviewer have of:

- **Professor Collins as an interviewer?**
skilled / doesn't bully people / doesn't put words into their mouth / could have gone deeper into the non-medical reasons for animal experiments
- **Professor Collins' attitude to animal experiments?**
Impression the reviewer got was that Professor Collins was on the side of the scientists who used animal experiments for medical research but against those who used animal experiments for other purposes.
- **the programme as a whole?**
interesting / informative / well researched / accessible to the non-scientist / needed to be more balanced

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp44–45 in their WB.
- 3 Go through the pages with the class pointing out which sections they should complete before they watch and which they need to complete after they have watched.
- 4 Advise them to complete the planning pages immediately after they have seen the programme.
- 5 They should aim to write the complete review within a couple of days. Explain that if they leave it too long, they may have forgotten parts of the programme and not understand some of their notes. It will be easier to write the review when the programme is still fresh in their minds.
- 6 Remind students that they have a Revision test to do and they should look through the work for the units carefully, do the tasks and follow the Checks if they need to, to improve their chances in the test.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 5.

WB: Unit 4 Self-assessment (WB p46)

Students complete the page in their own time or in the optional 9th lesson. Check the pages of students who may not be motivated to think carefully about what they have learned and what they need to revise.

Life skills 1 – Filling in forms SB pp48–49

- 1 Although filling in forms seems straightforward, even adults sometimes make mistakes, usually as a result of not reading the form carefully.
- 2 This unit introduces students to the basic skills that will help them to deal with most forms they are likely to come across over the next few years.
- 3 The information is largely self-explanatory so you may wish simply to read it through yourself before presenting it to the class.
- 4 Most classes will be able to complete this unit in a single lesson.

Life skills 1 Aims

To learn how to fill in a form correctly:

- how to read it carefully
- what features to look out for
- how to avoid common mistakes

Tips

- 1 Read through the advice with the class and point out that there is a good reason for every piece of advice that is given.
- 2 The fourth tip contains the most information and it is worth going through this carefully with the class making sure that they understand the different instructions and formats for writing things that they might come across.
- 3 If you wish, practise writing some dates with the class in the DD / MM / YYYY format.

The language of forms

Answers 1 DoB 2 /cont 3 employment 4 surname
5 nationality 6 forename 7 PTO 8 reference

Find the mistakes!

- 1 Give students a few minutes to discuss the form, find the mistakes and correct them. They should do this in pairs or small groups.
- 2 Remind them to read the form carefully to find out what the applicant has done wrong.

Answers

Applicant has not used capitals and has completed the form using blue ink, not black.

Delete as applicable: – applicant has ticked

Surname – applicant has written both names

Forename – no name given

Address – applicant has included his country which is asked for on the next line

Country – no country given

DoB – is in the wrong format

Nationality – is incorrectly spelled

Correct form:

Mr Mrs Miss Ms

Surname WISE

Forename TOM

Address 17, PARK STREET, LONDON

Country ENGLAND

DoB 06 07 1995

Nationality BRITISH

- 3 Students should realise that all the mistakes give the impression of someone who does things carelessly, in a hurry and without bothering about instructions.
- 4 Remind them that the form is their first chance to make a good impression.

About you

- 1 Go through the information.
- 2 Divide the class into groups. Give students a few minutes to discuss filling in the part of the form explaining why they want to join the club.
- 3 Ask the groups to discuss what sort of points they should make and note them down. If there is time, they could write a short paragraph in complete sentences.
- 4 Remind them to think of the information they have been given about the club: it is for people who are keen on sport (not for people who just want somewhere to sit around in).
- 5 Give them a time limit then ask for their ideas.
- 6 If possible, spend a few moments looking at the WB practice pages with the class before they do this work independently.

WB: Life skills 1 (WB pp118–119)

- 1 Tell the class to re-read the SB pages before they complete Exercise 2 but to have a go at the quiz before looking at their SBs.
- 2 Remind them to work through the form carefully and in pencil so they can correct mistakes.
- 3 Remind them of all the other tips. It may not be necessary for them to make a copy on this occasion. However, if you have the facilities for students to make copies, they could all be made and 'sent' into the festival office. In your class, divide students into groups to form the festival committee and ask them to look at several forms.

- 4 If you do not have these facilities, organise a session where groups of students exchange books and become 'festival committees'.
- 5 The 'festival committees' look at the forms to see how accurately they have been filled in and whether they give a good impression or not.

Revision 2 (Units 3 and 4) (WB pp47–48)

WB answers

Exercise 1 1 Seeing 2 handing 3 found 4 Stolen
5 told 6 arriving

Exercise 2 1 have left 2 to have been 3 have made
4 have done 5 have won 6 have understood

Exercise 3

- 1 We watched *Animals in Science*, which was a documentary about animal testing.
- 2 Professor Stan Collins, who is an eminent zoologist, introduced the programme.
- 3 The film showed animal experiments, some of which were difficult to watch.
- 4 The professor interviewed young people, many of whom were concerned about animal testing.
- 5 In 1987, when Professor Collins started teaching, not many people were concerned about this.
- 6 There have been some protests in Manchester, where the film was made.

Exercise 4 1 had taken, would have got 2 would have bought, had seen 3 have spoken, had been 4 had had, would have come

Exercise 5 1 noun 2 verb 3 verb 4 noun
5 verb 6 noun

Exercise 6 1 anymore 2 something 3 Someone
4 anywhere 5 sometimes 6 anything

Exercise 7 1 relate 2 reduce 3 respond 4 replace
5 inform 6 impress

Exercise 8 1 mistaken 2 upset 3 finished
4 clear up 5 ill 6 realised 7 disturbing 8 necessary
9 important

Exercise 9 1 ivory 2 convince 3 high-tech 4 stress
5 endure 6 equal to

There's a problem

5

In this unit, students will:

- discuss dealing with problems; discuss who they consult about problems; complete Start-up tasks in preparation for all work in the unit
- read and understand a short play
- develop a close understanding of the play, its features and vocabulary
- learn and practise correct use of *to be able to*
- learn about example phrases/sentences in a dictionary; spell words with the long e /i:/ sound; learn the suffixes *-ment*, *-dom*, *-ship* and *-ness* to form abstract nouns
- learn and practise the correct use of reported questions with modal verbs
- listen to a talk about a famous British artist; talk about a famous artist from students' own country
- discuss the features of a play; write their own play scene

Lesson 1 Start-up SB pp50–51

Lesson aims

SB skills:

- to read information about ways of dealing with problems
- to discuss the kind of people they prefer to get advice from
- to discuss the content of the art and literature programme
- to listen to a conversation about the festival committee's work then talk in groups about problem-solving
- to understand terms used in play writing

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 7 |
| ▶ General discussion and questions – 4 | ▶ Grammar in use – 4 |
| ▶ Reading and Vocabulary check – 7 | ▶ Listening/Speaking and Conversation focus – 12 |
| | ▶ Writing – 4 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

Ask students what they think the biggest problems are for young children. Can they remember what it was like, e.g. learning to make friends, sharing things, sitting still, starting school, etc. Ask what they think the biggest problems are for old people. Elicit some ideas. Explain that this unit focuses on problems that might arise for younger people and how they can be solved.

Start-up: *There's a problem*

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g. *Do any of these scenes look familiar, i.e. talking to friends on the phone, to family, brother/sister?, etc.*
- 3 There is a saying in English: *A problem shared is a problem halved.* Ask students if they agree or whether they think it is better for people to solve their own problems by themselves.
- 4 Ask: *What difficult situations have the festival committee members dealt with?* Elicit, e.g. *Gustav wanting classical music only; making sure they take on an equal amount of work; Tasha having more to do than she had expected, etc.*
- 5 Ask: *What do you think is required to be a good listener?* Elicit, e.g. *not interrupting the person speaking; not assuming you know what they are going to say before they say it.*

General questions

- 1 Elicit answers to the general questions from students who are willing to put forward ideas.
- 2 Some students may be less confident about answering personal questions so be prepared to alter the questions so they are not personally directed if necessary, e.g.

What kind of people do you think are good at listening and giving advice?

Do people need advice more when they are younger or when they are older?

Reading

- 1 Read the information and elicit the other meaning of *issue*: **subject (often something that people have different opinions about)**.
- 2 Give an example sentence, e.g. *The issue of school uniform is often discussed by students.*

Vocabulary

- 1 Check that students have looked up these words. Ask for some definitions to make sure if you wish.
- 2 Ask volunteers to explain the phrases as well as they can, e.g.
no trouble: without any difficulty
(not) supposed to (have something): should not have in the making: gradually becoming

Grammar

- 1 Read about this verb and ask the question. Elicit answers.
- 2 If you wish, ask additional questions, e.g. *How old were you when you were able to swim? play football?*

Word focus

Dictionary

- 1 Read the information and ask the questions. Elicit answers, e.g. **to show how the word is used in an actual context; to help the user understand the meaning better**, etc.
- 2 Find out how helpful students find them. If they do not usually bother to read them, explain that it is advisable to read them as well as the definition.

Spelling

Read the information and elicit examples of words with ee, ea, ie, ei making the long e /i:/ sound.

Suffixes

- 1 Ask students to explain what an abstract noun is.
- 2 Accept answers that express the following idea: **An abstract noun expresses a quality, idea or feeling.**
- 3 Ask them for examples, e.g. *kindness, creativity, fear.*

Grammar in use

- 1 Read the information and elicit students' ideas.
- 2 Elicit six modal verbs, e.g. *can/could, will/would, must, should, have to, ought to*, etc.

Listening and speaking

Read the information and elicit answers to the questions, e.g. *a sculptor makes statues (and other three-dimensional shapes); a sculptor might use: stone, marble, rock, metal, wood.*

Conversation focus

Track 1.19

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 1.19. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 1.19 Unit 5 Start-up Conversation focus

Giorgio: What are you going to volunteer for, Florence?

Florence: I'd like to help with refreshments. What about you?

Giorgio: Meeting and greeting people, I think. It'll be more fun and less hard work.

Florence: Really, Giorgio, you're not supposed to think about it like that!

Giorgio: Why not? Isn't it a good idea to choose what you enjoy doing?

Florence: Well, yes ... but ... Oh, well, I suppose you've got a point.

Giorgio: Look, there's going to be a talent evening. Are you going to audition for that?

Florence: No. Gustav is going to audition. He's much better than me. They won't choose two violinists.

Giorgio: How do you know? They might.

Florence: You've forgotten that my sister Lucie's on the committee. She said they want a variety of performers for the talent evening not just loads of classical musicians.

Giorgio: Hah! Better not tell Gustav that.

Florence: He already knows. They discussed it in the committee and then they discussed it with Gustav. He agrees.

Giorgio: That's a surprise. How did they persuade him?

Florence: It wasn't difficult. They booked his uncle's orchestra. Gustav could see that classical music would be significant in the festival. After that, he was fine about other music and performers being in the programme. And in the talent evening.

Giorgio: He isn't on the committee, though.

Florence: No, but he's important in the musical life of the school and he works hard at it. Much better to have him supporting the music programme than fighting against it.

Giorgio: It was very skilful work by the committee.
 Florence: I agree. They listened to what Gustav had to say and looked at all sides of the issue, then came up with a solution that worked for everyone.
 Giorgio: You make the committee's work sound easy.
 Florence: Well, it is when it goes right.
 Giorgio: And when it doesn't?
 Florence: They ask for advice, of course. Mr Simpson has been helping them a lot. Don't you ask for advice when you have a problem?
 Giorgio: Yes, of course. I talk to my mum and dad, usually. What about you?
 Florence: I often talk to Lucie. She's good at listening and finding solutions.
 Giorgio: I expect that's why she's on the committee. You'd be good on a committee, too.
 Florence: Well, I'm not sure I have all the necessary qualities.
 Giorgio: Of course you have, Florence. Anyway, let's fill in these forms.
 Florence: Good idea. We can hand them in on our way to orchestra practice.

- Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- Play track 1.19 again. Students listen and write the answers. Play it a third time if necessary.
- Check answers together.

WB answers

1 Florence 2 Giorgio 3 Gustav 4 Lucie 5 Mr Simpson
 6 Giorgio 7 Lucie 8 Florence

Group conversation

- Students work in small groups or pairs and talk about getting advice and problem-solving skills.
- Remind them they may use the photos and word prompts to help them with ideas.
- Go around listening as they work.
- Invite one or two groups to speak while the rest of the class listens.

Writing

Ask for brief definitions of each of these words:

scene: a section of a play that happens in one place

stage directions: instructions to actors

action: the physical movements that happen

lines: the words that the actors say

script: the text of the play

layout: how different parts of the text are set out on the page

Homework task

Students check the Unit 5 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp52–53

Lesson aims

SB skills:

- to discuss the layout of the play script before reading
- to read and understand the play script
- to discuss the features of the play script

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Find out from the class what sports they do regularly and list them on the board. Ask them if there are any unusual sports they have ever done. Ask what interesting sports they have seen on TV. List some or all of the unusual and interesting sports.

Reading: *Champion*

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- How many scenes are there? **2**
- Where do you look to find the character who says the words? **on the left**

Reading

- Play track 1.20 or read the play script to the class. Students listen and follow.
- Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 5 (in the order that the words appear in the text):

locker n locker room n jog v deserve v gain v talented adj
locate v overbalance v clumsy adj stuff v packet n
shocked adj shove v pause v glare v cafeteria n
snitch v cheat v, n shatter v career n shrug v slap v
finalise v outstanding adj devastate v shame n

After reading

Gist questions

Scene 1

- 1 What was Steven doing before the play begins? **a sport of some kind**
- 2 What has Paul just done before the first scene starts? **He's done a fantastic time.**
- 3 Which team is Paul likely to get a place in? **national**
- 4 Is Steven as good as Paul? **no** How do you know? **He won't get into the national team. / His results are not as good as Paul's.**
- 5 What did Nina ask Steven to give to Paul? **CD of photos and notes for the science project**
- 6 Why did Paul's bag fall off the bench? **It overbalanced when Steven put the folder on it.**
- 7 What did Steven find under the bench? **a small packet**
- 8 What did Paul do with the packet? **grabbed it from Steven**

Scene 2

- 9 What has Steven told his friends before the scene starts? **that he saw Paul with a forbidden packet**
- 10 What does Nina think about what Paul is doing? **It's cheating.**
- 11 Who does Amy want to tell about Paul? **Mr Hall**
- 12 What cup was Paul going to be given on Sports Day? **the cup for outstanding achievement**
- 13 Has Paul agreed to stop cheating? **no**
- 14 What do Nina and Amy want to do about Paul? **report him**

Reading practice

- 1 Divide students into groups (of six if possible). The groups read through both scenes of the play at least once. Encourage students to read with good expression.
- 2 Ask a pair of good readers to read the first scene while the class listens.
- 3 Ask one or two groups to read the second scene while the class listens.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p50)

WB answers

Exercise 1 a2 b3 c1

d Meaning used in the play:

supposed to: 1

e5 f6 g4

h Meaning used in the play:

no trouble: 5

Exercise 2 2

Exercise 3 jog, shove, shrug, overbalance, slap, stuff

Exercise 4 shatter, devastate, damage;

push, shove, stuff

Exercise 5 cheat, gain, jog, shove, glare, stuff, pause

Exercise 6 1 packet, locker 2 outstanding, talented, career 3 shocked, deceitful, shame 4 cafeteria, clumsy

Lesson 3 Reading comprehension SB p54

Lesson aims

SB skills:

- to ensure a good literal understanding of the play script
- to check understanding of the format of the play script
- to discuss the characters
- to discuss ideas and issues related to the play script
- to give a personal opinion about the issues in the play script that students have read

WB practice:

- to re-read the play script independently
- to check literal understanding of the play script
- to identify true, false or not stated statements
- to complete a multiple choice exercise

EPB link: Test 3, Reading Q1, Q3

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

- ▶ Warm-up – 3
- ▶ Re-reading – 5
- ▶ 1 Identifying speakers – 5
- ▶ 2 Play features – 5
- ▶ 3 Character discussion – 7
- ▶ 4 Group opinions – 10
- ▶ 5 Personal views – 5

Warm-up

Give students one minute to make as many words of two letters or more as they can from the letters in *CHAMPION*. They should be able to find at least ten short words in the time e.g. *in, on, no, an, can, camp, cap, map, nap, pin, chin, chip, chop, inch, pinch, chain, pain, main, moan*.

Re-reading

Read the text again or play track 1.20.

Activity 1

- 1 Give students a time limit to do this. Ask them to try to do it without looking back at the play script first, then to check afterwards.
- 2 Go through the answers together.

Answers 1 P 2 S 3 P 4 P 5 S 6 K 7 J 8 N
9 A 10 S 11 N 12 A

Activity 2

- 1 Students should find these questions about the play script easy to answer as they have read the play several times now.
- 2 Elicit oral answers from around the class.

Answers 1 six 2 Mr Hall 3 two, in the locker room; in the school cafeteria 4 three in Scene 1; five in Scene 2

5 Scene 1 has the most action:
Paul jogs in; takes his sports bag out of the locker and throws it on the bench; sits on the bench and takes off his trainers; goes to his locker;
Steven puts a heavy folder on Paul's sports bag;
Steven picks things up;
Paul grabs the packet from Steven;
Joe comes in

6 Feelings are shown most strongly in Scene 2:
Katie: worriedly; Steven: sighs; Amy: slaps the table impatiently; Amy: speaks with irritation

Activity 3

- 1 Divide the class into groups of 3–6 to discuss questions about the characters.
- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.
- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Example answers

- 1 Steven is shocked because it hasn't occurred to him that anyone can make the choice to be the champion rather than be second best; Steven is honest so he thinks that people become champions by being the best, not by cheating in order to beat everyone else.
- 2 Students' own ideas. They should mention, e.g. *Paul is a bit annoyed that Steven has found him out but he is not upset about it because he seems to think it is a fairly normal thing to do: 'Everyone does it,' he says.*
- 3 Joe has come in just at the moment where Paul is asking Steven not to say anything about what has happened and they are probably staring at each other in silence, making a tense atmosphere.
- 4 Nina and Amy are opposed to Paul because they both think he has deliberately cheated.
- 5 Joe and Steven are uncertain about what to do because they want to give Paul a chance to put things right; they are worried about what will happen if they report him.
- 6 Katie is the least keen on reporting Paul because she thinks it will end his sports career.
- 7 Students' own answers

Activity 4

- 1 Students may continue in the same groups to discuss these questions, change groups or break into pairs.
- 2 Give them a time limit to discuss their views and make some notes.
- 3 Ask for responses from around the class to each question and find out how much agreement there is between students about the issue.

Answers

- 1 Students should know that international sports competitors who are found to have cheated are banned from competing for one or more years and sometimes for life.
- 2 Students' own suggestions. They should realise that cheating in sports makes attainment, awards and records meaningless, endangering the validity of all the world competitions.
- 3 Students' own answers
- 4 Students' own suggestions: exams are an obvious example.

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p51)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1

- 1 because he has done a fast/fantastic time
- 2 so that Paul could finish his part
- 3 Nina
- 4 Steven put the file on it and it overbalanced.
- 5 because he didn't want Steven to see the packet
- 6 the packet
- 7 It felt like snitching.
- 8 He will lose his place in the school team, the possibility of a place in the national team (and possibly his career).

Exercise 2 1 T 2 NS 3 F 4 NS 5 F 6 T 7 T
8 T 9 F 10 T

Exercise 3 1b 2b 3a 4b 5a 6a 7b 8b

hurdling (running race jumping over low barriers every few metres)
high jump
long jump
hop, skip and jump
pole vaulting (using a very long pole to get up into the air and over a high bar)
throwing the javelin (like a spear)
throwing the discus (like a heavy round plate)
putting the shot (throwing a heavy round ball)
throwing the hammer (spinning round and throwing a heavy round ball on the end of a rope).

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the verbs in bold and the fact that it is used in several different tenses.

Activity 2

- 1 Students work in pairs to read the statements, identify them as true or false and correct the false statements.
- 2 Give them a time limit then check answers together.

Answers 1 True 2 False. Paul hopes he'll be able to turn professional one day. 3 True 4 False. Recently Paul has not been able to achieve his previously fast times.
5 True

Grammar box

Go through all the information and examples for using *to be able to* in different tenses and pointing out different meanings where appropriate.

Activity 3

- 1 Students work in pairs to complete the sentences. Remind them to look back at the Grammar box to check their accuracy.
- 2 Give them a time limit then ask different pairs to say each sentence.
- 3 Encourage other students to help correct any mistakes.

Answers Students' own ideas

Activity 4

In this activity students must identify the sentences where *was/were able to* means *could* instead of *managed to/succeeded in*.

Lesson 4 Grammar SB p55

Lesson aims

SB skills:

- to read and understand a short text using *to be able to*
- to understand the tenses and use of *to be able to*
- to complete sentences using *to be able to*
- to understand the different meanings of *to be able to* in the past tense

WB practice:

- to practise completing sentences with *to be able to*
- to practise distinguishing meanings of *to be able to* in the past tense
- to write complete sentences using *to be able to*

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

▶ Warm-up - 3

▶ 2-4 Practice activities - 20

▶ 1 Reading - 5

▶ Grammar box - 12

Warm-up

Ask the class what sports they can name in athletics. They may not know the names in English but should try to describe them:
running (various distances from 100m to the marathon 46km)

Answers

- 1 ... many children could not go to school.
- 2 ... he could swim in the river.
- 3 No change possible.
- 4 ... could not answer the question.
- 5 No change possible.
- 6 No change possible.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p52)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1 1 was ... able to 2 am able to 3 have ... been able to 4 will be able to 5 will be able to 6 were ... able to 7 is ... able to 8 being able to 9 would be able to 10 be able to 11 would have been able to 12 have been able to

Exercise 2 Tick sentences: 1, 3, 4, 6

Exercise 3 Students' own answers

Exercise 4 Students' own answers

Lesson 5 Word focus SB p56

Lesson aims

SB skills:

- A Dictionary work: to investigate example phrases and sentences to show meanings of words in context
- B Spelling: words with the long e /i:/ sound
- C Word groups: words to do with sport
- D Suffixes: forming abstract nouns – *-ment* / *-ness* / *-ship* / *-dom*

WB practice:

- A Dictionary work: completing and writing example phrases and sentences
- B Spelling: distinguishing ee / ea homophones; completing ie / ei words
- C Suffixes: identifying abstract nouns from definitions; making sentences of their own using abstract nouns

EPB link: Test 3, Grammar and Vocabulary Q4, Q6

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

- ▶ Warm-up – 5
- ▶ A Dictionary work – 15
- ▶ B Spelling – 7
- ▶ C Word groups – 7
- ▶ D Suffixes – 6

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Ask students which of these verbs can also be a noun: *cheat, spot, believe, accuse, report, win, discuss.*

Ask students to think of two different meanings for each of these words as nouns: *spot, report.*

A Dictionary work

- 1 Go through the information in the box.
- 2 Make sure students understand the two different meanings.
- 3 Ask them how helpful the example sentences are in helping them to understand.

Activity 1

- 1 Students find the phrases/sentences in the dictionary. If they have one each, they can do this individually or in pairs if it is necessary to share.
- 2 Check answers orally.

Answers

- 1 fantastic: You've done a **fantastic** job. / He looked absolutely **fantastic**.
- 2 confident: a **confident** manner / I was starting to feel more **confident** about the exam.
- 3 locate: Engineers are still trying to **locate** the fault. / The company wants to **locate** the factory near the railway.

Activity 2

- 1 Ask what the word class and meaning of each word is. If students offer more than one meaning, they may choose which meaning to use for their example sentence.
- 2 Give them a minute or two to write phrases/sentences then elicit some examples from around the class.

Answers Students' own answers

B Spelling

- 1 Go through the information and examples in the box.
- 2 Students should know all these words but check they remember what *deceitful* means and that they look it up if necessary.

Activities 1 and 2

- 1 Students complete the words.
- 2 Remind them to check in their dictionaries if they are not sure. There should not be any mistakes in an activity of this kind.
- 3 Check answers by asking individuals to spell the words.

Answers

Activity 1 1 cheat 2 need 3 meeting 4 dreams
5 team 6 season

Activity 2 1 piece 2 receive 3 deceive 4 achieve
5 ceiling 6 brief

Activity 3

Students think of the e_e words for the definitions.

Answers 1 these 2 scene 3 complete

C Word groups

Students scan the play script and look for words and phrases to do with sport. They may do this in pairs if you wish.

Answers

Any five from:
time / national team / training / season / results /
practice session / champion / second best / career /
the best / cup / outstanding achievement

D Suffixes

Read this information and the example in the box.

Activity 1

- 1 Students say the words with the suffix added, either the whole class together or individuals from around the class while the others listen.
- 2 Point out that the spelling does not change in any of these words when the suffix is added.

Answers 1 embarrassment 2 excitement
3 movement 4 government 5 improvement
6 encouragement

Activity 2

- 1 Students use four of the words in their own sentences. This is a good opportunity to check accuracy of spelling of the target words, the ease and speed with which students write sentences and the quality of the complete sentence.
- 2 Encourage them to write sentences that show the meanings of the words in an appropriate context.

Answers Students' own sentences

Read the information in the second box.

Activity 3

- 1 Students work on their own to complete these words. They should know all of them but may need to check some spellings in their dictionaries.
- 2 Give them a time limit then check answers by asking individuals to say the complete words.
- 3 Check the spelling of *wisdom*.

Answers 1 boredom 2 darkness 3 friendship
4 membership 5 wisdom 6 cheerfulness 7 ownership
8 freedom

Activity 4

As Activity 2 opposite.

Answers Students' own sentences

WB: Word focus (WB p53)

Students complete the exercises individually.

WB answers

A Dictionary work

Exercise 1 1 project 2 afternoon 3 choice
4 damage 5 truth

Exercise 2 Students' own answers

B Spelling

Exercise 1 1 leek 2 jeans 3 reed 4 seam
5 team 6 feet

Exercise 2 1 seize 2 movie 3 species 4 weird
5 believable 6 deceit

C Suffixes

Exercise 1 1 friendship 2 boredom
3 embarrassment 4 membership 5 wisdom

Exercise 2 Students' own sentences

Lesson 6 Grammar in use SB p57

Lesson aims

SB skills:

- to listen to and understand a short conversation between two students from the festival committee
- to understand the structure of reported questions with modal verbs
- to practise reporting questions with modal verbs

WB practice:

- to practise reporting questions with modal verbs
- to rewrite dialogues as continuous texts using reported speech

EPB link: Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

▶ Warm-up – 3

▶ Activities 2–4 – 20

▶ Listening/Reading – 7

▶ Grammar box – 10

Warm-up

Ask the class what sections of the festival programme have been arranged and what events there are going to be. They should remember: **music: jazz, folk, classical and pop including Gustav's uncle's chamber orchestra from London and a pop group called The River Boys; ballet arranged through a Czech student.**

Ask: *What else have the students organised?* **tickets, posters and programmes, recruiting volunteers**
What haven't they done yet? **the art exhibition**

Activity 1

Pre-listening questions

- 1 Without reading any words, what sort of art do you think this dialogue will be about? Students' own ideas from the illustration, e.g. **sculptures**.
- 2 Ask the class what difficulties exhibiting sculptures might cause. Students' own suggestions, e.g. **They are big / heavy / valuable / take up a lot of space**.
- 3 Play track 1.21. Students listen and follow in their books.

Activity 2

- 1 Ask the literal questions to check understanding. Either do this with the whole class working together or ask students to work in pairs and to note their answers in their notebooks.
- 2 Go through the answers orally.

Answers

- 1 because Miss Jackson was wondering where they should put the sculpture exhibition
- 2 She suggested that the sculptures might go outside.
- 3 literature
- 4 Eliza Brodie, the famous author
- 5 because he's really popular

Grammar box

Go through the information and examples in this box and make sure students understand the tense changes. Make sure they understand that *must* cannot be used in the past tense.

Activity 3

- 1 If your class is able, students may work in pairs to write reported questions.
- 2 Alternatively, do each one on the board with the whole class working together. Elicit sentences from the students so that mistakes can be explained to them and corrected by everyone.
- 3 Remind them to think about pronouns as well as word order.

Answers

- 1 Tasha asked Todd if/whether she should speak to Miss Jackson.
- 2 Miss Jackson wondered if/whether they should have the exhibition outside.
- 3 Lucie wanted to know if/whether Professor Barnes might get a big audience.
- 4 Rudi asked when they had to interview the volunteers.
- 5 Gustav asked where the spectators might sit.
- 6 Lucie asked Ramon why he had to email Eliza Brodie.

Activity 4

- 1 Students work in pairs to identify the original question. Remind them that they have to think of the words that the person actually said in direct speech.
- 2 Give them a time limit then check answers together orally.

Answers

- 1 "Where should we put the sculpture exhibition?"
- 2 "Does the sculpture exhibition have to be indoors?"
- 3 "Might the sculptures go outside?"
- 4 "Could you let me know how big my audience might be?"

WB: Grammar in use (WB p54)

Students should be able to complete these exercises working independently. Point out the note in the box which gives helpful hints.

WB answers

Exercise 1

- 1 ... if/whether they should put the sculptures outside.
- 2 The man asked if/whether someone could let him know the dates of the festival.
- 3 Tasha wanted to know if they had to book the hall in advance.
- 4 Someone asked when the tickets might go on sale.
- 5 Gustav wanted to know why they had to include pop music.
- 6 Miss Jackson asked if/whether she could see the festival posters.
- 7 Lucie asked if/whether she ought to organise the refreshments.
- 8 Todd wondered what they had to do about advertising.

Exercise 2

Example answer: the reporting verbs can vary.

- 1 Tasha asked Todd when they should have their next meeting. Todd answered that he thought they should have it as soon as possible. Rudi wanted to know if/whether it had to be so soon. Todd replied that it ought to be really.
- 2 Gustav wanted to know if Lucie was in charge of the music programme. Lucie told him that she was. Gustav wondered why they had to include pop music. Lucie said that it was popular. Gustav replied that he didn't like it. He added that he thought it was awful.

Warm-up

Ask students if they prefer traditional/ancient art or modern/present day art. Ask for their reasons.

Listening comprehension

Activity 1

- 1 Point out the photograph of Henry Moore at work. Explain that this is how traditional artists create their sculptures, using a hammer and chisel (sharp cutting tool). It takes a very long time to create the correct shape and to transform it into a finished piece of art.
- 2 Ask students to read the two questions.
- 3 Play track 1.22. Students listen.

Audioscript

Track 1.22 Activities 1 and 2

Henry Moore was an English sculptor and artist. He was born in Yorkshire in the north of England in 1898. He came from a very poor family and was one of eight children. His talent for art was spotted at an early age by a teacher at his elementary school. She encouraged him to study art, which he did at secondary school and art college, first in Leeds and then in London. While his parents were proud of his achievements, they felt that it was foolish to pursue a career as an artist. They were sure he would never make much money from his art.

How wrong his parents were! By the time he was in his early 30s, Moore was already well known both as a painter and as a sculptor. It was at this time that he met and married Irina Radetsky, a young Russian woman, who was studying painting in London.

During his lifetime Henry Moore produced hundreds of works. Some of his sculptures consist of abstract round or oval shapes. At his studio he had a collection of natural objects: rocks and stones, shells, bones and pieces of wood found on the beach. These were the inspiration for his abstract forms. He also sculpted people, often in family groups: a mother and her baby or a man, a woman and a child. He started to produce these family groups shortly after his mother died and following the birth of his daughter, Mary. However, Henry Moore is probably most famous for his figures of women: some are sitting, others are lying down. They are huge, strong, powerful figures.

Henry Moore was a very successful, important artist. Today his huge bronze sculptures can be seen in many places all over the world. By the time he died in 1986, he was also one of the wealthiest artists in the world. In addition, he had a direct influence on generations of younger sculptors both in Britain and abroad.

Lesson 7 Listening and speaking SB p58

Lesson aims

SB skills:

- to listen to and understand a talk about the artist, Henry Moore
- to complete a multiple choice listening comprehension activity
- to discuss artwork by Henry Moore
- to discuss an artist from students' own country and their works

WB practice:

- to complete a text using conversational words and phrases
- to prepare a presentation on an artist from students' own country

EPB link: Test 3, Listening Q1, Q2, Speaking Q1, Q2

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

- ▶ Warm-up - 5
- ▶ Individual speaking - 15
- ▶ Listening comprehension - 15
- ▶ WB preparation - 5

Answers 1 English 2 figures of women

Activity 2

- 1 Give the class a minute or two to scan through the multiple choice questions that they will answer.
- 2 Play track 1.22 again. Students listen and note answers.
- 3 Be prepared to play it a third time for them to check.

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

Activity 3

- 1 Students work in groups and discuss the example of Henry Moore's work in the photograph.
- 2 Give them a few minutes to exchange ideas then elicit responses from around the class.

Individual speaking

Explain the task to the class.

Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the five questions.
- 3 Give the groups a time limit to discuss each question and note ideas.
- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p55)

- 1 Ask students to look at the bottom half of p55.
- 2 Explain that these questions are to help them prepare a short talk about an artist.
- 3 Tell the class to think about as full an answer as possible to each question.
- 4 Tell the class that they must complete the whole WB page for homework and some of them will give their presentations at the beginning of the next lesson.
- 5 Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.

WB: Listening comprehension (WB p55)

- 1 Remind students to use their dictionaries to look up any single words they do not know in the text at the top of the page.
- 2 Students complete both exercises for homework.

WB answers

Henry Moore was an English **sculptor** and painter. One of eight children, his **childhood** was spent in **poverty**. His **parents** knew the **value** of a good **education** and sent him to **elementary** school. It was there that his **talent** for art was **spotted** by one of his **teachers**. She **encouraged** him to study art. While his mother and father were **proud** of their son's **achievements**, they felt that it was **foolish** to **pursue** art as a **career**. They were **convinced** that he would never **make** much **money** from **sculpture**.

Lesson 8 Writing features SB p59

Lesson aims

SB skills:

- Writing features: to investigate fiction based on real life issues
- Writing assignment: to write the third scene of a three-scene play based on the issue of cheating in sport

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 3, Writing Q1, Q2

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

▶ Warm-up – 5

▶ Writing assignment: SB explanation
+ WB planning in class time – 20

▶ Checklist – 15

Warm-up

Either

Ask the class to think of a character in a story, film or TV drama who has had to make a difficult decision. Who was the character and what was the difficult decision that had to be made?

Give them a moment or two to think of a character. Give pairs a minute to tell each other about their characters. Spend a minute or two finding out what characters students thought of. Ask them to explain in two or three brief sentences.

Or

Ask one or two students to give their Individual speaking presentations about an artist from their country.

Writing features: Writing about issues

- 1 Read the information in the box.
- 2 Make sure students have understood *real life issues* and *dilemma*.

Checklist

- 1 Go through the Checklist of features with the class and use the following notes to guide you in the class discussion of the questions.
- 2 Students look back at the play script to find or check answers as necessary.

► Characters

Who are the characters in the play?

Steven, Paul, Joe, Nina, Amy, Katie

► Scene

How many scenes are in the play?

2

Where does each scene take place?

Scene 1: the locker room of the school sports centre

Scene 2: the school cafeteria, the next day

► Layout

Where will you always find the characters' names?

on the left of the page

How are they written?

in capitals

Where will you always find the dialogue?

on the right of the page

► Stage directions

Find two more examples of each type of stage direction in the play script.

Examples of 1: *(takes towel out of locker and puts round his neck and dries his face)*
(sits on bench and starts to take off trainers)
(laughs)
(pause)
(starts to pick things up)
(grabs things and stuffs them into his bag)
(quietly)
(shocked)
(pauses and glares at Steven)
(cheerfully)
(worriedly)
(interrupting)
(sighs)
(shrugs)
(slaps the table impatiently)
(leaning forward)

Examples of 2: *[Paul stands up and goes back to his locker. Steven puts a heavy folder on top of Paul's bag, which overbalances and falls off the bench and onto the floor. Objects fall out.]*
[Steven picks up a small packet and looks at it.]
[Paul grabs the packet out of Steven's hand and shoves it in his bag. Footsteps approach.]
[Joe enters.]
[Steven shakes his head.]

► Dialogue

Find one other example of each of these types of realistic speech in the play script.

Examples of 1: KATIE: for outstanding achievement and ...
STEVEN: Yes, I did but ...

Examples of 2: STEVEN: Well, I'm not sure ... It's just ...
NINA: Just what, Steven?

Examples of 3: STEVEN: Sorry!
AMY: And?

► Characters through dialogue

Take each character in turn and explain what their attitude is to what Paul has done. Quote something they say to support your views.

Steven

He is shocked and disappointed with Paul's behaviour. He doesn't think anyone should win by cheating.

STEVEN: I don't.

He doesn't want to tell anyone because he wants Paul to have a second chance.

STEVEN: But if I tell, everyone will know and he won't have a chance to put things right.

Joe

He thinks that Steven ought to talk to the teacher.

JOE: That's not a reason for not telling the truth, Steven.

He also realises just what it would mean so he really is undecided.

JOE: He'd be out of the school team and his dreams of the national team would be shattered.

JOE: But he lives for sport. His career would be dreadfully damaged.

Nina

She is much more certain than Joe.

NINA: It's cheating, Steven, it's plain cheating.

NINA: He's not a child. He knew what he was doing.

NINA: We can't stand by and let the cup be presented to a cheat!

She thinks Mr Hall should be told and Steven should be the one to do it.

NINA: Reporting him is the only thing that's going to stop him ...

NINA: No, it has to be Steven.

Amy

She is of the same mind as Nina.

AMY: I would have gone straight to Mr Hall and told him everything.

AMY: Huh! I think we should tell Mr Hall.

She doesn't think about what will happen to Paul like Steven does.

AMY: Well? What of it? He's cheated.

AMY: He should have thought of that before he started cheating and ...

Katie

She is concerned about what will happen.

KATIE: But think about it, Amy. What would happen to Paul? She admits Paul has done wrong but wants to hear what he has to say.

KATIE: Look! I know he's done wrong. But shouldn't we talk to him about it first?

► Action

Summarise what happens in the two scenes.

Scene 1

Steven and Paul are talking in the locker room after sports practice. Steven is congratulating Paul on a 'fantastic time'. Paul puts his sports bag on the bench next to Steven. Steven puts a heavy folder on top of the bag and it slips off the bench. Things fall out. Steven starts to pick things up but Paul grabs them and stuffs them into his bag. Steven finds a small packet under the bench. He realises that Paul is cheating. Steven is shocked but Paul says that everyone is doing it. Joe enters and realises that something is wrong between the two boys.

Scene 2

A group of students meet in the school cafeteria next day. Steven has told them about Paul. They all think it is wrong but have different opinions about what should be done. They all put forward their view but by the end of the scene they have not come to a conclusion as to what to do next.

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp56–57 in their WB.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 This particular Writing assignment requires students to make choices about what happens and who is involved in the final scene.
- 5 Your class may do this kind of planning best in groups. They could complete together the first page and as far as the action on the second page.
- 6 Individual students will still need to write their own dialogue so there is little chance that you will get identical scenes from all members of the group.
- 7 If you feel that students need to work through the process as a class, go through each stage of the planning process to model making notes on each of the features.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 6.

WB: Unit 5 Self-assessment (WB p58)

Students complete this page in their own time or in a 9th lesson which is also an opportunity for Individual presentations in groups, for students to catch up, for teachers to monitor closely the work of the class as a whole and individuals.

In this unit, students will:

- discuss travelling; talk about places they have been to or would like to see; complete Start-up tasks in preparation for all work in the unit
- read and understand a magazine travel article
- develop a close understanding of the text, its style, audience and vocabulary
- learn and practise correct use of the future perfect simple
- learn about grammar boxes in a dictionary; spell words ending in *-le*, *-el*, *-al*; learn words with the negative prefix *ir-*
- learn and practise the correct use of relative clauses with *whose*; defining and non-defining relative clauses
- practise making and accepting/refusing offers of help; listen to dialogues with offers of help and identify settings
- discuss the features of a travelogue; write their own personal account of a visit to a place

Lesson 1 Start-up SB pp60–61

Lesson aims

SB skills:

- to read information about personal accounts of travel experiences
- to discuss students' level of interest in travel
- to discuss aspects of work that will be covered in the unit
- to check preparation work for the unit
- to listen to a conversation about travel destinations then talk in groups about students' travel ideas

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1.

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

- | | |
|---|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 7 |
| ▶ General discussion and questions – 10 | ▶ Grammar in use – 4 |
| ▶ Reading and Vocabulary check – 5 | ▶ Listening/Speaking and Conversation focus – 10 |
| | ▶ Writing – 2 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

- Divide the class into groups of 3–4.
- Give the class one minute to write down as many countries as they can name in English.
- Ask the first group to read out their list. The next group adds any not mentioned and so on.

Start-up: Sounds amazing – let's go!

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g. *Where do you think these places are?* Elicit students' ideas.
- 3 If you wish, explain that the pictures on p60 show: top: the Atacama Desert; below: the Himalayan Mountains; right: St Mark's Square, Venice, Italy. The pictures on p61 show: left: the Dutch Antilles; bottom: Nabataean, Jordan; top: the Seychelles.
- 4 Ask: *Which of the places illustrated would you be most interested in visiting? Which of the places would you choose for a holiday? Do you ever read travel books or articles? Do you ever read about places on the internet or read other people's travel experiences on the internet?*

General questions

- 1 Ask students about their own travel experiences and attitudes using the questions in the book.
- 2 Students should have made notes to help them answer.
- 3 Encourage as many students as possible to join in the discussion as this is a subject they are likely to have personal experience and views about.

Reading

Read the information and ask the questions: **a travelogue is non-fiction; an award is a prize.**

Vocabulary

- 1 Ask the class if they needed to look up all the words. Ask which, if any, they already knew.
- 2 If you wish, check the definitions of one or all of them.

- 3 Ask students to explain the phrases.
to take your life in your hands: put yourself in danger
shop until you drop: keep shopping until you are so tired you are ready to drop on the ground with exhaustion

Grammar

Read the information and ask students around the class to reply to the questions.

Word focus

Dictionary

Read the information and ask if anyone can answer the question. They should have looked up the words and found the grammar box that tells them the different uses.

Much is mainly used in questions and negative sentences, or in positive statements after *so*, *too* and *as*.

A lot of is usually used instead of *much* in positive statements:
They waste a lot of time.

Spelling

- 1 Read the information and elicit examples of words ending in *-e*, *-el*, *-al*.
- 2 Ask students to spell the examples they say.

Prefixes

Elicit the other negative prefixes and examples, e.g. *unhappy*, *displeased*, etc.

Grammar in use

Read the information and elicit answers from the class:

Music: jazz, folk, traditional, pop, classical

Words often beginning relative clauses: that, which, who, when, where

Listening and speaking

- 1 Read the information and elicit answers from around the class. Students may refer to their notes to answer.
- 2 This may be an opportunity to check in WBs that students are preparing properly for this lesson.

Conversation focus

Track 2.01

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first three sentences in the box.
- 3 Play track 2.01. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 2.01 Unit 6 Start-up Conversation focus

Liam: Fantastic! I've found the blog of Professor Barnes' dig in Scotland.

Kurt: Oh?

Liam: Yeah ... He's coming here, you know.

Kurt: Is he?

Liam: Yes, for the festival, remember? He's going to give a talk about ... Kurt, are you listening?

Kurt: Yes, sorry, Liam. I was looking at these photos of the Atacama Desert.

Liam: The Atacama Desert? Where's that?

Kurt: South America.

Liam: Let's have a look ... Hmm. There doesn't seem to be anything there.

Kurt: Well, there isn't. That's the point. The air is clean and clear. It's a good place for special telescopes and there is a huge one there. In the desert. I'd like to go and see it.

Liam: Really? I'd prefer to go to Scotland. I want to visit the excavations. They've found an ancient royal palace, you know. Perhaps I could volunteer to work on the dig.

Kurt: Ugh. It's always cold and wet in Scotland.

Liam: Not always. Anyway, I'm from Ireland so I'm used to it. Hello, Mimi.

Mimi: Hi, Liam. Hello, Kurt. Could you put this poster on the noticeboard for me? I can't quite reach.

Kurt: Of course. What's it about?

Mimi: Eliza Brodie's new book. It's being published just before the festival and she's coming to talk about it.

Kurt: What's it called?

Mimi: *Himalayan Adventure*. It's set in the Himalayan Mountains, you see.

Liam: Aha! That makes sense.

Mimi: Yes, of course. It's such a dramatic place for a story. I'd love to go there and see where it all happens, wouldn't you?

Liam: Err ... no.

Mimi: No? Why ever not?

Liam: Too much effort. All that walking uphill.

Mimi: You're so lazy, Liam! What about you, Kurt?

Liam: It's no good asking him. He's off to the Atacama Desert.

Mimi: The Atacama? How interesting!

Kurt: Yes, but the Himalayas sound interesting, too.

Mimi: Oh, they are. And you must come and hear Eliza Brodie talk about her book.

Kurt: Of course, Mimi. It sounds great.

Liam: We wouldn't miss it for anything!

Mimi: Hmm. See you later, anyway.

Kurt: Bye, Mimi. You're such a tease, Liam.

Liam: Me? What did I say?

- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 2.01 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

WB answers

Liam: Scotland, to visit Professor Barnes' excavations
Kurt: the Atacama Desert, to see the telescope
Mimi: the Himalayas, to see the setting for Eliza
Brodie's book -

Group conversation

- 1 Students work in small groups or pairs and talk about places they would like to go and why.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

Read the information and elicit that the travel article will be written in the first person.

Homework task

Students check the Unit 6 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp62–63

Lesson aims

SB skills:

- to discuss the layout, style and content of the travel article before reading
- to read and understand the travel article
- to discuss the features and evaluate the general effectiveness of the travel article

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up - 4 | ▶ Vocabulary check - 5 |
| ▶ Pre-reading - 4 | ▶ Gist questions - 10 |
| ▶ Reading - 7 | ▶ Reading practice - 10 |

Warm-up

Name some cities (write them on the board if necessary). Students tell you which country they are in, e.g. *Paris, London, Chicago, Quebec, Delhi, Hong Kong, Sydney, Rio de Janeiro, St Petersburg, Rome.*

Reading: Istanbul – a city of two continents

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 What kind of illustrations are there? **photos and maps**
- 2 Why are the maps included? **so that readers can see where Istanbul is; so that readers can see clearly how it is built across Europe and Asia**
- 3 How would you describe the photos? Elicit suggestions, e.g. **they show impressive buildings and cityscape; interesting colourful market.**
- 4 Why do you think these photos have been used? **They encourage the reader to read the text. They give a good impression of the city.**

Reading

- 1 Play track 2.02 or read the travel article to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- 3 Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding. It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 6 (in the order that the words appear in the text):

frequent adj vibrant adj span v link v financial adj
resident n aspect n clog v commuter n glare v can n
plenty adv splendour n visual adj inspiration n
stunning adj dome n soar v church n mosque n
uplifting adj establish v conquer v besiege v capture v
ambition n wealth n fortress n dazzle v outlook n
population n aspiration n oasis n descend v passion n
pedestrian n pedestrianised adj fond adj brand n
prominent adj irresistible adj

After reading

Gist questions

- 1 Who wrote this magazine article? **Karen Rivers**
- 2 Which country is Istanbul in? **Turkey**
- 3 What is unusual about the city of Istanbul? **It is on two continents.**
- 4 What does the writer not like about the city? **traffic**
- 5 What does she say you can't ignore in Istanbul? **the history**
- 6 Which buildings can you visit in the same day? **Topkapi Palace, Hagia Sofia, Sultan Ahmed Mosque**
- 7 What is one of the best things about the city today? **its modern outlook**
- 8 Which two shopping places does the writer mention? **Istiklal Avenue, the Grand Bazaar**
- 9 What place does she say the city is like? **Aladdin's cave**

Reading practice

- 1 Divide the class into groups of four. Give each group one of the pages. Each student reads a paragraph.
- 2 Ask individuals to read a paragraph each while the rest of the class listen and follow.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p60)

WB answers

Exercise 1 1f 2g 3b 4a 5i 6c 7d 8h 9e

Exercise 2

Abstract nouns: aspiration, passion, splendour, ambition, inspiration

Buildings or parts of buildings: fortress, mosque, church, arch, dome

Three people: pedestrian, resident, commuter

Exercise 3 1b 2a) c b) a c) b

Exercise 4 1 soar 2 conquer 3 link 4 clog
5 establish 6 capture 7 span 8 besiege 9 blare

Exercise 5 2 aspects 3 plenty 4 stunning
5 dazzled 6 descended 7 population 8 wealth

Lesson 3 Reading comprehension SB p64

Lesson aims

SB skills:

- to ensure a good literal understanding of the travelogue
- to check understanding of colloquial phrases and expressions
- to discuss ideas and issues related to the travelogue
- to give a personal opinion about the travel article that students have read

WB practice:

- to re-read the travel article independently
- to identify personal views of the writer
- to complete and use descriptive phrases

EPB link: Test 3, Reading Q2, Q3

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

- | | |
|------------------|--------------------------|
| ▶ Warm-up – 3 | ▶ 2 Phrases – 8 |
| ▶ Re-reading – 5 | ▶ 3 Group discussion – 8 |
| ▶ 1 Literals – 8 | ▶ 4 Personal views – 8 |

Warm-up

Give the class a minute in pairs or small groups to think of as many words as they can for the different buildings in Istanbul. They can list any of the following: **house, café, hotel, restaurant, church, mosque, museum, palace, tower, fortress.**

Re-reading

Read the text again or play track 2.02.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers

- 1 the Bosphorus
- 2 the Aegean and the Black Sea
- 3 Taksim Square
- 4 Byzantium
- 5 the Emperor Constantine
- 6 Constantinople
- 7 Sultan Mehmed II
- 8 Kemal Ataturk
- 9 Istiklal Avenue
- 10 in the Grand Bazaar

Activity 2

- 1 Students may do this activity in pairs.
- 2 They read the phrases then the definitions. They complete the definitions and match them to the phrases.
- 3 Give them a time limit to do this.
- 4 Check answers by asking individuals to say which definition matches each phrase and to read out completed definitions.

Answers

- 1d **next** to something else
- 2a the time early in the **morning** when people are travelling to **work** and the time in the **evening** when they are going **home** again
- 3e for my **taste**
- 4b to do something **dangerous** that could cause death
- 5c to spend a lot of time in the mall choosing and **buying** lots of things until you are too **exhausted** to go on

Activity 3

- 1 Divide the class into groups of 3–6 to discuss questions about the travel article.
- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.
- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Example answers

- 1 The city is at the point where two continents meet; it is a port; it has a channel that joins two seas. As a result, it is in a very important position for trade and because of that, wealth. Powerful rulers would want to have it under their control.
- 2 Students' own ideas. They might suggest that the writer prefers things that are individual and not found in the same shops all over the world.
- 3 Students' own opinions
- 4 Students' own opinions

Activity 4

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p61)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1 1 traffic 2 its history 3 the Hagia Sofia
4 its modern outlook 5 Istiklal Avenue 6 the Grand Bazaar

Exercise 2 1 the long hot summer 2 frequent fogs;
heavy snowfall

Exercise 3 1 the city's cafés and restaurants
2 the Grand Bazaar, the whole city 3 cars (in Taksim Square)

Exercise 4

- 1 magnificent structures; historic sites; a heavy snowfall; soaring arches
- 2 visual inspiration; stunning photos; financial district; pedestrianised street

Exercise 5 1 financial district 2 historic sites
3 magnificent structures 4 soaring arches 5 visual inspiration
6 stunning photos 7 heavy snowfall
8 pedestrianised street

Exercise 6 1 1,500 2 3km 3 23 4 1923
5 1 million

Lesson 4 Grammar SB p65

Lesson aims

SB skills:

- to read and understand a short text using the future perfect simple
- to understand the structure and use of the future perfect simple
- to practise using the future perfect simple by completing sentences and answering questions

WB practice:

- to complete sentences using the future perfect simple
- to write sentences using the future perfect simple

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

- ▶ Warm-up – 3
- ▶ 1 Reading – 5

- ▶ 2–4 Practice activities – 25
- ▶ Grammar box – 7

Warm-up

Students look at the map on pp134–135. They choose a place on the map and tell their partner three facts about it and why they would like to go there.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the verb structures in bold. Explain that the passage tells the reader what will already have happened at certain points in the future.

Activity 2

- 1 Students work in pairs taking turns to correct the sentences.
- 2 Give them a time limit then check answers together.

Answers

- 1 By next **summer** Ollie will have saved up enough money for his trip.
- 2 By the time he leaves for **Turkey**, he will have planned his trip down to the last detail.
- 3 By the time he comes home, he will have visited **two** continents.
- 4 He will have been dazzled by the sights and sounds of **Istanbul**.
- 5 He **will have had** a very good holiday.

Grammar box

Go through the box before students construct sentence endings themselves.

Read through the information. Make sure students understand the structure and can form questions and negative sentences.

Ask students to read out the examples and check they understand them.

Activity 3

- 1 Students work in pairs or small groups to complete these sentences.
- 2 Go around as they work, checking for understanding of the structure and accuracy in forming it.
- 3 Give them a time limit then check answers by asking individuals to read out sentences.

Answers 1 will have travelled 2 will have written
3 will have left 4 will ... have spent 5 will have been
6 will ... have read

Activity 4

- 1 Students work in pairs. They note down their own answers, then take turns to ask each other questions.
- 2 Go around as they work, checking for accuracy and fluency in using the structure and in speaking in general.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p62)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1 1 will have taken 2 will have taught
3 will have left 4 will have learned 5 will have spent
6 will ... have had 7 Will ... have completed 8 will have known

Exercise 2

- 1 He will have written his history essay.
- 2 He hopes he will have finished his project before Friday.
- 3 He will not have read that English novel by the end of the week.
- 4 He will have revised for the maths test before Tuesday.

Exercise 3 Students' own sentences

Lesson 5 Word focus SB p66

Lesson aims

SB skills:

- A Dictionary work: to investigate information found in dictionary grammar boxes
- B Spelling: *-le / -el / -al* endings; *-al* adjectives
- C Word groups: buildings and transport
- D Prefixes: *ir-*

WB practice:

- A Dictionary work: using grammar boxes to correct mistakes; find specific definitions
- B Spelling: completing words with *-le / -el / -al* endings; using *-al* adjectives
- C Word groups: adding to lists
- D Prefixes: completing sentences with *ir-* words

EPB link: Test 3, Grammar and Vocabulary Q4, Q6

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

- | | |
|--------------------------|---------------------|
| ▶ Warm-up - 4 | ▶ C Word groups - 8 |
| ▶ A Dictionary work - 10 | ▶ D Prefixes - 8 |
| ▶ B Spelling - 10 | |

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Write some adjectives on the board and ask students to think of two synonyms for each one. Use these words or any of your own.

pretty – beautiful, lovely, gorgeous

sad – unhappy, miserable, tearful

big – large, enormous, massive, vast

nasty – horrible, awful, terrible

thrilling – exciting, stunning, dazzling

nervous – anxious, worried, concerned

A Dictionary work

- 1 Go through the information in the box.
- 2 Spend some time on the grammar box and make sure students understand that the information and examples will help them with correct usage.
- 3 Check they understand the information and correct usage in this box.

it's / its

Activities 1–3

- 1 Students look up the words, read and write sentences.
- 2 Go around the class as they work, checking for accuracy.
- 3 Check answers by asking one or two students to read out their sentences. Write them on the board.

little / a little

Activities 1–3

- 1 Students complete the work as above.
- 2 Check answers as above.

B Spelling

Go through the information and examples in the box.

Activity 1

- 1 Students may work in pairs to complete these. They may use their dictionaries to check words.
- 2 Give them a time limit then check answers together.

Answers 1 feeble 2 mumble 3 startle

Read the second information box and the examples.

Activity 2

- 1 Give students a time limit to write three sentences.
- 2 Ask different individuals to read out their sentences.

Answers Students' own sentences

Read the third information box and the examples.

Activity 3

- 1 Advise students to check spellings of the adjectives formed from the nouns.
- 2 Give them a time limit to write the words then go through the answers by asking individuals to read their words and spell them.

Answers 1 national 2 industrial 3 original
4 mythical 5 natural 6 musical

C Word groups

Activity 1

Students work in pairs to scan the text and find words.

Answers

Any four from:

Buildings: houses / cafés / hotels / restaurants / churches / mosque / museum / towers / fortresses / palace
Transport: ferries / cars / vehicles / boat

Activity 2

Students order their words alphabetically.

D Prefixes

Read the information in the box and go through the example.

Activity 1

- 1 Students write the words.
- 2 Ask individuals to read each word aloud. Check for correct pronunciation.

Answers 1 irresponsible 2 irrational 3 irrelevant
4 irregular

Activities 2 and 3

- 1 Give students a time limit to complete these.
- 2 If you are short of time, you may wish to set it as an extra homework task.

Activity 4

- 1 Ask students to do this activity without their dictionaries first of all.
- 2 Students use their dictionaries to check their answers.

Answers 1 irreversible 2 irreplaceable 3 irreparable

WB: Word focus (WB p63)

Students complete the exercises independently.

WB answers

A Dictionary work

Exercise 1

- 1 He was looking for work in the local shop.
- 2 The work I am doing is very difficult.

Exercise 2 1 path 2 road 3 track 4 street

B Spelling

Exercise 1 1 tunnel 2 little 3 central
4 international 5 channel 6 annual 7 dazzle
8 architectural 9 natural

Exercise 2 Students' own sentences

C Word groups

Students' own answers

D Prefixes

- 1 irregular 2 irrational 3 irreparable 4 irreplaceable
5 irrelevant

Lesson 6 Grammar in use SB p67

Lesson aims

SB skills:

- to listen to and understand a short conversation about the music programme for the festival
- to practise relative clauses with *whose*
- to practise defining and non-defining relative clauses

WB practice:

- to practise using defining relative clauses with *whose*
- to practise using the correct relative pronoun
- to punctuate relative clauses correctly

EPB link: Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

▶ Warm-up - 3

▶ Activities 2-5 - 20

▶ Listening/Reading - 7

▶ Grammar boxes - 10

Warm-up

Write up some irregular verbs and ask students to tell you the past participles.

Activity 1

Pre-listening questions

- 1 Ask some questions about the festival, e.g.
Which student is organising the music programme? Lucie
Who is organising the dance and drama? Tasha
Who is helping with the dance and drama? Vincenzo
Who is organising the art exhibition? Rudi
What was the problem with the art exhibition? finding somewhere to put it
- 2 Play track 2.03. Students listen and follow in their books.

Activity 2

- 1 Ask the questions to check understanding and practise using the target language.
- 2 Elicit oral answers.

Answers

- 1 Yes, because *The River Boys* are so popular.
- 2 It comes from Bay City. It's good because it's only a few kilometres away so the committee will not have to pay their travelling expenses.
- 3 She has made a list of students who can perform traditional music.

- 4 She's the girl whose parents own the Lebanese restaurant in town. She's the girl that's helping Lucie to organise the refreshments.
- 5 Gustav has bought a ticket for *The River Boys'* concert. It's surprising because he was against putting on a pop concert.

Activity 3

Grammar box

Go through the information and the examples. Check students understand.

- 1 Students do the practice work in pairs or small groups.
- 2 Check answers together by asking different groups to say a sentence each.

Answers

- 1 Gustav is the student whose uncle is a conductor.
- 2 That is the old lady whose house is by the lake.
- 3 Those are the students whose exam results were the best.
- 4 The man whose car was damaged is angry.
- 5 The girl whose cat was stolen is upset.
- 6 The four students whose results were poor must retake the exam.

Activity 4

Grammar box

Go through the information in the box and the examples. Check that students understand the difference between the two types of clause: in a sentence with a defining clause, the clause is important in the meaning of the complete sentence. In a sentence with a non-defining relative clause, it can be removed and the main point that is being made in the sentence remains.

- 1 Give students a time limit to do this activity in pairs or small groups.
- 2 Go around as they work and note any common errors that need to be explained to the whole class.
- 3 Check answers together.

Answers

- 1 who had stolen her mobile D
- 2 which we saw last night D
- 3 whose uncle is a conductor ND
- 4 when Queen Victoria was on the throne ND
- 5 that we had last year D
- 6 where Lucie was born and brought up ND

Activity 5

- 1 Students look at the dialogue and note their answers.
- 2 They may do this in pairs if you wish.

Answers

that we've found D-
which is only a few kilometres away ND
who can perform traditional music D
whose parents own the Lebanese restaurant in town D
that's helping you organise the refreshments D
who was so against putting on a pop concert ND

WB: Grammar in use (WB p64)

Students complete these exercises independently.

WB answers

Exercise 1

- 1 This is the woman whose passport was lost.
- 2 I met a man whose face was familiar.
- 3 These are the students whose teacher we met.
- 4 The teacher whose class is so noisy is Mr Clarke.
- 5 The students whose exam is tomorrow are revising hard.
- 6 The woman whose necklace I found was very grateful.

Exercise 2 1 who 2 which 3 whose 4 when
5 that 6 which 7 where 8 whose

Exercise 3

- 1 William Shakespeare, who was born in the sixteenth century, wrote many fine plays.
- 2 I was given a present by my favourite aunt, who lives in Paris.
- 3 I caught sight of a person who I thought I knew.
- 4 The London Eye, which stands by the River Thames, is a popular tourist attraction.
- 5 My cousin has two cats. The one that I like best is black and white.
- 6 In winter, when the nights are cold and long, they sit by the fire and tell stories.
- 7 Tara lost the watch which her uncle had given her.
- 8 My eldest brother, who is studying medicine, went to Australia last month.

Lesson 7 Listening and speaking SB p68

Lesson aims

SB skills:

- to practise making, accepting and refusing offers of help
- to listen to dialogues and identify their location
- to listen to dialogues for detail

WB practice:

- to correctly order sentences making, accepting and refusing offers of help
- to complete a dialogue using conversational words and phrases

EPB link: Test 3, Listening Q3, Speaking Q1, Q2

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

► Warm-up – 5

► Listening comprehension – 15

► Functions of English – 20

Warm-up

Ask the class to think of all the helpful things they can do in school and all the helpful things they can do at home. Give them a minute or two to write ideas in pairs, then elicit different answers.

Functions of English

Activity 1

- 1 Read out the activity and ask students to read out the expressions.
- 2 Let students practise reading the situations and making responses in pairs.
- 3 Give them a minute or two, then elicit different offers of help for each situation.
- 4 Make sure students realise there is not one single correct expression for each situation.

Activity 2

- 1 Students read the expressions in the boxes. They may do this in pairs or, alternatively, ask volunteers to read them to the class before students break into pairs.
- 2 They take turns to make offers and accept or refuse.
- 3 Go around listening as they work then ask one or two pairs to speak while the class listens.

Activity 3

- 1 Each group needs to think of a suitable difficult situation. Help them with finding something appropriate, e.g. lost pens just before an exam; dropped a file of paper that has blown everywhere, etc.
- 2 Half the group write down their offers. The other half decides how they will respond.

- Go around listening as they speak.
- Ask one or two groups to speak while the rest of the class listens.

Listening comprehension

Activity 1

- Students describe the pairs of people, their age, gender, etc.
- Explain that they will hear the people speaking in the same order as the pictures.

Activity 2

- Tell the students to scan the locations where the conversations will take place.
- Play track 2.04. Students listen and circle.

Audioscript

Track 2.04 Activities 2 and 3

1

- Man: Would you like some help with that?
 Lady: Well, if you're sure it's no trouble.
 Man: It's no trouble at all.
 Lady: Well, it is rather heavy. I always pack far too much, I'm afraid.
 Man: Let me lift it on board for you.
 Lady: That's very kind of you.
 Man: Have you booked a seat?
 Lady: Yes, I have. It's seat 27 in carriage number 10.
 Man: I'll help you find your seat if you like.
 Lady: Thank you very much. I'm most grateful.

2

- Girl: How does your leg feel?
 Boy: It's hurting quite a bit.
 Girl: Well, the doctor said you must rest. Do you want to go to bed?
 Boy: No, I'll just lie down here on the sofa.
 Girl: Can I get you anything? Something to eat perhaps?
 Boy: No, don't worry. I'm not hungry.
 Girl: Shall I switch the TV on?
 Boy: To be honest, I'd rather have a sleep.
 Girl: Of course. Shall I get you a drink? Milk? Juice? How about a cup of tea?
 Boy: No! Nothing! I don't want anything!
 Girl: Ungrateful boy!

3

- Boy: Mmm! Something smells good!
 Mum: I'm making your dad's favourite. It is a special occasion, after all.
 Boy: Can I give you a hand?
 Mum: Oh, yes, please. If you've got time.
 Boy: What shall I do? Do you need any help with the vegetables?

Mum: That'd be great. There are carrots and green beans in the fridge.

Boy: OK.

Mum: And while you're doing that, I can get on with dessert.

Boy: What are we having?

Mum: Apple pie.

Boy: Great! That's my favourite!

4

Woman: Oh, my goodness! Are you all right?

Man: I think so. What happened?

Woman: It looked like a car hit your back wheel and you came off. You didn't bump your head, did you?

Man: I don't think so.

Woman: Would you like me to call an ambulance?

Man: No, really. Don't worry. I'm fine.

Woman: Let me help you stand up.

Man: No, really. I can manage.

Woman: Sorry. I was only trying to help.

Man: I know. Thank you. It's very kind of you but I really am OK.

Woman: Well, if you're sure ... Pity about the bike ...

- Check answers together.

Answers 1c 2b 3c 4a

Activity 3

- Give students a minute or two to read the questions silently.
- Play track 2.04 again. Students listen and note answers.

Answers

- He carried the old lady's bag onto the train because it was heavy and offered to help her find her seat.
- Example answer: He has hurt his leg somehow. The girl is probably his sister. He is annoyed with her because she's fussing over him and he just wants to be quiet.
- Example answer: She is cooking a special meal for Dad. Perhaps it is his birthday. The boy is probably their son.
- The cyclist has fallen off his bike because a car hit his back wheel.
- The old lady and the woman cooking accepted help. The boy and the cyclist refused help.

Activity 4

- Students choose one of the situations and repeat the dialogue.
- Tell them they need not try to remember every word that was said. They should just focus on saying the important things.
- Go around as they work.
- Ask several pairs to say different dialogues.

WB: Listening and speaking (WB p65)

Students complete the exercises independently.

WB answers

Functions of English

- 1 Let me help you with that heavy suitcase.
- 2 Do you need any help with preparing the dinner?
- 3 Shall I give you a hand with the washing-up?
- 4 Is there anything I can do to help?
- 5 That's very kind of you but I can manage.

Listening comprehension

- Man: Excuse, help, suitcase
Lady: Well, sure, trouble
Man: no, at all
Lady: heavy, far too much, afraid
Man: Let me, on board
Lady: kind, grateful
Man: booked, find, want
Lady: really, worry, manage

Lesson 8 Writing features SB p69

Lesson aims

SB skills:

- Writing features: to investigate important features of writing a personal account
- Writing assignment: to write a personal account of a town/city which is well known to the writer

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 3, Writing Q1, Q2

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

- ▶ Warm-up – 5
- ▶ Writing assignment: SB explanation + WB planning in class time – 20
- ▶ Checklist – 15

Warm-up

- Ask the class: *If you could visit one other continent apart from your own, which one would you choose and why?* Give the class a few moments to think.
- Ask students to put their hands up for their choice out of: *North America, South America, Europe, Africa, Asia, Antarctica, Australia.* Find out which continent is the most popular destination.
- Ask a few students to give their reasons for their choice.

Writing features: A travelogue

- 1 Read the title and the information in the box.
- 2 Go through the information in the Checklist and ask the questions or read out the tasks. Use these notes and answers to guide you in the class discussion.

Checklist

▶ Introduction

Find two more phrases that tell you where Istanbul is.
On either side of the Bosphorus ...
... separated from Asia by a short, narrow channel of water, ...
... crossing point where East meets West.

▶ First person

Find two more examples of the first person.
... my least favourite things ...
... for my liking.
I find it truly uplifting ...
... one of my favourite buildings.
... I'm not fond of it.
My favourite place ...

▶ Second person

Find two more examples of the second person.
... you'll see houses, ...
You would never guess ...
If you live in Istanbul, ...
... you take your life in your hands ...
... you want to shop ...
... you can't ignore the history.
... you can visit them all ...

▶ Tenses

Find two more examples of present and past tenses.

Present tenses, e.g. *it is separated / stands Istanbul / stand side by side / you'll see / Cars approach, etc.*
Past tenses, e.g. *has for centuries been known / became a mosque / was established / made it the capital, etc.*

▶ Information / Facts

Find two more examples of historical and present day facts.

Historical facts, e.g. *has for centuries been known as a crossing point where East meets West / The European side is the older part / This church, which became a mosque and is now a museum, was built 1,500 years ago / by King Byzas, for whom it was named Byzantium*

Any other appropriate facts from paragraph 5.

Present day facts, e.g. *two suspension bridges spanning the channel link two continents / there is no road tunnel under the Bosphorus / large and bustling Taksim Square / plenty of areas in the city where there is little or no traffic*

Any other appropriate facts from the account especially paragraphs 4; 6–8.

► Personal opinion

Find two more examples of positive and negative opinions that the writer expresses about the city.

Positive opinions: *I've always found it one of the most fascinating aspects of the city. / there's somewhere that will be just right for you / one of my favourite buildings / There's something wonderful round every corner.*

Negative opinions: *roads are far too busy for my liking / I'm not fond of it*

► Description

Find two more examples of descriptive words and phrases that shows how the writer feels about Istanbul.

e.g. *vast and fascinating / fascinating aspects / completely clogged / large and bustling / dangerously fast / architectural splendour / stunning / wealth of, etc.*

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp66–67 in their WBs.
- 3 Go through the two pages with the class, making sure they understand what is required in each section especially the notes they should make on p67.
- 4 Students may then plan their writing in groups or individually. Even if one group chooses to write about the same destination, and note their ideas together, their written work will be done individually.
- 5 If you feel that students need to work through the process as a class, go through each stage of the planning process, explaining each one and giving the class time to make notes as you go.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 7.

WB: Unit 6 Self-assessment (WB p68)

- 1 Students complete the page in their own time or during the optional 9th lesson.
- 2 This may be an appropriate point to check again that weaker students are using the page correctly, to help them assess

how well they know the work in the unit, as a short Revision test of the work in Units 5 and 6 follows.

Study skills 2 – Research SB pp70–71

- 1 This skill is important in the study of subjects across the curriculum. This unit helps students to apply some skills they already have and to develop others.
- 2 Most importantly, the work in this unit gives students the understanding of a complete process that will enable them to carry out research purposefully and with confidence in their methods.
- 3 If your class is already capable in doing research, this unit will reinforce their knowledge so the work may be adequately covered in one or two lessons.
- 4 If students need to learn and practise the research process more thoroughly, two or more lessons may be needed to help them develop their skills.

Study skills 2 Aims

To help students become effective researchers:

- understanding what the research is for, i.e. what kind of writing is to be produced
- using prior knowledge
- identifying what needs to be found out
- using sources
- compiling a simple bibliography

SB

Read the Information box and ensure students understand the term *research*.

1 The first step is to know what you are researching and why. When you have done your research, what type of writing will you have to do?

- 1 Discuss the first section. Ask students to explain what they understand by a *factual report*. Elicit their ideas. For example, students should be able to say that it is a non-fiction text, based on true facts.
- 2 Read, or ask a student to read, the information about writing a factual report and the topics.
- 3 Point out to students that organising the information clearly is an important part of writing a report.

Activity

Students suggest topics for a factual report.

Read about a *discursive essay* in the same way. Ask different students to read the example discursive essay topics.

Activity

Students give suggestions for discursive topics.

2 The next step is to read the question / title very carefully and underline the key words.

- 1 Stress how important it is that students read the topic/question carefully. If they misread it, they could spend a lot of time researching and making notes which are irrelevant to the task they have been set.
- 2 Read the examples where the important words have been underlined.
- 3 Point out in particular the words in brackets which make clear what the topic is **not** about.

Activity

Give students a minute or two to look at the key words in the other topics. They should do this in pairs so that they have a chance to compare ideas.

Answers

Students should suggest underlining as follows:

<u>Mount Everest: Reaching the top</u>	i.e. not those who have tried and failed
<u>The seven wonders of the ancient world</u>	i.e. all seven / not modern wonders
Many people <u>enjoy watching television</u> . However, some people believe <u>it can be harmful</u> . What can you say <u>for and against</u> watching television?	i.e. look at both sides of the argument

3 Make notes on any information / ideas you have about the topic first.

Discuss what students already know about Mount Everest and those who successfully reached the top. Make notes on the board.

4 Write notes / questions on what you need to find out.

Read the example questions. Note them on the board.

Activity

- 1 Students suggest what else they need to find out to write their factual report. Ask them to think of two or three more facts. Give them time to think and only prompt them if they get stuck, e.g. **special equipment needed; how long does it take; how many have succeeded**, etc.
- 2 Make notes on the board.
- 3 Discuss the discursive topic of television. Make notes on students' own opinions supported by reasons.
- 4 Ensure you elicit and note opinions both for and against.

5 Sources

Read the information about sources.

Printed material

- 1 Read through this section with the students.

- 2 If time permits, let students locate contents pages and indexes in a variety of non-fiction books. Alternatively, show them a couple of non-fiction books and point out the contents page and index to the class.
- 3 Explain that it is sensible to note down the pages that might be relevant to the topic and which book they are in. Point out that it is easy to look at a lot of books and other sources and then be unable to remember where the relevant information is.
- 4 Point out the examples on the right and ask where the information relevant to Mount Everest is.
- 5 Remind students that these are the pages to look at first and to make notes of any useful information.

The internet

- 1 Read the first paragraph about the internet.
- 2 Discuss the internet with students.
 - How much do they use it for their schoolwork?
 - What sites do they often use? Why?
 - Do they think all the information they read on the internet is true? Why? / Why not?
 - How do they decide which information to believe?
- 3 Read the second paragraph with the example websites and ask the question.
- 4 Students should say that they would be more likely to trust <http://www.motoring-history.com> than <http://www.fred.com>. Ask why. Students should know that the official website of organisations is likely to be reliable, whereas websites set up by individuals could contain information which has not been checked and is opinion not fact.

6 Bibliography

- 1 Students might be interested to know that the word *bibliography* comes from the Greek words *biblion* = book and *graphy* = writing.
- 2 Discuss why students think keeping a list of sources in the form of a bibliography might be useful.
- 3 If necessary, explain, for example, that it shows how many different sources have been used to research the report and how up-to-date they are.

Glossary

- 1 Point out that it may be necessary to explain unusual words if the subject they are writing about has particular vocabulary that may not be familiar to readers.
- 2 Some of the reading texts students have used in *English World* have glossaries. (There is one in the next unit.)

WB: Study skills 2 (WB pp120–121)

- 1 These pages should be done in class time with students working in pairs or small groups.
- 2 Give an appropriate time limit for students to complete each section then check answers together.
- 3 If students have incorrect answers, discuss their mistakes to help them understand the right answer.

1 Understanding why you are researching

WB answers 1D 2F 3F 4D

2 Recognizing key words

WB answers

- 1 Write about your favourite hobby. Explain how you took it up and why you like it.
- 2 Some people think that students learn a lot by doing a part-time job. Other people think they should spend their time studying. Do you think part-time jobs are a good thing or a waste of time?
- 3 Write 250 words about someone you look up to. Explain what they do / have done and why you admire them.

3 Using your knowledge

WB answers Students' own answers

4 Using contents pages and indexes

WB answers Researching scientists of the 20th century: Chapters 2 and 4
Pp61-66 / 67-74 / 75-85 / 26-38 / 21-25

5 Using the internet

WB answer 1 <http://www.scienceresearchlibrary.com>

6 Writing your bibliography

WB answers

- **printed matter**
 - 1 C Mells 2011 Famous People of the 20th Century
 - 2 F. Lang 2004 Science in the 20th Century
- **web addresses**
 - 1 G Hardwick 2009 Space Scientists
www.spacesearch.com
 - 2 F D Brown 2001 Exploring Mars
www.mars.com

Revision 3 (Units 5 and 6) (WB pp69-70)

WB answers

Exercise 1 1 are able to run 2 will be able to turn
3 has ... been able to achieve 4 would have been able to win
5 was able to beat 6 being able to cross

Exercise 2

- 1 when he could buy tickets for the festival
- 2 if/whether they had to include classical music in their programme
- 3 if/whether she should contact the chamber orchestra
- 4 who might print the posters for them
- 5 why they had to include pop music
- 6 if/whether he might make a suggestion

Exercise 3 1 will have begun 2 will have spent
3 will have known 4 Will ... have completed 5 will ... have taken
6 will have been

Exercise 4 1 who 2 which 3 where 4 that
5 when 6 whose

Exercise 5 1 shove 2 shattered 3 slap 4 pause
5 locate 6 outstanding

Exercise 6 1 Cheating, shame 2 shocked, deceitful
3 career, talented 4 deserve, damaged

Exercise 7 1 jog 2 glare 3 shrug 4 gain
5 trouble 6 devastate

Exercise 8 1 spans 2 links 3 clog 4 soared
5 besieged 6 captured

Exercise 9 1 pedestrians 2 commuters
3 population 4 glare 5 descend 6 dazzle

In this unit, students will:

- discuss classic novels; talk about how they are presented; complete Start-up tasks in preparation for all work in the unit
- read and understand an extract from classic fiction
- develop a close understanding of the text, its style and vocabulary
- learn and practise using the indirect object as the subject of a passive sentence
- learn about extending vocabulary by using a dictionary; spell words with plural *-s* / *-es*; learn about the suffix *-ic*
- learn and practise the correct use of pronouns and possessive adjectives
- listen to the festival committee's discussion of a problem; talk about favourite authors
- discuss the features of narrative fiction; write their own narrative story

Lesson 1 Start-up SB pp72–73

Lesson aims

SB skills:

- to read information about classic fiction
- to discuss what classic fiction students already know
- to discuss being invited to a special event
- to discuss the function of pronouns and possessive adjectives
- to listen to a conversation about classics then talk in groups about students' own knowledge and experience of classics
- to discuss how a narrative extract about a character is written

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 5 |
| ▶ General discussion and questions – 5 | ▶ Grammar in use – 5 |
| ▶ Reading and Vocabulary check – 8 | ▶ Listening/Speaking and Conversation focus – 10 |
| | ▶ Writing – 5 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

Ask students how much time they spend reading fiction. Do they only read fiction in school? Ask them to list, in pairs, what they spend time reading during each day. What do they spend most time reading?

Start-up: It's a classic

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g.
Have you ever seen any illustrations, TV serials or films with pictures like these?
Which pictures look strange or unfamiliar? What is strange about them?
What information on the page did you already know?
- 3 If you wish, explain to students that the photos show films that are commonly known as 'costume dramas'. They are extremely popular in Britain and new versions of 19th century English novels are continually being made for film and TV. Classic novels originally written in another language and from other cultures are also adapted.
- 4 Discuss any similar adaptations that are popular in film/TV in students' own language and culture.

General questions

- 1 Go through the first questions on the page. Students should have prepared this section and be ready with the names of classics and answers to other questions.
- 2 Note on the board some of the classic titles students name.
- 3 If they are unsure, help them to understand whether they have read abridged versions.
- 4 They should be aware whether they have read any classics translated from another language.

Reading

Students should have looked up the answer: **Leo Tolstoy, 1869, Russian.**

Vocabulary

- 1 Ask the class which words in the list they needed to look up. Ask for meanings of one or more of the words.

- 2 Ask volunteers to explain the phrases as well as they can. Help with explanations as necessary.
- goodness gracious*: **an old-fashioned expression of surprise or impatience, nowadays often shortened to Goodness! or For goodness sake!** (see WB p142, Conversational words and phrases)
- darling*: **a term of endearment for a loved person on the eve of the new year: New Year's Eve – the last day of the year, 31st December**

Grammar

- 1 Read the information and ask the question.
- 2 Elicit from around the class all the special occasions that families have been invited to, e.g. **different family weddings, parties, celebrations**, etc.

Word focus

Dictionary

- 1 Read the information and elicit synonyms for *big*, e.g. **large, huge, enormous, massive, gigantic, vast, bulky**, etc.
- 2 Ask students if they had to look in the dictionary to find these or whether they thought of them themselves.

Spelling

Read the information and elicit examples.

Suffix

Elicit the definition of *dramatic*. Establish that it comes from the noun: *drama*.

Grammar in use

- 1 Elicit students' ideas of what might go wrong with the committee's arrangements. Note some of them on the board.
- 2 Discuss the parts of speech. Elicit that a pronoun replaces a noun; a possessive adjective tells you who something belongs to.

Listening and speaking

- 1 Read the information and ask the question.
- 2 Elicit students' ideas. They should be able to think of, e.g. **listen to others, don't interrupt, don't panic, think clearly, discuss, be ready to change your mind**.
- 3 Elicit the names of six authors.

Conversation focus

Track 2.05

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 2.05. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 2.05 Unit 7 Start-up

Conversation focus

- Gustav: Excellent! A great rehearsal everyone, well done.
- Giorgio: Thanks, Gustav. See you next week.
- Gustav: No, tomorrow, Giorgio. We've got extra rehearsals for *Romeo and Juliet*.
- Giorgio: *Romeo and Juliet*? That's a play by Shakespeare! We're not doing a play.
- Florence: You've forgotten, Giorgio, the film club is showing *Romeo and Juliet* at the festival. And we're going to perform some music from the soundtrack before it starts.
- Gustav: Of course, the music for the film was not written by a classical composer.
- Florence: No, but it's lovely music, Gustav, and I'm sure everyone will enjoy it.
- Gustav: Well, perhaps.
- Florence: Anyway, it's a really good film. I used to think Shakespeare's plays were boring. Then I saw this film and it really changed my mind. It all comes alive when you watch actors playing the parts.
- Giorgio: That's true. I didn't like books by Charles Dickens. Then I saw the film of *Oliver Twist* and I really liked it.
- Florence: I've seen that, too. It made me want to read some more books by Dickens.
- Gustav: Ah, good. Classic fiction should be read. Just watching the film is too easy.
- Florence: Well, it's a different experience, isn't it?
- Gustav: Shakespeare's work should be performed, of course. But Dickens wrote novels for people to read.
- Florence: Yes, but he performed dramatic readings from his novels. Did you know that, Gustav? He used to read aloud and play all the characters himself.
- Gustav: Yes, I did know that, of course. But he read all the narrative as well, you know, and his wonderful descriptions. It's important to read those, too.
- Florence: I agree with you, Gustav. But if people become interested in reading classic fiction because they see a film or watch it on TV, I think that's a good thing.
- Giorgio: I do, too. I saw one of Eliza Brodie's books as a TV film. Fantastic! I've read all her books now.
- Gustav: But she's not a classic writer, Giorgio.

Giorgio: She might be one day, Gustav. Like *The River Boys* might be classic musicians.

Gustav: I doubt it.

Giorgio: I thought you'd decided you like them, Gustav. You've bought a ticket for their concert, haven't you?

Gustav: Well, I'm going to see them but it doesn't mean they're classic ... or even good!

Florence: No, but it might mean that you enjoy them.

Gustav: We'll see about that.

Giorgio: Come on, Gustav, I bet you end up dancing wildly like everyone else.

Gustav: I can't imagine that!

Florence and Giorgio: Hmm ...

- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 2.05 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

WB answers

The students mention two classic authors.

1 Florence 2 Giorgio and Florence 3 Giorgio 4 Gustav

Group conversation

- 1 Students work in small groups or pairs and talk about classic fiction.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

- 1 Read the information and ask the question.
- 2 Students should realise that if they are writing about someone else, they use the third person.

Homework task

Tell students to look at the illustrations and labels on p72 of their WBs. This will help them with some of the special vocabulary they will come across in the extract. Students check the Unit 7 Word list at the back of the WB. They should look up any other completely new words that are not included in the WB illustrations.

Lesson 2 Reading SB pp74–75

Lesson aims

SB skills:

- to discuss the style of the text before reading
- to read and understand the extract
- to discuss the features and evaluate the general effectiveness of the extract

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Ask students to think for a moment what invitation they most like to receive and would make them feel most excited. It can be any kind of event, formal or informal but it must be one that requires an invitation, e.g. an invitation to sit with the manager at the next football match. Elicit answers from around the class.

Reading: A New Year Ball

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 How do you know this is a fiction text? **There is a lot of direct speech which shows there are conversations in the text.**
- 2 What information does the illustration on page 74 give you? **There is a large building in the story; the carriage and the soldiers' uniforms suggest that it is set in the past.**
- 3 What does the illustration on page 75 tell you? Elicit ideas, e.g. **The people in the story live in a big house; they have a lot of servants.**

Reading

- 1 Play track 2.06 or read the extract to the class. Students listen and follow.
- 2 Check understanding of the vocabulary.
- 3 Use the Glossary to ensure understanding only: it is not necessary for students to learn these words which are specific to this classic extract.
- 4 Students should have looked at the illustrations on WB p72 which tells them words related to clothing in particular. It is not necessary to look at these words in detail.

- They should have prepared other vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 7 (Words that are illustrated on WB p72 are in brackets.):

diplomat n mansion n blaze v innumerable adj station v (livery n groom n plume n) emerge v (satin n ermine n) cautiously adv clatter n (baize n) porch n grand adj fever n aim n ensure v entirely adv advance v dainty adj squeak v clutch v (bow n ribbon n petticoat n slipper n) inspect v critically adv hasty adj scurry v hem n gossamer n garment n thimble n (tulle n) eclipse v (buckle n) tone n survey v tack v determined adj shyly adv embrace v blush v rumple v alter v fault n

After reading

Gist questions

- Who is the main character in this extract? **Natasha**
- What is her family name? **Rostov**
- Who are her parents? **the Count and Countess Rostov**
- At the start of the story what event was the family preparing for? **a (New Year) ball**
- Where was the ball being held? **at the mansion of an old grandee**
- While people were arriving at the ball what were the Rostovs doing? **getting dressed**
- Why were they late? **Natasha was not ready because the skirt of her dress was too long.**
- What was being done to solve the problem? **Maids were turning up the hem.**
- What did Sonya say about the dress? **It was still too long.**
- What did the maids do about it? **They started to tack it up.**
- What happened to the dress? **It got torn when Natasha moved quickly.**
- What time were they finally ready? **a quarter past ten**

Reading practice

- As this text is quite demanding, if you wish, play the track again and let students follow it silently before they read some or all of the text in groups.
- If your class are good readers with a good level of English, let them read in groups straight away, taking turns to read about ten lines at a time.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p72)

WB answers

Exercise 2 1 blaze 2 emerge 3 advance 4 alter
5 embrace 6 fasten 7 scurry 8 blush 9 survey
10 clutch

Exercise 3 1 clatter, fault 2 tone 3 aim

Exercise 4 1 hasty 2 dainty 3 gossamer
4 rumpled 5 eclipsed 6 determined 7 numerous,
innumerable

Lesson 3 Reading comprehension SB p76

Lesson aims

SB skills:

- to identify speakers in the extract
- to discuss the characters in the extract
- to check understanding of colloquial words and phrases
- to hold a group discussion about the extract
- to give a personal opinion about the extract that students have read

WB practice:

- to re-read the extract independently
- to answer literal questions accurately
- to scan the text for detail
- to understand expressive verbs

EPB link: Test 5, Reading Q2, Q3

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

- | | |
|----------------------------------|-----------------------------|
| ▶ Warm-up - 3 | ▶ 3 Meanings of phrases - 5 |
| ▶ Re-reading - 5 | ▶ 4 Group discussion - 8 |
| ▶ 1 Identifying speakers - 7 | ▶ 5 Personal views - 5 |
| ▶ 2 Discussion of characters - 7 | |

Warm-up

Ask students to think of adjectives to describe how they would feel before, during and after going to the most thrilling event they can think of. Ask them to think of at least two for each point in time.

Re-reading

Read the text again or play track 2.06.

Activity 1

- Students work in pairs to find the speakers.
- Students will need to look back and scan the text to find and check most answers.
- Give them a time limit then check answers together.

Answers 1 Natasha 2 Countess 3 Natasha
4 Countess 5 Natasha 6 Sonya 7 Count 8 Natasha
9 Count 10 Natasha 11 Natasha 12 Duryasha
13 Natasha 14 Nurse

Activity 2

- 1 Students discuss these questions in groups.
- 2 Appoint a note taker.
- 3 Tell the groups to think of several adjectives or phrases to describe the characters in questions 2 and 3.
- 4 They should find more than two pieces of evidence to answer question 4.
- 5 Given them a time limit to find and note answers.
- 6 Check answers together. Invite all groups to contribute ideas to answers for questions 2–4.

Example answers

- 1a Natasha b Natasha. She uses the imperative form four times. c the countess, the count d Natasha. Seven of her sentences are punctuated with exclamation marks.
- 2 Students should note that Natasha is telling everyone else what to do most of the time and she moves from one place to another, rarely keeping still. Elicit students' ideas of how to describe her character.
- 3 Students should note that Sonya is different to Natasha. She is quiet, speaks only once and obeys Natasha. Elicit students' ideas of how to describe her character.
- 4 Students should understand that Natasha does have a good relationship with her parents. They could put forward the following evidence:
Natasha's mother is content to let her daughter organise how she should look 'Sonya and the countess put themselves entirely in her [Natasha's] hands.'; she allows her daughter to rearrange her cap.
Natasha's father is tolerant of her excitement and assertiveness, allowing himself to be shut out of the room; not being angry because they are late.

Activity 3

- 1 Students work in pairs to read and match the phrases. They should find this straightforward and not need to refer to dictionaries but they may if necessary.
- 2 Check answers together.

Answers 1d 2a 3e 4c 5b

Activity 4

- 1 Divide the class into groups of 3–6 to discuss these questions and note answers.
- 2 Give them a time limit then go through the answers together. Make sure students who have a different view to others have the chance to give their opinion.

Answers

- 1 It's her first grand ball.
- 2 Students' own ideas. They will need to infer from the text. They could suggest, e.g. Natasha is good at arranging and making decisions about clothes and appearance. Perhaps they know she will take over anyway so they may as well go along with what she wants to do. It is better not to disagree with Natasha.
- 3 Students should suggest that the Rostovs do not often go to a ball like this: Natasha has not been to one before at all; the whole family has spent a long time getting dressed in their best clothes; the count and the countess also seem pleased and excited about going.
- 4 Students' own ideas

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p73)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1

- 1 The date of the ball was 31st December, 1809 and it was celebrating the new year of 1810.
- 2 Natasha had got up that morning at eight.
- 3 Sonya and the countess were dressed and nearly ready to leave but Natasha was not ready.
- 4 They planned to arrive at the ball at half past ten.
- 5 They were going to call for Madam Peronsky.
- 6 The maids were turning up the hem of the skirt of Natasha's dress.
- 7 The count thought the countess looked the most beautiful.
- 8 The countess stepped back because she did not want to get her dress rumpled.
- 9 A piece of Natasha's dress got torn off because she moved quickly when the maids were still tacking up the hem.
- 10 The old nurse thought Natasha was like a queen.

Exercise 2 1 the Emperor 2 the chief of police
3a red b red c grey d blue 4 groom, footman, maid, nurse 5 pins, thread, thimble

Exercise 3 fly (Natasha), scurry (Natasha), dart (Natasha)

Lesson 4 Grammar SB p77

Lesson aims

SB skills:

- to read and understand a short text using the indirect object as the subject of a passive sentence
- to understand the structure of passive sentences with the indirect object as subject
- to identify indirect objects in sentences
- to change active sentences to passive using the indirect object as subject

WB practice:

- to practise completing passive sentences
- to identify indirect objects in sentences
- to write passive sentences with the indirect object as subject

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

- ▶ Warm-up - 3
- ▶ 1 Reading - 5
- ▶ 2-5 Practice activities - 15
- ▶ 6 Discussion - 10
- ▶ Grammar box - 7

Warm-up

Say a few verbs from the text. Ask students to change them into the present/past passive or singular or plural, e.g. *drive: is/are was/were driven*, etc. Use these verbs or any others you choose: *light, throw, sew, fasten, bite, hold, tear*.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the text in bold. Ask about the verbs. Students should notice they are all passive.

Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class in full sentences so that the correct structure is used in the answer.
- 3 Remind them to look back at the text to find and check details.

Answers

- 1 The Rostovs had been sent an invitation.
- 2 Natasha had spent the day making sure that all the family looked their very best.
- 3 She had been bought a new dress by her father.
- 4 The problem with the dress was that it was too long.
- 5 The ball was held at a mansion on the English Quay.
- 6 The family were shown the way by servants.

Activity 3

- 1 Students work in pairs to find the indirect object in each sentence.
- 2 Make sure students understand the difference between the direct object and the indirect object.
- 3 If necessary, look at the first example and establish that the direct object is the dress: the object that was bought; the indirect object is Natasha because the dress was bought for her.
- 4 Given them a time limit then check answers.

Answers 2 the maid 3 the family 4 Jenny
5 the boys 6 the students

Grammar box

Go through the information and the examples. Make sure that students can recognise the indirect objects in both the active and the passive sentences.

Activity 4

- 1 Explain the task to the class.
- 2 Point out how Natasha has become the subject of the first sentence.
- 3 Students work in pairs. Go around as they work and listen to monitor their accuracy and fluency in doing this work.

Answers

- 2 The maid was handed a thimble.
- 3 The family was shown the way to the ballroom by the servants.
- 4 Jenny was given a bouquet of flowers.
- 5 The boys must be taught French.
- 6 The students will be shown a film by Professor Martin.

Activity 5

- 1 Students work in pairs on these sentences.
- 2 Go through the first example and make sure they are confident of the structure.
- 3 Give them a time limit then check answers together.

Answers

- 2 Last week our class was set a difficult test.
- 3 Next month some students will be awarded prizes for their work.
- 4 The boy was lent a camera by his father.
- 5 We were told an interesting story by our teacher.
- 6 The guests were brought food and drink by smartly-dressed servants.

Activity 6

- 1 Students note answers to the questions.
- 2 Give them a time limit then divide the class into groups to exchange questions and answers.

- 3 Go around as they converse and monitor fluency and accuracy. Let them keep talking but note any particular errors to practise another time.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p74)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1 1 were sent 2 was bought 3 will be shown 4 will be taught 5 have ... been given 6 was offered 7 to be awarded 8 was told 9 are ... fed 10 has been promised

Exercise 2 2 us 3 them 4 me 5 us 6 room 7 the students 8 her 9 tourists 10 Jane

Exercise 3

- John was handed a letter.
- We were brought plates of delicious food by the smiling waiters.
- They will be asked difficult questions by the examiner.
- I have been lent a necklace to wear at the party.
- We are being shown the way by the village children.
- This room needs to be given a good clean by you.
- The students were promised a trip to the seaside.
- She was paid £1000 for the painting by an expert on Italian art.
- The tourists were sold souvenirs by local craftsmen.
- Jane will be told the truth about her family when she is 18. / When she is 18, Jane will be told the truth about her family.

Lesson 5 Word focus SB p78

Lesson aims

SB skills:

- A Dictionary work: to investigate information found in dictionary *Build Your Vocabulary* boxes
- B Spelling: revision of pluralisation – s / -es
- C Word groups: clothing
- D Suffixes: -ic

WB practice:

- A Dictionary work: using *Build Your Vocabulary* boxes to expand vocabulary; sentence writing
- B Spelling: forming plurals with -s and -es
- C Word groups: adding to lists
- D Suffixes: using -ic adjectives in sentences

EPB link: Test 5, Grammar and Vocabulary Q4, Q6

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

- | | |
|--------------------------|---------------------|
| ▶ Warm-up – 3 | ▶ C Word groups – 7 |
| ▶ A Dictionary work – 10 | ▶ D Suffixes – 10 |
| ▶ B Spelling – 10 | |

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Give students a time limit in groups to think of the correct suffixes to add to these verbs to make the opposite meaning: *appear, load, please, block, fasten, obey*.

A Dictionary work

- Explain that some words can be used too often and sometimes there is a better word or phrase that gives a more accurate meaning.
- Remind them that there are many other better words for *big*.
- Now they are going to look at other words for the verb *cause*.
- Go through the information in the box.
- Make sure students understand the slightly different meanings of the alternative phrases.

Activity

- Students work in pairs and choose the best phrases.
- Remind them to check the sentence against the meaning of the phrase in the box above.

Answers 1 contribute to 2 bring about 3 lead to
4 give rise to

B Spelling

- Go through the information in the first box.

Activity 1

- 1 Give students one minute to note five examples.
- 2 Ask several students to say their words.

Answers

Any five from these examples from the text:

lights / gendarmes / officers / carriages / grooms / hats / ribbons / steps / guests / hands / stockings / slippers / shoulders / maids / threads / pins / fingers / shoes / knees / tones

- 2 Read the information in the second box.
- 3 Students should be familiar with these word endings and the -es plural.

Activity 2

- 1 Give the class two minutes to write the plurals.
- 2 Check answers together by asking different students to spell the plurals.

Answers 1 boxes 2 guests 3 arches 4 fingers
5 bushes 6 torches 7 shoes 8 bunches 9 glasses

C Word groups

Activities 1-3

- 1 Students work in pairs and scan the text to find the words.
- 2 Give them a time limit then check answers together.

Answers

Activity 1 hats, caps

Activity 2

Any three from: stockings / slippers / skirt / swallow-tail coat

Activity 3

Any three from: uniform / gown / dress / ribbons / peignoir / bow / petticoat / dressing-jacket / buckled shoes

D Suffixes

- 1 Read the information in the box with the class.
- 2 Ask a volunteer to read the example sentence.

Activity 1

- 1 Students complete the words.
- 2 Point out that they know most of these nouns although they may not previously have known the adjectives they make.
- 3 Check answers together.

Answers 1 athletic 2 acidic 3 heroic 4 majestic
5 poetic 6 artistic

Activity 2

- 1 In pairs, students complete the sentences, comparing answers.

- 2 Remind them to check spellings in their dictionaries if they are not sure.

Answers 1 historic 2 nomadic 3 Volcanic
4 scientific

WB: Word focus (WB p75)

Students complete these exercises working alone.

WB answers

A Dictionary work

Exercise 2 1 adore 2 be crazy/mad about 3 be fond of 4 be keen on 5 enjoy 6 love 7 prefer

Exercise 3 Students' own sentences

B Spelling

1 caps 2 buses 3 girls 4 dresses 5 cousins
6 wishes

C Word groups

Students' own answers

D Suffixes

Students' own sentences

Lesson 6 Grammar in use SB p79

Lesson aims

SB skills:

- to listen to and understand a short conversation about a problem
- to understand and use pronouns and possessive adjectives correctly

WB practice:

- to substitute pronouns for nouns in sentences
- to practise using indirect pronouns and possessive pronouns
- to write sentences using possessive pronouns

EPB link: Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

- ▶ Warm-up - 3
- ▶ Grammar box - 5
- ▶ Listening/Reading - 7
- ▶ Independent practice - 5
- ▶ Activities 2-5 - 20

Warm-up

Ask the class if they can remember what was planned for the literature programme.

They may look back to check if they have forgotten.

Ask: *Why do you think the students have invited this author?*

Activity 1

Pre-listening questions

- 1 What sort of books do you think are illustrated on the page?
- 2 Have you heard of any of the characters or authors on the front covers?
- 3 Do the covers make the books look interesting? Why or why not?
- 4 Play track 2.07. Students listen and follow in their books.

Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers. Check with the class that they are correct.

Answers

- 1 Ramon is running because he's looking for Todd and there's been a disaster.
- 2 Eliza Brodie, the author, has cancelled.
- 3 Her name is on the posters and they've sold loads of tickets.
- 4 No, she says a friend of hers may be able to help but it's a long shot.
- 5 She's going to make a phone call.

Grammar box

If you wish to go over this area of grammar before students do the activities, go through the box now and check that students are familiar with all the terms, the types of pronouns and possessive adjectives and that they understand all the examples.

Independent practice

- 1 Students look for examples of the types of pronouns and possessive adjectives in the dialogue.
- 2 Tell them to check the examples they find in the dialogue with the examples in the Grammar box.
- 3 Check answers by asking different individuals to give examples and say what they are.

Activity 3

- 1 Students change the sentences using indirect object pronouns.
- 2 Give them a time limit to do this in pairs then check answers together.

Answers

- 2 I sent him an email.
- 3 Uncle Jim brought us presents.
- 4 I made them a cake.
- 5 He bought her a dress.
- 6 I'll show you my photos.

Activity 4

- 1 Students do the activity in pairs.
- 2 Go around as they speak and check for accuracy.
- 3 Check answers by asking different pairs to ask and answer while the class listens.

Answers 2 Yes, it's hers. 3 Yes, they're ours.
4 Yes, it's yours. 5 Yes, it's theirs. 6 Yes, it's his.

Activity 5

- 1 Go through this activity with the whole class working together.
- 2 Point out the example and the use of the possessive pronoun.
- 3 Elicit answers from volunteers. Check with the rest of the class if the sentence is correct.
- 4 Encourage students to help correct mistakes.

Answers

- 2 Amanda is a cousin of ours.
- 3 I've read a book of hers.
- 4 Is music a hobby of yours?
- 5 Impatience is a fault of his.
- 6 This mansion is just one house of theirs.

WB: Grammar in use (WB p76)

Students do these exercises independently.

WB answers

Exercise 1

- 1 We saw him.
- 2 They sold it.
- 3 She gave them high marks.
- 4 He told us a joke.
- 5 Annie gave them to her.
- 6 Harry persuaded her to see it.
- 7 They brought him a present.
- 8 I sent it to you.

Exercise 2

- 2 He bought her a ring.
- 3 She made us a cake.
- 4 I told him a story.
- 5 We sang them a song.
- 6 They gave me a present.
- 7 I wrote you a letter.
- 8 He built it a kennel.

Exercise 3 2 hers 3 ours 4 theirs 5 his 6 yours
7 mine 8 yours

Exercise 4

- 2 An aunt of mine lives in New York.
- 3 We met Jane and a friend of hers.

- 4 Surfing is a favourite sport of theirs.
- 5 To see the Pyramids is an ambition of ours.
- 6 Always being late is a bad habit of his.
- 7 Some relatives of mine work abroad.
- 8 I've borrowed two books of yours.

Lesson 7 Listening and speaking SB p80

Lesson aims

SB skills:

- to listen to and understand a conversation about a problem and the solution
- to listen for detail and identify true, false or not stated statements
- to discuss why some answers are not stated
- to talk in groups about a favourite author

WB practice:

- to complete sentences to make conversational phrases
- to make notes and prepare a presentation about a favourite author

EPB link: Test 5, Listening Q2, Speaking Q1, Q2

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

- ▶ Warm-up – 5
- ▶ Individual speaking – 15
- ▶ Listening comprehension – 15
- ▶ WB preparation – 5

Warm-up

Ask students: *Which author would you invite to speak to students at this school?*

Give the class a few moments to decide in groups.

Elicit answers and reasons from the groups.

Listening comprehension

Activity 1

- 1 Tell the class to read the questions silently.
- 2 Play track 2.08. Students listen and note their answers.

Audioscript

Track 2.08 Activities 1 and 2

- Ramon: It's a disaster – a complete disaster!
- Tasha: Calm down, Ramon! We've still got time to find another author.
- Ramon: Who? Tell me that! Who?
- Todd: Look! Here's Miss Jackson. Let's hear what she has to say.
- Miss Jackson: Hello, everyone. Well, I've just spent a very interesting half hour on the phone ...

- Lucie: Yes? And ...?
- Miss Jackson: I've got some good news for you. I've found another author who will be able to speak at the festival.
- Ramon: Really? That's fantastic!
- Rudi: Who is it, Miss Jackson?
- Miss Jackson: Well, I'm sure you've all heard of Anthony Holt.
- Todd: Anthony Holt? *The Anthony Holt*? The famous science fiction writer?
- Tasha: The man who wrote *Black Star*?
- Lucie: That's my favourite book. It's amazing!
- Miss Jackson: I agree, Lucie. It is absolutely amazing. So, yes, Anthony Holt, the famous author of *Black Star* will be very happy to appear at the festival if you would like him to.
- All: Well ... Of course! ... Yes ... That would be marvellous!
- Rudi: How on earth did you manage this, Miss Jackson?
- Miss Jackson: Well, as I told Ramon, Anthony Holt is an old friend of mine. We were at university together. I must say, I always knew he would be successful ...
- Tasha: But he's so well known. He must be very busy.
- Miss Jackson: Yes, he is. Extremely busy. He's in the middle of writing a new book and he's going to America next month. It seems Hollywood is very interested in making *Black Star* into a film.
- All: Oh, wow! Awesome!
- Miss Jackson: But he'll be back in time for the festival.
- Lucie: Fantastic! That's amazing!
- Miss Jackson: I think the first thing you must do is write and thank him.
- Todd: Yes, of course.
- Miss Jackson: I'll give you his email address.
- Rudi: We'll have to announce this on the website. Todd, that's your job.
- Tasha: It's too late to change the posters, I'm afraid.
- Miss Jackson: Perhaps you can add stickers to them.
- Tasha: That's a brilliant idea, Miss Jackson!
- Todd: OK! Let's get to work. There's loads to do.
- Lucie: This is so exciting! Thank you so much, Miss Jackson! Oh! Anthony Holt!
- Oh!

Answers

- 1 The problem is that they need to find another author because Eliza Brodie has cancelled her appearance at the festival.
- 2 Miss Jackson has solved the problem because she has a friend who is an author.
- 3 The students are extremely pleased that the problem is solved and excited because they like the author.

Activity 2

- 1 Ask different students to read out the statements while the others follow in their books.
- 2 Play track 2.08 again. Students mark the statements.
- 3 Be prepared to play the track a third time for them to check their answers.

Answers 1 F Ramon is upset and worried. 2 T
3 NS 4 T 5 F The students are very sure that they want him to appear at the festival. 6 T 7 NS 8 F He's in the middle of writing a new book and he's going to America next month. 9 NS 10 F The students are going to send him an email. 11 T 12 F Miss Jackson suggests putting stickers on the posters.

Activity 3

- 1 Give students a few moments to think about the NS/not stated answers.
- 2 Elicit ideas from the class as to why this response is correct.

Answers

- 3 Anthony Holt is very happy to appear at the festival but the dialogue does not mention that he was delighted to hear from Miss Jackson.
- 7 The dialogue says they were at university together but it doesn't say whether they studied the same subject or not.
- 9 Miss Jackson says that Hollywood is interested in making *Black Star* into a film but she doesn't say whether Anthony Holt wants the film made or not.

Activity 4

- 1 In groups, students discuss whether Anthony Holt sounds like an interesting person to listen to.
- 2 Give them a time limit to note their ideas then ask the different groups their opinions and reasons.

Individual speaking

Explain the task to the class.

Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.

- 2 Give the groups a time limit to discuss each question and note ideas.
- 3 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 4 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p77)

- 1 Ask students to look at the bottom part of p77.
- 2 Remind the class to complete the whole WB page for homework in the usual way and to prepare their presentations for the beginning of the next lesson.
- 3 All students should try to speak from notes so tell them not to write out their presentation in complete sentences but to practise speaking from their notes.

WB: Listening comprehension (WB p77)

WB answers

- 1 cancelled, disaster 2 Calm, panic 3 Leave, make, call
- 4 shot, see 5 earth, afraid, notice 6 busy, middle, novel
- 7 announced, made 8 awesome

Lesson 8 Writing features SB p81

Lesson aims

SB skills:

- Writing features: to investigate character portrayal through speech and action
- Writing assignment: to write a short extract centred on portraying a character

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 5, Writing Q1, Q2

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

▶ Warm-up – 5

▶ Checklist – 15

▶ Writing assignment: SB explanation
+ WB planning in class time – 20

Warm-up

Either

Ask students to think of as many words as they can for feelings.

They should be able to think of a good number, e.g. **fear**, **anger**, **nervousness**, **embarrassment**, etc.

To prompt them ask them to think how they have felt in all sorts of situations, both good and bad.

Or

Ask one or two students to give their individual speaking presentations about their favourite author.

Writing features: Narrative extract

- 1 Read the information in the box.
- 2 Make sure students understand how the author conveys Natasha's feelings of excitement to the reader through her speech and action.
- 3 Explain that you will look at this aspect of the extract in more detail in a moment.

Checklist

- 1 Let students look back at the extract on pp74–75 for a few moments.
- 2 Tell them that they can keep looking back to find answers as necessary.
- 3 Go through the information for each feature and ask the questions.
- 4 Use these answers to guide you in helping the class to fully discuss the features.

► Common features of narrative writing

What are the three settings in the extract?

- 1 the grandee's mansion
- 2 the Rostov's house
- 3 in the carriage

Which characters do we only know by name?

e.g. the Emperor, the guests at the ball, Madam Peronsky, the maids

Who are the main characters?

Natasha, Sonya, mama, the count

What happens in each of the three settings?

- 1 the grandee's mansion: people arrive for the ball
- 2 the Rostov's house: the family get ready for the ball
- 3 the carriage: the family set off for the ball

Find examples of past tenses in the extract.

e.g. **was giving** a ball
Carriages **drove** away
a third of the guests **had arrived**
stood in the middle of the room

► Description

Find other examples of the description of the mansion and the clothes.

the mansion, e.g. *well-known mansion*
brilliantly-lit, red-carpeted entrance

the clothes, e.g. *a final bow*
short petticoat
Natasha's skirt, which was too long
gossamer garment
stockings and buckled shoes
cap and velvet gown

► Characters' feelings

Find examples of what Natasha does and says that show her excitement and her determination that everyone should look their best.

e.g. ... *who had bustled about helping everyone, ...*
"Not like that, Sonya, not like that!"
... Natasha pinned the ribbon differently.
"Don't do it without me!" ... "You won't do it right."
... ran up to Sonya, inspected her critically, ...
... flew on to her mother.
... crawling on her knees after her young lady.
... she darted forward so that the maids who were tacking up her skirt could not follow her fast enough ...

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp78–79 in their WB.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 Students should by this stage be able to work individually and make notes on the plot, setting and characters.
- 5 Point out the advice in the box at the top of the page: write from experience. Remind them, though, that they are writing a story about another character, not a personal account or an autobiography so they must write in the third person, even if they use their own experience to help them think how the character feels during the story.
- 6 Reading through the instructions on both pages with the class should be sufficient preparation for them to make their notes.
- 7 Go around as they work and ensure that students know what to do and can do it. You may need to support weaker students who find it difficult to come up with ideas.
- 8 Students use their notes to write the complete story of the new experience.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 8.

WB: Unit 7 Self-assessment (WB p80)

Students complete the page in their own time or as part of a 9th lesson in which students also make Individual speaking presentations and catch up on any incomplete or missed work.

In this unit, students will:

- discuss finding out information; talk about how things work; complete Start-up tasks in preparation for all work in the unit
- read and understand an information text giving an explanation
- develop a close understanding of the text, its style, structure and vocabulary
- learn and practise correct use of the future perfect simple passive
- learn about subject labels in a dictionary; spell the plurals of words ending in -y; look at the prefix re-
- learn about and practise using separable and inseparable phrasal verbs
- learn and practise expressions for polite requests and refusals; listen to a conversation after a terrible journey; discuss finding things out
- discuss the features of explanatory writing; write their own explanation

Lesson 1 Start-up SB pp82–83

Lesson aims

SB skills:

- to read information about modern inventions
- to discuss how much students know about how they work
- to discuss the kind of information students need to find out
- to listen to a conversation about finding information then talk in groups about subjects students need to find out about
- to discuss tenses used in an explanation

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 7 |
| ▶ General discussion and questions – 5 | ▶ Grammar in use – 6 |
| ▶ Reading and Vocabulary check – 8 | ▶ Listening/Speaking and Conversation focus – 10 |
| | ▶ Writing – 2 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

Ask students to put their hands up if they understand these things:

- how electricity is made
- how a car works
- how a TV works
- how a mobile phone works.

- If lots of hands have gone up, ask a volunteer to explain any one of them.
- If few hands have gone up, ask the class if they want to know about these things or whether they just want them to work without knowing how. Ask if they think it could ever be a problem not knowing how these things work.

Start-up: Finding out

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g.
What difference would it make to your lives if we didn't have electricity?
Have you ever wondered how a plane takes off and stays in the air?
(If any students have flown, ask how they felt the first time as the plane got ready to take off.)
Have you heard of carbon dating? Is it useful to find out about the past?
Do you know how any of the medical procedures shown on the page work? Would you like to?
Would your life be different without computers and mobile phones? How much do you need to know about how they work?

General questions

- 1 Ask students to look at their WB notes and go through the questions.
- 2 Experience of the inventions illustrated will vary.
- 3 All students should be able to say why they do or don't think about how they work.
- 4 Elicit what things they are interested in finding out about.

- 5 Most of them will need to do research for school projects and other subjects. Make a list of the things they need to know about.

Reading

- 1 Read the information and ask the question.
- 2 Students may have guessed the answer or looked it up. Obviously, the number is increasing all the time but it is more than 500. Remind the class that a little over 50 years ago it was just one. Ask if they can remember who: **Yuri Gagarin**.

Vocabulary

- 1 Check that the class has looked up the words or already know them. Ask for one or two definitions if you wish.
- 2 Ask volunteers to explain the phrases in their own words if they can. Alternatively, they may have looked up dictionary definitions:
chemical reaction: A process that happens when chemicals combine and form different substances. Atoms or groups of atoms move to form different molecules.
maximum thrust: the greatest possible force that an engine produces to push something forwards (or upwards)

Grammar

- 1 Read the information and elicit answers.
- 2 If you wish, encourage students to answer: ***I will have been given ...***

Word focus

Dictionary

- 1 Read the information and elicit suggestions about school subjects with specialist vocabulary.
- 2 Students should be aware of special vocabulary for: ***all the sciences; computing; literature***, etc.

Spelling

Read the information and elicit a word for *-ey* and one for *-y*.

Prefixes

- 1 Read the information and ask the question.
- 2 Elicit that *re-* means *again*.

Grammar in use

- 1 Read the information and elicit five events. Students should recall five out of: ***classical music concert, pop concert, jazz band, author presentation, art exhibition, Professor Barnes' lecture, dance performance***.
- 2 Read about phrasal verbs. Elicit that *separable* means: ***can be separated***; *inseparable* means: ***cannot be separated***.

Listening and speaking

- 1 Read the information and ask the question. Elicit: ***please***.
- 2 Read the next information and elicit students' suggestions for making a journey terrible.

Conversation focus

Track 2.09

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 2.09. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 2.09 Unit 8 Start-up

Conversation focus

- Mimi: Oh, hello, Kurt, could I use the computer? I want to search the library catalogue. I'll be quick.
- Kurt: Oh, OK. You can use it now, Mimi. I was just checking for the instructions on how to use the whiteboard.
- Mimi: The interactive whiteboard?
- Kurt: Yes, that's right. I've got to do a presentation of my art project.
- Mimi: We haven't used the whiteboard yet. It looks amazing. How does it work?
- Kurt: How does it work? I've no idea! I just want to use it. But I don't understand it!
- Mimi: Well, I don't understand my science project, so I want to find a book about it.
- Kurt: What do you need to find out about?
- Mimi: Electricity. I'd rather find out about keyhole surgery but it's electricity this term. Florence and I are doing a project together. Do you know about electricity, Kurt?
- Kurt: No, not a lot. Why don't you just look online?
- Mimi: We did but there wasn't enough detail. Ah, here's the book we need. I'll go and look for it.
- Florence: Hi, Kurt, do you mind if I use the computer? I ...
- Kurt: Don't tell me, Florence, you've got a science project.
- Florence: How did you know?
- Kurt: Mimi was just here. Electricity, is it?
- Florence: No, well, yes, ... but I want to find out about carbon dating.
- Kurt: Carbon dating? What do you want to know about that for?
- Florence: Professor Barnes has discovered an ancient royal palace in Scotland. He's using carbon dating to find out how old the site is. I want to know how it works. I've looked it up online but ...

Kurt: There wasn't enough detail.
 Florence: That's right. How did you know?
 Kurt: Never mind.
 Florence: Ah, here's the book I need.
 Mimi: It's OK, Florence, I've already got the book on electricity.
 Florence: Great! I just want to get this book on carbon dating. I won't be a moment.
 Mimi: So have you understood the instructions for the whiteboard, Kurt?
 Kurt: No, not yet. I had just found them when you arrived, as a matter of fact.
 Florence: OK, Mimi. I've got the book I wanted. Let's go.
 Mimi: You'd better hurry up, Kurt. The bell for the next lesson will go in a moment.
 Florence and Mimi:
 Bye, Kurt!
 Kurt: Goodbye, girls! Now, then ... Ugh!

- Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- Play track 2.09 again. Students listen and write the answers. Play it a third time if necessary.
- Check answers together.

WB answers

- 1 how to use the whiteboard 2 electricity
 3 carbon dating

Group conversation

- Students work in small groups or pairs and talk about things they need to find out about and things they are interested in finding out about.
- Remind them they may use the photos and word prompts to help them with ideas.
- Go around listening as they work.
- Invite one or two groups to speak while the rest of the class listens.

Writing

- Read the information and ask the question.
- Elicit for:
 how something happens now: **present tenses, especially present passive**
 how something used to happen: **past tenses, especially past passive**.

Homework task

Students check the Unit 8 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp84–85

Lesson aims

SB skills:

- to discuss the presentation and features of the information before reading
- to read and understand the information and explanation
- to practise reading the information and explanation

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Ask the class to tell you as many facts about space exploration as they know.

Write them on the board.

At the end of the lesson, ask what new facts they can add (without looking at the text).

Reading: Human achievement – spaceflight

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- What kind of illustrations are on the pages? **photos, a drawing, several diagrams**
- What does this tell you about the text? Elicit, e.g. **It shows it is probably a non-fiction text that explains how something happens.**
- Why do you think several diagrams are included? Elicit students' suggestions, e.g. **They help to explain the stages in a process.**

Reading

- Play track 2.10 or read the information to the class. Tell the class to listen carefully for pronunciation of technical language, proper names and acronyms. Students listen and follow.
- Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to

assist understanding. It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 8 (in the order that the words appear in the text):

human adj achievement n fly n succession n chimpanzee n
guinea pig n tortoise n rat n orbit v, n transportation n
system n program (US) n mission n satellite n probe n
artificial adj gas n spurt v rate n scale n fuel n
combine v combustion n chamber n chemical adj
reaction n nozzle n stack n solid adj booster n
external adj orbital adj main adj sufficient adj
sequence n stage (step) n take over v ignite v
build up v maximum adj thrust n point n irreversible adj
horizontal adj maintain v altitude n orbiter n involve v
achieve v

After reading

Gist questions

- 1 What living creatures went into space first? **flies**
- 2 What went next? **dogs, cats, monkeys, chimpanzees, guinea pigs, frogs, tortoises, rats and various fish**
- 3 What year was the first man sent into space? **1961**
- 4 Who was the cosmonaut? **Yuri Gagarin**
- 5 Who was the first woman in space? **Valentina Tereshkova**
What year? **1963**
- 6 Which space transportation system ran from 1981–2011? **the US Shuttle program**
- 7 How do you make a balloon fly away from you? **blow it full of air then let go**
- 8 What does a rocket engine use to make gas? **fuel**
- 9 What pushes the rocket upwards? **the energy created by the burning gas**
- 10 What objects were in the shuttle stack? **two Solid Rocket Boosters (SRBs), the External Tank (ET) and the orbital spacecraft**
- 11 What controlled the Shuttle launch? **the spacecraft's computers**
- 12 After lift-off, what objects separated from the orbiter first? **the SRBs – Solid Rocket Boosters**
- 13 What separated second? **the ET – External Tank**
- 14 How many nations' astronauts have visited the International Space Station? **15**

Reading practice

- 1 Divide the class into pairs and give each pair one page to read. They take turns to read a paragraph each.
- 2 Go around as they read and check for fluency and accuracy. If they find this text challenging suggest they listen again, if possible as part of their homework.
- 3 If you wish, ask individuals to read paragraphs while the class listens.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p82)

WB answers

- Exercise 1** fly, chimpanzee, guinea pig, tortoise, rat, fish, monkey
- Exercise 2** 1 combustion 2 achievement
3 succession 4 explosion 5 exploration 6 reaction
- Exercise 3** 1 satellite 2 probe 3 orbiter 4 booster
- Exercise 4** fuel, tanks, chamber, gas, nozzle, point, rocket, pad
- Exercise 5** 1 solid 2 artificial 3 external
4 irreversible 5 horizontal 6 maximum
- Exercise 6** 1 scale 2 altitude 3 rate 4 thrust
5 sequence
- Exercise 7** 1 take over 2 ignite 3 maintain
4 involve 5 combine

Lesson 3 Reading comprehension SB p86

Lesson aims

SB skills:

- to ensure a good literal understanding of the information
- to check understanding of a sequence of events
- to discuss ideas and issues related to space exploration
- to give a personal response to the ideas that students have read

WB practice:

- to re-read the information independently
- to identify true, false or not stated information
- to identify and write a sequence of events correctly and to write the sequence of events as a complete paragraph

EPB link: Test 5, Reading Q1, Q3

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

- ▶ Warm-up – 3
- ▶ Re-reading – 5
- ▶ 1 Literals – 7
- ▶ 2 Sequencing – 5
- ▶ 3 Pairs discussion – 7
- ▶ 4 Group opinions – 8
- ▶ 5 Personal views – 5

Warm-up

Give the class a time limit to make as many words as they can from *exploration*. There are a lot they should know, e.g. *exit, rat, relax, next, ox, oxen, tax, taxi, let, lit, late, rate, plate, rail, pail, tail, nail, not, note, pale, tale, opera, pat, part, lap, rap, tap, trap, lot, plot*.

Re-reading

Read the text again or play track 2.10.

Activity 1

- 1 Ask the literal questions to check understanding and elicit short oral answers.
- 2 Students will need to look back and scan the text to find answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers 1 1947 2 no 3 Russia 4 Neil Armstrong, 1969 5 a space transportation system 6 a probe that has sent back pictures of Venus 7 It will fly away from you. 8 two 9 It is forced out of the nozzle at high speed. 10 It is pushed upwards by the energy from the burning gas.

Activity 2

Students number the statements in the correct order.

Answers a7 b10 c8 d3 e6 f9 g2 h4 i1 j5

Activity 3

- 1 Students discuss in pairs. These questions give them an opportunity to use the information they read and their own knowledge.
- 2 Give them a time limit to note some ideas.
- 3 Ask different pairs to answer and encourage other pairs to add more.

Example answers

- 1 Students should understand that animals were sent into space before humans because of the risk of death (which happened to some animals).
- 2 Students' own ideas. They may suggest, e.g. *the effect of the launch and re-entry on the body; maintaining oxygen levels*.
- 3 Students should realise that the International Space Station allows scientists from different countries to work together to support research and further exploration.

Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about space exploration.

- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.
- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Answers Students' own opinions

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p83)

Students should be able to complete all these exercises working independently.

WB answers

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

Exercise 2 5 8 4 7 2 9 1 6 3

Exercise 3 A rocket engine has two fuel tanks and a combustion chamber. It has a bell shaped nozzle at the bottom. First, the fuels are combined in the combustion chamber. Next, there is a chemical reaction between the two fuels. The chemical reaction creates a controlled explosion. The explosion produces burning gas. This is forced out of the nozzle at high speed. The burning gas that is being forced out of the nozzle creates energy. The energy lifts the rocket off the launch pad.

Lesson 4 Grammar SB p87

Lesson aims

SB skills:

- to read and understand a short text using the future perfect passive
- to understand the structure and use of the future perfect passive
- to use the future perfect passive to complete sentences
- to write original sentences using the future perfect passive

WB practice:

- to practise the future perfect passive
- to change future perfect sentences to the passive form
- to write original sentences using the target structure

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

▶ Warm-up – 3

▶ 2–5 Practice activities – 25

▶ 1 Reading – 5

▶ Grammar box – 7

Warm-up

Ask the class if they can name all the planets in the solar system.

Elicit the names of those they know.

Ask if anyone can put them in order from the Sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Note: Pluto, beyond Neptune, is categorised as a dwarf planet.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the phrases in bold.
- 3 Ask: *What tenses are in the first paragraph? **past and present***
*What is the first paragraph about? **events in space that have happened and work that is happening now***
*What is the second paragraph about? **events in the future***

Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class.
- 3 Remind them to look back at the text to find and check details.

Answers 1 1969 2 launched satellites, probes and telescopes into space 3 experiments and research 4 thousands 5 thousands of experiments 6 No, we can only guess.

Grammar box

Go through the information and the examples with the class.

Make sure they understand them.

Activity 3

- 1 Students work in pairs and note answers.
- 2 Remind them to look back at the Grammar box if they get stuck.
- 3 Go around as they work and check they have understood the structure.
- 4 Give them a time limit then check answers by asking different pairs to read out their sentences.

Answers 1 will have been carried out 2 will have been discovered 3 will have been made 4 will have been increased 5 will have been learned 6 will have been sent

Activity 4

- 1 Give pairs a few minutes to complete these sentences.
- 2 Ask different pairs to read out their sentences.
- 3 Check with the class that they are correct.
- 4 Encourage the class to help correct any mistakes.

Answers Students' own ideas

Activity 5

- 1 Students work in the same or different pairs to write six sentences altogether.
- 2 Check they understand the task. Remind them about using the future perfect passive.
- 3 Go around as they work to check accuracy.
- 4 Give them a time limit then ask several pairs to read out sentences.

Answers Students' own sentences

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p84)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1 1 will have been completed 2 will have been discovered 3 will have been made 4 will have been achieved 5 will have been taken 6 will ... have been wasted

Exercise 2

- 2 In two years' time the new stadium will have been built.
- 3 In a few hours the missing climbers will have been found by the search party.
- 4 By 12 o'clock all the votes will have been counted.
- 5 By this time next year these magnificent houses will have been bought by wealthy families.
- 6 By the end of term outstanding results will have been achieved by all the students.

Exercise 3 Students' own sentences

Lesson 5 Word focus SB p88

Lesson aims

SB skills:

- A Dictionary work: to investigate subject labels in dictionary definitions
- B Spelling: revision of pluralisation – words ending in -y
- C Word groups: relating to Dictionary work – subject labels: physics and science
- D Prefixes: to study words with the prefix re-

WB practice:

- A Dictionary work: identifying specialised subjects; writing sentences
- B Spelling: completing sentences forming plurals
- C Word groups: using in sentences
- D Prefixes: definitions and completing sentences

EPB link: Test 5, Grammar and Vocabulary Q4, Q6

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

- ▶ Warm-up – 4
- ▶ A Dictionary work – 8
- ▶ B Spelling – 8
- ▶ C Word groups – 10
- ▶ D Prefixes – 10

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Ask students to spell ten words of your choice from the Word list for Unit 8.

A Dictionary work

- 1 Go through the information in the box with the class.
- 2 Ask them to look up the word in their dictionaries.

Activities 1–3

- 1 Students look at the words and list those they think have the Astronomy subject label in the dictionary. They may do this in pairs if you wish.
- 2 They check their answers.
- 3 Ask how many they got right.

Answers rocket, satellite, launch, moon

B Spelling

- 1 Go through the information in the box.
- 2 The rule is simple but remind students that it is easy to make mistakes if they don't think while they are writing or fail to check spellings afterwards.

Activity

- 1 Students write plurals in pairs or small groups.
- 2 Tell them to check their answers together before you check with the whole class.

Answers 1 luxuries 2 valleys 3 duties 4 abilities
5 highways 6 journeys 7 industries 8 keys
9 countries 10 families 11 surveys 12 centuries

C Word groups

Activities 1–5

- 1 Students may work in pairs or small groups to complete this work.
- 2 If they think they know which subject the word belongs to, tell them to write their ideas first, then check.
- 3 If they have no idea at all, they will have to look up each word to find which subject it belongs to.
- 4 Remind them to look at any meanings they have forgotten.
- 5 Go through the answers together.

Answers

<u>physics</u>	<u>science</u>
engine	gas
thrust	fuel
atmosphere	energy
	atmosphere
	experiment

D Prefixes

- 1 Go through the information and examples in the box.
- 2 Students should be familiar with this prefix. The information about the hyphen may be new.

Activity 1

- 1 Students write the words for practice.
- 2 Remind them that they could use these words in their own writing. This is not simply a language feature: it also expands their vocabulary.

Answers 1 reappear 2 rebuild 3 reheat 4 rethink
5 rearrange 6 reread

Activity 2

- 1 Students write the words.
- 2 Check answers together.

Answers 1 re-encounter 2 re-enter 3 rejoin
4 rename 5 re-edit 6 re-elect

Activity 3

Remind students to write interesting sentences that put the words in a proper context.

Answers Students' own sentences

WB: Word focus (WB p85)

Students complete the exercises independently.

WB answers

A Dictionary work

Exercise 1 Computing

Exercise 2 Students' own sentences

B Spelling

Exercise 1 1 highways 2 centuries 3 countries
4 keys 5 flies

Exercise 2 1 flies 2 replies 3 chimneys 4 plays
5 stories

C Word groups

Students' own answers

D Prefixes

Exercise 1 1 rewind 2 reconsider 3 re-employ

Exercise 2 1 rejoined 2 recharge 3 rebuild
4 re-edit 5 re-entered

Lesson 6 Grammar in use SB p89

Lesson aims

SB skills:

- to listen to and understand a short conversation checking last-minute details
- to recognise and practise using separable and inseparable phrasal verbs

WB practice:

- to practise writing sentences with inseparable phrasal verbs
- to practise writing sentences with separable phrasal verbs
- to write sentences correctly recognising separable and inseparable phrasal verbs

EPB link: Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q5

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

▶ Warm-up – 3

▶ Grammar box – 5

▶ Listening/Reading – 7

▶ Independent practice – 5

▶ Activities 2–4 – 20

Warm-up

Explain that the committee is meeting to discuss last-minute details.

Ask the class, in pairs, to think of three things that they think the committee might need to consider now that they have booked all the speakers and groups for the arts programmes.

Elicit ideas and note them on the board.

Activity 1

Pre-listening questions

- 1 From the illustrations, what do you think is one of the things the committee will be talking about? **refreshments; drinks and snacks; cakes, etc.**
- 2 Which student is in charge of refreshments? **Lucie**
- 3 Do you think Lucie will have done her job properly or not? Why?
- 4 Play track 2.11. Students listen and follow in their books.
- 5 Point out the phrasal verbs and ask students to notice how some are separated by other words and some are not.
- 6 Explain that you will look at these types of verbs in detail during the lesson.

Activity 2

- 1 Students work in pairs. Tell them to answer without looking back first of all. They should try to remember what they heard and read.
- 2 Give them a time limit to mark the sentences and write correct statements.

- 3 Check answers by asking different pairs to read out their sentences.

Answers 1 False. They don't need more helpers.
2 False. Drinks will be provided by the school canteen.
3 True 4 True 5 True 6 False. It is not certain that the sculptures have been stolen.

Grammar box

Go through the information in the box and the examples. Make sure that students understand the difference between the two types of phrasal verb.

Independent practice

Go through the dialogue with the whole class asking which type of verb it is so you have a chance to check how well they understand this work.

Activity 3

- 1 Students work in pairs to change the sentences. Tell them to check their answers together before you go through them with the whole class.
- 2 Remind them to look back at the Grammar box if they need to.
- 3 Give them a time limit then ask different pairs to read their sentences.

Answers

- 2 They got on with it.
- 3 They couldn't keep up with him.
- 4 My grandmother looked after us.
- 5 John fell out with her.
- 6 I came by them at a market.

Activity 4

Complete this activity with the class in the same way as Activity 3.

Answers

- 2 He gave my book back. He gave it back.
- 3 They handed the keys over. They handed them over.
- 4 He let my sister and me down. He let us down.
- 5 He phoned his aunt up. He phoned her up.
- 6 The scientists carried experiments out. They carried them out.

WB: Grammar in use (WB p86)

Students complete these exercises independently. Remind them that their dictionary will tell them which verbs are separable and which are inseparable.

WB answers

Exercise 1

- 2 I must get on with it.
 - 3 Fortunately, now he has got over it.
 - 4 He fell out with her.
 - 5 He always stands by them.
- a3 b5 c2 d1 e4

Exercise 2

- 2 We talked our problems over. We talked them over.
 - 3 They carried experiments out. They carried them out.
 - 4 He turned my suggestion down. He turned it down.
 - 5 Do your coat up! Do it up!
- a3 b5 c1 d4 e2

Exercise 3

- 1 I filled it in.
- 2 Can you look after them?
- 3 Please, take them off.
- 4 You must look it up.
- 5 He was looking for us.
- 6 Thieves broke into it.
- 7 Put them on.
- 8 They can't get on it.
- 9 The travellers talked it over.
- 10 I can't do without it.

Lesson 7 Listening and speaking SB p90

Lesson aims

SB skills:

- to practise correct expressions for making requests
- to listen to a conversation when a girl has had a terrible journey to stay with her aunt and uncle
- to talk about the kind of people students heard in the conversation

WB practice:

- to order sentences making polite requests correctly
- to complete a dialogue using conversational words and phrases

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 – 15

► Functions of English – 20

Warm-up

Ask students to think of two situations where they might need to be very polite in asking someone to do something for them.

Give them a minute to think and note ideas.

Students should be able to think of, e.g. *asking for help with homework or a project from an older person; asking a stranger for directions to somewhere; speaking to a teacher, especially a head teacher for permission to do something.*

Functions of English

Activity 1

- 1 Go through the expressions and responses.
- 2 All the examples in the first box have *please* at the end. The *Would you mind + gerund* structure could also have *please* at the end, though it is less necessary.
- 3 Point out that:
 - *please* is optional but immediately makes a request more polite. It can go at the beginning, end or middle of the request.
 - *Could you* and *Would you* are more polite than *Can you* and *Will you*. *Could you possibly* is the most polite of all.
 - the way to agree to a *Would you mind* request is to say *No.*, i.e. *No, I don't mind.*

- 1 Students speak in pairs making requests of their partners.
- 2 Go around as they talk and check for fluency and accuracy.
- 3 Ask several pairs to make requests while the class listens.

Activity 2

- 1 Go through the expressions in all the boxes.
- 2 Point out to the class that they have now learned polite ways of asking for just about any situation they might come across.
- 3 Point out that there are polite ways of refusing as well as agreeing.

Students speak in pairs as in the activity above.

Listening comprehension

Activity 1

- 1 Tell students to read the questions silently.
- 2 Tell them to listen to the conversation and try to understand the general situation.
- 3 Play track 2.12. Students listen.

Audioscript

Track 2.12 Activities 1 and 2

- Brenda: Here we are, Lisa. Welcome to our home!
Lisa: Thanks! It's so good to be here.
Bob: What a terrible journey you had!
Brenda: Fancy losing your mobile like that! Do you think someone stole it?
Lisa: I don't know. Maybe. The boy sitting opposite me on the train looked very suspicious.
Bob: Not a very good start to your holiday.
Lisa: No. I ought to ring up Mum and let her know that I've arrived safely. Could I possibly use your phone?
Bob: Yes, of course. It's in the sitting room. Help yourself.
Lisa: Thanks.
Brenda: I'll show you to your room first. It's upstairs.
Lisa: OK.
Brenda: Bob, would you mind carrying Lisa's bags upstairs? They're so heavy.
Bob: Not at all. Hand them over. Oof! They are heavy!
Brenda: And when you've settled in, we'll have dinner. It's all ready.
Bob: What are we having, Brenda?
Brenda: Roast chicken.
Bob: Mmm ... My favourite.
Lisa: Aunt Brenda, I'm sorry but I've stopped eating meat. Do you mind if I don't eat the chicken?
Brenda: Of course not, dear. I can easily find something else for you.
Lisa: Thanks. Sorry to be a nuisance.
Bob: It's no problem at all, Lisa. Don't worry.
Lisa: It was such a long, hot journey! Would it be OK if I had a shower before dinner?
Brenda: Yes, of course. I'll show you where the bathroom is.
Lisa: And could I have a cold drink, please?
Bob: By all means. You must be so thirsty. Water or fruit juice?
Lisa: Fruit juice, please, Uncle Bob. Can I have apple juice?
Bob: I'm afraid not. We haven't got apple but I've got some lovely mango juice.
Lisa: Oooh! That sounds delicious!

- 4 Ask the questions. Elicit answers but check that most or all students have the correct answer.

Answers

- 1 three – Lisa and her Uncle Bob and Aunt Brenda
- 2 at the house of Uncle Bob and Aunt Brenda
- 3 Lisa has just arrived to stay with them after a bad journey.

Activity 2

- 1 Tell the students to read the questions silently.
- 2 Give them a minute or two to do this, then play track 2.12 again.
- 3 Students note their answers as they listen.
- 4 Check answers together. Elicit an answer then check with the rest of the class that it is correct.

Answers

- 1 terrible
- 2 her mobile phone
- 3 a boy on the train who looked very suspicious
- 4 to let her know that she's arrived safely
- 5 because they're heavy
- 6 Yes, because roast chicken is his favourite.
- 7 She's stopped eating meat.
- 8 have a shower; it was a long, hot journey
- 9 Yes, she is. She asks for a cold drink.
- 10 mango juice

Activity 3

- 1 Students discuss Uncle Bob and Aunt Brenda in groups.
- 2 Go around listening as they discuss.
- 3 Ask groups for their ideas.
- 4 They should note that they are kind and considerate and give Lisa a warm welcome into their home.
- 5 Ask students to talk about their own aunts and uncles. Are they like the ones in the conversation? What sort of things do students do together with them?

WB: Listening and speaking (WB p87)

Students complete the exercises independently.

WB answers

Functions of English

- 1 Could you possibly give me a hand with my suitcase?
- 2 Would you mind lending me your dictionary?
- 3 Is it all right if I sit by the window?
- 4 Would it be OK if I sat next to you?
- 5 Do you mind if I ask you a personal question?
- 6 Would you mind if I borrowed your mobile?

Listening comprehension

- Bob: Fancy, mobile, start
Lisa: ring up, let, possibly
Bob: course, Help
Brenda: would, carrying, upstairs
Bob: at all, over
Brenda: settled
Lisa: all right, had, first
Brenda: problem
Lisa: nuisance, may, drink
Bob: means
Brenda: thirsty, journey

Lesson 8 Writing features SB p91

Lesson aims

SB skills:

- Writing features: to investigate writing that informs and explains
- Writing assignment: to write to inform and explain

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 5, Writing Q1, Q2

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

- ▶ Warm-up – 5
- ▶ Checklist – 15

- ▶ Writing assignment: SB explanation + WB planning in class time – 20

Warm-up

Give students one minute in groups to think of as many words to do with space as they can.

Writing features: Informing and explaining

Read through the information in the box. Check students understand the difference between information and an explanation: information tells you facts about something; an explanation tells you how something happens.

Checklist

- 1 Go through the Checklist with the class, reading the information and asking the questions.
- 2 Use the answers below to guide you in a class discussion about the features.

▶ Information and explanation

The information is under three subheadings.

What are the subheadings?

Spaceflight testing

First human spaceflights

Spaceflight development

Find examples of three pieces of information.

e.g. ... first living creatures in space were flies.

... Yuri Gagarin was the first man in space ...

... the US Shuttle program, ran from 1981-2011 ...

There are two sections of explanation.

What are the subheadings?

How does a rocket engine work?

How was the shuttle launched?

▶ Tenses

Find three examples of present tenses.

e.g. If you **blow**

as the gas **spurts out**

the fuels **are combined**

The explosion **produces**

Find three examples of past tenses in the explanation.

- e.g. was made up of
The ET contained
The SRBs were ignited
The SRBs had lifted

► Sequence

Reread *How was the shuttle launched?* and pick out linking words and phrases that show you the order in which things happened.

- e.g. At the start of the launch sequence, ...
At the moment of lift-off, ...
From this point, ...
After one minute, ...

► Cause and effect

Find another example of a linking phrase.

After one minute, the shuttle engines were at maximum thrust in order to maintain the lift-off.

► Passive voice

Find two more examples of the passive voice in the text.

- e.g. ... the SRBs were ignited.
The supports ... were broken ...
They were recovered by ...

► Specialised vocabulary

Find five more examples of specialised vocabulary in the text.

- e.g. cosmonaut
astronaut
Shuttle program
satellites and probes

► Diagrams and captions

Discuss the diagrams and captions in the section

How does a rocket engine work?

Do you find them useful? Why? / Why not?

Students' own answers.

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp88–89 in their WB.
- 3 Point out the choice of subject.
- 4 Point out the advice to students to remind themselves about doing research and making notes. If your class is confident and able, they may well have mastered these skills. Other students may benefit through the research skills pages again.
- 5 Point out the space on p88 where students can make notes on their research.
- 6 Ask students to look at p89. Go through the information with the class. Check they understand the advice given on this page.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 9.

WB: Unit 8 Self-assessment (WB p90)

- 1 Students complete this page in their own time or during an optional 9th lesson.
- 2 Remind students that they have a Revision test to do and they should look through the work for the units carefully, do the tasks and follow the Checks if they need to, to improve their chances in the test.

Life skills 2 – Formal letter writing

SB pp92–93

- 1 Depending on the ability of your class, you may wish to spend two or more lessons on this skill as it is an important one for students to master.
- 2 Students will need to go through the SB example in detail.
- 3 They will then look at the independent task which has extensive preparation.

Life skills 2 Aims

To consolidate skills in writing a formal letter correctly:

- layout and format
- style and language
- appropriate content

- 4 Read the information in the box.
- 5 Point out that the example given on the page is Lucie's letter to Gustav's uncle, asking him about playing at the arts festival.
- 6 Give the class a few moments to look at the letter. They should already be familiar with most of the features. These pages reinforce what students already know and present a more sophisticated example to help them develop their skills further.
- 7 Ask the class to look at p93. Read the information in the left column.
- 8 Read the first numbered section of the letter then read the information about that section of the letter. Ask the question for the first section. Elicit students' ideas.

Answer 1 So that the recipient knows where the letter has come from and where to reply to.

- 9 Continue in the same way, reading the section of the letter, the note for the section and the question for the section.

Answers

- List all the ways of writing the date that students know. Elicit students' ideas about the most appropriate style.
- It is customary to write the recipient's name and address so that it is clear who the letter is intended for.
- Dr, Prof
- to invite Dr Feldman to bring his orchestra to the arts festival
- there are five paragraphs
Paragraph 1: the reason why she is writing
Paragraph 2: a summary of the festival
Paragraph 3: why they want him to come
Paragraph 4: the facilities the festival committee can offer
Paragraph 5: request for a reply and to know the fee
Lucie uses the phrases so Dr Feldman will understand that they think highly of the orchestra and so really want them to come.
- to let them know availability and fee
- She uses *Yours sincerely* because she knows Dr Feldman's name and has addressed the letter to him.
- in case your signature can't be read; to ensure correct spelling for the recipient so that the recipient knows on whose behalf you are writing

WB: Life skills 2 (WB pp122–123)

Go through the pages in class time.

Page 122

- Students complete each part of the page.
- Give them an appropriate amount of time for each stage.
- Where possible, check answers after students have completed it within a time limit. This applies to sections 1, 4 and 5.
- For sections 2 and 3, give students adequate time to think and write.

WB answers

Exercise 1 Dear Mr Smith; Dear Doctor Jones; Dear Professor Black; Dear Ms Moor

Exercise 2

- If you wish, students may complete this in pairs.
- Remind them that the first paragraph of a letter always states the reason for writing.
- Go around as students work and check their ideas for appropriateness and accuracy.
- Students should write clear sentences, e.g.
I am writing to invite you to come to speak to my class.
I am writing to apply for the part-time job that is advertised in the local paper.

I am writing to complain about the unfriendliness and unhelpfulness of your staff.

Exercise 3

- Remind students that the last paragraph of this type of letter usually ends with a request for some specific action on the part of the recipient.
- Students should write appropriate clear ideas, e.g.
Would you please let me know if you would be willing to accept the invitation to speak.
Would you let me know if you think I would be suitable for the job.
I would like you to send an apology from the staff.

WB answers

Exercise 4

Yours faithfully, (The name of the recipient is not known.)

Your sincerely, (The name of the recipient is known.)

Exercise 5 1 be quiet 2 Contact me by telephone

3 am available for interview; at your convenience

4 We would appreciate it if; address

Page 123

- Go through this page with the class; it sets a formal letter-writing task.
- Make sure they understand what is required in this task.
- Go through the sections which explain what should be included in each paragraph.
- Go through the useful language that they could use.
- Remind them of the correct way to end their letter.
- Students write their letter in class or start in class and continue as a homework task.

Revision 4 (Units 7 and 8) (WB pp91–92)

WB answers

Exercise 1

- me: I was told a funny joke yesterday.
- the whole school: The whole school was given a talk by a well-known author.
- the students: The students are going to be shown an interesting film by the head teacher.
- us: We are being taught traditional dances for the show.
- me: I have been bought a wonderful present by my grandmother.

Exercise 2 1 mine 2 theirs 3 us 4 them 5 yours
6 its

Exercise 3 1 will have been launched 2 will have been carried out 3 will have been sent 4 will have been discovered 5 will have been made

Exercise 4

- 1 The committee turned it down.
- 2 They looked for him everywhere.
- 3 Jenny takes after her.
- 4 We carried them out.
- 5 Joe made it up.
- 6 I need to get on with it.

Exercise 5

1 scurried 2 inspected 3 clutched 4 alter
5 ensure 6 surveyed

Exercise 6 1 numerous 2 swift 3 rate 4 sequence
5 scale 6 entire

Exercise 7 1 artificial 2 horizontal 3 external
4 solid 5 shy 6 succeed

Exercise 8 1 explosion 2 reaction 3 appreciation
4 achievement 5 exploration 6 movement

Exercise 9 1 cautiously 2 entirely 3 shyly
4 critically 5 swiftly 6 daintily

Exercise 10 1 swiftly 2 daintily 3 cautiously
4 critically 5 shyly 6 entirely

In this unit, students will:

- discuss issues; talk about discussion; complete Start-up tasks in preparation for all work in the unit
- read and understand a discursive essay
- develop a close understanding of the text, its purpose, structure and vocabulary
- learn and practise further changes in reported speech
- learn about cross-referencing in a dictionary; revise words ending in *-f / -fe*; revise sounds and spellings of past tense verb endings
- learn and practise the correct order of adjectives
- listen to Professor Barnes, the archaeologist who is giving a talk at the festival; talk about an interesting discovery
- discuss the features of discursive essay writing; write their own discursive essay

Lesson 1 Start-up SB pp94–95

Lesson aims

SB skills:

- to read information about various frequently raised issues
- to discuss students' level of knowledge and concern about them
- to discuss what importance there is in discussion
- to talk about students' interest in discoveries
- to listen to a conversation about issues then talk in groups about issues of importance to students

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 3 | ▶ Grammar and Word focus tasks – 6 |
| ▶ General discussion and questions – 7 | ▶ Grammar in use – 5 |
| ▶ Reading and Vocabulary check – 4 | ▶ Listening/Speaking and Conversation focus – 12 |
| | ▶ Writing – 3 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

Give students a minute to make as many words as they can out of: *problematic*.

Start-up: It's an issue

General discussion

- 1 Ask different students to read the information that is with the photos.

- 2 Ask the class to name the six issues that are illustrated. Elicit their suggestions and list them on the board: **poverty; equality; animal rights; climate change; land ownership and use; the effects of modern media.**
- 3 Each piece of information on the page makes two points. Are they for or against the issue?
- 4 Students should easily recognise that one point is for and one is against.
- 5 Ask about some of the issues. Use these questions and/or any others of your own.
What do people do to try to end poverty? Students may suggest, e.g. **give money.**
What aspect of equality is illustrated? **equal access for a disabled person who uses a wheelchair**
What aspect of human activity possibly causing climate change is illustrated? **traffic**
What other causes are often put forward? **industry, energy use**

General questions

- 1 Ask the questions and elicit answers. Students may look at their WB notes to answer these.
- 2 Encourage the class to engage in further discussion of the issues as appropriate. Some students might have a strong opinion about climate change, for example, and be willing to state and explain their views.

Reading

- 1 Read the information and ask the questions.
- 2 Students should be familiar with the term *discursive*: **something that discusses and looks at both sides of an argument.**
- 3 Elicit students' ideas in response to the second question. They might say, e.g. **discussing things helps to understand different points of view; discussion can lead to a better solution to a problem, etc.**

Vocabulary

- 1 Check students have looked up the words they did not already know.

- 2 Ask volunteers to explain the phrases. Elicit further ideas and comments as appropriate.
- 3 Students should be able to find out simple explanations which should approximate to the following:
ozone layer: the layer in the Earth's atmosphere that protects it from some harmful effects of the Sun
greenhouse gases: gases that stop heat escaping from the Earth's atmosphere
exhaust fumes: gases emitted from the engine of a vehicle when it is running
ultraviolet rays: light with shorter wavelengths coming mainly from the Sun

Grammar

- 1 Read the information and task.
- 2 Students should be able to name verbs and pronouns as word classes that change in reported speech.

Word focus

Dictionary

- 1 Read the information and questions. Elicit, e.g. *It is a way of emphasising or highlighting a word or phrase to focus attention on it.*
- 2 Elicit suggestions for other means of highlighting, e.g. *different font, colour, underlining, italic, etc.*

Spelling

- 1 Read the information and elicit words.
- 2 Ask for the spelling and check with the rest of the class that they are spelled correctly.

Suffixes

- 1 Read the information and ask the question.
- 2 Elicit that there are three different sounds: **t, d and ed.**

Grammar in use

- 1 Read the information and question. Elicit students' suggestions.
- 2 Read about adjectives and the task.
- 3 Elicit suggestions for each category.
- 4 Check with the class that the suggestion is right for each category.

Listening and speaking

- 1 Read the information and question about Professor Barnes. Elicit: **Scotland.**
- 2 Elicit responses to the second question.
- 3 Find out how many of the class are most interested in each topic.
- 4 Ask different students to explain their reasons.

Conversation focus

Track 2.13

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.

- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 2.13. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 2.13 Unit 9 Start-up

Conversation focus

- Liam: Hi, Florence. Can I use the photocopier?
 Florence: I'm not using it, Liam.
 Liam: OK, thanks. ... Hey, you've left this sheet of paper in the photocopier, though.
 Florence: It's not mine.
 Liam: It's got your name on it – Duval, look.
 Florence: Let's see. Oh, it's Lucie's. It's the arrangements for the disabled children at the festival concert.
 Liam: You mean some children are coming who can't walk?
 Florence: Yes, that's right. They use wheelchairs. They each have a volunteer with them.
 Liam: Really? Why?
 Florence: In case there's a fire or something and everyone has to leave the hall. The volunteers have to know how to get the children out quickly. They've got a practice at lunchtime tomorrow.
 Liam: It seems like a lot of trouble to go to.
 Florence: Do you think so? If it means they can come to the concert, I don't think it's much trouble at all.
 Liam: OK, OK! You're very sure about it.
 Florence: I am. We've got a disabled cousin in France, you see. So I think equal opportunities are important. Isn't there anything that's important to you?
 Liam: Yes, of course.
 Florence: Like what?
 Liam: Well, ... animal rights.
 Florence: Animal rights?
 Liam: Yes. You know. Treating animals well. Not hurting them in scientific experiments, for example.
 Florence: I see. Don't you think people are more important?
 Liam: People can speak for themselves. When did you last hear a horse complain at being hit?
 Florence: I take your point. All the same, some people don't have much of a voice.
 Liam: How do you mean?
 Florence: Poor people, for instance. Who takes any notice of them?

Lesson 2 Reading SB pp96–97

- Liam: That's true. Lots of poor farmers have no land to work on because it's been sold to food companies who use machines.
- Florence: So the farmers get poorer still.
- Liam: Correct. And the poorest people are most affected by climate change. Now that really is important.
- Florence: I agree. It's going to be a big problem over the next century.
- Liam: It's one that we'll have to solve.
- Florence: Yes, but not before the next lesson, though, Liam. I've got to go.
- Liam: OK. Nice talking to you, Florence.
- Florence: And you, Liam. I enjoy a good discussion. See you later.

- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 2.13 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

WB answers

- 1 Florence 2 Liam 3 Florence 4 Liam 5 Liam
6 modern media

Group conversation

- 1 Students work in small groups or pairs and talk about issues mentioned on the page and any others.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

- 1 Read the information and ask the questions.
- 2 Elicit responses from around the class.
- 3 Find out which topic is of most interest to the class.

Homework task

Students check the Unit 9 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson aims

SB skills:

- to discuss the features of the discursive essay before reading
- to read and understand the discursive essay
- to practise reading the text

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Ask students to name as many different words for road vehicles that emit gases as they can think of. They should be able to think of: **car, taxi, van, truck, lorry, bus, minibus, motorbike**. Some students may remember some more specific vocabulary, e.g. **coach, limousine, 4 x 4 (four by four)**.

Reading: The Age of the Automobile

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 How is this essay set out? **in paragraphs**
- 2 What is the style of the paragraphing? **block paragraphs with a space between paragraphs**
- 3 What does this tell you about the style of the writing? **non-fiction, formal**
- 4 Scan the text. What do you notice that confirms the previous answer? **no direct speech, no contractions**

Reading

- 1 Play track 2.14 or read the essay to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the text.
- 3 Explain any language difficulties if necessary to assist understanding.
- 4 It is important not to spend time on detailed vocabulary work during the lesson.

Reading text vocabulary list for Unit 9 (in the order that the words appear in the text):

automobile n gasoline n luxury n concerned adj
 increase v, n exhaust n release v contributor n
 decrease n respiratory adj estimate v premature adj
 diabetes n obesity n lack n option n sensitive adj
 invade v supply n impact n catastrophe n campaigner n
 deal with v straightforward adj remote adj rural adj
 efficient adj address v congestion n pile-up n hardship n
 investment n alternative n situation n brisk adj
 energetic adj beneficial adj

**After reading
 Gist questions**

- 1 Who introduced the first automobile? **Karl Benz**
- 2 Roughly how long ago? **about 130 years**
- 3 What is the big problem with cars? **pollution**
- 4 What health problems do cars cause? **respiratory problems; diabetes and obesity because people walk less**
- 5 What is the problem with dependence on oil? **exploration for more oil is taking place in sensitive environmental areas with the risk of environmental catastrophe**
- 6 Which people particularly need cars? **people who live in remote, rural (countryside) communities**
- 7 What is the single biggest advantage of having a car? **individual freedom – you can go where you like, when you like**
- 8 What does the writer say we should be doing now? **slow down the damage**

Reading practice

Either divide the class into groups and tell them to read a paragraph each or ask individuals to read paragraphs aloud while the rest of the class listens.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p94)

WB answers

Exercise 1

Motor car	Natural environment
gasoline	ozone layer
automobile	ultraviolet rays
engine	greenhouse gases
exhaust fumes	atmosphere

Exercise 2 1 protection 2 pollution 3 argument
 4 solution 5 investment 6 dependence

Exercise 3 1 increase 3 damage 4 spill
 5 exercise 6 transport 8 cause

Exercise 4 1 efficient 2 horrific 3 beneficial
 4 severe 5 premature

Exercise 5 1 noun 2 verb 3 adjective 4 noun
 5 verb 6 noun

Exercise 6 1 disadvantages 2 decreases 3 harmful
 4 healthier 5 encourage 6 impossible 7 carelessness
 8 efficient

Exercise 7 Students' own sentences

Lesson 3 Reading comprehension SB p98

Lesson aims

SB skills:

- to ensure a good literal understanding of the essay
- to check understanding of colloquial phrases and expressions
- to discuss the discursive style of the essay
- to discuss ideas and issues related to the essay
- to give a personal opinion about the essay that students have read

WB practice:

- to re-read the essay independently
- to answer multiple choice and true, false or not stated questions
- to complete sentences using essay vocabulary
- to give a personal response to the survey

EPB link: Test 6, Reading Q2, Q3

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

- ▶ Warm-up – 3
- ▶ Re-reading – 5
- ▶ 1 Literals – 6
- ▶ 2 Vocabulary check – 5
- ▶ 3 Style discussion – 6
- ▶ 4 Group opinions – 10
- ▶ 5 Personal views – 5

Warm-up

Ask students to give you the definitions of some words from the Word list for Unit 9.

Re-reading

Read the text again or play track 2.14.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.

- Students will need to look back and scan the text to find the more detailed answers.
- They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers

- 1885
- 25
- a greenhouse gases
b ozone layer
- Any two from:
respiratory disease / obesity / diabetes
- The Arctic
- Greenpeace
- 'Five million barrels of harmful, dirty, black oil were released into the sea and it took three months to get it under control.'
- Any two from:
better public transport system / car sharing / electric cars / walking / cycling

Activity 2

- Students work in pairs to match.
- Give them a time limit then check answers together.

Answers 1 not an option 2 begin to dry up
3 beneficial to you 4 a real concern 5 look almost straightforward 6 individual freedom

Activity 3

- Students work in groups to complete these tasks.
- If you wish, give the groups time to complete one question at a time then go through the answer for the single question. This will enable you to ensure that students focus clearly on each question and have the correct answer before moving on.

Example answers

- Note these on the board if you wish.

<u>advantages</u>	<u>disadvantages</u>
<ul style="list-style-type: none"> Cars are a necessity for people who live in 'remote, rural communities'. individual freedom 	<ul style="list-style-type: none"> pollution – car emissions / greenhouse gases / ozone layer health – respiratory damage / obesity / diabetes dependence on oil – oil supplies drying up / drilling in sensitive environmental areas / oil spills traffic – congestion / motorway pile-ups

- Students should notice that there are more disadvantages than advantages, therefore the writer does not support the use of the car.
- Students should notice that the writer expresses the advantage but then shows how it does not justify car ownership and puts forward alternatives to the car.
 - Cars are a necessity for people who live in 'remote, rural communities'. – need 'an improved, cheap and efficient public transport service'.
 - Individual freedom – 'You can go door-to-door without worrying about whether the train is on time or whether you will have to stand in the freezing cold at a bus stop. It sounds like a very good argument but is it? When you consider the harm that the motorcar is doing to the planet, people's health and the natural environment, the congestion in our towns and cities, the horrific motorway pile-ups – ask yourselves this, is it really such a hardship to have to wait for a bus or a train to come along?'
- Students should realise that the writer wants to persuade the reader to agree with the writer's point of view.
Ask the class how the writer tries to do this in these phrases.
Encourage the class to recognise that readers do not want to think of themselves as:
 - 'mad' or 'foolish'
 - unable to appreciate the problem and learn from it
 - people who consider their own comfort above the well-being of the planet
 - people who don't take the problem seriously and do nothing
 - people who are not concerned about their children's health.
- car sharing, greater use of public transport, greater investment in alternatives such as electric cars, walking or cycling

Activity 4

- Divide the class into groups of 3–6 to discuss these questions.
- Appoint a note taker. Give them a time limit to discuss the questions.
- Go around as they work and check that all students are listening to the others in the group and contributing to the discussion.
- Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Answers

- 1 more wildfires, extreme heatwaves, the melting of the polar ice caps, causing sea levels to rise
- 2 Example answer: Parents might not think it is safe for their children to walk or cycle due to the traffic on the roads.
- 3 Example answer: The industry's main concern is to make money. The quicker they drill the oil, the more money they make so they didn't take safety seriously enough.
- 4 Example answer: It is easy to say the right thing, what people ought to say and do but it is sometimes difficult to do the right thing when it means making big changes that seem inconvenient.

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p95)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1 1b 2c 3b 4c 5a 6b

Exercise 2 1 disadvantages 2 planet 3 Respiratory
4 environmental 5 efficient 6 alternatives

Exercise 3 1 T 2 F In the USA, car emissions are the second largest source of CO₂. 3 F A study was carried out in Holland on 632 children. 4 NS 5 F Supplies are beginning to dry up elsewhere. 6 T

Exercise 4 Students' own answers

Lesson 4 Grammar SB p99

Lesson aims

SB skills:

- to read and understand a short text using reported speech
- to understand various changes in reporting speech including demonstrative pronouns, time and place
- to practise making various changes in reported speech

WB practice:

- to practise reported time phrases
- to practise various changes in reported speech
- to report a dialogue

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

▶ Warm-up - 5

▶ 2-4 Practice activities - 20

▶ 1 Reading - 5

▶ Grammar box - 10

Warm-up

Ask the class if they want to learn to drive a car when they are old enough. Do they want to own a car? Why? / Why not?
What do they think about the number of people who want to have cars? Is it too many? Why? / Why not?

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the words and phrases in bold in the speech bubbles and in the text.
- 3 Point out that the phrases in the text report what is said in the speech bubbles.
- 4 Ask a student to read the bold words in the first speech bubble. Ask another to find the reported phrase in the text below.
- 5 Do the same with the other speech bubbles.

Activity 2

- 1 Students work in pairs to identify true/false sentences and make correct statements which practise the target language.
- 2 Give them a time limit and check answers together.

Answers 1 False. A surprising number of people were against cars. 2 True 3 False. One man said that he had given up driving a car the year before. 4 True 5 False. One man said that he had bought his first car a month before and he couldn't do without it.

Grammar box

If you wish, go through the information and examples now. These deal with demonstrative pronouns as well as adverbs of time. Students practise all of these in Activities 3 and 4.

Activity 3

- 1 Students work in pairs to complete the sentences.
- 2 Check answers by asking different pairs to read complete sentences.

Answers 1 the following week 2 three weeks before
3 the previous day 4 that day 5 the next day
6 the week before

Activity 4

- 1 Students work in pairs or small groups to report these statements.
- 2 Give them a time limit and tell them to check that they all agree on their answers.
- 3 Ask different pairs/groups to say their sentences.
- 4 If there are any mistakes, ask if there is anything any of them want to correct.
- 5 Encourage other students to help identify and correct any mistakes.

Answers

- 1 She said that she had lost her mobile the day before / the previous day.
- 2 He said that he did not like those photos.
- 3 He said that he had learnt to swim the year before / the previous year.
- 4 They said that they had seen that film two months before.
- 5 She said that she would phone John the next day / the following day.
- 6 They said that they had seen a rabbit there in their garden.
- 7 He said that they were leaving then.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p96)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1 1 the previous week 2 six months earlier
3 the following day 4 that day 5 the day before 6 the week after

Exercise 2

- 1 She said that she was thinking of buying those boots.
- 2 They insisted that they wanted to live there in that house.
- 3 She explained that the head teacher could not speak to them then because he was busy until midday.
- 4 He promised that he would hand in his project the next day / the following day / the day after.
- 5 They said that they had seen that film in their local cinema two weeks before.
- 6 She said that she was going to Spain for her holidays the following year / the year after.

Exercise 3

Example answer:

Note: Reporting verbs can be used in different places. Different time phrases could be used, e.g. the next day / the following day / the day after.

Kate announced that she was going to sell her car the next day. She added that she had decided to rely on public transport from then on. Joe asked her if/whether she was sure about that. He insisted that he could not do without his car. Kate promised that she would let him know how she got on the following weekend. She said she knew that it was going to be hard.

Lesson 5 Word focus SB p100

Lesson aims

SB skills:

- A Dictionary work: to investigate bold words in entries indicating words that have an entry of their own
- B Spelling: revision of pluralisation – *-f / -fe*
- C Word groups: specialised subject labels: environment; science; physics; chemistry; biology; health
- D Suffixes: past tenses with *-ed / -d / -t*

WB practice:

- A Dictionary work: defining bold words in entries
- B Spelling: Grouping plurals of *-f / -fe* words – with *-s / -ves / both*
- C Word groups: categorising words into specialist subject groups
- D Suffixes: completing sentences; writing sentences with the past tense of verbs ending in *-ed* and *-t*

EPB link: Test 6, Grammar and Vocabulary Q5, Q6

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

▶ Warm-up – 4

▶ C Word groups – 8

▶ A Dictionary work – 10

▶ D Suffixes – 8

▶ B Spelling – 10

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Do a quick dictionary quiz, e.g.

Which word comes before *tool*?

Which word comes after *sensible*?

How many meanings are there for the noun *work*?

How many word classes are there for *jump*?

What subject does *life cycle* belong to?

A Dictionary work

- 1 Go through the information in the box.
- 2 Tell the class to look up the entry for *fuel*.
- 3 Ask if they understand the words in bold. Ask for definitions or tell them to look them up if they do not know.

Activity 1

Students work in pairs. They look up the entries and note the bold words in the definitions.

Answers

pollution: **carbon emissions**

carbon dioxide: **fossil fuels / greenhouse gases**

lead: **corrode**

Activity 2

- 1 Students check the meanings of the words/phrases in bold.
- 2 Ask for definitions. Students may read them out from the dictionary.

B Spelling

- 1 Read the information and examples in the box.
- 2 Read the instruction and make sure students understand that the correct plural can be checked in a dictionary.
- 3 Give them a time limit to do this work in pairs.
- 4 Check answers together.

Answers 1 cliffs 2 loaves 3 roofs 4 halves

5 wives 6 shelves 7 yourselves 8 staffs 9 thieves

C Word groups

- 1 Read the information and words to the class or ask students to read the words.
- 2 Students look up the words and group them.
- 3 They may do this work in pairs or small groups.
- 4 Check answers together.

Answers

environment: **pollution / greenhouse gas**

science: **pollution / fuel / atmosphere / ultraviolet**

physics: **carbon dioxide / atmosphere**

chemistry: **carbon dioxide / lead / sulphur dioxide**

biology: **bloodstream / respiratory**

health: **diabetes**

D Suffixes

- 1 Read the information and the examples in the box.
- 2 Explain to students that past tense endings can be checked in their dictionaries.

Activity 1

- 1 Students work in pairs to write the correct endings.
- 2 Remind them to check endings: there should be no mistakes in this activity.

Answers 1 considered 2 leaped/leapt 3 sent

4 dreamed/dreamt 5 argued 6 spelled/spelt

7 kneeled/knelt 8 asked 9 spoiled/spoilt 10 burned/

burnt 11 ignored 12 spilled/spilt

Activity 2

Students choose four of the past tenses they formed in Activity 1 and make sentences of their own.

WB: Word focus (WB p97)

Students complete this work independently.

WB answers

A Dictionary work

- corrode:** If metal or another substance corrodes, or if something corrodes, it is gradually destroyed by a chemical reaction.
- carbon emissions:** carbon dioxide and carbon monoxide that vehicles and factories produce and send into the atmosphere
deforestation: the process of cutting down and removing trees, especially from large areas of land

B Spelling

plural with -s: cliffs / roofs / chiefs

plural with -ves: scarves / lives / shelves

plural with both: handkerchiefs / handkerchieves; hoofs / hooves

C Word groups

- obesity: health
- engine: physics
- metric: maths
- ozone layer: environment / science
- ice cap: geography
- Arctic: geography

D Suffixes

Exercise 1 1 spent 2 walked 3 spoilt/spoiled, spilled/spilt 4 learned/learnt, lent 5 smelled/smelt, burned/burnt

Exercise 2 Students' own sentences

Lesson 6 Grammar in use SB p101

Lesson aims

SB skills:

- to listen to and understand a short conversation at the start of the festival
- to learn and practise the correct order of adjectives before nouns

WB practice:

- to practise categorising adjectives into descriptor groups
- to practise ordering adjectives correctly according to group
- to write descriptions of objects ordering adjectives correctly

EPB link: Test 6, Grammar and Vocabulary Q1, Q2, Q3, Q4

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

▶ Warm-up - 3

▶ Activities 2-5 - 25

▶ Listening/Reading - 7

▶ Grammar box - 5

Warm-up

- Ask half the class to write words to describe something they don't like.
- Ask the other half to think of words to describe something they like very much.
- Remind them that they can use their dictionaries to find synonyms.
- Students should know, e.g. *bad, horrible, awful, dreadful, nasty, disgusting, terrible*.
- If they look up *bad*, they will find a lot of other antonyms: *nice, good, great, fantastic, amazing, wonderful, marvellous, tremendous, fabulous*.
- If students look up *good*, they will find other synonyms.

Activity 1

Pre-listening questions

- Tell students they may look at the pictures but cover the text.
- The festival is about to open.
- Ask: *What do you think the students are going to talk about?* Write down three things.
- Give students a short time to think in pairs then elicit their ideas, e.g. *the events that are taking place - e.g. music, Professor Barnes, The River Boys pop group where they are going to take place - e.g. in a large tent what some of the things look like - e.g. the art exhibits*.
- Play track 2.15. Students listen and follow in their books.

Activity 2

- 1 Ask the literal questions to check understanding. Students may look back at the text to answer but they should find the questions straightforward.
- 2 Elicit answers from individuals.

Answers

- 1 any minute now
- 2 six: the jazz band, traditional dancers, the sculptures, circus skills, Professor Barnes, *The River Boys*
- 3 He was worried they might be damaged in the previous night's thunderstorm.
- 4 the kids' circus skills
- 5 because there is something for children and adults and different kinds of events

Activity 3

- 1 Give students a time limit to work in pairs or small groups to categorise these words.
- 2 Explain some categories if necessary:
opinion: feelings or ideas about something, such as the words they listed in the warm-up
origin: where something comes from
material: what something is made of
purpose: what it is used for.

Answers

opinion – interesting, horrible
size – tiny, enormous
age – old, new
shape – round, triangular
colour – crimson, turquoise
origin – Chinese, Mexican
material – silk, plastic
purpose – swimming, dancing

Grammar box

Go through the information and examples.
Explain that it is unusual to have more than three consecutive adjectives in a description of an object. However, it is important to know the correct order, even if there are only two.

Activity 4

- 1 Students work in pairs or small groups to order the adjectives.
- 2 Remind them to check with the Grammar box.
- 3 Ask different pairs/groups to answer each question.
- 4 Encourage other groups to help spot and correct any mistakes.

Answers

- 1 tiny, scarlet flowers
- 2 a high, stone wall
- 3 a huge, circular table
- 4 a fascinating, Japanese painting
- 5 a long, black, velvet coat
- 6 a beautiful, old, Spanish guitar
- 7 valuable, ancient, Greek, gold coins
- 8 a strange, old, black and white, fishing boat

Activity 5

- 1 Give students a time limit to do this activity in pairs.
- 2 They should both write the sentences.
- 3 Elicit as many different answers from the class as possible.
- 4 Write the adjectives on the board in the order they are given by the students.
- 5 Invite other pairs to say whether the order is correct or not.

Answers Students' own sentences

WB: Grammar in use (WB p98)

Students should complete this page working independently.

WB answers

Exercise 1 1 material 2 age 3 purpose 4 size
5 opinion 6 origin 7 shape 8 colour
Students' own answers

Exercise 2

- 1 a round, leather, jewellery box
- 2 a valuable, ancient, oil painting
- 3 a spectacular, white, marble fountain
- 4 a small, grey, Indian elephant
- 5 an extraordinary, tiny, silver coin
- 6 new, brown, leather, winter boots
- 7 an ugly, old, triangular, woollen shawl
- 8 an enormous, rectangular, red and green flag

Exercise 3 Students' own answers

Lesson 7 Listening and speaking SB p102

Lesson aims

SB skills:

- to listen to and understand a talk by Professor Barnes on Egyptian art
- to identify true, false or not stated statements from the talk
- to discuss and describe photos from the talk
- to discuss an interesting discovery in groups

WB practice:

- to complete a paragraph using words from the professor's talk
- to prepare for and give an individual presentation about an interesting discovery

EPB link: Test 6, Listening Q1, Speaking Q1, Q2

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

- ▶ Warm-up – 5
- ▶ Individual speaking – 15
- ▶ Listening comprehension – 15
- ▶ WB preparation – 5

Warm-up

Ask the class what things they know of from ancient cultures (Greek, Roman, Egyptian) that are still present in the world today.

Give them a moment to discuss in pairs then elicit ideas. They should be able to suggest:

Greek – alphabet, writing script, philosophy, literature, buildings, art and pottery

Roman – buildings, roads, baths, statues, numbers, writing script, literature

Egyptian – pyramids, numbers, tombs, mummies, statues, wall paintings, art and pottery.

Listening comprehension

Activity 1

- 1 Explain to the class what they are going to listen to and point out the specific things they must listen out for.
- 2 Play track 2.16. Students listen.

Audioscript

Track 2.16 Activities 1 and 2

Professor Barnes:

Good evening, ladies and gentlemen. May I say what a pleasure it is to have been invited to this marvellous new festival and also how delighted I am to have such a splendid audience this evening.

I'm going to be talking to you about one of the greatest archaeological events in recent history: the discovery of the tomb of the Egyptian Pharaoh, Tutankhamun.

The discovery was made in 1922 by the British archaeologist, Howard Carter. Carter had been working for five years in the Valley of the Kings, searching for Tutankhamun's tomb. Running out of money, he was about to admit defeat, abandon the search and return to England. However, he unexpectedly came across some stone steps beneath the desert sand and these steps led down to Tutankhamun's tomb.

What he discovered inside the tomb was astonishing. Almost everyone today is familiar with Tutankhamun's famous death mask but in addition to this, and of course the body of King Tutankhamun himself, there were over 3,000 – 3,000! – objects in the tomb: statues, beds, chairs, chariots, boats, necklaces, earrings, children's toys ... If you ever have the chance to go to the museum in Cairo to see this extraordinary exhibition, please do. You will not believe your eyes!

News of these discoveries spread quickly. People were astonished by what Howard Carter had found. Soon people in Europe and America became totally fascinated by all things Egyptian – they went wild for it! – so much so that Egyptian style (or at least, the style of the pharaoh's) began to influence the style of Europe and America in the 1920s and 30s. Clothes, jewellery, furniture and architecture were all heavily influenced by the discoveries in Egypt. Let me show you some examples. This house was built in 1929. Doesn't it remind you of an Egyptian temple? Here is a jacket made in England in 1922. It shows scenes of Egyptian life, such as you might see on the walls of a tomb. Here is the Chrysler Building in New York, which was completed in 1930. Notice the patterns at the top of the building. They represent the Sun and, of course, the Sun was extremely important in the Ancient Egyptian religion. Let's look inside the Chrysler Building. These are the doors of a lift. Could they be more Egyptian? The design of smaller items too were influenced by Ancient Egypt. Egyptian-style jewellery became extremely fashionable. Items for the home such as vases and clocks all showed the Egyptian influence. Look at this! You might not recognise it but it's a radio!

I find it quite astonishing that the discovery of the tomb of a young man – and he was young. He was only 19 when he died – could have such an incredible influence on the everyday lives of people 3,000 years later. Extraordinary! Quite extraordinary!

Perhaps we should have a closer look at the Chrysler Building in New York. I must say it is one of my favourite buildings anywhere in the world. Did you know it was completed in only two years? The builders worked at a frantic pace ...

Answer The design of the Chrysler Building in New York was heavily influenced by the art and design of objects found in the tomb of Tutankhamun.

Activity 2

- 1 Give students time to read the statements silently.
- 2 Play track 2.16 again. Students listen and write.
- 3 Be prepared to play the track a third time for them to check.

Answers 1 F 2 T 3 F 4 NS 5 T 6 NS 7 NS
8 F 9 T 10 T 11 NS 12 F

Corrections:

- 1 1922
 - 3 He was about to return to England but he had not left.
 - 8 People were fascinated by it and it appeared everywhere.
 - 12 3,000 years ago
- Not stated answers:
- 4 objects in the tomb: statues, beds, chairs, chariots, boats, necklaces, earrings, children's toys
 - 6 He doesn't mention whether Howard Carter became rich or not.
 - 7 The professor said the news spread quickly. He didn't mention it spreading worldwide.
 - 11 The cost of items isn't mentioned by the professor.

Activity 3

- 1 Give students a few minutes to discuss these in groups and exchange opinions.
- 2 Ask one or two groups to give their views on choice of photos and the style of objects.

Individual speaking

Explain the task to the class.

Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the five questions.
- 3 Give the groups a time limit to discuss each question and note ideas.

- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p99)

- 1 Ask students to look at the bottom half of p99.
- 2 Explain that these questions are to help them prepare a short talk about an interesting discovery.
- 3 Tell the class to think about as full an answer as possible to each question.
- 4 Tell the class that they must complete the whole WB page for homework and some of them will give their presentations at the beginning of the next lesson.
- 5 Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.
- 6 Remind them of the work they did on giving a presentation from notes at the end of *English World 8*.

WB: Listening comprehension (WB p99)

WB answers

archaeologist, searching, tomb, Running, abandon, return, unexpectedly, across, beneath, led, riches, incredible, News, spread, fascinated, wild, heavily, discovery

Lesson 8 Writing features SB p103

Lesson aims

SB skills:

- Writing features: to investigate important features of discursive writing
- Writing assignment: to write a discursive essay about appearance and fashion, or computer games

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 6, Writing Q1, Q2

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

- ▶ Warm-up – 5
- ▶ Checklist – 15

- ▶ Writing assignment: SB explanation + WB planning in class time – 20

Warm-up

Either

Divide the class into two halves. Ask one half to think of at least two reasons in favour of homework.

Ask the other side to think of at least two reasons against homework.

Give them a minute to do this, then ask each side to make their points.

Or

Ask one or two students to give their individual speaking presentations about an interesting discovery.

Writing features: Discursive essay

- 1 Read the information in the box.
- 2 Point out that the writer mentions both disadvantages and advantages. Remind the class that a discursive essay looks at both sides of an issue before clearly stating an opinion for or against.

Checklist

- 1 Read through the information and go through the tasks and questions with the class.
- 2 Use the following notes and answers to help you in eliciting responses and discussing with the students all the features of the discursive essay.

► Subject

What is the subject of The Age of the Automobile?

The advantages and disadvantages of the motorcar.

What is the writer's opinion?

The writer thinks there are more disadvantages than advantages and that the damage to health and the environment needs addressing.

► Purpose

Discuss the purpose of The Age of the Automobile.

The purpose of the essay is to highlight the problems caused by the motorcar; convince readers of how serious the situation is; and explain why people who ignore the problems are wrong.

How is the writer hoping readers will react?

The writer hopes readers will agree with her and think seriously about using their cars so often.

► Opening paragraph

Explain how the writer does this in the opening paragraph.

The writer uses the fact of how many cars are now being sold and, while admitting that the car has some advantages, stresses the growing problem.

► For and against

Look at paragraphs 2 to 5. Discuss what the writer argues are the disadvantages.

Paragraph 2: Pollution: car emissions / thinning of ozone layer / greenhouse gases / planet warming up

Paragraph 3: severe health problems from cars' emissions: respiratory damage

Paragraph 4: health problems from lack of exercise – obesity / diabetes

Paragraph 5: dependence on oil – causing damage to sensitive environments

Why does the writer use four paragraphs?

She uses each paragraph for a different argument.

Look at paragraphs 6 and 7. What advantages does the writer consider and what reasons does she give for dismissing them.

Paragraph 6: people living in remote areas need cars.

An improved, cheap and efficient public transport service is the answer.

Paragraph 7: individual freedom

We have to weigh individual freedom against the damage that is being done.

Why does the writer use two paragraphs?

She uses each paragraph for a different argument.

► Final paragraph

What points does the writer repeat to show that something must be done about the problem?

The oil could run out. / There are problems and they are increasing.

What appeal does she make to the reader?

She appeals to the reader to stop and think about whether they need to go by car. They should consider the healthier, less damaging alternatives.

► Persuasive language

Find other examples of persuasive language in the essay.

e.g. positive persuasive language: *safe; enjoyable experience; protected at all costs; is it really such a hardship*

negative persuasive language: *the problem gets worse; It is madness to think ...; an environmental catastrophe; greed and carelessness*

► Appeal to readers

Find other examples of questions in the essay that ask readers to stop and think.

... shouldn't we be concerned about the disadvantages?

Surely, if parents ...

Have we learnt nothing?

Without a car, how would they ...?

It sounds like a very good argument ...?

Do I really have to drive?

► Facts

Find other examples of facts used to support the writer's opinion.

- e.g. *Nine hundred million metric tons of CO₂ ...*
... USA ... car emissions are the second largest source of CO₂.
... 24,000 premature deaths ...
... 632 children aged seven to 11 ...
Five million barrels ...

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp100–101 in their WBs.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 Students have a choice of subject so it will be necessary for them to decide on that before going through the two pages with the whole class looking at the structure and content.
- 5 Point out that there are two attitudes to each of the subjects. They will need to explain and discuss the two attitudes during their essay before expressing their own view.
- 6 Give students time to decide which they will write about and complete the section on *Subject*.
- 7 If your class is able, go through the rest of the two pages reminding them of the structure and content they need to achieve and how the planning pages help them to do that.
- 8 Students may then complete the planning pages prior to writing a first draft.
- 9 If your class still needs support, when they have completed the *Subject* section, go through each stage with the class and give them time to complete it while you go around and monitor their work.
- 10 Use a whole lesson to go through the plan, making sure that students have organised their ideas as required in the plan.
- 11 For *Persuasive language* and *Facts*, remind them of the language and facts that were included in *The Age of the Automobile*.
- 12 Students then write the first draft.

Note: If you are not planning a 9th lesson (see Unit 1 p40), set the Start-up preparation work to be completed before Lesson 1 of Unit 10.

WB: Unit 9 Self-assessment (WB p102)

Students complete this work in their own time or as part of a 9th lesson.

In this unit, students will:

- discuss influences; talk about who influences the students; complete Start-up tasks in preparation for all work in the unit
- read and understand an autobiographical extract
- develop a close understanding of the extract, its style and vocabulary
- learn and practise correct use of *would* for habitual actions in the past
- learn where to find antonyms and synonyms in a dictionary; look at spelling changes in some words when a suffix is added; learn words with the suffix *-ive*
- learn and practise the correct use of causative expressions
- practise expressions for making suggestions and giving advice; listen to a conversation in which advice is given
- discuss the features of an autobiographical extract; write an autobiographical account

Lesson 1 Start-up SB pp104–105

Lesson aims

SB skills:

- to read information about influences on people as they grow up
- to discuss students' own experience of influences
- to discuss an ending for the festival
- to listen to a conversation about influences then talk in groups about their personal influences
- to discuss ways of presenting a character

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

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

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar and Word focus tasks – 7 |
| ▶ General discussion and questions – 8 | ▶ Grammar in use – 5 |
| ▶ Reading and Vocabulary check – 5 | ▶ Listening/Speaking and Conversation focus – 10 |
| | ▶ Writing – 3 |

Note: See *How to prepare students for Lesson 1* on p25.

Warm-up

Ask the class to give you a definition of the noun *influence*. Some students may have checked this in their dictionaries or be able to give a good definition without looking: **The effect that a person or thing has on someone or something.**

Ask them to think of some example sentences.

Start-up: Influences

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g.
Do you agree that families are important influences? Why or why not?
In Oliver Twist, Oliver managed to escape from bad influences. Is it difficult to get away from bad influences? Why or why not?
Do you think the lives and actions of leaders like Ghandi and Nelson Mandela influence people in a positive way? How?

General questions

- 1 Ask students about the questions they have prepared answers to.
- 2 Use the questions to elicit their views about what influences them and their experience of good and bad influences.
- 3 Encourage a wide variety of comments and views. All students should be able to respond to these questions.
- 4 If you prefer, they could discuss their answers in groups before you elicit responses from around the class.

Reading

- 1 Read the information and the task.
- 2 Students should be able to think of, e.g. **first person, past tenses, facts, details, descriptive language.**

Vocabulary

- 1 Make sure students have discovered that *atmosphere* has more than one meaning.
- 2 Check they have looked up and understood the other words.
- 3 Ask volunteers to explain the phrases as well as they can.
- 4 Elicit further ideas and comments as appropriate.
- 5 Students should be able to find out simple explanations which should approximate to the following:

my heart sank: *I became sad and lost hope.*
not a care in the world: *having no problems at all*

Grammar

- 1 Read the information and ask the question.
- 2 Elicit: *behaviour that you do often.*

Word focus

Dictionary

- 1 Read the information and the task.
- 2 Elicit: *antonym is the opposite meaning; synonym is the same or similar meaning.*

Spelling

- 1 Read the information and the question. Elicit: *adventurous.*
- 2 Check everyone has spelled it correctly.
- 3 Ask: *Which letter has disappeared? e*

Suffixes

- 1 Elicit the two words that students already know: *massive, attractive.*
- 2 Ask if anyone can think of another one immediately and without looking in a dictionary. They should remember several, e.g. *creative, protective, impressive, etc.*

Grammar in use

- 1 Read the information and elicit suggestions from around the class.
- 2 Read the information and ask the two questions. Elicit responses.

Listening and speaking

- 1 Read the information and elicit answers to the question. Find out if most of the class think they are better at giving or listening to advice.
- 2 Read the information and elicit suggestions about the problem.

Conversation focus

Track 2.17

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first two sentences in the box.
- 3 Play track 2.17. Students listen.

Note: See note in Unit 1 on p27 about the Start-up audioscripts.

Audioscript

Track 2.17 Unit 10 Start-up

Conversation focus

- Florence: Hasn't it been a great week so far, Mimi?
- Mimi: Fantastic. The Egyptian art was my favourite thing up to now.
- Florence: Oh, mine, too. It was such an interesting talk and the professor is so knowledgeable.
- Mimi: And he's such a good presenter. He made everything so interesting, even a dusty, old stone!
- Liam: Hiya, girls! Who's a dusty, old stone?
- Mimi: Nobody is, Liam, don't be silly.
- Florence: You're looking pleased with yourself.
- Liam: I've got Professor Barnes to sign my copy of his book on Egyptian Art.
- Mimi: Oo, I want one, too!
- Liam: He's signing again after lunch in the library.
- Mimi: I'll be there. Didn't you think he was amazing?
- Liam: Of course. But I knew he would be. I think his work is inspiring. I've been following the dig in Scotland. I might be able to volunteer to work there during the summer.
- Florence: Lucky you. Is this going to be your career, Liam?
- Liam: Maybe. The more I see of Professor Barnes, the more interested in archaeology I get.
- Kurt: Hi, Liam, can you move over?
- Liam: Sure, Kurt. What've you got there?
- Kurt: My photos of the sculptures. I want to include them in my art project.
- Liam: Good idea to take your pictures before they disappear again!
- Kurt: Yes, that was a bit of a panic, wasn't it?
- Liam: A good thing Miss Jackson never panics.
- Mimi: No, she's a great person to have around in a crisis.
- Florence: She's really helped the committee and I know they all look up to her.
- Mimi: Hey, those are really good photos, Kurt.
- Kurt: Thanks, but have you seen Lucie's? They're even better.
- Mimi: Yes, she showed them to us.
- Kurt: She's putting them in her portfolio for art college, you know.
- Liam: I'm sure she'll get in. She's a brilliant photographer.
- Florence: She always likes to get things exactly right.
- Mimi: So do you, Florence.
- Florence: Well, I try to follow Lucie's example.
- Gustav: Hello, everyone!
- All: Hi, Gustav!

Gustav: Look what I've got. It's the recording of our Mozart concert. It's marvellous. I'll play it to you. The sound quality is fantastic.

Giorgio: Hey, Gustav. Can I play my recording of the jazz band on your player? Please, please? I've just got it and I want Florence to hear her solo.

Gustav: Jazz solo, Florence, on a violin!?

Florence: Erm ...

Gustav: I was just about to play some Mozart, Giorgio. Oh, well, if you must, here you are.

Giorgio: Thanks, Gustav. I'll just take this other disc out – oh, it's *The River Boys*' CD.

Florence: Gustav! Did you buy *The River Boys*' CD?

Gustav: Yes, ... well, ... I decided they were quite good, after all.

Florence and Mimi:
Gustav!

Giorgio: Did you really, Gustav?

Gustav: Yes, ... Well, ... Quite good, I said ... But not a patch on Mozart, of course!

All: Oh, Gustav!

- Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- Play track 2.17 again. Students listen and write the answers. Play it a third time if necessary.
- Check answers together.

WB answers

- Professor Barnes, Miss Jackson
- sculpture
- Mozart, *The River Boys*

Group conversation

- Students work in small groups or pairs and talk about influences.
- Remind them they may use the photos and word prompts to help them with ideas.
- Go around listening as they work.
- Invite one or two groups to speak while the rest of the class listens.

Writing

- Read the information and task.
- Elicit suggestions. Students should remember: **appearance, what the person says, what the person does.**

Homework task

Students check the Unit 10 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson aims

SB skills:

- to discuss the features of the text before reading
- to read and understand the autobiographical extract
- to practise reading the extract

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

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

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

Ask students to think about the experience of the festival committee in setting up the arts festival. Ask: *Who do you think has been the best influence on the committee? Which member of the committee do you think has been the best influence within the committee itself?*

Reading: Leo

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- Ask students to scan the text. Ask: *Is there a lot of direct speech?* Students should notice that there is not.
- Ask students why this is. Elicit ideas. Students may suggest, e.g. *The writer is describing events in general and not recounting exactly one particular event in detail including what everybody said; the writer is expressing his feelings about events rather than the events themselves.*

Reading

- Play track 2.18 or read the extract to the class. Students listen and follow.
- Explain any language difficulties for understanding. Students should have prepared the Word list for the unit.

Reading text vocabulary list for Unit 10 (in the order that the words appear in the text):

tough adj guy n imposing adj atmosphere n defiance n respect n tremble v cunning adj old-fashioned adj pointless adj contradict v jeer v sneer v compensate v victim n casually adv push around v demonstrate v

humiliate v kid n swallow v bar v derisive adj assert v
mock v mist n bother v

After reading

Gist questions

- 1 What is the name of the writer of the autobiography? **Robbie**
- 2 Which person who influenced him is he writing about? **Leo**
- 3 Was this a good or bad influence? **good**
- 4 Who was the bad influence in the extract? **Danny**
- 5 What was bad about him? **He encouraged other boys to be unkind to Robbie.**
- 6 When did this change? **when Leo arrived**
- 7 What changed? **The other boys stopped copying and admiring Danny's behaviour; they started behaving more like Robbie and Leo.**
- 8 What happened to Danny? **He lost his power over the other boys.**

Reading practice

- 1 Students read in pairs or small groups.
- 2 In addition, you may wish to ask individuals to read a paragraph each while the class listens.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p104)

WB answers

Exercise 1 1a kid b guy 2 mist 3 atmosphere
4 respect 5 victim 6 defiance

Exercise 2 a jeer, sneer, mock b to speak to
someone in an unkind way c 1 humiliate
2 demonstrate 3 compensate 4 humiliate
5 compensate 6 demonstrated

Exercise 3 1 trembling 2 imposing 3 derisive
4 tough

Exercise 4 1 cunning 2 pointless 3 old-fashioned
4 intimidating 5 assert 6 bother 7 bar 8 contradict
9 swallow

Lesson 3 Reading comprehension SB p108

Lesson aims

SB skills:

- to ensure a good literal understanding of the autobiographical extract
- to check understanding of colloquial phrases and expressions
- to discuss portrayal of characters
- to discuss inferential questions about the extract
- to give a personal opinion about the characters and issues in the extract that students have read

WB practice:

- to re-read the extract independently
- to identify true, false or not stated statements
- to use words to describe characters correctly
- to complete sentences about characters and events

EPB link: Test 6, Reading Q1, Q3

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

▶ Warm-up – 3

▶ Re-reading – 5

▶ 1 Literals – 6

▶ 2 Vocabulary check – 5

▶ 3 Character discussion – 6

▶ 4 Group opinions – 10

▶ 5 Personal views – 5

Warm-up

Ask students to explain the meanings of some of the words in the Word list for Unit 10.

Re-reading

Read the text again or play track 2.18.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers 1 winter 2 two 3 Danny Liddle 4 his grandmother 5 Danny 6 in the kindergarten 7 Robbie's project 8 little by little

Activity 2

- 1 Students work in pairs to match the phrases and meanings.
- 2 Check answers together.

Answers 1d 2a 3b 4c

Activity 3

- 1 Students work in pairs or small groups to find answers to these questions.
- 2 Tell them to note their ideas.

Example answers

Suggestions are given for the reasons characters use particular words. Encourage students to come up with their own ideas and use the suggested answers to help guide them, not to produce the answer for them if they are not sure.

- 1 a rabbit: Students' own ideas about what impression of Robbie this gives them, e.g. *timid, easily frightened, likely to run away, often caught.*
- 2 a clown: Students' own ideas, e.g. *He compares Robbie with a person everyone laughs at, is silly, not to be taken seriously; he does this to try to make Leo think of Robbie in the same way.*
- 3 giants: Students' own ideas about why, e.g. *Perhaps that is how he sees them – as both being much bigger and more powerful than he is but in different ways – Leo protective, Danny a threat.*
- 4 like morning mist: Students' own ideas how this portrays Danny, e.g. *weak, thin, easily made to disappear.*

Activity 4

- 1 Divide the class into groups of 3–6 to discuss these inferential questions.
- 2 Give them a time limit to discuss and make notes.
- 3 Go around as they discuss their views and remind them they should look for evidence in the text to justify their answers.
- 4 Ask different groups to answer each question. Give opportunities for other groups to add more points and evidence.
- 5 Encourage them to say as much as they can. Use the brief example answers given below to help prompt the class if necessary.

Answers

- 1 As soon as Danny knew Robbie was frightened of him, he could make Robbie look weak, even though he was a cleverer student – so being a good student could be made to look weak.
- 2 respect
- 3 No, they didn't. They let him 'do his own thing' because they didn't dare stop him or didn't know how to.
- 4 Danny didn't stop Robbie from doing well. Robbie came first in class tests but he was the only one who answered in class and Danny told everyone else that Robbie's projects were no good to discourage him.

- 5 because they were used to everyone following Danny's lead and Danny had said that Robbie was a clown who belonged in the kindergarten
- 6 No. Robbie says 'You might have thought that two giants would need to fight it out. Eventually I realised that Leo didn't need to use his strength like that.' which implies that they didn't.
- 7 Students' own ideas, e.g. who was stronger in the class / the class leader
- 8 Leo was shown to be the stronger because he stopped other boys from following Danny just by being different – kind, friendly, etc.

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p105)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1 1 F 2 F 3 T 4 F 5 NS 6 T 7 F
8 NS 9 T 10 T

Exercise 2

- 1 Robbie had been at Sun Hill School for two years when Leo arrived.
- 2 Leo came to the school on a cold day in winter.
- 4 No one looked up to Robbie.
- 7 Leo's arrival made a gradual change to the atmosphere in the class.

Exercise 3

Robbie: clever, miserable, successful, frightened
Danny: tough, cunning, intimidating, imposing
Leo: friendly, confident, relaxed, tall

Exercise 4 1 sneered 2 derisive 3 atmosphere
4 trembling 5 contradict 6 defiance

Lesson 4 Grammar SB p109

Lesson aims

SB skills:

- to read and understand a short text using *would* for habitual actions in the past
- to understand the correct use of *would* for past habitual actions
- to practise using the target language

WB practice:

- to use the target language to write complete sentences
- to practise using the target language to complete sentences

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

- ▶ Warm-up - 3
- ▶ 1 Reading - 5
- ▶ 2-5 Practice activities - 15
- ▶ 5 Discussion - 10
- ▶ Grammar box - 7

Warm-up

Ask students to think of the antonyms of these words. The antonyms were in the extract they read.

cheerful (miserable); success (failure); suddenly (gradually); obedience (defiance); weakness (strength); admiring (derisive); nervous (relaxed)

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the phrases in bold. Remind the class that these were things that often happened.

Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class in full sentences so that the correct structure is used in the answer.
- 3 Remind them to look back at the text to find and check details.

Answers

- 1 He made fun of Robbie's clothes.
- 2 Danny would always hunt him down.
- 3 Danny would always be there beside him jeering and sneering.
- 4 It made him feel a failure.
- 5 Little by little Danny began to lose the power he had once had over the class.
- 6 He stopped Danny from mocking Robbie.

Grammar box

Go through the information and examples. Make sure students understand the difference between past repeated habitual actions and a single continuing action in the past.

Activity 3

- 1 Students work in pairs to change the sentences.
- 2 Give them a time limit then ask different pairs to say their sentences.
- 3 Encourage other pairs to help identify mistakes and correct them.

Answers

- 2 He would always make life difficult for Robbie.
- 3 Danny would always wear fashionable clothes.
- 4 He would mock the way Robbie dressed.
- 5 He would tell Robbie that he looked stupid.
- 6 The other boys would laugh at Robbie, too.
- 7 He would sneer when Robbie did well in class.
- 8 Robbie would always feel a failure.

Activity 4

- 1 Explain the task. Remind students that a continuing action in the past is expressed with *used to*. *Would* + infinitive expresses habitual actions in the past.
- 2 Remind them to look back at the Grammar box if they need to.
- 3 They may do this work in pairs or small groups.
- 4 Tell them to discuss and check their answers. They should be able to explain why they have not ticked some sentences.

Answers

- Tick: 3, 5, 6
- 3 He would ride his horse every day.
 - 5 Sometimes he would feel lonely.
 - 6 He would escape from his loneliness in books.

Activity 5

- 1 Students write then share their sentences in pairs.
- 2 Ask them to decide if all their sentences are correct.
- 3 Ask different students to read out some of their sentences.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p106)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1

- 1 As a boy my grandpa would help his father on the farm.
- 2 He would milk the cows every morning before school.
- 3 In the summer holidays he would look after the sheep and goats.
- 4 At the end of the week his father would always give him a little money.
- 5 Every Saturday his parents would drive into town in their old truck.
- 6 My grandpa would go with them.

Exercise 2 1 would try 2 would ... make 3 would laugh 4 would copy 5 would turn 6 would stare

Exercise 3

- 1 Danny would always wear fashionable clothes.
- 2 Danny would never behave violently towards Robbie.
- 3 He would frequently make hurtful comments.
- 4 Robbie would often feel a complete failure.
- 5 He would sometimes want to cry.
- 6 Leo would just look at Danny until he shuffled off.

Lesson 5 Word focus SB p110

Lesson aims

SB skills:

- A Dictionary work: to find out where synonyms and antonyms may be given in a dictionary entry
- B Spelling: to study words which lose letters when some suffixes are added
- C Word groups: to identify comparative and superlative adjectives and irregular past simple verbs in the reading text
- D Suffixes: to study words with *-ive*

WB practice:

- A Dictionary work: to find synonyms and antonyms in the dictionary
- B Spelling: to write words that lose letters when certain suffixes are added
- C Word groups: to categorise forms of superlative adjectives
- D Suffixes: to write sentences using adjectives ending in *-ive*

EPB link: Test 6, Grammar and Vocabulary Q5, Q6

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

▶ Warm-up - 4

▶ C Word groups - 8

▶ A Dictionary work - 8

▶ D Suffixes - 12

▶ B Spelling - 8

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Ask students to spell words from the unit Word list that are not included in this lesson.

A Dictionary work

- 1 Read the information in the box.
- 2 Make sure students understand the entries.
- 3 Preferably, ask students to look in their dictionaries.

Activity 1

- 1 Students look for the synonyms.
- 2 They may do this in pairs if necessary but individuals should work with their own dictionaries if possible.
- 3 Give them a time limit then elicit answers.

Answers 1 start 2 disobedience 3 horrible
4 comment

Activity 2

Repeat as Activity 1.

Answers 1 least 2 fail 3 disapprove 4 soft

B Spelling

- 1 Go through the information in the box and the examples.
- 2 Ask which letters are missing: **e before the final r.**

Activity

- 1 Explain the task and make sure students understand that different letters disappear from different words.
- 2 They may do this in pairs. Ask them to write the word they think is right first, then to check and change the spelling if necessary.
- 3 Go through the answers asking individuals to spell the words.

Answers 1 humorous 2 wondrous 3 glamorous
4 generosity 5 curiosity 6 hindrance 7 remembrance
8 entrance 9 repetition 10 exclamation

C Word groups

- 1 Give students a time limit to scan the text and write answers.
- 2 They may do this work in pairs if you wish.
- 3 Check answers together.

Answers

- 1 younger / smaller / cleverer / bigger
- 2 coldest / smartest / latest / cleverest
- 3 most successful
- 4 Any four from:
saw / thought / spent / bought / got / came / stood /
felt / sank / said / went / knew / told

D Suffixes

- 1 Go through the information in the box.
- 2 Ask students to read meanings of the example words.

Activity 1

- 1 Students write the words and check spellings.
- 2 Give them a time limit then check answers together.

Answers 1 appreciative 2 supportive 3 assertive
4 selective 5 impressive 6 persuasive

Activity 2

- 1 Students will need their dictionaries to complete this activity.
- 2 They may work in pairs or small groups as they may need to search to find the correct word.
- 3 Go through the answers by asking individuals to spell the words the group/pair has found.

Answers 1 repetitive 2 argumentative 3 informative
4 creative 5 talkative 6 supportive 7 competitive
8 imaginative 9 responsive 10 impressive

WB: Word focus (WB p107)

Students complete the exercises independently. Dictionaries are essential for this work.

WB answers

A Dictionary work

Exercise 1 1 solution 2 quarrel 3 plausible
4 courageous 5 moan 6 clearly

Exercise 2 1 worse 2 simple 3 infrequent
4 disorganised 5 scarce 6 least

B Spelling

Exercise 1 1 humorous 2 curiosity 3 generosity

Exercise 2 1 hindrance 2 repetition 3 entrance

C Word groups

Superlative adjectives with -est: sunniest / toughest /
newest / strongest / silliest / greatest

Superlative adjectives with most: frightened / old-
fashioned / successful / helpless / miserable / cunning

D Suffixes Students' own sentences

Lesson 6 Grammar in use SB p111

Lesson aims

SB skills:

- to listen to and understand a short conversation at the end of the festival
- to understand the construction of causatives with *have* and *get*
- to practise using causatives correctly

WB practice:

- to practise completing sentences with causatives
- to practise constructing sentences with causatives from prompts
- to write sentences using causatives

EPB link: Test 6, Grammar and Vocabulary Q1, Q2, Q3, Q4

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

▶ Warm-up – 3

▶ Grammar box – 9

▶ Listening/Reading – 5

▶ Independent practice – 5

▶ Activities 2–4 – 18

Warm-up

Remind students that the festival has just about finished and it went well. Ask them to think of three adjectives to describe how they think the members of the committee would be feeling now and explain why, e.g. **proud/pleased because it has been successful, tired because it was a lot of work**, etc.

Activity 1

Pre-listening questions

- 1 From the photo, how do you think they decided to end the festival? **fireworks**
- 2 Is this a good idea? Why or why not?
- 3 What else could they have done to make an exciting ending?
- 4 Play track 2.19. Students listen and follow in their books.
- 5 Point out the constructions in bold.

Activity 2

- 1 Ask the literal questions to check understanding and practise the target language.
- 2 Elicit answers from individuals.
- 3 Students should find these questions straightforward to answer.

Answers

- 1 It's the last night.
- 2 The sound system broke down in rehearsal but they managed to get it fixed.
- 3 because one of the dancers had an injury
- 4 She had had her hair done.
- 5 to get a photo taken of all the committee
- 6 with fireworks

Grammar box

Go through the information and examples.
Make sure they understand that the person who did the action is not the subject.

Independent practice

Go through the dialogue with the class to identify the subject and guess at the person who did the action.

Activity 3

- 1 Students work in pairs or groups to make sentences from the prompts.
- 2 Point out the example.
- 3 Go around as they speak and check for accuracy.
- 4 They should do this activity orally.
- 5 Check answers by asking individuals to say sentences.

Answers

- 2 My father had his car cleaned.
- 3 We had our house painted.
- 4 They got the old tree cut down.
- 5 He had a painful tooth pulled out.
- 6 Miss Jackson had her hair done.
- 7 Tasha got the sound system fixed.
- 8 Lee's father had the fireworks flown over.

Activity 4

- 1 Students continue working orally in pairs or small groups.
- 2 Go around as they work and monitor for fluency and accuracy.
- 3 Elicit answers from pairs/groups.

Example answers

- 2 We ought to get it repaired. / We ought to have it repaired.
- 3 Will you have them cleaned? / Will you get them cleaned?
- 4 She got them delivered. / She had them delivered.
- 5 He had it pulled down. / He got it pulled down.
- 6 She had it framed. / She got it framed.

WB: Grammar in use (WB p108)

Students should complete this page working independently.

WB answers

Exercise 1 1 got/had ... fixed 2 have/get ... cut
3 had/got ... made 4 get/have ... shortened 5 had/
got ... painted 6 had/got ... built 7 will get/will have ...
taken 8 get/have ... cleaned

Exercise 2

- 2 She had/got it designed by a famous Italian architect.
- 3 She had/got a spectacular swimming pool installed in the garden.
- 4 She always gets/has her clothes made by top designers.
- 5 Every day she gets/has her hair done by a well-known hairdresser.
- 6 She gets/has her meals cooked by a French chef.
- 7 She has/gets beautiful flowers delivered to the house.
- 8 She gets/has exotic fruit flown in from the Caribbean.

Exercise 3 Students' own sentences

Lesson 7 Listening and speaking SB p112

Lesson aims

SB skills:

- to practise expressions for making suggestions and giving advice
- to discuss problems in groups and give advice
- to listen to a conversation in which advice is given
- to discuss the advice and any other advice that could be given

WB practice:

- to complete sentences giving advice
- to complete a dialogue about a problem and advice given

EPB link: Test 6, Listening Q2, Q3, Speaking Q1, Q2

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

▶ Warm-up - 5

▶ Listening comprehension - 15

▶ Functions of English - 20

Warm-up

Students work in pairs. Ask them to think of people they have given advice to, e.g. brother or sister, friend. What was the problem? What advice did they give? Give students a few minutes to exchange information. Ask the whole class: *Is it difficult to give good advice? Why or why not?*

Functions of English

Activity 1

- 1 Go through the expressions in the box. Ask individuals to read out a line of expressions each.
- 2 Check students understand them all.

Activity 2

- 1 Students work in pairs taking turns to read the problem while the partner responds with advice.
- 2 Go around as they speak and check for fluency and accuracy.
- 3 Ask several pairs to repeat their conversation while the class listens.

Activity 3

- 1 Students work in groups. One student reads out the problem and the other students take turns to give advice.
- 2 Go around as they speak and listen to their ideas and use of the expressions.
- 3 Give them time to talk about all the problems then ask one or more groups to discuss a problem while the class listens.

Activity 4

- 1 Students create a problem in pairs.
- 2 They discuss their problem with at least one other pair but not more than three other pairs.
- 3 The other members of the group give the best advice they can.
- 4 Go around listening as they speak.
- 5 Choose one or two of the most suitable problems for groups to discuss while the rest of the class listens.

Listening comprehension

Explain the task.

Activity 1

- 1 Students read the options before listening.
- 2 Play track 2.20. Students listen and note their answer.

Audoscript

Track 2.20 Activities 1 and 2

Mum: Hello, love. Are you feeling any better? Have you still got that stomach ache?
Katie: It's a bit better, I think.
Mum: That's good. These stomach aches are happening more and more often, aren't they? I'm starting to get a bit worried about you. Do you think we ought to go and see the doctor?
Katie: The doctor? No. It's only a stomach ache, isn't it?
Mum: Well, ... It's stopping you from going to school and that's not good, is it. This is such an important year at school and we all want you to do well. You've missed two days already this week.
Katie: It's OK, Mum. I can make up the work.

Mum: Mmm ... Katie ...

Katie: Yes?

Mum: Is there anything that's worrying you? You've been so quiet recently. Not your usual happy self at all.

Katie: I'm OK, Mum. Really, I am.

Mum: Are you sure, love? I may be wrong but I'm sure I heard you crying last night. If you've got a problem, you can tell me, you know. I'm your mum. You can tell me anything ... Katie? Come on. Tell me all about it.

Katie: Well, it's just ... At school, you see ... Sometimes ... There's this ...

Mum: There's this what, love?

Katie: There's this girl. Her name's Janice ...

Mum: Right ... And ...?

Katie: Well, she's horrible, Mum. She's horrible to me.

Mum: Oh, Katie ... What's she been doing?

Katie: She makes nasty comments all the time.

Mum: About what?

Katie: Oh, everything. My shoes, my school bag, my glasses, my hair ... Everything. She laughs at me all the time.

Mum: Oh, Katie, you poor thing.

Katie: And the trouble is, a lot of the other girls just copy her so they're horrible to me as well. I can't do anything right. If I do a good piece of work or if I get a question right, she just sneers at me and calls me the teacher's pet. And if I make a mistake, she laughs and says I'm stupid.

Mum: Well, she's the stupid one – not you.

Katie: I don't know what to do, Mum.

Mum: If I were you, I'd just ignore her.

Katie: I've tried, Mum. I've tried not to take any notice but it's really hard.

Mum: Well, then, we've got to let the school know what's going on. This girl has got to be stopped.

Katie: How can we do that?

Mum: Well, I suggest that we make an appointment with Mrs Martin, the head teacher, and you and I will go and talk to her together.

Katie: Really? Won't that make Janice even more horrible?

Mum: No, it won't. Because Janice is a bully and bullies are always cowards. The school needs to know what this girl has been doing.

Katie: Are you sure?

Mum: Absolutely. I'm going to call Mrs Martin right now.

Katie: OK.

Mum: And Katie, how's that stomach ache now?

Katie: Much better, thanks, Mum.

Answer 3

Activity 2

- 1 Tell students to read the questions silently.
- 2 Tell them to be ready to note answers as they listen.
- 3 Play track 2.20 again. Students make notes.
- 4 Be prepared to play it a third time if necessary.
- 5 Go through the answers together.

Answers

- 1 She has a stomach ache.
- 2 to the doctor
- 3 two days
- 4 crying
- 5 a girl called Janice
- 6 Katie's shoes, school bag, glasses, hair
- 7 copy her
- 8 sneers and calls her the teacher's pet
- 9 ignore the girl
- 10 let the school know what is going on
- 11 Janice will be even more horrible.
- 12 Students' own answers

Activity 3

- 1 Give students a few minutes to answer both questions in pairs or groups.
- 2 Ask one or two groups to say what they thought.
- 3 Find out how much agreement there is among the rest of the class.

WB: Listening and speaking (WB p109)

Students complete the work independently.

WB answers

Functions of English

Students' own ideas

Listening comprehension

- Katie: nasty, trouble, copy, right, piece, sneers, pet, make, calls
- Mum: were, ignore
- Katie: notice
- Mum: know, on, suggest, appointment, head teacher
- Katie: worse
- Mum: bully, cowards, worry

Lesson 8 Writing features SB p113

Lesson aims

SB skills:

- Writing features: to investigate important features of autobiographical writing
- Writing assignment: to write an autobiographical extract about a person or people who affected the student's life

WB practice:

- planning sheet for SB Writing assignment

EPB link: Test 6, Writing Q1, Q2

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

▶ Warm-up - 5

▶ Writing assignment: SB explanation
+ WB planning in class time - 20

▶ Checklist - 15

Warm-up

Divide the class into groups or pairs. Ask them to think of a person whose autobiography they would be interested in reading. Ask them to give their reason/s for choosing the person.

Give them a minute or two to discuss, then elicit answers from the groups.

Writing features: Autobiographical extract

- 1 Read the information about autobiographical writing in the box at the top of the page.
- 2 Students should understand all of this. Make sure they have understood that this particular type of writing expresses feelings very strongly.

Checklist

- 1 Go through the Checklist with the class: read each subheading on the left and the information that follows on the right. Make sure that students understand it before you ask the questions.
- 2 Ask the questions and use these notes to guide you in the class discussion and to help in eliciting correct and full answers from the class.
- 3 It is not necessary to completely re-read the story before going through the Checklist but give the class a few moments to scan the pages to remind themselves of the story content.

▶ Introduction

What words in the opening sentence make this clear?

I remember ...

What details in the opening paragraph let the reader know when and where?

*I was just 14 ... beginning of my third year at Sun Hill School.
... freezing cold day ... in the coldest corner of the
playground, ...*

► First person

Find examples of the first person in the extract.

e.g. ... I was hanging around ...
I was younger and smaller ...
When I first saw him, ...
I knew what was going to happen.
I stared at him.
Everything I have become ...

► Past tenses

Find examples of past tenses in the extract.

e.g. I was ...
Danny was ...
The bell went ...
It didn't come.
He just smiled and said, ...

► The plot

Discuss what happens in the extract.

Students should mention:

- events before Leo's arrival, e.g.
When Danny realised that Robbie was afraid of him: *One day he [Danny] called to me across the playground., etc.*
How Danny behaved to Robbie: *He got into the habit of making nasty remarks about me ...*
- Leo's arrival
How Robbie first saw him: ... *chatting to other boys, ...*
What happened when the bell went: *Robbie went in, Danny barred the way.*
What Leo said, e.g. *"I've seen it. It's great. Really interesting."*
- after Leo's arrival
class behaviour changed: ... *stunning impact ... atmosphere changed.* Other boys stopped laughing at Danny's remarks and started answering questions.
Leo's actions: *Leo would turn up at my side. ... just looked at Danny ...*
Danny's behaviour changed: ... *Danny would shuffle off.*

► Precise detail: the people

What else do we know about Danny's appearance?

Danny's appearance: ... *large and imposing ... hair cut in the latest style ...*

What else do we know about the type of person he is – his personality?

Danny's personality: cunning, controlling, making nasty remarks, jeering and sneering, humiliating, aggressive – *Danny was baring my way, ...*

What else do we know about Leo's appearance?

Leo's appearance: ... *strongly built. ... didn't look as though he could ever be pushed around ...*

What else do we know about the type of person Leo is – his personality?

Leo's personality: ... *enjoyed life ..., doing his best, confident, belief in letting people do their best*

► Precise detail: writer's thoughts and feelings

Find the precise details the writer gives when:

- **Danny called him over in the playground.** *I hesitated in alarm ...*
- **Danny came over and glared at him.** ... *trembling glance of a frightened rabbit.*
- **Leo and Danny were talking and Leo looked in his direction.** *My heart sank. ... I can't bear it.*

► Contrast

Summarise in what way the two boys are different.

Encourage students' own ideas. They should be able to express how Leo and Danny are different. Listen to their ideas and encourage as many different ideas from the class as possible. If they have difficulty formulating ideas, help them towards recognising the following examples:

- contrast between Danny and Leo
Danny – unkind and unfeeling, ultimately a coward
Leo – confident in himself, not easily intimidated, admires achievement by others.
Danny controlled other boys through intimidation in order to be the class leader.
Leo allowed other boys to choose to do their best and led the class in their change of behaviour through his own example of the way he did things himself.

Summarise the writer's feelings before and after Leo came.

- contrast before and after Leo's arrival
before – trying not to be noticed, miserable, hiding (thoughts, feelings, ideas, self), feeling a failure, helpless victim
after – no longer felt ridiculous for producing good work, started to believe in himself, expectations for the future changed.

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp110–111 in their WBs.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 As this assignment is completely personal, the planning will need to be done individually.
- 5 Tell the class to think for a moment to identify in their own minds a person who has had an effect on them in the past and to note the name.
- 6 Explain that they can include another person if they wish when they complete the notes on the Introduction.
- 7 Remind the students of the other key features again (all the headings in green type). Able students should have no difficulty in planning their writing using the features and their own notes.

- 8 Other students may need some help during the planning stage so aim to allow 15 minutes for this in the second part of the lesson.

WB: Unit 10 Self-assessment (WB p112)

- 1 Students complete this page on their own for homework or during the 9th lesson if you are including one.
- 2 Remind them that they have a Revision test to do and they should look through the work for the unit carefully, do the tasks and follow the Checks if they need to, to improve their chances in the test.

Study skills 3 – Revision SB pp114–115

- 1 If you wish, remind students of revision skills before they do Revision 5. You might consider covering Study skills 3 – Revision before they complete the WB pages.
- 2 Revision is the most important skill for students to acquire: very few students will retain a year's work without needing to look back; most students will benefit from advice in this area; some students find it difficult to organise themselves and depend heavily on being shown how to structure their revision work.

Study skills 3 Aims

To consolidate revision skills:

- what revision is
- strategies and techniques for revision
- practical revision activities

- 3 Look at the first section about how to revise with the class. It is worth going through this section carefully and checking that students know what all the strategies are.

SB

Activity

- 1 Ask the questions and find out from the class which they have used and which methods are the most popular.
- 2 Make sure students understand that different strategies work for different people; some have more visual memories and learn best by reading and scanning; others have better aural/oral memories and learn best by listening and repeating.
- 3 The key strategy to get over to students is to think and plan ahead. Explain that the worst situation to be in is not knowing where to start, not starting and being in a panic as a result.
- 4 If your class is not skilled in this area, you could consider setting some revision tasks over a period of a week and suggesting different ways for students to do them, e.g. Revise the grammar for Units 9 and 10 by:
 - going through the SB grammar rules boxes
 - going through the Grammar reference sections
 - making up practice sentences

- writing practice sentences
- working with a friend / testing each other.

- 5 The four sections in this unit deal with aspects of language where students can prepare themselves by revising what they have covered during the year.

1 Spelling

- 1 Go through the first paragraph. Remind students that learning particular words and self-testing is a good way to develop accuracy; native speaker students need to do this, too.
- 2 Go through the information on mnemonics.

Activity – mnemonic

Ask students if they misspell any of the words in the activity. If they do, ask them to think of ways of remembering the correct spellings.

- 3 Read about prefixes and suffixes.
- 4 Read about grouping words with the same spelling pattern.

Activity – ght spelling pattern

- 1 Give the class a minute or two to think of words in pairs or small groups.
- 2 Make a list on the board of all the words they have thought of.

2 Grammar

- 1 Discuss with students the strategies they find most helpful for Grammar.
- 2 The Grammar reference gives them all the rules and examples but some students may find speaking practice more helpful than just reading through the rules.
- 3 It may be appropriate to set up conversation activities to help practise particular structures, especially the more colloquial, for example, question tags.
- 4 Alternatively, you may wish to set some specific written exercises of your own for other more formal structures.

3 Comprehension

Go through the information about comprehension, which uses a very short text to demonstrate three question types. Make sure students understand the difference between them.

Activity

Do this with the whole class or let students do this together in pairs.

4 Writing

- 1 Read the information about Writing.
- 2 Point out the example reminder card. Explain that for particular kinds of writing that may be included in an exam, it is worth revising the features carefully and learning them.

Activity

- 1 Students do this in pairs or small groups and see if they can remember all the features.

- 2 Give them a time limit to do this. They may check for themselves whether they have remembered them all correctly.
- 3 Ask if they found it difficult to remember everything.
- 4 Ask them to repeat the activity with their own writing style or one that you suggest to them that may be included in an exam, e.g. information; personal recount, fiction.

WB: Study skills 3 (WB pp124–125)

- 1 These pages should be done in class time with students working in pairs or small groups.
- 2 Give an appropriate time limit for students to complete each section then check answers together.
- 3 If students have incorrect answers, discuss their mistakes to help them understand the right answer.

Spelling

- 1 Give them a time limit and check answers together.
- 2 Make sure everyone knows the rule for adding prefixes: **just add the prefix.**
- 3 Go over the rules for adding suffixes:
 - *-ing / -ed* to e.g. *smile, like*: **remove the e and add the suffix.**
 - plural of noun ending vowel + *-y*: **add s.**
 - plural of noun ending consonant + *-y*: **change y to i and add es.**

WB answers

1 chief 2 thought 3 necessary 4 therefore
 5 argument 6 dictionary 7 because 8 government
 9 minutes 10 possible
 1 incomplete 2 immature 3 illegal 4 discontinue
 5 irrational 6 invisible

Grammar

Make sure everyone has the corrected mistakes in the Grammar sentences before they learn them as examples.

WB answers

- 1 I enjoy reading.
- 2 He takes.
- 3 She doesn't like dogs.
- 4 broke
- 5 He doesn't want to go swimming.
 My sandwich is different to yours.
 There are fewer apples on the tree than last year.
 I have a ten-minute walk to school each day.
 I visited London last year.
 I should have gone to the library.
 If I go to New York, I will visit Times Square.
 They are friends of his.
 I made lots of mistakes in my homework.

Comprehension

- 1 Check answers as to the type of question together.
- 2 If students have misunderstood the question type, answering the questions may help them to recognise their mistake.

WB answers

1 PR 2 L 3 I
 1 L 2 PR 3 I
 1 I 2 L 3 L 4 PR

Writing

- 1 Students work in pairs. They may look back in their SBs or WBs if necessary to check their ideas.
- 2 Go through the answers together.

WB answers

Writing to inform and persuade

past and present tenses
 information
 persuasive language
 layout

Explanation

first paragraph
 present tenses
 sequence
 cause and effect
 illustration

Formal letter writing

your address
 date
 recipient's address
 greeting
 first person
 body of letter
 final paragraph
 the ending

Autobiography

first paragraph
 past tenses
 factual information
 precise details
 thoughts and feelings

Revision 5 (Units 9 and 10)

(WB pp 113–114)

WB answers

Exercise 1

- 1 Jane said that she had enjoyed reading that book but she didn't like those photos in it.
- 2 Bobby and Belinda asked if they could go to the beach the next day / the following day / the day after.
- 3 Freddie said that the following year / the next year / the year after he was going to study there in New York.
- 4 James said that six months before/previously he had been working as a pilot.
- 5 Ben's mother promised that she would speak to his teacher that day.

Exercise 2

- 1 a spectacular, green, glass statue
- 2 unusual, ancient, Roman paintings
- 3 a valuable, gold, wedding ring
- 4 strong, leather, climbing boots
- 5 an enormous, circular, marble swimming pool

Exercise 3 1 would help 2 would look after
3 would ... sneer 4 would make fun 5 would ... feel

Exercise 4 1 get/have ... cut 2 got/had ... built
3 got/had ... cleaned 4 get/have ... fixed 5 got/had ... taken

Exercise 5 1 pollution 2 investment 3 solution
4 argument 5 invasion 6 congestion

Exercise 6 1 embarrass 2 protect 3 introduce
4 ignore 5 admire 6 obey

Exercise 7 1 beneficial 2 severe 3 efficient
4 old-fashioned 5 intimidating 6 pointless

Exercise 8 1 cunning 2 tough 3 imposing
4 demonstrate 5 tremble 6 impact

Exercise 9 1 harmless 2 careful 3 discourage
4 increase 5 unhealthy 6 inefficient

Exercise 10 1 contradict 2 atmosphere 3 humiliate
4 victim 5 energetic 6 premature

WB: Self-assessment review (WB p115)

Purpose

- 1 This page is intended to help students assess how much they can remember and what they know well in this level of the course. It will also show them which areas they need to concentrate on during their revision of the year's work.
- 2 The page is an indicator rather than a test. Students should work in pairs so that they can prompt each other and work things out together.
- 3 They may look back in the book to remind themselves of the text types and grammar structures they have covered. The page is a tool to remind them of the work as well as to guide them through everything they have done.

Using the page in class

- 1 Encourage students to be honest with themselves and to mark things they are not truly confident of so that they can go back and revise them thoroughly.
- 2 The page acts as a giant checklist as well as being a page of varied activities that pairs can work through at their own pace.
- 3 If you wish, while most of the class is working on this page over one or two lessons, use the opportunity to check the progress of students who need extra support. Those who are behind or need a structured approach could benefit from a framework or list of revision work and activities set by the teacher or worked out and agreed with the teacher.

Active answers

It is not necessary to check answers to all sections as a formal test of the class but going through the answers to the sections with the students as a class quiz will be more fun for the students and will show how confident the class is, especially with key sections such as Grammar, where pairs are asked to think of their own phrases and sentences for each structure.

Text types

- 1 If appropriate for your class, ask for a show of hands to indicate ticks for confidence in reading and writing of the text types.
- 2 Use the questions about each text type as a quiz. If you wish, ask how many students needed to look back to find the answers. The questions are simple jogs to the memory and many students will be able to answer without looking back.

WB answers

- 1 Aether 2 his uncle 3 She saw the smoke of a fire that was being lit in different places each evening.
4 Professor Stan Collins 5 two 6 Asia and Europe
7 Natasha 8 The Shuttle 9 pollution 10 Danny

Vocabulary, spelling, dictionary

These activities can be used for short parts of any revision lessons or schemes of work. Encourage students to work and test each other in pairs in their own time as well as in class pair work.

Grammar

- 1 You may wish to get a show of hands to find which areas the class would benefit from revising together as a class revision lesson.
- 2 Elicit students' own sentences. If you wish to challenge the class further, ask who can come up with another alternative phrase without preparation; ask who can come up with an alternative phrase in a complete sentence.

Listening and speaking

- 1 Ask for a show of hands to ascertain the level of confidence in these areas.
- 2 Depending on what this reveals, you may wish to set up some specific conversations based on particular functions to help students practise these areas as part of their revision work.

Project notes

Project 1: Advertisements (Unit 1)

This project can be set when students have completed Unit 1. In that unit their Writing assignment was to create an advertisement for a specific product.

In this project, students create a complete advertisement page for any products, places or services, etc. that they like.

This project could be done in small groups if students choose to create at least two pages with a number of advertisements arranged to make complete pages.

The project page is self-explanatory and provides students with the information they need to complete the project.

If you wish, point out:

- the task is to create at least a whole page, not necessarily just one advertisement
- that students can choose to create two facing pages if they wish which can contain one advertisement or several
- that the fewer the words and the simpler the illustration, the more important it is to choose the words carefully and get a good image.

Encourage the class to look at magazine advertisements before they create their own. Most importantly, remind them that they may not copy what already exists in a magazine or on the internet. They must write their own words and create their own design.

If possible, use part of a lesson to display and discuss students' finished advertisement pages.

Ask the class to judge which advertisement or advertisements they think are:

- the most eye-catching
- the most persuasive
- the best designed and produced.

Some of your students may be very good at creative design and be able to produce work of a very good standard.

Make sure students keep their projects in their writing files if you plan to do Project 6.

Project 2: An entertainment review (Unit 4)

This project can be set after students have completed Unit 4. Their Writing assignment in that unit was to review a TV documentary.

In this project, students choose an entertainment of any kind and write a review of it.

The project page gives students all the information they need to complete it. Tell them to read it carefully so that they understand the task.

Point out that the page:

- gives them ideas of what to review
- gives them ideas of what to include in the review
- tells them what they should not include.

Remind them to illustrate their review to get the reader's attention.

When students have completed their reviews choose a suitable method of presentation to the class. Use one or more of these methods or your own idea:

- ask some or all of the class to read out their reviews
- display all the reviews and give students some time during a lesson to look at each other's work
- divide the class into groups; each one passes their reviews to the next group; students read and pass the reviews around the group; they give them to the next group when they have read them all.

Make sure students keep their reviews if you plan to do Project 6.

Project 3: A magazine travel feature (Unit 6)

This project can be set when students have completed Unit 6. Their Writing assignment was to write about a place they know well.

In this project they can write about places anywhere in the world.

They can also include other magazine features such as advertisements for travel products and services.

This project lends itself to group work as students can divide up the pages and contribute different elements.

The project page contains all the information and advice that students need to complete it.

Point out that they should:

- create at least two pages but they can do more if they wish
- do accurate research of any place they do not know personally
- aim to include more than one type of writing from the four suggested
- think about how the pages look and how attractive they are to the reader.

Remind the class not to copy information from the internet or cut out magazine articles and reproduce them as their own work.

Remind them to use their own experience as much as possible to help them produce original work.

When all the projects have been completed, divide the class into groups. Students pass their projects round their own group. Give them time to read them.

Ask the groups to choose the best one or two projects from their group. Ask them to show it/them and say why they have chosen it/them.

Display all the finished projects, if possible but at least the best ones, so that students have a chance to look at each other's work.

Make sure students keep their magazine travel features if you plan to do Project 6.

Project 4: An informative magazine article (Unit 8)

This project can be set when students have completed Unit 8.

The page gives students the information they need to complete the project but remind them to read it carefully so that they understand what they can choose to include.

Point out that they can choose any topic that interests them but if they choose something very popular they must include extra information or a variety of different kinds of information to make their article different to all the others that might be written on the same subject. Explain that it will be very boring for you and the class to read ten almost identical articles about a favourite football team.

Advise the class to include at least two different sections. They may use two or more pages.

Point out the advice under *How to develop your ideas*.

Remind the class that in any creative work, time spent planning is time well spent.

Tell them to think about what they are going to do before they start.

Choose a suitable method or methods for your class to look at the finished projects:

- by display
- by individuals presenting their work
- by passing all the projects around the whole class divided into groups
- by groups of students looking at their own group's work.

Look at the best ones with the class if appropriate.

Make sure students keep their projects safely if you plan to do Project 6.

Project 5: A magazine opinion page (Unit 9)

This project can be set when students have completed Unit 9.

It gives students the opportunity to write different views about an issue that they think is important.

Point out that they must be able to write different opinions making different points in order to give a varied view of the issue.

Go through the page with the class and make sure they understand the various methods they could choose of presenting opinions.

Make sure they understand that:

- they only need to use one method of presenting the opinions
- if they only use one page, most of it should be writing with a little illustration
- if they use two pages, the illustration can take more of the space.

When the projects are completed, choose a suitable method of students sharing their work with the class, e.g. by display or by reading in groups.

This project in particular may be appropriate for reading aloud and the best opinion page/s could be read to the class by one or more students.

Make sure students keep their work for Project 6 if you intend to set this for the class.

Project 6: A complete magazine

This page shows students the various ways they can put their work together to make a magazine as a group project.

If they have only a few pages between them, they may need to use them all.

If they have many pages, they may wish to choose the best pages and/or the best combination of pages to make a good magazine.

The main skill for this project is editorial:

- arranging the pages in an appropriate order
- thinking of the title for the magazine
- designing the front and back covers.

If possible, allocate a lesson for students to look through all the magazines.

Discuss the best features of each one.

Ask the class which one/s they think has/have the most original ideas and are evidently students' own work and writing.

If appropriate, you may wish to choose the best (or best two or three). However, if students have put together original work carefully and thoughtfully, they will all have achieved something significant and worthy of congratulations.

SB pp 132–135

... and finally

These pages give students the opportunity to look back at some of the cross-curricular work they have done. They can be used in class with students working in pairs or groups, independently at home or both.

The photos show places that have been illustrated and/or described in *English World 7–9*. Some places they will find easy to recognise. Others they may need to work out by process of deduction and elimination.

pp 132–133

Students write the number of the location next to the correct picture.

Answers

16	5	26
7	20	4
21	14	12
24	25	28
19	29	2
13	11	15
27	18	3
9	23	1
30	8	22
17	6	10

pp 134–135

The map shows only those places in the world that have been included in the course in cross-curricular work. It is not a detailed world map nor does it show all national boundaries.

Students find the location in the world for each picture they identified on the previous pages. They write the number of the photo next to the correct location.

Answers	1 photo 27	2 photo 28	3 photo 1
4 photo 19	5 photo 13	6 photo 16	7 photo 5
8 photo 7	9 photo 10	10 photo 6	11 photo 12
12 photo 14	13 photo 29	14 photo 4	15 photo 17
16 photo 30	17 photo 18	18 photo 20	19 photo 8
20 photo 22	21 photo 24	22 photo 2	23 photo 25
24 photo 11	25 photo 23	26 photo 26	27 photo 9
28 photo 21	29 photo 15	30 photo 3	

Word list

What is in the list:

- The list for each unit contains words from the reading text that may be new or which the students have not seen often before. Other words may be quite familiar.
- The words are listed in the order in which they appear in the text.
- The class of each word as used in the reading text is given. Many words in the list can be used as other word classes but these are not given here.

These lists are also at the back of the WB.

Unit 1

emission n
greenhouse n
deforestation n
affect v
absorb v
carbon n
global adj
hectare n
thrive v
terrestrial adj
biodiversity n
storehouse n
diversity n
species n
orang-utan n
extinction n
essential adj
crucial adj
access n
conservation n
flood n
current adj
population n
depend v
resource n
rely v
shelter n
Philippines n
forum n
preserve v
donate v

Unit 2

absolutely adv
appeal v
favour n
appropriate adj

reputation n
risk n
superior adj
appreciate v
genre n
repertoire n
range n
quartet n
piece n
frankly adv
outstandingly adv
talented adj
conduct v
based v
chamber n
exceptionally adv
live adj
desirable adj
catch on v
justifiably adv
merit n
basically adv
standard n
notoriously adv
unreliable adj
drop out v
suffer v
emphasis n
superiority n
dependability n
potentially adv
embrace v

Unit 3

binoculars n
column n
pray v
woods n
pole n

truck (US) n
mile n
glad adj
beacon n
blink v
bump n
distressed adj
bodies n
lamp n
horn (car) n
couple n
ridge n
flame n
rise v
highway n
faint adj
broadcast v
plant v
pretty adv

Unit 4

share v
relate v
leading adj
ivory n
outback n
wallaby n
episode n
concentrate v
experiment n
convince v
oppose v
law n
prevent v
issue n
disturbing adj
faint-hearted adj
relationship n
eminent adj

involve v
bully v
mascara n
balanced adj
aware adj
regulate v
code n
replacement n
procedure n
reduction n
refinement n
high-tech adj
crucial adj
cancer n
apparently adv
misleading adj
response n
drug n
stress n
endure v
affect v
relieve v
pose v

Unit 5

locker n
locker room n
jog v
deserve v
gain v
talented adj
locate v
overbalance v
clumsy adj
stuff v
packet n
shocked adj
shove v
pause v

glare v
cafeteria n
snitch v
cheat v, n
shatter v
career n
shrug v
slap v
finalise v
outstanding adj
devastate v
shame n

Unit 6

frequent adj
vibrant adj
span v
link v
financial adj
resident n
aspect n
clog v
commuter n
blare v
can n
plenty adv
splendour n
visual adj
inspiration n
stunning adj
dome n
soar v
church n
mosque n
uplifting adj
establish v
conquer v
besiege v
capture v
ambition n
wealth n
fortress n
dazzle v
outlook n
population n
aspiration n
oasis n
descend v

passion n
pedestrian n
pedestrianised adj
fond adj
brand n
prominent adj
irresistible adj

Unit 7

diplomat n
mansion n
blaze v
innumerable adj
station v
livery n
groom n
plume n
emerge v
satin n
ermine n
cautiously adv
clatter n
baize n
porch n
grand adj
fever n
aim n
ensure v
entirely adv
advance v
dainty adj
squeak v
clutch v
bow n
ribbon n
petticoat n
slipper n
inspect v
critically adv
hasty adj
scurry v
hem n
gossamer n
garment n
thimble n
tulle n
eclipse v
buckle n

tone n
survey v
tack v
determined adj
shyly adv
embrace v
blush v
rumple v
alter v
fault n

Unit 8

human adj
achievement n
fly n
succession n
chimpanzee n
guinea pig n
tortoise n
rat n
orbit v, n
transportation n
system n
program (US) n
mission n
satellite n
probe n
artificial adj
gas n
spurt v
rate n
scale n
fuel n
combine v
combustion n
chamber n
chemical adj
reaction n
nozzle n
stack n
solid adj
booster n
external adj
orbital adj
main adj
sufficient adj
sequence n
stage (step) n

take over v
ignite v
build up v
maximum adj
thrust n
point n
irreversible adj
horizontal adj
maintain v
altitude n
orbiter n
involve v
achieve v

Unit 9

automobile n
gasoline n
luxury n
concerned adj
increase v, n
exhaust n
release v
contributor n
decrease n
respiratory adj
estimate v
premature adj
diabetes n
obesity n
lack n
option n
sensitive adj
invade v
supply n
impact n
catastrophe n
campaigner n
deal with v
straightforward adj
remote adj
rural adj
efficient adj
address v
congestion n
pile-up n
hardship n
investment n
alternative n

situation n
brisk adj
energetic adj
beneficial adj

Unit 10

tough adj
guy n
imposing adj
atmosphere n
defiance n
respect n
tremble v
cunning adj
old-fashioned adj
pointless adj
contradict v
jeer v
sneer v
compensate v
victim n
casually adv
push around v
demonstrate v
humiliate v
kid n
swallow v
bar v
derisive adj
assert v
mock v
mist n
bother v

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Introductory notes to the teacher

The practice tests in *English World Exam Practice Book 9* are intended to consolidate and assess the language, topics and skills which the students meet as they study *English World 9*. The tests highlight strengths, weaknesses and outcomes of student performance so that teachers can monitor students' progress and adjust the pace and coverage of their teaching accordingly. The practice tests also replicate exercise types and tasks which are commonly found in state examinations and in the external examinations of well-known awarding bodies.

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 (term)	Units 1 to 10

The following table suggests how much time to allow for each section in the unit tests and term tests.

Unit Tests and Term Tests

Section	Approximate time to allow
Grammar and Vocabulary	40 minutes
Reading	30 minutes
Listening	20 minutes
Speaking	up to 10 minutes per pair
Writing	30 minutes

Conducting the tests

The tests should only be given at the end of the teaching units, once the activities and tasks in the SB and WB 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 SB and WB. 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. As shown in the table, Test 4 and Test 7 are summative in nature. Test 4 covers Units 1 to 6. Test 7 covers Units 1 to 10.

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-9*.

The written tests

The written tests contain four parts: grammar and vocabulary, reading, listening 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 reading and listening sections in the next class and finally the writing section in a third class.

Speaking tests

Speaking tests should last around ten minutes. 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 each speaking test.

Task 1

Students should perform a role play. Before the students do the role play, nominate one student as Student 1 and the other student as Student 2 (it is not important which student is which).

Give Student 1 Task 1 card A, Give Student 2 Task 1 card B (you should copy both cards from the Teacher's Guide, p202 before the test). Give the students one minute to read their cards and prepare their part of the role play. Do not allow the students to read each other's card.

After a minute, Student 1 and Student 2 follow the instructions on cards A and B and perform the role play. After three minutes (or before, if the students are no longer talking), stop the role play and collect Task 1 cards A and B.

Task 2

Give the students one minute to prepare their presentations. They should do this by looking at their respective pictures (picture A for Student 1 and picture B for Student 2). They should also read their respective cards (Task 2 card A for Student 1 and Task 2 card B for Student 2).

Student 1 delivers his or her presentation for two minutes then the students discuss the topic for about a minute. After that, Student 2 delivers his/her presentation for two minutes then the students exchange comments about the topic for about a minute.

After both presentations and discussions are completed, bring the speaking test for that pair of students to an end.

Assessing student performance

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.

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.

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.

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 and Term Tests

After each test taker's **Unit or Term Speaking Test**, use the speaking criteria below to award an overall speaking mark of between 0 marks to 7½ marks in each of the **two speaking tasks**. The speaking criteria contain five traits. For each trait you can award a score of 0 or ½, 1 mark or 1½ marks, 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 two scores** for each of the two speaking tasks together to obtain an overall assessment mark of the test taker's speaking performance.

TRAIT	Award 1½ marks for	Award 1 mark for	Award 0 or ½ 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; pronunciation errors that 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; 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; knowledge of vocabulary and grammar not up to the task
Interaction (mainly 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; 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:

TRAIT	Task 1 marks			Task 2 marks		
	1½	1	0 or ½	1½	1	0 or ½
Pronunciation, stress, etc.		1		1½		
Task achievement	1½				1	
Vocabulary and grammar	1½				1	
Interaction (mainly Task 1)		1				½
Communication and fluency	1½			1½		
Overall score:						12 marks

Writing criteria: Unit and Term Tests

After collecting the two writing tasks for each test taker's **Writing Test** use the writing criteria below to award an overall writing mark of between 0 to 7½ marks in each of the **two writing tasks**. The writing criteria contain five traits. For each trait you can award a score of between 0 or ½, 1 mark or 1½ marks, according to the performance of each test taker. After you have awarded a score for each trait, add the five scores together to obtain an overall mark for that task. Then **add the scores** for each of the two writing tasks together to obtain an overall assessment mark of the test taker's writing performance.

TRAIT	Award 1½ marks for	Award 1 mark for	Award 0 or ½ marks for
Spelling and punctuation	good overall spelling and punctuation despite minor errors or misspellings	responses in which readers can follow the message despite some errors	no responses; errors which make texts difficult to follow
Task achievement	excellent responses that cover all or almost all of the task requirements; responses that are the right length	incomplete but relevant responses or responses which are partially relevant; responses that may be too long or too short	no or minimal responses; no relevant content in the overall response; responses that 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; numerous errors; omissions; lack of knowledge of vocabulary
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; numerous errors; lack of knowledge of grammar
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	Task 1 marks			Task 2 marks		
	1½	1	0 or ½	1½	1	0 or ½
Spelling and punctuation		1				½
Task achievement		1			1	
Vocabulary			½		1	
Grammar		1				½
Communication and fluency			½			½
Overall score:						7½ marks

Guidance for marking varying lengths of response

If a student's response for a task is 99 words or fewer, mark as normal. Award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ marks for each trait, according to the performance of the candidate. Then deduct five marks from the total. In this way an excellent piece of writing could receive a maximum of $2\frac{1}{2}$ marks for that task.

If a student's response for a task is between 100 to 125 words, mark as normal. Award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ marks for each trait, according to the performance of the candidate. Then deduct $2\frac{1}{2}$ marks from the total. In this way an excellent piece of writing could receive a maximum of 5 marks for that task.

If a student's response corresponds to the correct word length (140–160 words long), is ten per cent or less shorter than the lower word limit (between 126–139 words long) or exceeds the upper word limit by ten per cent or fewer words (between 161–176 words long), award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ for each trait, according to the performance of the candidate.

If a student's response exceeds 176 words, all content above 176 words should be ignored. Award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ marks for each trait up to the total of 176 words, according to the performance of the candidate.

Exam Practice Book Answer keys

Test 1 Answer key

Grammar and Vocabulary

- 5 marks: (10 x ½)
1 one 2 the 3 what 4 but 5 So 6 if/whether
7 they 8 soon 9 who 10 about
- 5 marks: (5 x 1)
1 must be told 2 if/whether there had been 3 what they could do 4 ought to / should be done 5 how many concerts had been held
- 5 marks: (10 x ½)
1 have been holding 2 has caught on 3 was organised 4 attended 5 were taking place 6 support 7 had been collected 8 will be needed 9 would help 10 will be
- 5 marks: (10 x ½)
1C 2B 3A 4B 5D 6A 7B 8C 9B 10D
- 5 marks: (10 x ½)
1 risk 2 talented 3 superior 4 absolutely 5 reputation 6 appreciate 7 repertoire 8 exceptionally 9 emphasis 10 reliable
- 5 marks: (10 x ½)
1 deforestation 2 quartet 3 interlude 4 hectare 5 genre 6 storehouse 7 merit 8 dependability 9 shelter 10 orang-utan

Reading

- 6 marks: (6 x 1)
1B 2D 3A 4C 5A 6C
- 7 marks: (7 x 1)
1H 2F 3B 4G 5I 6A 7D
- 7 marks: (7 x 1)
Para 2 F Para 3 E Para 4 C Para 5 B Para 6 H
Para 7 G Para 8 A

Listening

- 7 marks: (7 x 1)
2G 3C 4A 5H 6E 7D 8F
- 7 marks: (7 x 1)
1 new products 2 quite funny 3 what to buy 4 things they don't need 5 are shown (on TV) 6 tell the truth 7 be/get confused (by adverts)
- 6 marks: (6 x 1)
1C 2A 3C 4A 5B 6B

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Test 2 Answer key

Grammar and Vocabulary

- 5 marks: (10 x ½)
1 replacement 2 convinced 3 concentration 4 disturbing 5 relief 6 opposed 7 relationship 8 balanced 9 response 10 involved
- 5 marks: (5 x 1)
1 had been broadcast 2 could have gone 3 seeing the wallabies 4 (Having been) Destroyed 5 (who was) a scientist
- 5 marks: (10 x ½)
1 recruits 2 was / had been damaged 3 have been helping 4 will prevent 5 was planting 6 examined 7 am going to share 8 should have kept 9 hadn't given 10 posing
- 5 marks: (10 x ½)
1C 2A 3B 4A 5D 6C 7A 8D 9B 10D
- 5 marks: (10 x ½)
1 distressed 2 binoculars 3 plant 4 column 5 pretty 6 balanced 7 stress 8 apparently 9 eminent 10 relieve
- 5 marks: (10 x ½)
1 woods 2 mascara 3 truck 4 lamp 5 code 6 highway 7 wallaby 8 refinement 9 response 10 drug

Reading

- 6 marks: (6 x 1)
1D 2B 3C 4A 5A 6C
- 7 marks: (7 x 1)
1G 2C 3H 4A 5E 6I 7B
- 7 marks: (7 x 1)
Para 2 F Para 3 C Para 4 E Para 5 A Para 6 H
Para 7 B Para 8 G

Listening

- 7 marks: (7 x 1)
2F 3A 4B 5H 6E 7G 8D
- 7 marks: (7 x 1)
1 (student) travel magazine 2 children's stories 3 (his) aunt (Mary) 4 fell asleep 5 25 6 needed a change 7 French king / king of France
- 6 marks: (6 x 1)
1C 2A 3A 4B 5B 6C

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Test 3 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 located 2 finalise 3 inspiration 4 improvement
5 devastated 6 pedestrianised 7 government
8 splendid 9 encouragement 10 boredom
- 2 5 marks: (5 x 1)
1 able to read 2 will have arrived 3 had to pay
4 whose car is red 5 she might invite
- 3 5 marks: (10 x ½)
1 have been jogging 2 am (always) encouraged / have
(always) been encouraged 3 have gained 4 will have lost
5 are aiming 6 establish 7 would be 8 will improve
9 had done 10 am going to finish
- 4 5 marks: (10 x ½)
1C 2B 3A 4D 5D 6B 7C 8B 9A 10A
- 5 5 marks: (10 x ½)
1 shame 2 frequent 3 reputation 4 irresistible
5 passion 6 clumsy 7 career 8 uplifting
9 outlook 10 financial
- 6 5 marks: (10 x ½)
1 locker 2 fortress 3 pedestrian 4 oasis 5 wealth
6 ambition 7 cheat 8 population 9 commuter
10 resident

Reading

- 1 6 marks: (6 x 1)
1 Not Stated 2 True 3 False 4 False 5 True 6 True
- 2 7 marks: (7 x 1)
1C 2E 3H 4A 5I 6F 7G
- 3 7 marks: (7 x 1)
Article 2 F Article 3 A Article 4 H Article 5 D
Article 6 B Article 7 E Article 8 C

Listening

- 1 7 marks: (7 x 1)
2F 3H 4B 5E 6A 7C 8G
- 2 7 marks: (7 x 1)
1 forty thousand / 40,000 fewer 2 distance from London
3 Roman fort 4 (some) famous brands 5 go to America
6 (football) champions of England / English (football)
champions 7 18 times
- 3 6 marks: (6 x 1)
1C 2A 3C 4A 5A 6A

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's
Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's
Guide to award marks for the two writing tasks.

Test 4 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 biologist 2 justifiably 3 darkness 4 artistic
5 Dependability 6 opponent 7 notoriously
8 descendant 9 exceptional 10 achievement
- 2 5 marks: (10 x ½)
1 must be reported 2 had seen 3 could have had
4 Having been persuaded / Persuaded 5 haven't been able
6 will have disappeared 7 had to 8 whose first novel
9 had been 10 could be done
- 3 5 marks: (10 x ½)
1 appeals 2 was founded 3 came 4 had spanned
5 have changed 6 Dating 7 will not be / won't be
8 is going to build 9 has been rising / has risen
10 will have visited
- 4 5 marks: (10 x ½)
1C 2B 3A 4B 5D 6C 7A 8D 9C 10D
- 5 5 marks: (10 x ½)
1 procedure 2 faint-hearted 3 plenty 4 bustling
5 essential 6 frankly 7 current 8 superiority
9 besiege 10 donate
- 6 5 marks: (10 x ½)
1 extinction 2 outlook 3 cafeteria 4 passion 5 can
6 emission 7 ballpoint 8 mile 9 flame 10 horn

Reading

- 1 6 marks: (6 x 1)
1 False 2 Not Stated 3 True 4 True
5 False 6 Not Stated
- 2 7 marks: (7 x 1)
1E 2I 3D 4A 5H 6F 7B
- 3 7 marks: (7 x 1)
Para 2 F Para 3 G Para 4 A Para 5 B Para 6 C
Para 7 E Para 8 H

Listening

- 1 7 marks: (7 x 1)
2E 3A 4G 5B 6F 7H 8D
- 2 7 marks: (7 x 1)
1 February 2 21st (May) 3 return ticket 4 £100
5 an extra night 6 three-hour 7 internet access
- 3 6 marks: (6 x 1)
1B 2C 3A 4B 5C 6A

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's
Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's
Guide to award marks for the two writing tasks.

Test 5 Answer key

Grammar and Vocabulary

- 1 5 marks: (5 x 1)
1 Lena was passed 2 Nadia handed Lena
3 Nadia will be sent 4 not ours 5 will have been checked
- 2 5 marks: (10 x ½)
1 continued 2 was launched 3 are involved
4 take over 5 interviewed 6 has been developing
7 Is (the new spacecraft) called 8 has just been completed
9 will have been made 10 has been designed
- 3 5 marks: (10 x ½)
1 yours 2 mine 3 it 4 my 5 She 6 her 7 you
8 our 9 me 10 yours
- 4 5 marks: (10 x ½)
a reignite b diplomatic c re-emerge d recombine
e athletic
1 athletic 2 recombine 3 diplomatic 4 reignite
5 re-emerge
- 5 5 marks: (5 x 1)
1 mansion 2 ribbon 3 carriage 4 satellite 5 tortoise
- 6 5 marks: (10 x ½)
1A 2D 3D 4B 5C 6B 7C 8A 9D 10B

Reading

- 1 7 marks: (7 x 1)
1 Not Stated 2 False 3 Not Stated 4 True
5 False 6 True 7 Not Stated
- 2 7 marks: (7 x 1)
1E 2B 3G 4I 5A 6D 7F
- 3 6 marks: (6 x 1)
Para 2 B Para 3 H Para 4 A Para 5 E
Para 6 C Para 7 F

Listening

- 1 7 marks: (7 x 1)
2H 3A 4D 5G 6C 7E 8B
- 2 7 marks: (7 x 1)
1 (at the) local hotel 2 red ribbon 3 jacket with (a) bow
4 gown and (a) yellow 5 six fifteen / 6.15 (a quarter past six)
6 twenty to eight (7.40 / seven forty) 7 taxi
- 3 6 marks: (6 x 1)
1B 2A 3A 4C 5B 6B

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Test 6 Answer key

Grammar and Vocabulary

- 1 5 marks: (5 x 1)
1 Hala help 2 had/got her gown 3 had sent her
4 Hala's aunt would stay 5 Can you tidy your
- 2 5 marks: (10 x ½)
1 would hire 2 would (always) complain 3 did not
compensate 4 were 5 would stop / was going to stop
6 arrived 7 said 8 repainted 9 have just had
10 contradicted
- 3 5 marks: (5 x 1) [all adjectives have to be in the correct place]
1 a large, old-fashioned, wooden door 2 an energetic white-haired, American chef 3 a tall, modern, concrete, company building 4 expensive, new, leather, running shoes 5 a pointless, old, round, metal, drinking fountain
- 4 5 marks: (10 x ½)
1 petrol 2 increase 3 catastrophe 4 impact
5 remote 6 straightforward 7 cunning 8 mock
9 obesity 10 campaigner
- 5 5 marks: (10 x ½)
1 guy 2 congestion 3 exhaust 4 address
5 diabetes 6 swallow 7 bar 8 mist 9 decrease
10 hardship
- 6 5 marks: (10 x ½)
1A 2D 3B 4A 5C 6C 7B 8B 9D 10C

Reading

- 1 7 marks: (7 x 1)
1 False 2 Not Stated 3 Not Stated 4 False 5 True
6 False 7 True
- 2 7 marks: (7 x 1)
1F 2D 3H 4B 5A 6G 7C
- 3 6 marks: (6 x 1)
2G 3F 4B 5A 6C 7D

Listening

- 1 7 marks: (7 x 1)
2C 3H 4A 5D 6E 7B 8F
- 2 7 marks: (7 x 1)
1 children's author 2 respiratory problems
3 tough atmosphere 4 rural, remote area
5 got respect 6 very sensitive 7 with (his) aunt
- 3 6 marks: (6 x 1)
1C 2B 3B 4C 5A 6C

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Test 7 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 expensive, old, wooden 2 had to be 3 before buying the car 4 Disturbed/Being disturbed by 5 should be finished 6 were written when/while 7 Launched three days ago 8 will have been donated 9 had had 10 if/whether she had finalised
- 2 5 marks: (10 x ½)
1 doesn't 2 will have been 3 would have completed 4 painted 5 had become 6 have checked 7 wouldn't / would not be able 8 hurrying 9 had owned 10 will reach / will have reached
- 3 5 marks: (10 x ½)
1 assertive 2 replacement 3 contributor 4 relationship 5 exhausted 6 heroic 7 superiority 8 reignite 9 succession 10 stunning
- 4 5 marks: (10 x ½)
1 jeer 2 link 3 donate 4 prevent 5 catastrophe 6 grand 7 orbit 8 ridge 9 pause 10 slipper
- 5 5 marks: (5 x 1)
1 truck 2 orang-utan 3 can 4 exhaust 5 mist
- 6 5 marks: (10 x ½)
1C 2A 3B 4C 5D 6B 7A 8A 9B 10D

Reading

- 1 7 marks: (7 x 1)
1 False 2 True 3 False 4 Not Stated 5 True 6 Not Stated 7 True
- 2 7 marks: (7 x 1)
1C 2E 3H 4A 5D 6F 7B
- 3 6 marks: (6 x 1)
Para 2 F Para 3 E Para 4 G Para 5 D Para 6 H Para 7 A

Listening

- 1 7 marks: (7 x 1)
2E 3A 4H 5G 6B 7F 8D
- 2 7 marks: (7 x 1)
1 Chauvet 2 Location of (the) caves 3 1940 4 1994 5 30,000–32,000 6 visiting / passing through the cave 7 artificial copy
- 3 6 marks: (6 x 1)
1A 2A 3C 4B 5B 6C

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 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 these people discussing environmental issues. Choose the correct phrase from phrases A to H to match the conversations 1 to 8. There is one example.

Conversation one

- Male: Well, why don't we have a special Education Day here at school? Parents and students could be invited and students from our school could make presentations.
- Female: That's a fantastic suggestion. If we did that, we could make people much more aware of the environmental problems we have in the local area. I don't know why we didn't think of it before.

Conversation one matches phrase B. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

- Male: I don't think I'll be able to come to the meeting on Wednesday. I've got to go to the dentist at two o'clock and the meeting finishes at two thirty. I won't be able to arrive on time.
- Female: Oh, that doesn't matter. Come anyway. Even if you arrive late, you can still make some useful suggestions. It'll definitely be worth it even for only half an hour.

Conversation three

- Female: The situation by the river is terrible. It's really dirty and it's getting worse. I saw dead fish when I went there last week. And it could soon be dangerous for children.
- Male: I know. The chemical company has agreed it's their responsibility and that they're going to sort it out but the question is when?
- Female: That's right. They need to get started now before it's too late.

Conversation four

- Female: It would be great if more students cycled to school and didn't ask their parents to drive them. Bicycles are the best form of transport, and the cleanest. And they have stood the test of time.
- Male: Yes, we've been riding bicycles since the 19th century. And I imagine we'll be riding them in the 22nd century, too, long after cars have become too expensive for ordinary people to buy.

Conversation five

- Male: So, you are absolutely sure about doing the presentation about global warming.
- Female: Yes, I am. I know it will take a long time to prepare but I feel really strongly about it and I'm happy to do the extra work.
- Male: Well, I'm not going to discourage you. But tell me if you change your mind.
- Female: There's no question about it. I'm not going to change my mind.

Conversation six

- Female: Well, I have to say, Tasha's idea to put recycling bins at the school entrance has been a great success, hasn't it?
- Male: Yes, it has. Lots of glass, paper and plastic is being collected every day and recycling seems to be getting more and more popular.
- Female: Yes, if it gets much more popular, we'll have to ask for more bins to be put at the entrance.

Conversation seven

- Male: We don't need to use oil, coal and other fuels which pollute. There are so many other cleaner forms of energy to choose from.
- Female: You're right. There's energy from the sun, from the wind.
- Male: Yes, and we can get energy from the sea, too, don't forget. With so many different forms of clean energy, it's difficult to understand why we continue to destroy the planet.

Conversation eight

- Female: We all agree that something needs to be done about emissions from cars but who is going to do it?
- Male: The government, in my opinion.
- Female: Yes, but don't you think drivers have a role, too? And what about car manufacturers? They don't make enough electric cars, do they?
- Male: No. It's difficult to decide who should be responsible.

Now listen again and check your answers.

Track 2

Test 1 Listening Question 2

Listen to two students and fill in the missing information with four words or fewer in each numbered space in the notes. There is one example.

- Rudi: Hi, Lucie. You look tired. What's the matter?
- Lucie: Well, I've got to write an essay about advertisements and I don't know what to write. It's about the advantages and disadvantages of advertisements on TV.

Rudi: What's the problem? There's plenty to write about. For example, advertisements can be useful, can't they? That's an advantage.

Lucie: I suppose so but can you think of anything else?

Rudi: Sure. If there were no advertisements, we wouldn't be able to get information about new products, would we?

Lucie: That's true.

Rudi: Come on, Lucie. I'm sure you can think of some good things about advertisements. There must be some that you like watching on TV.

Lucie: Well, some of them can be quite funny. I like those ones.

Rudi: You see. You can think of advantages. Can you think of any more?

Lucie: Yes, I think so. When you can't decide what to buy, they can help.

Rudi: That's right. It's not so difficult, is it?

Lucie: No, it's not. Thanks, Rudi.

Rudi: But you haven't finished yet, Lucie. You've got to think of some of the disadvantages.

Lucie: For example?

Rudi: Well, what I hate about advertisements is the way they make people buy things they don't need.

Lucie: Do they?

Rudi: Yes. Haven't you ever bought something you don't need just because you saw it in an advertisement?

Lucie: Only chocolate but I don't think that's a bad thing.

Rudi: Be serious, Lucie. And don't you think they show far too many advertisements on TV? They come on every five minutes.

Lucie: Yes, that's true. There are too many.

Rudi: So, can you think of any disadvantages?

Lucie: Well, I don't think everything they say is true. They don't always tell the truth, do they?

Rudi: I agree with you. And even if they do tell the truth, it's sometimes very difficult to know exactly what they mean.

Lucie: Yes, and especially for old people, I think advertisements can be very confusing.

Rudi: There you are, another disadvantage. Advertisements can confuse old people.

Lucie: That's great, Rudi. You've helped me so much. I think I can write my essay now.

Tasha: Hello. Tasha here.

Todd: Hi, Tasha. Todd here. Did I wake you up? Or are you still watching television?

Tasha: I'm just finishing my homework. Why are you calling so late, Todd?

Todd: I've got some bad news. Well, some bad news and some good news.

Tasha: It can wait till tomorrow, can't it?

Todd: Not really. Someone else has dropped out of the festival.

Tasha: Oh, no! Not another singer?

Todd: Yes, one of the opera singers. It's not a pop singer this time. Oh, and the ballet dancer said she can come.

Tasha: Mm, is that the good news?

Todd: No, I've got some other good news.

Tasha: What is it, Todd?

Todd: Well, I've got someone who can take the place of the opera singer.

Tasha: Great!

Todd: Yes, well, he's not an opera singer. His name is Rollo. He's the uncle of my friend Peter.

Tasha: Rollo?

Todd: Yes. When Peter told me about him, I checked on the internet and he's quite well known. And he advertises in the local newspaper.

Tasha: What does Rollo do?

Todd: He can do lots of things. He's been doing children's shows for the last ten years and before that he was 20 years in the circus. So he's been performing for 30 years. He can sing, dance, juggle and it says on his website that he can make children laugh.

Tasha: Good. The question is: will he be able to help us?

Todd: Don't worry, Tasha. Peter gave me his number and I called him, and he said he would be happy to help us out.

Tasha: Fantastic. I know he can juggle and do other circus things but can you ask him if he'll sing for us? We've already got a juggler and we definitely don't need any more dancers.

Todd: Sure. There is one small problem though, Tasha.

Tasha: I'm listening.

Todd: Well, Rollo has to do another show at seven o'clock on the day of the festival so he'll have to finish by four fifteen at the latest. He'll have to start his piece at three thirty.

Tasha: That's OK. But what can we do about the violinist and the classical dancer? Their times will have to be changed, too.

Todd: Yes, and the circus performer will need to be changed.

Tasha: OK, I'll speak to the dancer and the circus performer tomorrow. But can you speak to the violinist now? She's going on holiday for a week tomorrow morning.

Now listen again and check your answers.

Track 3

Test 1 Listening Question 3

Listen to Tasha and Todd discussing a problem for the festival. For each question, circle the correct answer A, B or C. There is one example.

Todd: Yes, I'll do it right now after this call.
Tasha: Thanks, Todd. I'm glad you called me.

Now listen again and check your answers.

Audioscript for Test 2

Track 4

Test 2 Listening Question 1

Listen to these people discussing plans for a school open day. Choose the correct phrase from phrases A to H to match the conversations 1 to 8. There is one example.

Conversation one

Lucie: Where's Rudi? He's supposed to be at this meeting, isn't he?
Male: Yes, that's right. I reminded him about it a few days ago when I saw him in town. He said he would be here.
Lucie: You know Rudi. You can't depend on him for anything.
Male: That's not true, Lucie, but it is true that he doesn't always remember meetings.

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Female: I'm sorry everyone but I can't find all the information I got from the internet yesterday. I know I put it in my bag this morning but it's not there anymore.
Male: You must have taken it out again.
Female: No, I didn't. I was reading it on the bus only an hour ago. I can't imagine what's happened to it.

Conversation three

Male: I think we should have most of the activities outside, don't you?
Female: I'm not sure. What if the weather turned bad? What would we do then?
Male: Good point but we won't have enough space in the school building. We might have to cancel some activities.
Female: Yes, that's true. Let's think about it later. We can discuss the easier things first.

Conversation four

Female: I think it's too late to organise a music band now.
Male: Yes, you need to book them very early. At least the good bands.
Female: What a nuisance! It would have been good to have some music.
Male: Yes, I can't imagine why nobody suggested it when we started making plans. Oh, well, next time we'll know better.

Conversation five

Male: You know, it's really difficult to think of something different to do.
Female: Yes, we always do the same kinds of things.
Male: That's because it's easier that way. If we thought about it longer, I'm sure we could think of something interesting.
Female: I've got an idea ... No, that wouldn't work. Oh, it's so annoying.

Conversation six

Yes, I'll organise the food and drink. I did it last year so I've had practice. And actually I enjoy doing it. I can remember when Alex did it two years ago. It was a disaster. The food was gone in an hour and there wasn't enough ice for the drinks. No, that's a job for me.

Conversation seven

Female: I think we should have a sports competition with prizes for the winners.
Male: Yes, if we did that, it would appeal to younger people and be attractive to parents, too. And I think you're absolutely right when you say there should be prizes for the winners. They could be donated by parents on the open day itself.

Conversation eight

Tasha: I can't agree with you about the cost of parking. Nobody will want to pay that much. It's too expensive. And when you say it will encourage people to walk, you're just wrong.
Male: That's right, Tasha. Most of the people who'll come to the open day live too far away to walk and don't forget, older people sometimes have to drive.

Now listen again and check your answers.

Track 5

Test 2 Listening Question 2

Listen to an interview with Brendan Cox about his job and fill in the missing information with three words or fewer. There is one example.

Female: In the studio today we have Brendan Cox, the well-known book reviewer. Welcome to the show.
Brendan: Thank you.
Female: Brendan, how long have you been working as a book reviewer?
Brendan: Since I started work for a student travel magazine when I was 30. It was my job to read travel guides and give my opinion on them. It was fun.
Female: Was that when you started writing?
Brendan: No, that was much earlier. I was able to read at a very young age – I was only five – and I thought it would be

fun to write my own children's stories like the ones I used to read.

Female: So how did you learn to read at such a young age? Did you go to a special school?

Brendan: No, not at all. My parents both worked and so my aunt Mary came to look after me. She loved reading me stories and was a natural teacher. I was taught by her.

Female: Did you read the stories to your friends?

Brendan: No, I just used to read them to my parents, who encouraged me a lot, and also to my little brother at bedtime. He usually fell asleep halfway through a story and I had to finish it the next day.

Female: When did you start earning money as a writer? Was that with the student travel magazine?

Brendan: No. I first got money writing short stories, which had to take no more than ten minutes to read. They appeared in a book called *Ten Minute Stories*. I never got less than 25 pounds for a story but sometimes I got as much as 50. Once I even got 60 pounds. That would be a lot in today's money.

Female: So why did you stop doing that and start writing reviews? Was it getting boring, were reviews better paid?

Brendan: The main reason was I needed a change. You can't do the same thing your whole life.

Female: No, you can't. So Brendan, what about the future? More reviews, or perhaps something different?

Brendan: Actually, I'm starting a new book next month. It's a history book.

Female: How interesting.

Brendan: Well, I'm interested in 17th century French history and so I thought I'd write about one of the French kings from that time.

Female: Well, Brendan, that's the end of our interview. Thank you very much and good luck with your new book.

Brendan: Thank you.

Now listen again and check your answers.

Track 6

Test 2 Listening Question 3

Listen to Lucie and Rudi discussing a TV programme. For each question, circle the correct answer A, B or C. There is one example.

Rudi: Hello.

Lucie: Is that you, Rudi?

Rudi: Yes. How are you, Lucie?

Lucie: Fine. I've been trying to contact you for ages. Where have you been?

Rudi: At the tennis club with Ramon and Millie and then on the way home I saw Todd in town and had a coffee with him. Why?

Lucie: I've been trying to call you to tell you about a TV programme. It's called *The Travel Show*. Have you seen it?

Rudi: No. Is it good?

Lucie: It's fantastic. You love travelling so you'd love it. People watch it to get ideas for holidays but it's been really useful for my geography homework. That's why I've been watching it.

Rudi: When is it on?

Lucie: This evening at eight o'clock. They have some really interesting programmes, you know.

Rudi: Yes, but I won't be able to watch it tonight.

Lucie: Oh, why's that?

Rudi: I'm meeting my friend Tom. You know, my friend who works in the restaurant. He has to work every evening this week except tonight so we're going out somewhere for a drink. We arranged it a long time ago.

Lucie: Oh, right.

Rudi: Is *The Travel Show* on next week?

Lucie: Yes. It's on every week for the next six weeks, including tonight. There are eight shows altogether. They've had two so far and they've both been really good.

Rudi: What's tonight's programme about?

Lucie: Egypt. They're going to give some information about the history of Egypt. They'll talk about the pyramids and things like that. But mostly it's a travel programme so they're going to concentrate on what visitors can do there: you know, sightseeing, sailing on the Nile, visiting museums ...

Rudi: That sounds great. You know how interested I am in Egypt.

Lucie: Why don't you invite Tom over to watch it?

Rudi: He's more interested in football. No, I'll have to go out with him. If I'd known about the programme, though, I would have arranged a different time to see Tom. We could have gone out together another time.

Lucie: Rudi, I'm going to take notes while I'm watching the programme, you know, for my homework, so when I see you, I can tell you all about it.

Rudi: Thanks, Lucie but I've got a better idea. Why don't you record it for me? Then I can watch the programme later myself.

Lucie: No problem. Tell me when you want to come and see it.

Now listen again and check your answers.

Audioscript for Test 3

Track 7

Test 3 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

Male: When the professor told me that the dig was in a South American desert, I replied that I would be a good person to go with him.

Female: Why did you say that?

Male: Because it's true. I grew up in the Middle East before I came to university here in England. My dad was working as an engineer with an oil company. I have lived with high temperatures and in desert conditions all my life.

Conversation one matches phrase D. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

When I first started as a doctor, I worked in a poor area of Nairobi which is the capital and largest city in Kenya. My colleagues told me that Kenyans were much tougher than British patients but I didn't believe them. My first patient was an old lady who came into the clinic with a heavy bag. I asked her if she wanted any help. She laughed and told me I wasn't strong enough. She was right, too.

Conversation three

Female: How are you feeling?

Male: My leg is much better, thanks. Overbalancing and falling during the climb wasn't very clever but I ...

Female: But you were secured to a rope, weren't you?

Male: Yes, I didn't fall too far. But it was a real shock and very painful.

Female: I'm sure. Can I get you anything?

Male: No, it's OK, thanks. Actually, I'd love some chocolate. They have some in the hospital shop.

Conversation four

Hi! I'm recording this at Beijing Airport and emailing on my computer. Sorry I wasn't able to get in touch earlier but I was on the train and I couldn't get onto the internet. All is well. By the time you get the message we'll have taken off for the United States, and I'll probably have fallen asleep. Anyway, I'll be able to call you from Los Angeles when I arrive. Bye for now.

Conversation five

Male: You told me you were really looking forward to the expedition.

Female: Yes, but I know more about it now.

Male: So what's made you change your mind?

Female: A couple of things. I didn't know we would have to camp in the middle of nowhere where even the sheep are cold and wet.

Male: OK. What else?

Female: Well, I thought the dig would help me gain experience but they're working on an older period than the one that I'm interested in.

Conversation six

So what are the things that I need to think about during the trip? First and most important, I've got to always have my camera and binoculars with me at all times so I'll be able to take pictures and see the birds in detail at any time. What else? Yes, Claire also warned us that we should look upwards from time to time as well, because some species of bird soar high up in the sky.

Conversation seven

Female 1: But why don't you want to come? It's a great opportunity to sail down the Amazon and see some of the best rainforest on Earth.

Female 2: You really don't understand, do you?

Female 1: No.

Female 2: On the last trip I tried really hard to do everything you wanted me to do. I was devastated when you told me I wasn't playing my part. I'm not going to let it happen again.

Conversation eight

The place where we stopped was on the bank of a large lake. It had stunning views across the water where the ducks and other birds used to feed early every morning. I would have taken some great photos if I hadn't been so clumsy with my camera and dropped it on the first day of the expedition. The man who sold it to me told me to be careful with it but I wasn't careful enough.

Now listen again and check your answers.

Track 8

Test 3 Listening Question 2

Eddie and Lisa are talking about two towns in the north-west of England. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space. There is one example.

Eddie: Hi. I'm Eddie Hollins.

Lisa: And my name's Lisa Mathews.

Eddie: Lisa and I are cousins and we both live in the north-west of England.

Lisa: Yes, I live in Manchester and Eddie has the bad luck to live in Liverpool.

Eddie: Yeah, right. It's actually my good luck to live in Liverpool because it's a much better place than Manchester.

Lisa: I don't agree with Eddie, of course. Anyway, I should tell you the city of Manchester has a population of 490,000 people.

Eddie: It's a bit bigger than Liverpool whose population is 450,000; that's 40,000 fewer than the population of Manchester.

Lisa: Now Liverpool and Manchester are not very far from each other. It's a distance of about 40 kilometres from the centre of Manchester to the centre of Liverpool.

Eddie: And both cities are about the same distance from London.

Lisa: It's about 290 kilometres from Manchester to London.

Eddie: And 280 from Liverpool.

Lisa: Before Manchester became a city, there was a Roman fort here in the first century. During the next 1,000 years a number of small villages formed, each with a church, and then gradually the villages became one town.

Eddie: People have lived in the Liverpool area for a long time. It grew from a small village 1,000 years ago into a town by the 13th century. Liverpool became a city in 1880.

Lisa: Both Liverpool and Manchester expanded very quickly during the late 18th century and throughout the 19th century. Manchester became famous for the cotton trade. We made all sorts of materials in Manchester and we produced some famous brands of textiles and cotton clothes.

Eddie: Some big industries started in Liverpool in the 19th century but it was as a port that Liverpool became important. Ships left Liverpool to take industrial products around the world and they carried thousands of passengers from Liverpool to America.

Lisa: But what we think Liverpool and Manchester are most famous for are their football teams.

Eddie: They've both got important teams. We have Liverpool and Everton.

Lisa: And we've got Manchester United and Manchester City.

Eddie: Liverpool is the best team. They have won the English football championship 18 times.

Lisa: The best team? No way! Manchester United has been champion of England 19 times.

Megan: Yes, I was pleased.

Max: You don't look pleased. You look worried.

Megan: Do I? That's because I am worried.

Max: Is that because you don't think you'll be able to go to London University?

Megan: It's not about university. It's about something I saw. No, someone I saw, not something I saw.

Max: What are you talking about, Megan?

Megan: It's something that happened in the exam. I don't think you were able to see it. Where were you sitting?

Max: Right behind you. Jenny was to my left and Laura was to your right.

Megan: Laura wasn't to my right. She was in front of me.

Max: Yeah, OK, but does it matter?

Megan: It does matter, because you couldn't see what Laura was doing and I could.

Max: So? Are you going to tell me that Laura was eating an ice cream or watching TV?

Megan: No, of course not. No, Laura was cheating. She was hiding a small mobile phone under her desk. The teacher couldn't see what she was doing.

Max: Laura? No way! You're crazy, Megan. Why would Laura have to cheat? She's the cleverest student in the class! She gets the best marks.

Megan: I'm serious, Max. I saw her with my own eyes. She had a mobile in her hand ...

Max: Shh! That's Laura now. She's coming over.

Laura: Hi, you two.

Both: Hi.

Laura: Why are you sitting outside? I've been eating a sandwich with the others in the café. It's really great. Some people have been playing music and dancing. You should come and ... Is something wrong? Are you having a fight?

Max: No, there's nothing wrong, Laura.

Megan: Yes, sorry, there is, actually. I saw you using your mobile in the English exam.

Laura: Oh, did you? So? I only looked a few things up.

Max: You were cheating in the exam.

Laura: Yes, Max. Grow up. Everyone tries to get help in a test.

Megan: No, they don't, Laura. Not everyone. I don't.

Max: I don't understand, Laura. The teachers think you're the best in the class at English, why did you need help?

Laura: If I told you, I'm not sure you'd believe me. And anyway, now you know, what are you going to do about it? Talk about it with everyone here? Snitch to the teachers?

Megan: I don't know, Laura. I need to think about it.

Now listen again and check your answers.

Now listen again and check your answers.

Track 9

Test 3 Listening Question 3

Listen to this scene from a play. For each question, circle the correct answer A, B or C. There is one example.

Megan: What did you think of the exam, Max?

Max: Well, I won't be completely confident until I get my result but I thought it went really well. It was fantastic that there was a question about Dickens' novels. What about you, Megan? Did you do OK?

Audioscript for Test 4

Track 10

Test 4 Listening Question 1

Listen to these conversations. Choose the correct phrase from phrases A to H to match the conversations 1 to 8. There is one example.

Conversation one

Female: Are you looking for an inexpensive watch with style? Then, get to your local Timepiece store straight away. This week a beautiful Protex watch can be yours for only 20 pounds.

Male: We guarantee you won't find one cheaper anywhere else. And if you don't like it after 30 days, you can have your money back. That's right, your money back! So what are you waiting for? Go to Timepiece now.

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

In my opinion there's only one team that can win this championship, the Reds. They're by far the most talented team in the competition and I just can't see them losing any more matches this season. The Blues try hard but they haven't got a chance this year, they're too far behind. It's definitely the Reds for me.

Conversation three

Female: I was talking to Harry the other day about buying a new car and he said I should get an electric one. You know, to help the environment.

Male: What did you say?

Female: Well, I agreed with him that we should try and help the environment. But I'm not at all sure about electric cars. I've never really liked them.

Conversation four

Rudi: I can't believe Lucie's not here yet. She knows the meeting's supposed to start at 2pm. We can't wait too long for her.

Tasha: Don't forget, Rudi, she's never been to this part of the city before.

Rudi: But I gave her very clear directions, Tasha. I even drew her a map.

Tasha: Your directions might have been clear to you perhaps but Lucie's not very good at finding places, is she?

Conversation five

Male: Did you hear about Tom?

Female: Yes, he failed his history test again, didn't he?

Male: Yes, but you know his problem? He doesn't study enough. He'd rather go out than study. He could have got a much better mark with a bit more work.

Female: I feel sorry for him, don't you?

Male: Yes, but he should have listened when people told him to study.

Conversation six

Female: Well, I don't usually agree with you but in this case I think you're absolutely right.

Male: But I thought you didn't believe in recycling.

Female: That was before. Since the presentation on the environment, I've changed my ideas completely. I don't know how I could have been so stupid.

Conversation seven

Male: So you agree with me?

Female: In some ways, yes. In other ways, no. There's a lot of truth in what you say about the problems we have. But some of your ideas for solutions are a bit difficult for me to understand. I certainly don't agree with everything you say.

Conversation eight

Male: It's great to hear you're having a party, Karen.

Female: Yes, but it's going to be a lot of hard work. There'll be so much to organise.

Male: You don't have to do it all by yourself. I'm more than happy to help out. What needs to be done? I'm a good cook, you know. Would you like me to make a cake?

Now listen again and check your answers.

Track 11

Test 4 Listening Question 2

Marsha Hall is a travel writer and she is organising a trip with her travel agent. Listen to the conversation and fill in the missing information with three words or fewer. There is one example.

Male: Hello, Marsha, it's good to see you again. Where are you going this time? Canada? India?

Marsha: No, Mexico. Mexico City, in fact. I have to write an article about holiday locations there.

Male: You have a great job, Marsha. Travelling all over the world, you must have a great time.

Marsha: It's very tiring, you know. I had to go to China in January and then to Japan a month later.

Male: And don't forget Italy in April.

Marsha: That's right but that wasn't for work. I haven't had a trip for work since February.

Male: So what can I do for you today?

Marsha: Right. I need an air ticket to Mexico City and a hotel room for two weeks. Can you organise that for me?

Male: Of course. When are you leaving?

Marsha: The 20th or 21st May but no later than the 21st. I have to be at a meeting in Mexico City on May 23rd so I'll need to be there in time for that.

Male: OK, Marsha.

Marsha: Oh, I nearly forgot. My husband's going to meet me in Mexico for a short holiday after my work has finished so I won't be needing a return ticket, just a one-way.

Male: Oh, right. Now let me see. Yes, if you left on Monday 19th, I'd be able to get you a one-way ticket for only 360 pounds. That would be a reduction of 100 pounds. Would you be interested in that?

Marsha: Not really, I'd have to pay for an extra night in a hotel, wouldn't I?

Male: That's true, so shall we say the 20th? That would give you time to recover from the trip.

Marsha: Yes, that's fine. When I get to New York, will I have to wait long to change planes?

Male: Not too long. Three hours. On some flights it's as much as a ten-hour wait, you know.

Marsha: I know. The last time I did this trip, I had to wait for 12 hours. I could have died of boredom.

Male: Now, the hotel. Any luxuries?

Marsha: Nothing too special. If there's a swimming pool, that's great but not absolutely necessary. But my room must have internet access. Oh, and I definitely don't want to stay in a tourist hotel. I can never sleep in them.

Male: No problem. Now let me have a look ...

Now listen again and check your answers.

Track 12

Test 4 Listening Question 3

Listen to Tasha and Rudi talking about a new boy at school.

For each question, circle the correct answer A, B or C. There is one example.

Rudi: Hi, Tasha. I've been looking for you. I went to the cafeteria but didn't see you there.

Tasha: Don't you remember? I told you I had to go to the library to ask if we could use it as an art gallery during the festival. I've been there.

Rudi: Oh, right. And have you had any luck finding someone to help with the story-telling for children? Todd said he might be able to.

Tasha: Yes, he did but he phoned me this morning and said he had other things he had to do. But we have got someone for the story-telling. Ramon's been trying to persuade his friends to get involved and Nadia said she'd be able to help out. And Ramon will help, too, of course.

Rudi: That's great, Tasha. I've got some more news that will make you feel better, too.

Tasha: What's that, Rudi?

Rudi: Well, you know that new boy at school, Robin?

Tasha: Oh, yes. I saw him in the school library the other day. I thought he was doing his homework but apparently he

was writing some poetry for the poetry competition. Lucie told me.

Rudi: Right. Anyway, I was talking to Robin and he said he'd like to join the festival committee. Now that Alex has dropped out, we need someone else. Todd thinks Robin would be a good replacement because he's got a lot of experience organising things. Zoe might be able to help, too.

Tasha: So what experience has Robin got? Has he ever helped to organise a festival? Or any event?

Rudi: Well, he's only been in our school for six months so he hasn't got any experience here. But he was at school in the United States two years ago and they had events every two months, which he was involved in.

Tasha: That sounds good. So does he want to help with the poetry competition?

Rudi: He said he'd rather be involved in some kind of sporting event, if he could. Sport is his real passion. But he's happy to do anything. He even said he would help with the sculpture exhibition. He's a really nice person.

Tasha: I think we should talk to him and discuss how he can help. We need people like Robin. Let's go to the library. He might be there.

Rudi: He'll have gone home by now. It's quite late, you know.

Tasha: Well, perhaps we can meet him at school tomorrow.

Rudi: Actually, I've arranged to see him tonight at the cafeteria in town. Why don't you come, too?

Tasha: Good idea.

Now listen again and check your answers.

Audioscript for Test 5

Track 13

Test 5 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

Hello, it's Sheila Andrews here. This message is for John or any other committee member at the Grantown festival office. I'm calling because I can't come to the festival next week. I'm very sorry. I've been involved in an accident. Somebody rode a bike into me when I was walking and I've injured my leg. The doctors say that I have to rest it for a week and that I mustn't travel. I do apologise but there is nothing I can do.

Conversation one matches phrase F. That was the example.

Now listen and match the phrases to the other conversations.

Conversation two

- Maddy: John, watch out! Stop riding your bike so fast. Ride more carefully and cautiously in the town centre.
- John: Yes, you're right, Maddy. Sorry. It's just that I'm in an awful hurry.
- Maddy: What's wrong? Where are you going?
- John: I'm looking for Lisa or Evan. There's been a disaster. Sheila Andrews, the crime writer, has cancelled. She can't do her talk next Tuesday.
- Maddy: Oh, no! Did she give a reason?
- John: Yes, someone rode a bike into her.

Conversation three

That's email 14, time for 15. Who is this one to? Kara Blackwell. Who's she? "Kara Blackwell began writing 15 years ago. She is one of the most famous writers of teenage literature in Europe." No, she's not. I've never heard of her. OK, here goes again ... Dear Ms Blackwell, I am a member of Grantown Book Festival committee. Are you free to come and speak at the festival next Tuesday? If yes, could you please contact us ...

Conversation four

- John: Right, the next one is Clifford Montoya and his number is zero zero two three ...
- Female: Oh, great, John. You've got your mobile. There's no money on mine. Do you mind if I use it for a minute?
- John: But I'm in the middle ...
- Female: It's OK, I won't be long.
- John: OK. Thanks for returning it ... so it's Clifford Montoya on zero zero two three ...
- Male: Oh, John, I left my mobile at home. Can I use your phone to call Kimberly?
- John: But I'm trying to get on with my ...
- Male: Don't worry, John, I won't need it for long. Oh, and please can I ...

Conversation five

Hello, it's Clifford Montoya here. Yes, *The Clifford Montoya*, the writer of the critically successful book *The Chimpanzee and the Tortoise*. And you, I believe, are committee members for the ... what is it? Yes, the Grantown Book Festival. You left a message on my phone saying I have been invited to speak at the festival next Tuesday. Just to ensure that you understand, I will say this slowly. I have no interest in coming to your festival. Please do not phone me again. Goodbye.

Conversation six

- Maddy: OK, you two, any more ideas? We still haven't got anyone for the talk on Tuesday.
- John: It's so disappointing that Sheila Andrews can't come. Her name is on all the posters.
- Lisa: I've got an idea, Maddy. Why don't we invite Kara Blackwell to do the talk? She's a really great writer.

- John: I emailed her but she can't come. She's away in America.
- Lisa: Oh.
- John: But we could try Neville Peters, the football writer.
- Maddy: Neville Peters, John! Don't be silly. He's a terrible writer. But there's someone who I'd like to invite ...

Conversation seven

Hello, this is a message for Maddy Stevens from Isabella Nicholls. First, Maddy, thank you for your invitation to speak at the Grantown Book Festival next Tuesday. I will be happy to speak and help with your problem. There's just one difficulty. I have a TV interview in London so it would be great to discuss how I can get to Grantown in time to give my talk on Tuesday evening. Please phone me about this tomorrow.

Conversation eight

- Lisa: So, have you worked out how to do it yet, John?
- John: Yes. By the time Isabella Nicholls will have been interviewed, it'll be about nine fifteen.
- Lisa: What about getting to the station from the studio?
- John: A taxi will have been ordered and will take Isabella straight to the station.
- Lisa: And how long will it take for her to get here from London?
- John: She'll be on the fast train so she should be here by two.
- Lisa: By which time Maddy will have arrived to meet her.
- John: Exactly.

Now listen again and check your answers.

Track 14

Test 5 Listening Question 2

Two friends are talking about their evenings out. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space. There is one example.

- Molly: Hello, Molly speaking.
- Jake: Hi, Molly, it's Jake.
- Molly: Jake! How are you? It's great to hear from you. I've been wanting to speak to you about your play at the village hall tonight. Are you ready?
- Jake: Yes, nearly. I'll talk about that in a minute. What about you? Are you ready for your ball?
- Molly: Stop teasing. It's not a ball at some duke's mansion. As you know, it's a dance at the local hotel. I've told you that already.
- Jake: OK, so it's not a ball. But it's a party and dance for your friend Sophia. And we both know how rich Sophia is.
- Molly: Well, OK, she is.
- Jake: Anyway, have you remembered about the red ribbon? Have you got it?

Molly: Yes, I've got lots. It'll be good to see you with a ribbon in your hair.

Jake: Who's teasing now? You know the ribbon is for the actress who's playing my mother. Oh, and I've got the belt you wanted; the one my sister wore at the Christmas party.

Molly: The one with the big buckle?

Jake: Yes.

Molly: Great.

Jake: Are you going to wear the belt tonight?

Molly: Are you going to wear the ribbon?

Jake: Ha! Ha! My clothes have just been delivered. I'm wearing blue trousers, a white shirt and a dark jacket with a bow tie. I'll look very handsome.

Molly: Well, your clothes won't look as good as mine.

Jake: So what are you going to wear? Your blue dress?

Molly: No, I've been bought something new by my mum especially for the dance.

Jake: Great! What?

Molly: A long green gown and a yellow shawl.

Jake: Can I see them when I bring over the belt?

Molly: Sure. What time are you coming?

Jake: I've got to be at the theatre at seven thirty, so I'll set out from home at six fifteen. I should be at your place at six forty-five.

Molly: That's a shame. My gown isn't quite ready and it won't have been delivered by then. It's coming at seven.

Jake: Never mind. Get someone to take a picture and you can send it to my mobile.

Molly: Yes, good idea, Jake.

Jake: What time does your dance start?

Molly: At eight. The hotel's not far from here so I'll leave the house at twenty to.

Jake: What about coming back?

Molly: I'm planning to come home in a taxi with Jessica at about 12. Do you want us to come to the village theatre to pick you up? It wouldn't be any trouble and you can see my gown as well.

Jake: Yes, I could. Thanks for the offer but it's a bit too late. My play finishes at ten and I'll be ready to leave by about half past. By the time you come in the taxi after 12 I'll already have been collected by Mum.

Molly: OK, no problem. See you at about quarter to seven.

Jake: Fine. Bye for now.

Molly: Bye!

Now listen again and check your answers.

Track 15

Test 5 Listening Question 3

Listen to the information about the history of flight. For each question, circle the correct answer A, B or C. There is one example.

Before planes were invented, there were stories in many different civilisations about people or animals flying. In Greek literature, there was a story about King Alexander of Greece who was pulled in a basket over his kingdom by four flying creatures. Pegasus, a horse that could fly, is described in early Greek literature, so too was a man, Icarus, who tried to fly but flew too close to the sun and fell back to Earth.

For many centuries, humans who wanted to fly tried to copy the way birds fly. This idea did not work because human arms are not strong enough. Wings made of feathers or wood were fixed to their arms and they moved their arms quickly up and down like a bird. They sometimes jumped off a tree or hill to help start them off. They were often injured or killed.

The Chinese were the first people who made a scientific start to flying when they developed a way to fly artificial objects in the air about 2,500 years ago. These were kites which were made out of paper or material and were used for different reasons. For example, some kites were flown because people liked flying kites. Other kites were used to test for weather conditions.

The Montgolfier brothers developed the first human flight in France in the 18th century. They ignited a fire in a basket of a balloon. The combustion of the fuel produced hot air which lifted the balloon off the ground. That first public flight lasted ten minutes in June 1783. In September 1783 they put a sheep into a balloon on a flight that lasted eight minutes. Finally, in October 1783 Pilatre de Rozier made the first human flight for 35 minutes over Paris.

During the 19th century a number of engineers were determined to find a way for people to fly through the air rather than just float in the air and be blown by the wind. These engineers included people like George Calley who studied how birds fly, Otto Lilienthal who was killed testing one of his aircraft and Samuel Langley who designed an aircraft with a steam engine. It was too heavy to fly.

Orville and Wilbur Wright, the Wright brothers, were the first people to achieve human flight. They spent many years learning about all the early developments of flight. They studied what other inventors had done. They read all the literature that was published about flying up to that time. They learned about how the wind would help with flight.

Their plane rose from the ground on December 17, 1903. Orville piloted the plane which weighed about 250kg. The first heavier-than-air flight travelled 40 metres in 12 seconds. Orville and Wilbur took turns during the test flights. It was Orville's turn to test the plane, so he is the brother that achieved the first flight.

Now listen again and check your answers.

Audioscript for Test 6

Track 16

Test 6 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

- Alex: Mario!
Mario: Hello, Alex.
Alex: What have you had done to your car? It's looking better than usual. Is it new?
Mario: No, it's still my old, Italian model.
Alex: But it's different. It's smarter.
Mario: I know. I took it to that new garage near the supermarket. I got some work done on it. I had the engine checked. I got the tyres changed. I've had it washed and cleaned inside and out and polished.
Alex: Expensive?
Mario: No, not too bad. If I were you, I'd take ...

Conversation one matches phrase G. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

I'd like to give it up, I really would. I was listening to a guy on the radio talking about carbon dioxide emissions. He said that every year about 900 million tons of CO₂ are released from car exhausts. It's bad for the atmosphere. He added that it's going to be a real problem in the next century. But I live in a remote village. There are no buses or trains here. How would I get to work or get the kids to school if I didn't drive?

Conversation three

- Female: How will my stopping driving make the world a better place?
Male: It will be one less car on the road. You know that cars cause air pollution and because of that some people have health problems.
Female: I know what scientists say but are they right? We've been driving cars for more than a century now.
Male: So you don't really believe in climate change?
Female: Well, it may be true but it's premature to say it's caused by cars. Let's carry on driving at the moment. We'll find a way to deal with these things in the future.

Conversation four

If the weather was nice, I would go to the seaside or go for a drive in the country. I would even just drive up and down. We're talking about 30 years ago, don't forget. There wasn't so much congestion on the roads and the price of petrol was a lot less and I would just drive my car for fun. Of course, I wouldn't do

that now. I didn't know what a catastrophe automobiles were actually going to cause.

Conversation five

- Male: How's it going?
Female: Great. When I drove to the office I would take 40 minutes and it only takes me 50 minutes by train and bus.
Male: So you're happy that you've sold your car?
Female: Yes. I thought I would miss it much more but I've got several options when travelling to work. As well as the bus or the train, my neighbour sometimes takes me and I compensate her for her petrol.
Male: So you've demonstrated that people don't need a car?
Female: Yes, I have!

Conversation six

I was cycling down this quiet country road. I was wearing a helmet, a yellow jacket and I had lights on my bike. This man in a sports car came round the corner driving on the wrong side of the road. Talk about a dangerous situation! He nearly ran into me. I fell off my bike while getting out of his way. I was lucky I wasn't hurt. He didn't even bother to stop and see how I was but drove off casually down the road.

Conversation seven

- Female: When you spoke to Maggie, what did she say?
Male: I am afraid she told me she is against our point of view.
Female: You mean she isn't concerned about cars?
Male: No, not at all. The opposite. She told me that she thinks cars are the best kind of transportation and she hoped that more people would get the opportunity to drive. She even said that she thought cars didn't have an impact on the environment because engines were getting more efficient so they would use less petrol in future.

Conversation eight

When I went to the doctor, she talked to me about obesity and said that I had to lose a lot of weight quickly or my health would be badly affected in the next few years. She persuaded me to get rid of my car and start cycling. It was horrible at first and really hard work. But since I've lost weight, I have begun to enjoy cycling. I've now been back to the doctor and thanked her for helping me to get fitter by giving up my car.

Now listen again and check your answers.

Track 17

Test 6 Listening Question 2

Kelly and Josh are talking about their childhood memories. Listen to the conversation and fill in the missing information

with three words or fewer in each numbered space. There is one example.

Host: Good evening, and welcome to *Art Week*. Today we have a special programme because we have two stars from different areas of the arts. First of all, I'd like to introduce Josh Haslam.

Josh: Hello, everyone!

Host: Josh, as most of our listeners know, is one of this country's best jazz pianists. Also with us in the studio is Kelly Wright.

Kelly: Good evening.

Host: Kelly started off life working as a teacher but, of course, she is now one of our most famous and best loved children's authors.

Kelly: That's very kind of you.

Host: Now, can I start by asking you about your family background. Josh, I believe you come from a large family.

Josh: Yes, I've got two brothers and two sisters.

Host: Was your family poor? Did you experience hardship as a boy?

Josh: Not exactly, no, but we didn't have a lot of money. My father suffered from respiratory problems and would be off work quite a lot.

Host: Kelly, you don't come from a large family, do you?

Kelly: No. I was an only child. My father worked in a village shop. We didn't have much money either and my mother died when I was very young.

Host: I see. Where did you grow up, Josh?

Josh: In an industrial town in the north-west. Most people worked in factories then, many of which were closing. A lot of people were out of work and there was a tough atmosphere in the town.

Host: And you come from the north-west, too, Kelly? Is that right?

Kelly: Yes, it is.

Host: But you didn't live in a town when you were growing up, did you?

Kelly: No, I come from a small village in quite a rural, remote area. It has beautiful countryside there but there wasn't a lot to do.

Host: And did you both get a good education?

Josh: Yes, I did. I enjoyed school. I was popular and got respect because I could play the piano well. But some other kids had a really hard time.

Kelly: I had a hard time during my education.

Host: Did you, Kelly?

Kelly: Yes. I didn't enjoy school. I mean, I got a good education and the teaching was good but the other girls didn't like me.

Host: Why not?

Kelly: I'm not sure. They'd tease me and try to bully me. I was very sensitive because I was very tall.

Host: But I understand that summer holidays were important for both of you.

Both: Yes.

Host: Why was that?

Josh: I said that I came from quite a poor family. We didn't have a piano at home, so during the school holidays I would always go and stay with my aunt. She had a piano and that was where I started to learn jazz piano.

Host: And why were the school holidays important for you, Kelly?

Kelly: Well, during the holidays I spent a lot of time on my own when my dad was at work. This was the time when I started writing stories ...

Now listen again and check your answers.

Track 18

Test 6 Listening Question 3

Listen to this interview with a film star. For each question, circle the correct answer A, B or C. There is one example.

Host: Today on *Homes of the Stars*, we are very lucky to visit the home of film actress, Stella de Rossi. Stella, thank you for showing us your house.

Stella: I'm very pleased to welcome you here.

Host: Before you bought your new house outside New York, you had homes in London and Paris. Why did you move to the United States?

Stella: Well, I've always loved it here and I would always come here two or three times a year. But the main reason is my TV series. The programmes get made twice a week, so I save a lot of time by having my house here.

Host: Wonderful. So where are we going to start the tour of your house, Stella?

Stella: In the garden.

Host: So here we are in the garden. It looks great. I love the spectacular white marble fountain and the tall trees at the end of the garden.

Stella: The trees were planted before I came here but I had the fountain put in. There was a sculpture of a huge metal horse here but I had it removed because I didn't like it.

Host: And the garden is full of colourful flowers. They have a wonderful smell. Is that why you had them planted?

Stella: Not really. I don't have a sense of smell.

Host: So you can't smell the flowers?

Stella: No, I can't. I mean, I like flowers and I like the colour but the main reason I had them planted was for my mum's visit. She loves flowers and when she was growing up, she didn't have a garden.

- Host: Well, they look great. And over there you have a swimming pool. Is it true that you had a new swimming pool installed so your guests could get more exercise?
- Stella: No, it's not. Guests could exercise in the previous pool.
- Host: So why did you have the pool changed?
- Stella: Well, the previous pool was rectangular and I hate rectangular swimming pools. I don't know why. It was a bit of a luxury but I had the old pool taken out and a circular pool put in.
- Host: Great. So we've seen your garden. Next, we're going to ...
- Stella: We're going to go into the house now.
- Host: Here we are in Stella's dining room. The walls are a beautiful pink colour and the doors are gold. Did you change the colours?
- Stella: Yes. When I arrived the walls were blue and the doors were white. I had the room repainted. The colours are much warmer now.
- Host: And you have kindly chosen three of your favourite objects and you're going to show them to us. They're here on the dining room table.
- Stella: Yes, the first one is a valuable old oil painting of a bird. The second object is the one that I like best of the three. It's a piece of gold Egyptian-style jewellery. The third object is an old triangular woollen shawl. The painting used to belong to my grandfather and he would always ...

Now listen again and check your answers.

Audioscript for Test 7

Track 19

Test 7 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

- Male 1: OK, we've been talking about ways to get more people to visit Grantown for an hour now and it's time to make a decision.
- Female 1: Well, I think a football competition is a good idea.
- Male 2: A pop concert, that's what we need.
- Male 1: What about my idea for putting on a play or opera?
- Female 1: We haven't got enough good singers or actors in the town.
- Female 2: A book festival might be a good idea.
- Male 2: A book festival, who wants to ...
- Male 1: No, wait a minute. That's a good idea. We don't have ...

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

As far as I'm concerned it is absolutely essential that we include the right kind of activities in the Grantown festival. Yes, I know some people feel strongly that we should include lots of different things like music, dance and films in the programme but I don't agree with this. In my opinion we should concentrate on literature because that is crucial for the success of the festival. I believe that idea is superior to the others that have been put forward.

Conversation three

- Female 1: Is it agreed then that the festival should last for a week? Dave?
- Male 1: Yes, I think so. That sounds about right.
- Female 2: I don't agree at all. The festival shouldn't last just a week. It won't make any impact, will it?
- Male 2: I agree with Suzy. An appropriate length for the festival would be about three weeks in my opinion.
- Female 1: No, I'm afraid I disagree, Mark. It'll be very difficult to organise anything that long.
- Male 1: Well, if one week is too short and three weeks too long, what we're saying is the festival should last about ten days, aren't we?
- Female 2: When you put it like that, yes.

Conversation four

Are you looking for something interesting to do next weekend and the following week? Are you bored of doing the same old things each week and determined to find something new to do? Yes? Well, if I were you, I'd come to Grantown any time from the 26th July to the 5th August. That's when the Grantown Book Festival will be held. It's a great place to meet authors and find out what's happening in the world of books. It might be a good idea if you bring the kids, too.

Conversation five

- Michael: Excuse me, you're a member of the festival committee, aren't you?
- Female: Yes. And you're Michael Hargreaves, the crime writer, aren't you? I recognise you from your photo.
- Michael: Yes, I am. Listen, I wonder if you could help. I'm afraid I left my mobile in my car and I need to make a call. Could I possibly borrow your mobile? I won't be long.
- Female: No problem at all. Oh, and when you've finished, would you be kind enough to sign one of your books for me.
- Michael: Yes, of course.

Conversation six

One thing that Charles Dickens would do to earn extra money and help look after his large family of ten children was to give public readings and lectures about his work. Very much in the

way authors still talk to audiences today at literary festivals like Grantown's. Dickens twice visited America in 1842 and again in 1862 to 1863. These visits lasted six months or more as he would sail across the Atlantic Ocean in a wind-powered sailing boat. He thought of the America ...

Conversation seven

Male 1: It's been a great week so far, hasn't it, Suzy?

Female 2: Yes. Lots of people have told me the festival is going well. That talk about Charles Dickens was my favourite thing up to now.

Male 2: Oh, mine, too. Paul Davies is so knowledgeable.

Female 2: And he's such a good presenter.

Male 1: You're looking pleased with yourself, Emma.

Female 1: I am. I got Paul Davies to sign my copy of his book on Dickens.

Female 2: Really? I should have got him to sign my copy, too.

Female 1: Don't worry. He's signing again after lunch in the exhibition stand.

Conversation eight

Hi, this is Mike Harris for *Breakfast Time Reports*. Today we're at Grantown where the book festival is entering its fourth day. Later in the programme, we're going to tell you about local views of the festival. But first, we're going to start with a report on what's been happening. The writer Alice Fellows, who has been awarded numerous literacy prizes for her historical novels, is a regular contributor to this programme. She has been out and about at the festival, meeting authors, audiences and committee members ...

Now listen again and check your answers.

Track 20

Test 7 Listening Question 2

Two radio presenters are talking about ancient cave paintings. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space. There is one example.

Kitty: Hello and welcome to the *Wonders of Art*. I'm Kitty Gray.

Walter: Hello. I'm Walter Holloway. We have a fascinating edition of *Wonders of Art* this week. We're going to be talking about two sets of paintings that were actually discovered in holes in the ground. No, really, it's true.

Kitty: Yes, these paintings were found in natural caves in France. The first place where the paintings were found was in a cave called Lascaux Cave, that's spelled L-A-S-C-A-U-X.

Walter: The second set of paintings are in a cave which is known as the Chauvet Cave – that's C-H-A-U-V-E-T.

Kitty: The location of the Lascaux Cave paintings is in the south-west of France in an area called the Dordogne. The caves are near the village of Montignac.

Walter: The location of the Chauvet Cave is a valley in the Ardeche region of France, which has numerous other caves and which is also a very popular tourist destination. This area is to the south of central France.

Kitty: Both sets of cave paintings were discovered by accident a number of years ago.

Walter: The Lascaux Cave paintings were found a number of years ago by a group of four teenagers who, in 1940, discovered a hole in the rocks near their village while out walking. They climbed down into the hole which opened out into a large cave. Inside they were amazed by what they saw.

Kitty: The Chauvet Cave in Ardeche was discovered 54 years later than the Lascaux Caves in a cliff above the Ardeche River. The cave was first explored by a group of three climbers, one of whom is called Jean-Marie Chauvet, after whom the cave takes its name.

Walter: The Lascaux paintings contain pictures and designs of humans and animals such as cows, horses and deer. Some of the animals are four or five metres long and experts think the images were painted about 17 or 18,000 years ago.

Kitty: The paintings in the Chauvet Cave are even older. They have been dated at between 30 to 32,000 years old. That makes the images in the Chauvet Cave some of the oldest pieces of art in human history.

Walter: The drawings contain extremely beautiful pictures of horses and other animals.

Kitty: In 1948 the Lascaux Cave paintings were opened up to the public and by 1955 1,200 people a day were passing through the cave.

Walter: The carbon dioxide from the air that people were breathing and changes in light had a very bad effect on the paintings. In 1963 the caves were closed to visitors. An artificial cave was built near the natural cave and visitors can see copies of the original cave paintings there.

Kitty: After the damage caused to the cave paintings in Lascaux, the exact location of the Chauvet Cave has not been made public.

Walter: There is a plan to build an artificial copy of the Chauvet Cave so that visitors can see copies of the paintings but that copy of the cave will not be completed for a number of years.

Now listen again and check your answers.

Track 21

Test 7 Listening Question 3

Listen to the information about the history of television. For each question, circle the correct answer A, B or C. There is one example.

Nowadays we find televisions and television services available in almost every country in the world but the history of television, or TV as it is informally known, is not even 100 years old and dates back to the 1920s. It was then that the first moving TV pictures were demonstrated publicly for the first time. TVs did not become common in America and Europe until the late 1950s and since then they have spread all around the globe.

Television is an artificial word that was made by putting two other words together, one of them Greek and the other one Latin, the original language spoken in Rome, the Italian capital. *Tele*, the Greek word, means at a distance and *vision* is the Latin word for sight. The word television was used in August 1900 during a scientific conference about electricity in Paris, France. Constantin Perskyi, a Russian scientist, is the person who is thought to have used the word for the first time.

The word television and the scientific idea of transferring pictures from one place to another were both thought of at the beginning of the 20th century before the equipment to do the task had actually been made. The invention of TV was not the work of one individual. Many different scientists and inventors contributed ideas, technology and equipment which made the development of television possible. They included Paul Nipkow, A A Campbell Swinton, Boris Rosing, Vladimir Zworykin and Filo Farnsworth.

One man, the Scottish engineer John Logie Baird, is often wrongly described as the inventor of TV. However, he is important in the history of TV because he demonstrated TV pictures to the public. On January 26, 1926 Baird gave the world's first demonstration of a working television system to scientists and a newspaper reporter. In 1927, Baird also sent a TV picture along 700km of telephone line between London and Glasgow. In 1928, Baird's company sent the first TV pictures between London and New York.

The first TV programme in Britain was made in 1929 and by 1930 experimental TV programmes were produced each week. On August 22, 1932, a company called the BBC started regular TV programmes in the London area. For three years from 1936 to 1939 the programmes lasted approximately four hours a day and were shown five days a week. The beginning of the Second World War in September 1939 caused the BBC to stop its TV services for seven years until June 1946.

The end of the Second World War in 1945 saw a huge increase in the number of TVs in the United States and then in Europe and other areas of the world. In 1947, a television in the USA was sold for under 200 dollars for the first time. Millions of Americans finally had enough money to be able to buy a set. In 1947 there were TV sets in just half a per cent of American homes. By 1954 this had increased to more than 50 per cent and by 1962 90 per cent of American homes contained TVs.

Since the end of the 1950s television channels and services have continued to change and develop. The 1960s saw the growth in popularity of colour TV. In the 1970s live news reports and live sports events started to be regularly sent from one country to another by satellite. The 1980s saw the development of satellite and terrestrial TV channels. Since the end of the 1990s and the beginning of the new century people can now receive TV programmes via the internet or on their mobile phone.

Now listen again and check your answers.

Exam Practice Book

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Speaking section role cards

Test 1

Task 1 card A

Ask Student 2 to help you with some homework tonight. Say what it is and why you need help.

- Find out what Student 2 is doing and when he/she might be able to help you.
- Try to persuade Student 2 to find some time earlier.
- Arrange a place to meet Student 2 to do the homework.
- Thank Student 2 and say goodbye.

Task 1 card B

Tell Student 1 that you are busy this evening.

- Explain what you have planned for the evening.
- Say when you might be free to help but don't make it too soon.
- Make some more excuses not to help earlier but finally agree to help.
- Arrange a place to meet Student 1 to help do the homework.
- Say goodbye to Student 1.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Say what you like and dislike about the kind of music being played in this picture.
- Say what you would do if you were offered some tickets for such a concert.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Say what you like and dislike about the kind of music being played in this picture.
- Talk about your experience of concerts and music.
- Invite Student 1 to comment.

Test 2

Task 1 card A -

Tell Student 2 that you are planning to organise a sports competition.

- You are not sure about which sports. Ask Student 2 for suggestions.
- Disagree with Student 2 about one of the suggestions and say why.
- Agree that Student 2's idea is a good one and ask Student 2 if he/she would like to help organise the event.

Task 1 card B

Ask Student 1 what sports are going to be included.

- Explain which sports you think would be best and why.
- Suggest an alternative. Give reasons for your choice.
- Explain that you won't have time and apologise.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about how you and others in your family spend a typical evening at home.
- If you could spend an evening anywhere you liked, explain what you would do.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Talk about how you and others spend a typical evening when you go out.
- If you had to stay in one evening, say how you would spend your time.
- Invite Student 1 to comment.

Test 3

Task 1 card A

Tell Student 2 that you have seen him/her stealing. Say where and when.

- Don't let Student 2 say you are wrong. You are sure.
- Ask Student 2 why he/she stole the money.
- Discuss with Student 2 what to do. The options are: tell a teacher, get help from Student 2's parents or for Student 2 to return the money.
- Agree with Student 2 which option to choose.

Task 1 card B

Tell Student 1 that he/she is mistaken. Say you weren't stealing; make an excuse.

- Admit that Student 1 is correct. Apologise and say it is the first time.
- Explain why you did what you did. Apologise again.
- Discuss with Student 1 what to do. The options are: tell a teacher, get help from your parents or you must return the money.
- Agree with Student 1 which option to choose.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about a town near to you.
- Describe the advantages of living in a town.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Talk about a country area near to you.
- Describe the advantages of living in the country.
- Invite Student 1 to comment.

Test 4

Task 1 card A -

Tell Student 2 that you are doing a project at school. Say you need to ask people questions.

- Explain it is about advertising. Ask Student 2 if he/she will help.
- Ask Student 2 to give his/her opinion about advertising on TV.
- Ask Student 2 if some advertisements should not be shown on TV.
- Agree or disagree with Student 2 and thank him/her for helping you.

Task 1 card B

Ask Student 1 what the project is about.

- Agree to help Student 1 but say that you haven't got much time.
- Give your opinion on advertising on TV.
- Give your opinion on this question and ask for Student 1's opinion.
- Accept the thanks and say goodbye.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about how easy or difficult it is to recycle things in your town.
- Explain the advantages of recycling.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Explain how people usually get rid of waste such as in the picture in your town.
- Describe what you would do to improve the situation if you could.
- Invite Student 1 to comment.

Test 5

Task 1 card A

Student 2 is an old friend who is visiting you for the first time in a long time.

- Greet and ask how your friend is.
- Ask for news about friends and family.
- Offer your friend something to eat which includes meat.
- Apologise and say you don't have anything else. Request that they discuss the problem.
- Discuss the options and agree with Student 2 which option to choose.

Task 1 card B

Student 1 is an old friend who you are visiting for the first time in a long time.

- Greet and ask about your friend.
- Answer then ask the same kinds of questions to your friend.
- Refuse politely and explain about meat. Apologise and request something different.
- Agree and suggest two ways round the problem.
- Discuss the options and agree with Student 1 which option to choose.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about a singer or band you like.
- Explain why you think music and singing are enjoyable and important to people.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Talk about an actor or film star you like.
- Explain why you think films and plays are enjoyable and important to people.
- Invite Student 1 to comment.

Test 6

Task 1 card A -

You are being bullied at school. Ask a friend or family member (choose one) for help and advice.

- Greet.
- Explain the problem and give a few details.
- Ask what to do.
- Explain why this wouldn't work.
- Accept the advice and ask how to carry it out in the best way.

Task 1 card B

You are an old friend or family member of Student 1 who is being bullied at school. Offer help and advice.

- Greet.
- Ask for some details and be sympathetic.
- Offer some advice.
- Offer different advice.
- Suggest how Student 1 can carry out the advice in the best way.

Task 2 card A

A Give your presentation:

- Describe picture A and say briefly what each object is for.
- Choose one of the four objects in picture A and say why it is a useful and important invention.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B and say briefly what each object is for.
- Choose one of the four objects in picture B and say why it is important for you and why you could not do without it.
- Invite Student 1 to comment.

Test 7

Task 1 card A

You cycle to work. You think more people should buy and ride bicycles.

- Talk about how you go to work and why you use that form of transport.
- Talk about the disadvantages of driving.
- Say why you think bikes are a better form of transport than cars.
- Agree with one or two things that Student 2 says about cars.

Task 1 card B

You drive to work. You like and use cars and want to continue using a car.

- Talk about how you go to work and why you use that form of transport.
- Talk about the disadvantages of riding a bike.
- Say why you think cars are a better form of transport than bikes.
- Agree with one or two things that Student 1 says about bikes.

Task 2 card A

A Give your presentation:

- Describe the poster shown in picture A.
- Say who you think made it, why it was made and if it works well.
- Comment on the benefits and disadvantages of advertising.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe the poster shown in picture B.
- Say who you think made it, why it was made and if it works well.
- Comment on the benefits and disadvantages of tourism.
- Invite Student 1 to comment.

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