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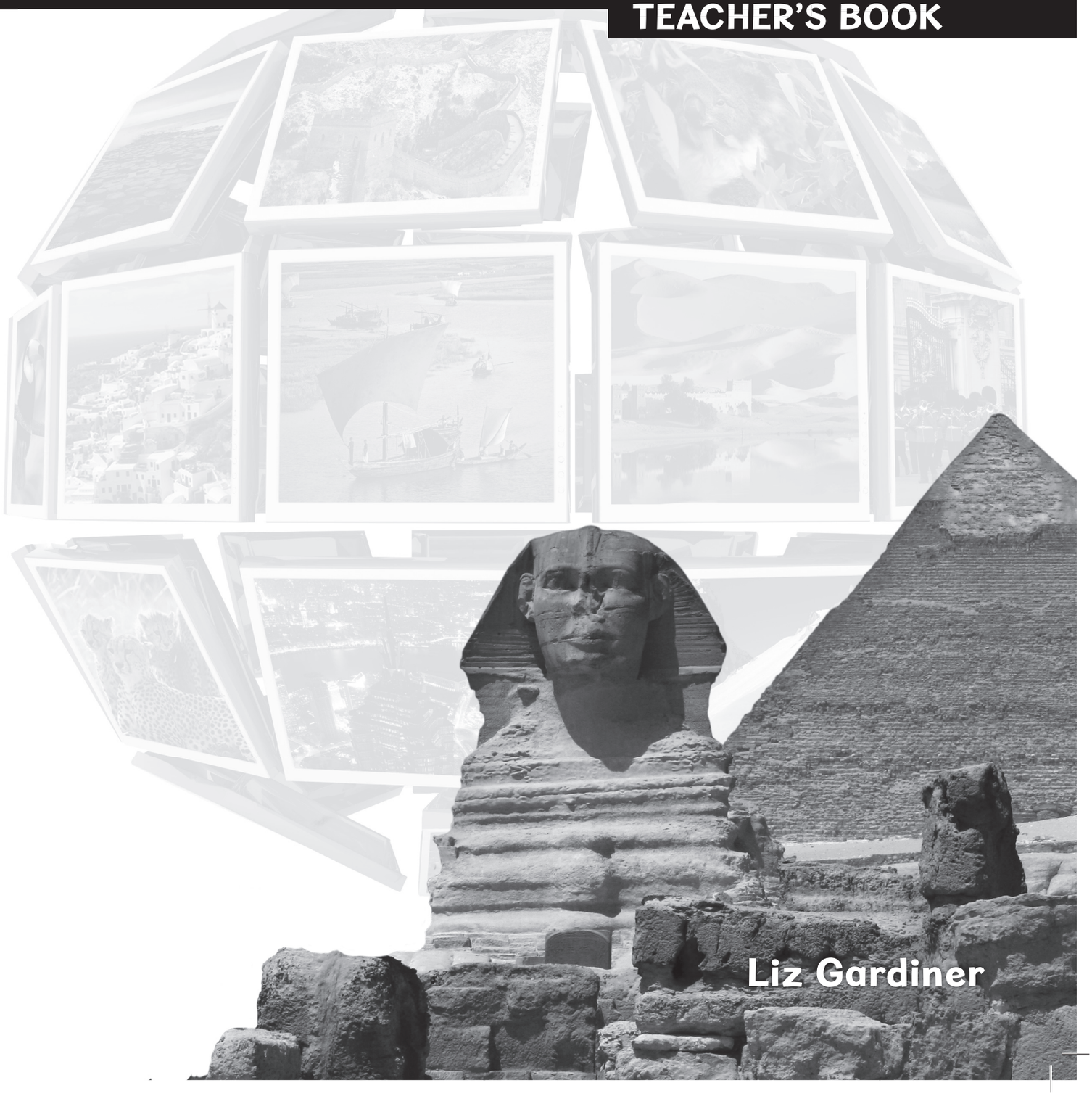
HEINLE CENGAGE Learning™

Wonderful WORLD 4

TEACHER'S BOOK



Liz Gardiner

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Wonderul World 4 Teacher's Book
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Contents

Contents of Pupil's Book	4
Introduction to Wonderful World	6
Introduction Unit	8
Unit 1	10
Unit 2	16
Review 1	22
Unit 3	24
Unit 4	30
Review 2	36
Unit 5	38
Unit 6	44
Review 3	50
Unit 7	52
Unit 8	58
Review 4	64
Unit 9	66
Unit 10	72
Review 5	78
Unit 11	80
Unit 12	86
Review 6	92
Notes on the National Geographic DVD Worksheets	94
Notes on the Play - The School Fair	98
Listening script	100
Photocopiable Cartoon DVD Worksheets	105
Photocopiable Extra Tasks (for early finishers)	117
Extra Tasks Key	129
Workbook Key	131
Project Book Key	140
Grammar Book Key	145
Unit Tests Key and End Of Year Test Key	154
Unit Tests and End Of Year Test	158

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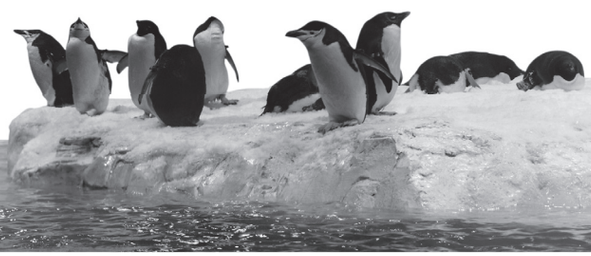
Contents of Pupil's Book

Unit	Reading	Vocabulary	Grammar
Introduction p 4-7			Subject and object pronouns Possessive adjectives *There is/There are* Question words Prepositions of place
1 Relationships p 8-15	The Cortuga Adventure Safari Special My family	Expressions with *time* Family-related words Prepositions	Present Simple; Adverbs of frequency Present Continuous Present Simple and Continuous; Stative verbs
2 Homes p 16-23	The Cortuga Adventure Dipika's story My home	Adjectives Furniture and appliances Parts of a house	Past Simple (regular verbs) Past Simple (irregular verbs)
Review 1 p 24-25	Vocabulary and Grammar tasks / Song		
3 Free Time p 26-33	The Cortuga Aventure Tubing Free time	Phrasal verbs Adjectives with *-ed* and *-ing*	Past Continuous Past Simple and Past Continuous *Used to*
4 Food and Drink p 34-41	The Cortuga Adventure Zoe's holiday diary Lucinda's World	Food-related words	*Much/many* *A lot of, lots of, a few, a little* *Some, any, every, no; Some-, any-, every-* and *no-* with *-body, -thing* and *-where*
Review 2 p 42-43	Vocabulary and Grammar tasks / Song		
5 Education p 44-51	The Cortuga Adventure Bambira Goes to School Who's new at school?	Education-related words	Present Perfect Simple (aff); *For, since, already, just, never* Present Perfect Simple (neg, question); *Ever* and *yet* Present Perfect and *How long ...?*
6 The Body p 52-59	The Cortuga Adventure The Mystery of the Mummy How can I help you?	Body-related words Illnesses	Present Perfect and Past Simple Possessive pronouns
Review 3 p 60-61	Vocabulary and Grammar tasks / Song		
7 Nature p 62-69	The Cortuga Adventure Meat-eating plants The Pet Rescue Centre	Nature-related words	*Be going to;* Future Simple Gerunds Question tags
8 The Environment p 70-77	The Cortuga Adventure Go green Going Green	Environment-related words Recycling-related words	First Conditional Second Conditional
Review 4 p 78-79	Vocabulary and Grammar tasks / Song		
9 In Town p 80-87	The Cortuga Adventure New York City Guide	Directions Town-related words	*Have to; Must* *Can* and *could* *Might; Should*
10 TV and Radio p 88-95	The Cortuga Adventure The history of television My favourite show	TV and radio-related words	Present Simple passive Past Simple passive
Review 5 p 96-97	Vocabulary and Grammar tasks / Song		
11 Transport p 98-105	The Cortuga Adventure Underground Transport Travel Guide	Means of transport Transport-related words	Comparatives and superlatives; *as ... as* *Both, either* and *neither* *Too* and *enough*
12 Jobs p 106-113	The Cortuga Adventure The rattlesnake catchers What do you want to be?	Jobs Employment-related words	Adverbs of manner Relative clauses
Review 6 p 114-115	Vocabulary and Grammar tasks / Song		

National Geographic DVD Worksheets p 116-121
Play p 122-123
Irregular verbs p 124-125



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Listening	Speaking	Pronunciation	Functional language	Writing
Characters Song				
Two-option lozenges True or false	Talk about how often people do things	Similar-sounding words	Emphasising	Time expressions Description of a family
Number pictures Complete notes; Song Change words in bold	Talk about when things happened Talk about a picture	*ow* sounds	Talking about homes	Linking words (*and, but, because* and *so*) Advert
True or false Label a picture	Talk about what you were doing in the past	Magic *e*	Talking about free time	Writing stories about past events with *and, when* and *while* Story
Complete a dialogue Number pictures Complete a table; Song	Practise a dialogue Talk about food	*e, ee* and *ey* sounds	What's for dinner?	Letter and email language Email
Label a picture Two-option lozenges; Song	Talk about things you've already/just/never done	Aspirates	Talking about school	Topic sentences Email
True or false Tick correct pictures Complete a dialogue	Describe people in photos Find differences between pictures	*s* sounds	At the doctor's	Order of paragraphs Email
Change words in bold Complete sentences; Song	Talk about going to the zoo	*ough* sounds	Talking about pets	Punctuation Postcard
Complete sentences Multiple choice Number pictures	Talk about recycling Talk about a picture	Stressing different parts of sentences	Talking about the environment	Giving advice with conditionals Poster
Label a picture Two-option lozenges	Give directions	Different pronunciation of the same letter combinations	Asking for and giving directions	Order of adjectives Description of a town
Number pictures Tick correct pictures Number programmes; Song	Tell a story Interview your partner	Similar-sounding words	Expressing preferences	Spelling mistakes Review
Two-option lozenges True or false; Song	Compare means of transport	*th* sounds	Talking about transport	Headings Report
Multiple matching Tick correct pictures Two-option lozenges	Talk about a job Talk about pictures of workers	*t* and *d* sounds	Talking about jobs	Making notes Article

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Introduction to Wonderful World

Course Components

Wonderful World 4 Pupil's Book

The pupil's book is divided into an Introduction, twelve topic-based units, each containing a unit opener and three two-page lessons, and six reviews. Each lesson begins with a reading text that approaches the topic from a slightly different angle. In Lesson 1, pupils listen to and read an episode of *The Cortuga Adventure*. They follow Jake, Kate, Robbie, Mandy and Paolo on their adventure on Cortuga Island. Lesson 2 teaches pupils about the world we live in through a non-fiction reading passage inspired by National Geographic, and Lesson 3 links the theme of the unit to the pupils' reality through a variety of text types such as emails, dialogues, articles and so on.

Each unit also contains:

- topic-related vocabulary tasks that practise and build on vocabulary in the reading texts.
- clear and concise grammar presentations followed by one or two tasks that practise form and usage.
- topic-related listening tasks and speaking tasks that allow pupils to practise vocabulary and grammar presented in the lesson.
- a *Sounds of English* section that provides pronunciation practice.
- a *Say it like this!* section that focuses on functional English to aid communication.
- a strong writing sub-skill syllabus that enables pupils to write well from the start.

The Introduction revises basic vocabulary and grammar from primary level and introduces the main characters in *The Cortuga Adventure*. *Wonderful World 4 Pupil's Book* also contains six reviews, one after every two units, that consolidate vocabulary and grammar taught within those units and a song.

At the back of the pupil's book, there are three DVD worksheets that accompany the National Geographic video clips on *Wonderful World 4 DVD*, a play that can be performed by pupils and an irregular verbs list.

Wonderful World 4 Workbook

The workbook accompanies *Wonderful World 4 Pupil's Book*. Like the pupil's book, it is also divided into an Introduction, twelve units and six reviews. Lessons 1 and 2 of each unit consolidate vocabulary and grammar from the relevant lesson of the pupil's book. Lesson 3 also includes consolidation of the *Say it like this!* functional language and the writing subskill found in the pupil's book lesson. In the reviews, there is a non-fiction reading text inspired by National Geographic and vocabulary and grammar multiple choice tasks. At the back of the workbook, there are six crosswords for further practice of key vocabulary.

Pupils will be motivated by the full-colour pages, lively illustrations and captivating National Geographic photographs, and the workbook's clear and simple format means that it can be used at home as well as in class.

Wonderful World 4 Grammar

The grammar progression in *Wonderful World 4 Grammar* follows that in the pupil's book. Each lesson begins with a cartoon presentation designed to introduce the grammar in an amusing way. This is followed by grammar theory accompanied by plenty of example sentences. *Remember!* boxes appear often and serve to remind pupils of things they should be aware of. The lesson then continues with a selection of graded tasks before finishing with a speaking task, which allows pupils to practise the grammar they have learnt in realistic situations.

There is a review after every two units of *Wonderful World 4 Grammar*. Each review contains a variety of tasks designed to consolidate the grammar covered in the preceding two units. The review ends with a non-fiction Writing Project featuring National Geographic photography. Pupils then have the opportunity to do their own Writing Project. At the back there is an irregular verbs list and a word list of key vocabulary used in the grammar book. There is also a Grammar Test section with six tests: one test for every two units of the Grammar Book. The answer key for the tests is provided. The class may do the tests at home and check their own answers as a pupil-based resource.

Wonderful World 4 Project Book

Project Book

The Project Book is designed for pupils to use either in class or out of the classroom, as homework.

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Projects

There is one project for each unit of the course and they are linked thematically to each unit. Each project is designed to be carried out once the children have completed the unit. Each project consists of a series of short activities, which revise vocabulary and language, which may be done in class, before the children embark on a short project, which can be completed at home. The project often involves drawing a picture, making a poster or booklet, or making a model and then sharing the finished work with other members of the class. The projects all involve items (such as paper, colouring pencils, paint etc.) which can be found easily at home. The aim is to encourage the children to be creative and to have fun with the topic they have been studying. It is hoped that all the children will participate and that those weaker pupils particularly, and/or those who are artistic and creative rather than academic, will have a chance to shine in class. Time should be set aside for the `show and tell' element of each project, so that the pupils can complete the pair work tasks in each project and enjoy sharing their work with the rest of the class.
The teacher should not formally mark or assess each project, but instead, display the projects on the classroom walls or in the corridor (if either are possible) and encourage the children to bring in their work and to look at and admire each other's efforts. The children could vote for the project(s) they find most interesting and colourful. Be sure to praise all the children's work, particularly those who have made a real effort or have been enthusiastic.
The Project Book Answer Keys and teacher's notes are on pages 140-144 of the Teacher's Book.

Wonderful World 4 Teacher's Book

Wonderful World 4 Teacher's Book provides objective boxes, clear lesson plans with detailed instructions and the key to all tasks from the pupil's book. There is a section of photocopiable support material at the back which contains Extra Tasks for early finishers and worksheets to accompany the animated episodes of *The Cortuga Adventure* found on the DVD component. Listening scripts with justification for the answers to listening tasks underlined and the key to *Wonderful World 4 Workbook* are also included.

Wonderful World 4 Interactive Whiteboard Software

Wonderful World 4 Interactive Whiteboard contains the pupil's book, including the audio material and the DVD. Most of the tasks found in the pupil's book are interactive and have been developed to be easy to use by both pupils and teachers alike. Justification for reading comprehension and listening tasks is available at the touch of a button, as is the key to all tasks. The DVD can be played with or without subtitles and the song lyrics change colour as they are sung to make it easier for pupils to sing along. *Wonderful World 4 Interactive Whiteboard* is compatible with any interactive whiteboard hardware.

Wonderful World 4 CD-ROM

Wonderful World 4 CD-ROM is designed to recycle vocabulary and grammar from each unit in the pupil's book in a fun way. The CD-ROM also contains a variety of games that increase pupils' motivation for what they are learning. It is compatible with both PCs and Macs.

Wonderful World 4 DVD

Wonderful World 4 DVD contains animations of the twelve episodes of *The Cortuga Adventure* found in Lesson 1 of the pupil's book, and three National Geographic videos that provide pupils with real-life knowledge of the world around them. The narration for these National Geographic videos has been carefully graded so it is appropriate for elementary level. There are photocopiable worksheets in *Wonderful World 4 Teacher's Book* for classroom use with the animated episodes of *The Cortuga Adventure*, and there are DVD worksheets for use with the National Geographic videos at the back of *Wonderful World 4 Pupil's Book*.

Wonderful World 4 Audio CDs

Wonderful World 4 Class Audio CDs contain the recordings of *The Cortuga Adventure*, the listening tasks, the *Sounds of English* pronunciation sections, the songs and the play found in *Wonderful World 4 Pupil's Book*.

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

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Introduction

Objectives

- Revising subject and object pronouns
- Revising possessive adjectives
- Revising there is/there are
- Revising question words
- Revising prepositions of place
- Reading the first part of the cartoon story, *The Cortuga Adventure*, and meeting the characters
- Listening to a song about Cortuga Island

Way in

- Greet pupils and welcome them to the new school year. Introduce yourself and go round the class asking each pupil to say his or her name and how old they are.
- Explain to pupils that the course book you will be using is *Wonderful World 4*.
- Explain to pupils that the Introduction will revise basic English that they should already know from junior classes, and that they will meet the main characters in the cartoon story in the book.

Quiz

- Ask the class to look at the picture on page 4. Ask what animals are in the picture *(orcas/killer whales)* and what colour they are *(black and white).*
- Read the first sentence to the class explaining any vocabulary they don't understand and ask them if there is anything they hear that surprises them (*the fact that orcas are dolphins and not whales*). Read the rest of the text to the class and if pupils are interested, give them further information on orcas using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

Orcas are easy to recognise by their distinctive black-and-white colouring. They are intelligent animals, and people have trained some of them to perform in aquarium shows. In the wild, they hunt together for food in family groups of up to 40. They communicate with each other by making special sounds that travel through the water, and each group makes different noises that its members can understand from far away. Orcas are found in all oceans and most seas, but the ones in the picture could be in the Antarctic because they often live in cold, coastal waters like these. For further information, go to www.nationalgeographic.com and look up *Orcas*.

Answer

b

Extra Class Activity

Put pupils into pairs and ask them to think of different animals that live in the sea and to describe them to each other. Tell them they could describe how big they are, what colour they are, what they eat and which part of the world they live in. Ask each pair to tell you which animals they talked about and to share their description with the class. If another pair has chosen the same animal, ask them if they have anything else to say about it.

Teaching Tip

Encourage pupils to speak in English as much as possible in the introductory lesson to revise the language they have learnt in previous years. This will help to rebuild their confidence as some months may have passed since their last English lesson, and they may not have spoken English since then.

Subject and object pronouns

A

- Ask pupils whether we put the words in the left column of the table before a verb or after it (*before*). Ask them whether we put object pronouns before or after a verb (*after*).
- Ask pupils to complete the table individually, but check the answers as a class.
- Give pupils further example sentences using the subject and object pronouns about people and objects in the classroom. For example, ***She*** *sits next to* ***him***. ***I*** *am talking to* ***you***, stressing the pronouns in each sentence.

Answers

Subject Pronouns	Object Pronouns
I	**me**
you	**you**
he	him
she	**her**
it	it
we	**us**
you	**you**
they	them

B

- Remind pupils that we must always put a noun or a subject pronoun before a verb and point out that all these answers are after the verbs.
- Pupils can do the exercise individually, but check the answers as a class.

Answers

1 me **2** us **3** him **4** them **5** her

Possessive adjectives

- Demonstrate the use of possessive adjectives before you ask pupils to complete the exercise. Hold up your book and point to yourself, then say *It's* ***my*** *book*., stressing the possessive adjective. Point to objects belonging to individual pupils and elicit sentences from the rest of the class, prompting the use of as many other possessive adjectives as possible.
- Explain that we put possessive adjectives before nouns to show who something belongs to.
- Pupils can do the task individually, but check the answers as a class.

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Answers

1 His **2** my **3** our **4** Its **5** their

There is/There are

- Point to objects that there are more than one of in the room and say *There are lots of desks in the classroom*. Place a book on a chair and say *There is a book on the chair*. Ask pupils questions about objects which are or aren't in the room, stressing the use of *any* in questions and negative answers.
- Remind pupils to use singular or uncountable nouns with *There is* and plural nouns with *There are*.
- Point out that there are question marks in 3 and 4 and ask pupils how we start questions from statements beginning with *There is* or *There are* (*Is there …? Are there …?*).
- Tell pupils to look at the prompts and explain that they have to rearrange them to make proper sentences. Ask pupils to complete the sentences individually, but check the answers as a class.

Answers

1 There aren't any children in the classroom.
2 There is a black cat in my room.
3 Are there any penguins in the zoo?
4 Is there a pencil on your desk?
5 There are lots of children at the beach.

Question words

- Remind pupils that we use question words when we want more information in the answer than just *yes* or *no*. Ask pupils which question word we use to ask about people (*who*), things (*what*), time (*when*), places (*where*) and which word asks about who something belongs to (*whose*).
- Write *Whose pen is this?* and *Who's this girl?* on the board and remind pupils of the difference in meaning. Ask them which question *It's Sally's*. would answer and which one *It's Sally*. would answer. Explain that *Whose* can also go before a noun, for example, in question 2 we can ask the question ***Whose bag** is this on the floor?*
- Tell pupils that they have to use the words from the wordbank to fill the gaps in the sentences. Ask pupils to complete the sentences individually, but check the answers as a class.

Answers

1 Who
2 Whose
3 What
4 Where
5 When

Prepositions of place

- Demonstrate the use of the prepositions *behind*, *between*, *in*, *in front of*, *near*, *next to*, *on* and *under* by pointing to objects in different positions and making sentences about them, using a different preposition for each object.
- Ask pupils to complete the sentences individually, but check the answers as a class.

Answers

1 between
2 next to
3 on
4 in front of
5 in
6 near
7 under
8 behind

Extra Class Activity

Put pupils in pairs and tell them to ask and answer questions about where different items are in the classroom. Tell them to choose objects in different positions so that they can use as many of the prepositions as they can from the exercise. Go round the class while they are doing the activity to check that they are forming questions and using the prepositions correctly.

The Cortuga Adventure

- If pupils have completed *Wonderful World 3*, ask them what they can remember about the cartoon story, *The Cortuga Mystery*, and the characters they met. Explain that in *Wonderful World 4*, they are going to read another cartoon story, *The Cortuga Adventure,* about the same characters.
- If pupils are not familiar with *Wonderful World 3*, explain that the first lesson in every unit of *Wonderful World 4* starts with an episode of the ongoing cartoon story called *The Cortuga Adventure*. Tell them that they are going to meet the main characters in this adventure. Ask them to look at the cartoon on pages 6 and 7 and ask them where they think the story takes place (*Cortuga Island*). Ask them which people they think look friendly (*Jake, Robbie, Kate, Mandy, Oliver and Paolo*) and which people they think look unfriendly (*Todd Craine, Bruno and Buzz*). Explain that Oliver is a scientist and works at the museum on the island.
- Ask pupils to read the speech bubbles on their own. Then ask who says he lives there (*Paolo*) and who works for Todd Craine (*Bruno and Buzz*).
- Assign roles to pupils and ask them to read their parts out loud. If you have a large class, you can repeat this task using different pupils each time until everyone has had a turn.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.
- Tell pupils they are now going to listen to the dialogue.

Song

- Tell pupils that they are going to listen to the Cortuga Island song and that they should read the song as they listen.
- Play the song once and then ask why Jake, Kate, Mandy and Robbie are on Cortuga (*They're on holiday*.).
- Play it again and ask pupils to sing along.
- If pupils enjoy singing along, play the song a number of times.

Extra Class Activity

Divide the class into two teams. Tell them you are going to ask them questions based on *The Cortuga Adventure* cartoon. Ask each team one question at a time. The team who answers the most questions is the winner.

Questions

1 Who is sitting in front of Mandy? (*Oliver*)
2 Who is Kate's cousin? (*Robbie*)
3 Whose brother is Jake? (*Mandy's*)
4 How old is Paolo? (*fourteen*)
5 How many birds are in the picture? (*four*)
6 What colour is the bird on Oliver's hand? (*red, green, blue and yellow*)
7 Who has got a moustache? (*Todd Craine*)
8 Who is holding a cage behind his back? (*Bruno*)
9 What is the monkey in the tree doing? (*throwing a coconut at the men*)
10 What is swimming in the sea? (*a turtle*)

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1 Relationships

Way in

- Ask pupils what another name for an orca is (*a killer whale*) and ask what family of animals they are part of (*the dolphin family*). Then ask what else they can remember about orcas from the last lesson.
- Write the subject pronouns in a list on the board and ask pupils to tell you the object pronoun for each one.
- Write *my book* on the board next to *I* and *me*. Then point to each of the object pronouns and ask pupils to say the possessive adjectives that match.
- Ask pupils to write two questions, one beginning with *Is there?* and the other with *Are there?* Then tell each pupil in turn to ask a question and get different pupils to answer using *There is* or *There are*. Make sure they remember that we use singular or uncountable nouns with *There is* and plural nouns with *There are* and that we can use *any* in questions and negative forms.
- Ask pupils what words we use to start a question about people (*Who*), things (*What*), places (*Where*), time (*When*) and who something belongs to (*Whose*). Ask them what kind of word comes after the question word (*verb*).
- To check that pupils remember the prepositions of place, go round the class and pick up different objects and put them in different positions. Then ask pupils to say where they are, for example, *The bag is behind the chair*, *etc*.

Quiz

- Ask pupils to open their books and look at the picture on page 4. Ask them *What kind of animal is in the picture*? (*a dolphin*).
- Explain that dolphins are very sociable animals and that they like to play games with people. Tell pupils that the theme of Unit 1 is Relationships.
- If pupils are interested, give them further information on dolphins using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

Dolphins are mammals that live in warm seas or oceans. They eat small fish and they can live for up to 50 years. They can grow up to 4.2 metres and weigh up to 500 kilos. They can jump almost five metres into the air and land on their backs. For further information, go to www.nationalgeographic.com and look up *dolphins*.

Answer

a

Extra Class Activity

Ask pupils if they have ever seen a dolphin or, if not, whether they would like to see one and why. Tell them that some people like to swim with dolphins. Ask how they would feel if they were swimming next to a dolphin.

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words, expressions with *time*
Grammar	present simple; adverbs of frequency
Listening	two–option lozenges
Speaking	talking about how often people do things
Writing	writing sentences about how often you do things

The Cortuga Adventure

Explain to pupils that they are about to see or hear Episode 1 of *The Cortuga Adventure*. Ask pupils if they can remember the characters they met in the Introduction and any information about them. Elicit who are brother and sister (*Mandy and Jake*) and who their uncle is (*Oliver*), who are cousins (*Kate and Robbie*), and who lives on the island (*Paolo*). Ask them who the unfriendly men are (*Todd Craine*, *Bruno and Buzz*) and what they do on the island (*they work there*).

For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 105.
- Ask pupils to work in pairs to do the *Before you watch* task to encourage discussion.

Before you watch

Answers

1 Mandy, Kate, Robbie and Jake
2 in the harbour
3 Uncle Oliver
4 Robbie

- Play the whole episode without interruption before pupils do any more tasks on the worksheet. Ask pupils to watch the DVD carefully.

While you watch

- Ask pupils to look at the *While you watch* task so they can work out what information they have to find when they watch the episode for the second time. Play the whole episode without interruption and ask pupils to watch the DVD.
- Give pupils a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the DVD again and ask pupils to fill in any missing information.

Answers

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

After you watch

- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Uncle Oliver and Todd Craine to different pupils. If you have a large class, you may have to repeat until all pupils have had a turn.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.
- Ask pupils to answer the questions in the *After you watch* section of the worksheet individually, but check the answers as a class.

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Answers

1 a huge ship
2 Uncle Oliver
3 He enjoys the company.
4 Robbie
5 little holes
6 Todd Craine
7 horrible
8 no

For teachers using the audio CD

- Ask pupils to look at page 10 in their Pupil's Books and to work in pairs. Ask them who they can see on the ship in picture 1 (*Mandy*, *Kate*, *Robbie* and *Jake*). Then ask them where the children are standing in frame 2 (*in the harbour*) and who comes to meet them (*Uncle Oliver*). Ask who finds something strange near the ship (*Robbie*).
- Tell pupils that they are going to listen to and read the first part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils what Robbie finds (*a crate full of holes*) and who it belongs to (*Todd Craine*). Then ask them if Uncle Oliver wants the children to look at the crate (*no*) and what happens next (*Todd Craine's men try to move the crate and Craine shouts at them*.).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Uncle Oliver and Todd Craine to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn to read.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.
  1 What are the children looking at in the harbour? (*a huge ship*)
  2 Who is always late? (*Uncle Oliver*)
  3 Why does Uncle Oliver invite the children to his house? (*He enjoys the company*.)
  4 Who is Mandy looking for? (*Robbie*)
  5 What is on the sides of the crate? (*little holes*)
  6 Who shouts at the man next to the crate? (*Todd Craine*)
  7 How does the crate smell? (*horrible*)
  8 Do the children and Uncle Oliver look happy at the end of the episode? (*no)*

Vocabulary

A

- Explain that the phrases in the wordbank appear in the cartoon episode. Ask pupils to find the phrases in the cartoon and to underline them. Explain any words they still don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

1 on time
2 time for
3 waste my time
4 a great time
5 look at the time

B

- Explain to pupils that they will learn more words to do with relationships in this exercise. Elicit the words that pupils already know for family members and write them on the board. You can list them under the headings *men*, *women* and *both*. Check that pupils remember *brother*, *sister*, *mother*, *father*, *grandma*, *grandad*, *cousin*, *aunt* and *uncle*. Then explain the meanings of *husband*, *wife*, *niece*, *nephew*, *grandparents* and *grandchildren* and add them to the lists on the board.
- Ask pupils who Uncle Oliver's niece is (*Mandy*) and then who his nephew is (*Jake*). Then ask pupils which child in the cartoon could be an only child (*Kate, Robbie or both of them*).
- Tell pupils that four of the words from questions 3, 5 and 6 appear in the cartoon. Ask pupils to find them in the cartoon and to underline them. Explain any words they still don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 husband
2 grandchildren
3 only
4 nieces
5 lazy
6 laugh

Extra Class Activity

Get pupils to write six sentences using the words which were not the correct answers in the previous exercise.

Teaching Tip

Before introducing new vocabulary, encourage pupils to remember as much vocabulary as they can on the same theme. This helps because it is easier for pupils to relate new vocabulary to their existing knowledge.

Grammar

Present Simple

- Read the uses of the Present Simple in the grammar box and ask pupils to read the example sentences with you. Explain all the grammar terms used if necessary.
- Ask pupils what they have to add to the verbs for *he*, *she* and *it* (*-es or -s*).
- Read the verb forms from the grammar box with the class. Ask them which word we put in front of the main verb in the negative (*don't/doesn't*). Then ask how we form questions (*with Do/Does + subject + infinitive*).
- Ask pupils a few questions using the Present Simple to elicit short answers. (*Do you like basketball?*, *Do you play tennis?*)
- Tell pupils that we often use time expressions with the Present Simple. Read the time expressions with them and explain any words they don't know.
- Ask pupils to read the sentences and to look at the verbs in the wordbank. Once they have done that, tell them to decide which verb fits the meaning of each sentence.
- Tell pupils to decide whether each sentence is affirmative, negative or a question, and remind them to add *–es* or *–s* for the third person singular affirmative.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Do ... watch
2 don't work
3 thinks
4 moves
5 doesn't eat

Extra Class Activity

Ask pupils to write three sentences like the ones in the task. Tell them to include one question, one affirmative and one negative sentence. Tell them to erase the verbs and to swap their books with a partner to complete them.

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Adverbs of frequency

- Read out the grammar box and ask pupils to read the example sentences with you. Explain the grammar terms used if necessary.
- Tell pupils to look at the exercise and decide which word is the subject of each sentence and then to find the verb and the adverb.
- Tell pupils to decide whether the adverb comes before or after the verb, and tell them to make questions if a question mark is given.
- Tell pupils to look at the prompts and explain that they have to rearrange them to make proper sentences. Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Your nephew is always polite.
2 I always see my cousin after school.
3 Is Mum usually late for work?
4 I am never on time for school.
5 How often do you visit Grandma?

Teaching Tip

Some pupils can remember grammar rules so well that they are able to form verb tenses without even knowing what the verbs mean. As a result, they appear to be learning well when they perform well in grammar tests, but this doesn't help them learn to use the language. It is essential to check that pupils understand the meaning of what they have written so that they will learn to apply the grammar rules to express themselves.

Listening

- Ask pupils to read through the sentences and the possible options.
- Explain to pupils that they are going to listen to Sally talking about four things she does, and that there is one question for each of the things.
- Play the recording and ask pupils to circle the correct answers.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.
- Check the answers as a class and ask pupils to justify their answers.

Turn to page 100 for the listening script.

Answers

1 twice
2 always
3 never
4 Saturday

Speaking

- Explain that pupils are going to work in pairs to ask and answer questions about things they and their families do.
- Remind pupils of the adverbs of frequency they learnt, and tell them to use them to answer the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Pupils' own answers

Writing

- Explain to pupils that they are going to write five sentences about how often they do different things. Ask them to look back at the sentences in the *Grammar - Adverbs of frequency* task and *Listening* to remind them of the sentence structures. Elicit from them that they can write about anything they do with their friends, families or alone.
- Ask each pupil to say one sentence about how often they do something. Then ask them to write their sentence in their notebooks.
- Now tell pupils to write down four more sentences. Alternatively, if you are short of time, you could set this task for homework.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 117.

Lesson 2

Objectives

Reading	factual article – true or false questions
Vocabulary	text–related words, prepositions
Grammar	present continuous
Listening	true or false statements
Sounds of English	similar sounds

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to read each other's sentences.
- Elicit as many words as pupils can remember for different family members, and then ask them to tell you about something one of their family members does.
- Ask and answer questions round the class using the Present Simple and short answers.

  Suggested questions

  - Do you have a brother?
  - Do you have a sister?
  - Do you visit your grandparents at the weekend?
  - Do you play football every day?

Reading

- Ask pupils to look at the picture on page 12 and ask them what they think these animals are. Ask them to read the title of the Reading text (*Safari Special*), make sure they understand the meaning of safari and elicit what other animals they might see on a safari (*giraffes*, *elephants*, *rhinos*, *leopards*, etc).
- Tell pupils that they are going to read about a family of lions and ask them to read the text on their own to find out which animals are going to be on the TV programme next week (*giraffes*).

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Comprehension

- Ask pupils to read sentences 1 to 5 so that they know what information to look for when they read the text for the second time.
- Ask pupils to read the text again to find out if the sentences are true or false and to write *T* or *F* in the boxes provided. Ask them to underline the information in the text that helps them to find the answers.
- Explain any vocabulary pupils don't know.

Answers

1 T (*… we are visiting our favourite group of lions again.*)
2 T (*… there's Sabbi … She's watching some of the cubs.*)
3 F (*They look like they're fighting, but in fact they're having fun.*)
4 F (*… Solon, is lying in the sun. He's watching the cubs …*)
5 F (*He roars … Lions from other families usually run away.*)

Guess what!

- Tell pupils to read the information in the *Guess what!* feature. Ask them how many hours lions sleep every day.

Vocabulary

A

- Read the words in the wordbank and ask pupils to say them out loud after you. Explain that all the words appear in the commentary. Ask pupils to find the words in the text and to underline them. Explain any words they still don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation if necessary.

Answers

1 protect
2 hunt
3 fight
4 run away
5 hurt

B

- Explain that each of the prepositions in this exercise makes a phrase with the words that come before or after it.
- Explain that most of the words appear in the commentary. Ask pupils to find the phrases with the prepositions that are in the commentary and to underline them. Explain any phrases they still don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

1 in
2 after
3 of
4 of
5 of

Extra Class Activity

Ask pupils to work in pairs to write sentences of their own using as many words as possible from the vocabulary exercises. Ask them to read out their sentences to the class.

Grammar

Present Continuous

- Ask pupils the questions below about the *Reading* text.

  What is the grandmother lion doing?
  What is the father lion doing?

- Write the answers on the board in full sentences (*The grandmother lion is watching the cubs.* and *The father lion is lying in the sun.*). Ask pupils what the main verbs are (*watch*, *lie*) and tell them that they are in the Present Continuous tense. Underline *is* and *watching* in different colours and explain that in the Present Continuous we have the verb *be* in the correct form and the main verb in the *–ing* form.
- Read the first part of the grammar box to the class and ask pupils to read the affirmative, negative and question forms with you. Then read through the short answers.
- Ask pupils to look back at the text on page 12 and to underline all the verbs in the present continuous (*… are visiting*, *She's watching, are playing, they're fighting, they're having, is lying, He's watching, aren't looking, We're visiting*).
- Ask pupils what spelling changes they remember for the *–ing* form. Elicit or explain that verbs with one syllable that end in a vowel and a consonant, like *run*, double the consonant in the *–ing* form and that verbs that end in *–e* drop the *–e* in the *–ing* form.
- Read the time expressions and explain that we normally put them at the end of the sentence. Refer pupils back to the second example sentence at the top of the grammar box.

A

- Ask pupils to read each sentence to find the subject in each one and to decide whether they need to use *am*, *are* or *is* to make the Present Continuous of the verb in brackets. Tell them to think about what other word they need to form the Present Continuous.
- Explain that the answers include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 are watching
2 'm not going/am not going
3 Are ... looking after
4 isn't raining/is not raining
5 are you cooking
6 Is ... coming

B

- Ask pupils to look at the picture to see what each person is doing. Explain that the sentences below describe the picture. Tell pupils that they must choose a verb from the wordbank and use it in the Present Continuous tense to complete each sentence. Ask them to underline the subject in each sentence so that they know what form of *be* they need.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 is reading
2 are fighting
3 is sleeping
4 is eating
5 is drinking
6 are playing

Listening

- Explain to pupils that they are going to listen to Dan and Helen talking about what they are doing tomorrow. Ask them to read sentences 1 to 5 quickly to find who is doing something in each one (1 to 3 *Dan,* 4 *Dan's grandma,* 5 *Helen*). Then ask them to underline what each person is doing (*going shopping, meeting Toby at three o'clock, going to a party, eating dinner at home, going out for dinner*). Explain that they need to pay attention to which person is talking and what they say they are doing as they listen.
- Make sure pupils understand that they have to write *T* if the sentence is correct or *F* if it is incorrect.

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- Play the recording all the way to the end and ask pupils to write their answers. Ask them to discuss their answers with a partner and to justify any answers they have that are different. Play the recording again and ask pupils to check their answers or fill in any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 100 for the listening script.

Answers

1 T (*We're going shopping …*)
2 T (*We're meeting at three o'clock.*)
3 F (*I'm going to a party tomorrow evening ...*)
4 F (*… my family and I are taking Grandma out for dinner.*)
5 F (*OK, never mind. See you in the park at three o'clock tomorrow.*)

Sounds of English

A

- Explain that pupils are going to hear only one of the sentences in each pair on the recording and that they have to tick the sentence they hear. Before they listen, ask them to read the pairs of sentences to find words that have similar sounds (*I'm eating/I'm meeting, working/walking, talking/taking*).
- Play the recording once without stopping, then play again, stopping after each sentence. Ask pupils which sentence is being said. Write the correct sentence or ask a pupil to write the correct sentence on the board to avoid confusion.

Answers

1b **2**a **3**b

B

- Play the recording again without stopping. Ask pupils to work in pairs and to say the pairs of sentences to each other.

Teaching Tip

Tongue twisters can be used as a fun way to remember pronunciation. Make a list of your favourite tongue twisters and use them now and again to add to the lesson.

Extra Task (for early finishers)

See photocopiable material on page 117.

Lesson 3

Objectives

Reading	family description – correcting information
Say it like this!	emphasising
Grammar	present simple and present continuous; stative verbs
Writing	time expressions and adverbs of frequency, writing a description of your family

Way in

- Ask pupils to write the verbs *fight*, *hunt*, *hurt*, *protect* and *run away* in their notebooks and make sentences. Then ask them to work in pairs to check each others' spelling and meanings.
- Write the following words and phrases on the board:

  fact
  look
  take care
  a fan
  frightened

- Ask pupils to tell you the preposition that comes before or after each word (*in fact, look after, take care of, a fan of, frightened of*) and to say the meaning of each phrase.
- Ask pupils which time expressions we use with the Present Continuous (*now, at the moment, today, this morning, tomorrow*). Then ask them to look at the photos next to the *Reading* text and elicit sentences using the Present Continuous about what the horse and the people are doing in each one.

Reading

- Explain to pupils that they are going to read a family description.
- Ask pupils to read the description to themselves and then to write the names under the photos.
- Tell pupils to compare their answers with a partner and ask them what information helped them to find the answers.

Answers

horse:	Ollie (... *Ollie ...he's a horse!*)
diver:	Mum (... *the diver is Mum ...*)
football player:	Sam (... *Sam ... he likes football.*)
girl on the grass:	Clara (*I'm lying on the grass.*)

Comprehension

- Ask pupils to look at the sentences before they read the description for the second time so that they know what information they need to replace. Ask them to scan the description to find the answers and to underline the information that helps them to find the answer.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	Saturday	(*I have piano lessons every Saturday.*)
2	a party	(*Next week I'm playing the piano at a party.*)
3	cousin	(*… he's staying with our cousin …*)
4	watching TV	(*… he likes watching TV.*)
5	horse	(*… my best friend, Ollie. / … he's a horse!*)
6	running	(*He likes running. He's very good at it, …*)

Say it like this!

Emphasising

- Read the sentences under *Emphasising* to the class and ask pupils to repeat after you. Correct their intonation pattern and pronunciation if necessary. Draw their attention to the stress of *so* before the adjective and explain that we do this to emphasise the meaning of the adjective.
- Ask pupils to work in pairs to complete the dialogues. Remind them to practise the language shown.
- Ask each pair to role play one of the dialogues until all pupils have had the chance to speak.

Answers

Dad:	She's so lazy!
Girl:	It's so frightening!

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Grammar

Present Simple and Present Continuous

- Read the grammar box to the class and ask pupils to say the example sentences with you. Explain the grammar terms where necessary.
- Tell pupils to look back at the first main paragraph of the text on page 14 to find verbs in the Present Simple (*I'm*, *go*, *have*) and in the Present Continuous (*I'm playing*, *I'm not playing*, *I'm lying*). Ask pupils to read the grammar rules again and to tell you why these verbs are in the different tenses.
- Elicit the time expressions and adverbs of frequency that we normally use with the Present Simple (*every day/night/week/month/year, at the weekends, always, usually, often, sometimes, never*) and the time expressions that we use with the Present Continuous (*now, at the moment, today, this morning, tomorrow*).
- Ask pupils to read each sentence in the task to see what it is about and to find the subject in each one. Ask them which tense to use for general truths, things we do regularly and permanent states (*Present Simple*), and which we use to talk about things that are temporary or are happening now, for fixed plans or to say what is happening in a picture (*Present Continuous*). Remind them to think about which words they need to form the Present Continuous.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	is roaring	**4**	visit
2	are going	**5**	go
3	play	**6**	are fighting

Stative verbs

- Read the grammar box to the class. Explain that these verbs are called stative verbs and that they are verbs of thought and feeling, not action.
- Ask pupils to read the sentences in the task to decide which verb from the wordbank fits the meaning. Tell them that some of these are stative verbs and tell them to decide whether each sentence is affirmative, negative or a question (1 *affirmative*, 5 *negative*, 2,3,4 *question*).
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	love	**4**	Is ... coming
2	Does ... want	**5**	don't understand
3	Is ... writing		

Writing

Time expressions and adverbs of frequency

A

- Explain to pupils that they have to read the words and phrases and fill in the correct answers.
- Ask pupils to do the task individually, but check the answers as a class. Ask individual pupils to give one answer each and write the correct answers on the board so that pupils can check them.

Answers

at the moment	PC	now	PC
every day	PS	once a week	PS
this winter	PC	sometimes	PS
never	PS	today	PC
next month	PC	always	PS

B

- Ask pupils to read Bobby's description and to choose the words that complete the sentences correctly. Ask them to do the task individually, but check the answers as a class. When you have checked the answers, ask pupils how their family is different to Bobby's.

Answers

1 twice a week
2 every summer
3 always
4 At the moment
5 always

Task

C

- Explain to pupils that they are going to write a description of their family.
- Ask pupils to work in pairs to discuss what they are going to write and to say why.
- Make sure pupils understand the paragraph plan on page 15. Explain that each paragraph adds a different piece of information to the description to make it easy to follow.
- Ask pupils to use the plan to write a description like the one in *Writing B*. They can also draw a picture or stick on a photo of their family.
- Alternatively, you could assign this task as homework.

Suggested answer

Paragraph 1
I am eleven years old. I live in Agami and I go to school here. I am an only child. I have piano lessons once a week. I play volleyball on Tuesdays and Saturdays.

Paragraph 2
My cousins live in Cairo. They usually come to Agami in the summer, but this year they're visiting our aunt in Germany.

Paragraph 3
My mum loves reading. Dad likes watching football on TV. His favourite team is Al-Ahly. My dad plays basketball twice a week.

Paragraph 4
My best friend is Dina. She has one brother and one sister. Sometimes she comes to my house after school. We play games and we always have a great time together.

D

- Remind pupils that they should use the time expressions and adverbs of frequency from *Writing A* with the correct verb tense.
- Ask pupils to proofread their descriptions and to pay attention to their spelling.
- Hang pupils' descriptions on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their descriptions.

Extra Task (for early finishers)

See photocopiable material on page 117.

Project Book

The pupils may do Project 1 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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2 Homes

Way in

- If you assigned Unit 1, Lesson 3 Writing task for homework, then give pupils a few minutes to proofread their descriptions to check they've used the time expressions and adverbs of frequency correctly. Then ask them to read each others' paragraphs, or hang them on the wall so they can read them when they have time.
- Ask pupils which word we put before an adjective to emphasise the meaning (*so*) and ask them to say a sentence about somebody they know using *so* and an adjective (eg *He's so lazy/clever!*).
- Write the following sentences on the board and ask pupils to tell you the time expressions that we could use in each sentence.
  - *I visit my grandparents.* (*every day/week/month, never, once a week, sometimes, always*)
  - *John is visiting his grandparents.* (*at the moment, now, this week/summer/winter, today*)
- Ask pupils what kinds of verbs we don't use with continuous tenses and why (*stative verbs, they are verbs of thought or feeling*). Ask them what stative verbs they remember. Elicit *know, like, love, think, understand* and *want* and ask them to use the stative verbs to make sentences.

Quiz

- Ask the class to look at the photo on pages 16 and 17. Ask them what they can see in the picture (*a house in a hot, tropical landscape*).
- Tell pupils that the theme of Unit 2 is Homes and explain that houses are designed differently in different countries because they have to be suitable for the weather and the way people live there. This house is in a hot, wet climate and has a steep roof so that the rain will run off easily. Ask pupils to think about how homes are designed in different countries and to suggest different types of home.
- Ask pupils to do the quiz individually, but check the answer as a class.
- Ask students to suggest unusual types of home that they know about. If pupils are interested, give them further information about an unusual type of home using the information in the Background Information box.

Background Information

The Tarahumara are a nation of people who traditionally built their homes in caves in the mountains called the Sierra Madre in Mexico. Their ancestors lived in Mexico long before the Spanish invaded the country in the sixteenth century. They managed to survive the invasion of the Spanish conquerors and held on to their own traditional culture. Some of them still live in cave dwellings, but many have moved to live in the towns and cities of Mexico. For further information, go to www.nationalgeographic.com and look up *Tarahumara*.

Answer

c

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	adjectives; furniture and appliances
Grammar	past simple (regular verbs)
Listening	numbering pictures
Speaking	talking about when things happened
Writing	writing sentences about when things happened

Teaching Tip

Before introducing each episode of *The Cortuga Adventure*, quickly ask pupils to remember what happened in the previous episode and revise any new words they learnt there. For example, elicit where the children were in Episode 1 (*at the harbour on Cortuga Island*), who came to meet them (*Uncle Oliver*), what Robbie found (*a crate full of holes*) and what happens when they see Todd Craine (*His men are moving the crate and he shouts at them. Uncle Oliver takes the children to the car.*).

The Cortuga Adventure
For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 106.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 at a café
2 Todd Craine
3 Paolo

While you watch

Answers

1 T
2 T
3 F
4 F
5 F
6 F

After you watch

Answers

1 to Parrot's café
2 a flat above the café
3 Todd Craine
4 rare animals

For teachers using the audio CD

- Ask pupils to look at page 18 of their Pupil's Books and to guess where the children are now (*at a café*) and to tell you who is having a coffee (*Todd Craine*). Ask pupils to quickly scan the characters' names to find the name of the new character (*Paolo*).

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- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils when Paolo moved to Cortuga (*last winter*) and why he's at Parrot's café (*he's a waiter*). Then ask them what kind of person Paolo says Craine is (*mean and nasty*), what people say he does (*catches animals and sells them*), what kind of home Craine lives in (*a huge villa*) and why Paolo says the children must be careful (*Craine is very dangerous*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Uncle Oliver, Paolo and Craine to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode. Then ask them what they think will happen next.

  1 Where does Uncle Oliver take the children? (*to Parrot's café*)
  2 What kind of home does Paolo live in? (*a flat above the café*)
  3 Who hasn't got any friends in Cortuga? (*Todd Craine*)
  4 What do people say Craine sells? (*rare animals*)

Vocabulary

- Explain that the words in the wordbank appear in the cartoon episode. Ask pupils to find the words in the cartoon and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	large	**4**	right
2	careful	**5**	awful
3	rich	**6**	mean

Grammar

Past Simple (regular verbs)

- Read the uses of the Past Simple in the grammar box with the class and ask pupils to read the example sentences with you. Explain all the grammar terms used, if necessary. Draw pupils' attention to the fact that the Past Simple forms are the same for all subjects (*I/you/he/she/it/we/you/they*).
- Write the following verbs on the board: *live*, *follow*, *visit* and ask pupils to tell you the Past Simple (*lived*, *followed*, *visited*). Write the answers on the board as pupils say them. Correct their pronunciation where necessary.
- Ask pupils what changes we make to regular verbs in the affirmative of the Past Simple (*we add -ed for most regular verbs, and –d for verbs ending in -e*). Explain that for verbs ending in *–y,* we change the spelling by taking off the *–y* and writing *–ied*. Tell them that we don't make any spelling change to verbs that have a vowel before the *–y*, like *play*.
- Read the verb forms from the grammar box with the class. Ask pupils which word we put in front of the main verb in the negative (*didn't*). Then ask how we form questions (*Did + subject + infinitive*). Stress that we don't put *–ed* on the main verb in the negative or the question form.
- Explain that we often use time expressions with the Past Simple. Read the time expressions and explain that *ago* means *before now*, and then explain any other words pupils don't know.

A

- Explain that pupils will find verbs in the cartoon episode in both the affirmative and the negative of the Past Simple.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

Five

Pupils should underline the following:
didn't see
moved
arrived
didn't live
looked

B

- Explain to pupils that they should read the sentences and complete each gap with the correct form of the Past Simple. Explain that the answers include the affirmative, negative and question forms. Remind them to use *didn't* to form the negative and *Did* to form questions.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	didn't want	**4**	tidied
2	arrived	**5**	Did Oliver visit
3	didn't move	**6**	did they stay

Vocabulary

- Explain to pupils that they have to match words 1 to 10 with the objects in pictures a to j. Explain any vocabulary that pupils don't know.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

1g **2**f **3**h **4**j **5**c **6**i **7**e **8**d **9**a **10**b

Extra Class Activity

Ask pupils to work in pairs. Tell them to talk about the kinds of things they think people had in their houses one hundred years ago. Tell them that it might be a good idea to think about what they have in their homes now and to think whether they existed one hundred years ago. Ask them to write three sentences and then get each pair to read out one of their sentences.

Listening

- Ask pupils to look at pictures a to e and to tell you what they show (*fridge, oven, sofa, coffee table, bed*).
- Explain to pupils that they are going to hear Jemma talking to Carl about moving into her new flat and that they are going to note down the order in which they hear about each object. Tell pupils that they have to listen for the words that describe the things in the photos and they also have to listen for words that tell them when each thing was moved.
- Play the first two exchanges and ask pupils to label the first picture.
- Play the recording to the end and ask pupils to put the pictures in the correct order. Then play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to page 100 for the listening script.

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Answers

a4 (*… at two o'clock, some men arrived with our new fridge.*)
b5 (*Did a new oven arrive too? … No, the oven didn't arrive yesterday.*)
c2 (*Then …. I helped Dad with the chairs and the sofa.*)
d3 (*At the table. Dad carried* that *in.*)
e1 (*First we moved the beds in. My bed is next to the wardrobe.*)

Speaking

- Explain that pupils are going to work in pairs to talk about when they did different things.
- Remind pupils of the time expressions that they learnt in *Grammar*, and tell them to use them with the Past Simple (eg *I went shopping last week.*).
- Go round the class monitoring pupils and make sure they are carrying out the task properly. Don't correct any mistakes in structure and pronunciation at this stage, but make a note of them.
- Ask each pair to talk about when they did things and repeat until each pair has had a turn.
- On the board, write some of the mistakes in structure that you heard while pupils were doing the task, without saying who made them, and ask pupils to correct them. Deal with any problems in pronunciation.

Answers

Pupils' own answers

Writing

- Explain to pupils that they are going to write four sentences about when their partner did the things they talked about in the *Speaking* task. Ask them to use the Past Simple and the time expressions their partner used. Tell them to look back at the examples in the grammar box if they need a reminder of how to form the Past Simple.
- If time allows, ask each pupil to say one sentence about when their partner did something. Then ask them to write their sentences in their notebooks.
- Ask pupils to write the other three sentences. You could set this task for homework if you are short of time.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 118.

Lesson 2

Objectives

Reading	story – answering open-ended questions
Vocabulary	text–related words; parts of a house and appliances
Grammar	past simple (irregular verbs)
Listening	completing notes
Sounds of English	*ow* sounds
Song	song about a rich old man

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' sentences.
- Write the words *large, careful, rich, right, awful* and *mean* on the board. Tell pupils to write sentences in their notebooks using each of the words. Then ask pupils at random to read out one of their sentences.
- Ask pupils to see how many words they can remember from Unit 2, Lesson 1 for furniture and appliances.
- Write the words *want, arrive, move, tidy* and *stay* on the board and ask pupils to come up and write the Past Simple form of the words (*wanted, arrived, moved, tidied, stayed*).
- Ask pupils which words are needed to make the negative (*didn't + infinitive*) and ask how we change the word order of questions (*Did before the subject + infinitive*).
- Tell pupils that they are going to learn more words about homes in this lesson.

Reading

- Tell pupils to look at the photograph and ask them where they think the girls come from (*Bangladesh*).
- Tell pupils that they are going to read a story about Dipika, a girl from Bangladesh. Explain where it is if necessary (*in Asia*) and then ask pupils to read the text on their own to find out where Dipika lives now (*in a modern flat*).

Comprehension

- Ask pupils to read the questions before they read the text again so that they know what information to look for.
- Ask pupils to do the task individually, but check the answers as a class. Ask pupils to underline where they get the answer from in the text so they can justify their answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1 in a very poor town in Bangladesh
2 rubbish from the streets
3 food
4 in a hospital for poor children
5 a washing machine and an oven

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask pupils if they know whether people find anything interesting under the ground when they build houses in their country. Explain any new vocabulary if necessary.

Vocabulary

A

- Explain that the words in the wordbank appear in the story. Ask pupils to find the words in the text and underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 rubbish
2 hospital
3 lucky
4 modern
5 bucket

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B

- Ask pupils to look at words 1 to 8 and to tell you which things they read about in the story on page 20 (*balcony, bookcase, floor, rug, washing machine*).
- Explain to pupils that they have to match words 1 to 8 with pictures a to h.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1g **2**e **3**h **4**f **5**c **6**a **7**b **8**d

Extra Class Activity

Divide the class into two teams. Give each team five sheets of paper and ask them to write a different word related to homes on each sheet. Tell them not to let the other team see what they are writing. Each team should then take turns at describing one of the words they have written without using the word itself. The other team should try to guess the word. Give each team a point for every word they guess correctly. The team with the most correct guesses is the winner.

Grammar

Past Simple (irregular verbs)

- Read the grammar box to pupils and ask them to read the example sentences with you.
- Draw pupils' attention to the list of irregular verbs on pages 124 and 125. Explain that these are all irregular verbs and that the second column shows the Past Simple in the affirmative. Write the following verbs on the board: *get*, *grow*, *go*, *have*, *lose*, *meet*. Ask pupils to look back at the story on page 20 in their Pupil's Book and to tell you the Past Simple affirmative (*got*, *grew*, *went*, *had*, *lost*, *met*). Write the answers on the board as pupils say them. Correct their punctuation where necessary.
- Ask pupils to find a Past Simple verb in the negative form in the story (*didn't go*). Remind them that we make the Past Simple negative of irregular verbs with *didn't* + infinitive and we make questions with *Did* + subject + infinitive.
- Tell pupils that the short answers to Past Simple questions with irregular verbs are the same as short answers for regular verbs. Write this question on the board *Did Dipika go to school?* and elicit the short answer *No, she didn't*.
- Ask pupils to find the negative forms of *be* from the list on page 124 and explain that this is the only irregular verb that is different for different subjects. Write *I* and *he/she/it* on the board. Write *was* next to them, in a different colour if possible, and then write *you*, *we* and *they* with *were* next to them. Explain that the negative of was and *were* is *wasn't* (*was not*) and *weren't* (*were not*).
- Ask pupils to recall how we make questions with *is* and *are* (we put *Is* or *Are* before the subject pronoun or singular or plural nouns). Explain that we make the Past Simple questions of *be* in the same way by putting *Was* before *I/he/she/it* or a singular noun, and we put *Were* before *you/we/they* or a plural noun.
- Write the short answers for questions with *Was* and *Were* on the board.

  Yes, I/he/she/it was.
  No, I/he/she/it wasn't.

  Yes, we/you/they were.
  No, we/you/they weren't.
- Explain to pupils that all the verbs in brackets in the paragraph are irregular. Tell pupils to look at the list of irregular verbs on pages 124 and 125 to help them find the Past Simple form of these verbs.
- Ask pupils to do the task individually, but check the answers as a class. Write the answers on the board as pupils say them to make sure they have spelt them correctly.

Answers

1	sold	**5**	came
2	bought	**6**	gave
3	found	**7**	became
4	was	**8**	took

Listening

- Explain to pupils that they are going to listen to Lara talking to Neil about Lara's holiday home and that they are going to complete the notes. Explain that in some gaps they will write words and in others they will write numbers and words. Give pupils a few minutes to read the notes and then ask them what kind of information is missing from each one (1 *length of time,* 2 *a meal,* 3 *a place,* 4 *a place,* 5 *length of time*).
- Play the recording to the end and ask pupils to fill in their answers. Ask pupils to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to page 100 for the listening script.

Answers

1 3 months
2 breakfast
3 floor
4 Italy
5 2 weeks

- Once you have finished the exercise, ask pupils whether they would like to have a holiday home like Lara's.

Sounds of English

A

- Ask pupils to work in pairs to say the words to each other. Explain that the *-ow* in *yellow* has a short sound as in *hello* and that *–ow* in *shower* is a longer sound that sounds like *ah* and *oh* together.

B

- Ask pupils to work in pairs to say the words to each other so that they can work out which words in *A* go in which column together.
- Play the recording and ask pupils to check their answers.
- Check the answers as a class.

Answers

Bel**ow**		T**ow**n	
1	yellow	**5**	shower
2	know	**6**	now
3	snow	**7**	how
4	show	**8**	brown

Teaching Tip

Maybe once a term, you could bring in an English DVD related to the subject of the lesson for pupils to watch and discuss afterwards. For example for this subject, pupils may enjoy watching a cartoon in English on the *rags to riches* theme. Remember, that if a film is too long you can always show it in two parts.

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Extra Class Activity

Ask pupils to read through the song quickly to find two more words with *-ow* that have the different sounds (*window*, *flowers*).

Song

- Tell pupils that they are going to listen to a song about a rich old man. Play the song once and then ask pupils how the rich old man was at the beginning of the song (*sad, lazy, mean, nasty* and *frightening*). Ask them what the children decided to do (*try to make him happy, work together* and *be his friends*) and where the old man was when they went to make his house beautiful (*in hospital*). Ask whether the old man was happy about what the children did (*yes*).
- Play the song a number of times if pupils enjoy singing along.

Note: Ask pupils to bring a photo or draw a picture of their home to bring to the next lesson.

Extra Task (for early finishers)

See photocopiable material on page 118.

Lesson 3

Objectives

Reading	descriptions – multiple matching
Say it like this!	talking about homes
Listening	changing words in bold
Speaking	talking about a picture
Writing	linking words (*and, but, because* and *so*); writing an advert for your home

Extra materials required

Photos or drawings of pupils' homes for the Writing task if this is to be done in class.

Way in

- Ask pupils to tell you what household appliances they have at home.
- Write *bucket, hospital, lucky, modern* and *rubbish* on the board. Tell pupils to come up with sentences using each of the words. Then ask each pupil to read out one of their sentences to the class.
- Write the words *buy, come, find, give, sell* and *take* on the board and ask different pupils to come up and write the Past Simple of each one. Ask pupils what other irregular verbs they can recall from Lesson 2.
- Explain that pupils are now going to read about four different homes. Ask them to look at the photos next to the text and to tell you where they think these homes are (eg *in the town, in the country, in the city, on the river*).

Reading

- Ask pupils to look at the pictures and ask them which type of home they like best.
- Tell pupils to read the descriptions on their own and then to write the names under each of the pictures.
- Ask pupils to work with a partner to compare their answers and then ask pupils what helped them to find the answers.

Answers

Names from the top down: Ingrid, Tom, Kelly, Jack

Comprehension

- Ask pupils to read through the questions before they read the text again so that they know what information to look for on their second read through.
- Ask pupils to do the task individually, but check the answers as a class. Ask pupils to underline parts of the text that justify their answers.

Answers

1 K (*… we've got a big balcony … with a view of a park*)
2 J (*… a washing machine and a microwave.*)
3 I (*… a huge old house …*)
4 T (*We lived in a cottage … last year, we moved …*)
5 K (*We bought our flat three years ago.*)

Say it like this!

Talking about homes

- Explain to pupils that they are now going to learn some phrases we use in English when talking about homes.
- Read the example sentences with the class. Correct their pronunciation and intonations patterns if necessary.
- Tell pupils that they are now going to look at the dialogue and complete it using some of the phrases they have just learnt. After they have done that tell them to change the words in red to make the dialogue true for them.
- Once pupils have completed the dialogue give them a few minutes to role play it. Ask each pair to read out their dialogue in front of the class. Repeat until all pupils have had a turn. If there is an odd number of pupils, you could role play with one of the pupils.
- Correct pupils' pronunciation and intonation patterns where necessary.

Answers

1 Where do
2 I live
3 I moved into
4 my home is modern

Extra Class Activity

Write the following headings on the board:

Places
Kinds of homes
Rooms
Furniture
Appliances
Adjectives about homes

Ask pupils to work in teams to write down the headings on a piece of paper and then to write as many words as they can remember under each heading. Give them 5 minutes to write the words, then ask one member from each team to give you their list. Put the lists on the wall for pupils to compare. The team with the most words is the winner.

Listening

- Explain to pupils that they are going to listen to Paula talking to Billy about her cousin's new home. Ask pupils to read sentences 1 to 6 and to pay attention to the words in bold so that they know what information to listen for. Tell them that the words in bold are different to what Paula says and that they have to write the correct word on each line.

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- Play the recording once and then ask pupils to compare their answers with a partner. Ask them to justify any answers that are different. Play the recording a second time and ask them to check their answers or fill in any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 100 for the listening script.

Answers

1 cottage
2 awful
3 dirty
4 small
5 old
6 rubbish

Speaking

- Explain that pupils are going to work in pairs to talk about the flat in the picture. Remind pupils to use the vocabulary they learnt for rooms, furniture and appliances.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to describe the picture and if time allows repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

Suggested answer

- The flat has got a big sitting room and a kitchen.
- There is a large window with red curtains and a small window in the kitchen.
- In the kitchen there is a sink, a cooker, a fridge and cupboards.
- In front of the fridge, there is a table with four chairs.
- In the sitting room there is a red sofa, an armchair and a coffee table on a blue and yellow rug.

Writing

Linking words

A

- Read the rules about linking words to the class. Explain the meaning of *reason* and *result* and any other new vocabulary where necessary.
- Explain that the words before and after *and* and *but* must be the same kind of words. For example, they can both be adjectives, like the ones in the example sentences, nouns, adverbs or they can be two sentences joined by *and* or *but*.
- Tell pupils that we use *because* or *so* to join two complete sentences.

B

- Ask pupils to read through the sentences and possible options.
- For sentences 1 and 3, tell them to see whether the words after the linking word (*and* or *but*) add something else to the sentence or show that something is different to the first part of the sentence.
- For sentences 2 and 4, tell pupils to see whether the words after the linking word are a reason or a result of the first part of the sentence.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 but
2 so
3 and
4 because

C

- Ask pupils to read the paragraph to themselves so they understand its meaning before they complete it. Then tell them to read it again carefully to decide whether the words after each gap add something else to the meaning or show something different, or whether they are a reason or a result of the part of the sentence before the gap.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 because
2 and
3 but
4 so

Task

D

- Ask pupils to work in pairs to ask and answer the questions about their homes.
- Tell pupils to write the answers about their own homes in the plan and then to use these answers to write an advert like the one in *C*. They can also draw a picture or stick on a photo of their home.
- Alternatively, you could assign this task as homework.

Suggested Answer

Flat For Sale!
This beautiful flat with a balcony is in the city centre. It is great for small families because it has got three bedrooms, two bathrooms and a sitting room. It has also got a small kitchen with a great view of the river. The flat is modern but all the furniture is old. There is a shopping centre in the same street, so you can walk to the shops in five minutes. Come and see this great home soon!

E

- Remind pupils that they should use the linking words from task A in their adverts.
- Ask pupils to proofread their adverts and to pay attention to their spelling.
- Hang pupils' adverts on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their descriptions.

Extra Task (for early finishers)

See photocopiable material on page 118.

Project Book

The pupils may do Project 2 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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Review 1

Objectives

- To revise vocabulary and grammar from Units 1 and 2
- Song – My family

Revision

- Explain to pupils that there will be a review after every two units in *Wonderful World 4*. Tell them that *Review 1* revises the material they saw in Units 1 and 2.
- Explain to pupils that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask pupils to do one task at a time and then correct it immediately, or ask pupils to do all the tasks and then correct them together at the end. If you do all the tasks together, let pupils know every now and again how much time they have got left to finish the tasks.
- Ask pupils not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before pupils do the review.

Vocabulary Revision

- Ask pupils to tell you the phrases they remember with the word *time*. Make sure they revise *a great time*, *look at the time*, *on time*, *time for* and *waste my time*. Ask pupils to make sentences using each of these phrases.
- Ask pupils to tell you as many adjectives as possible. Try to elicit *awful*, *careful*, *large*, *lazy*, *lucky*, *mean*, *modern*, *right*, *rich* and *rude*. Ask them to tell you about a person or a home with these adjectives.
- Check that pupils remember family words. Make three columns on the board with the titles *girl/woman*, *boy/man* and ask pupils to put the words related to family into each column.
- Check that pupils remember the words related to homes. Make three columns on the board with the titles *part of a home*, *furniture* and *appliances* and ask pupils to put the words related to homes into the correct column.

Grammar Revision

- Write *I*, *you*, *he/she/it*, and *we/you/they* one below the other on the board and ask a pupil to come and write the Present Simple affirmative forms of *go* beside the subject pronouns. Ask the other pupils to help the pupil who's writing. Then ask individual pupils at random round the class to tell you the negative forms. Do the same for the question forms and short answers. Then ask pupils which time expressions we often use with the Present Simple.
- Write *I laugh at Grandma's jokes*. and *Mum is late*. on the board and the adverb of frequency *usually* next to them. Then ask pupils to put the adverb in the correct position in each sentence.
- Write *I*, *you*, *he/she/it*, and *we/you/they* one below the other on the board and ask a pupil to come and write the Present Continuous affirmative forms of *play* beside the subject pronouns. Ask the other pupils to help the pupil who's writing. Then ask individual pupils at random round the class to tell you the negative forms. Do the same for the question forms and short answers. Then ask pupils which time expressions we often use with the Present Continuous.
- Ask pupils to tell you some verbs that we don't use with continuous tenses.
- Write *I/you/he/she/it/we/you/they* together on the board and ask pupils to tell you the Past Simple affirmative of *walk*. Write the answer on the board and then ask a pupil to come up and write the negative and question forms. Elicit the short answers and time expressions we use with the Past Simple.
- Write *be*, *become*, *buy*, *come*, *find*, *give*, *get*, *sell* and *take* on the board and ask pupils to come up and write the Past Simple affirmative forms.

Vocabulary

A

- Ask pupils to say each of the words as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to go to the first page of stickers at the back of the book and find the stickers for *Review 1*. Tell them to decide which thing each sticker shows and to stick it in the correct box.
- Check that pupils have put the correct stickers above each word.

B

- Explain to pupils that they should only write one word to replace the word in bold.
- Tell pupils to look for clues in the sentences to find the meaning of the correct word.

Answers

1 aunt
2 rich
3 rug
4 lazy
5 nieces
6 sink

C

- Explain to pupils that they should read the whole paragraph so that they understand the context for each of the missing words.
- Tell pupils they may need to look back at Unit 1, Lesson 1 for some of the answers as well as the Vocabulary tasks in the two units.

Answers

1 invitation
2 rich
3 only
4 company
5 incredible
6 balcony
7 microwave
8 kitchen

D

- Tell pupils to draw lines between words 1 to 5 and their opposites a to e.
- Ask pupils to tell you which of these words describe the life of Dipika, the girl in the article in Unit 2, Lesson 2, when she was young, and which words describe the life she has now.

Answers

1d **2**a **3**b **4**c **5**e

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Grammar

A

- Explain to pupils that they should rewrite each sentence with the adverb of frequency in the correct place.
- Tell pupils to look back at Unit 1, Lesson 1 grammar box for a reminder if they need to.

Answers

1 We don't always visit my aunt on Saturdays.
2 They are never at home in the morning.
3 Are Ben and his wife usually late for work?
4 My best friend often sleeps at my house.
5 Is your uncle always mean to his dog?
6 Do your sisters sometimes fight?

B

- Ask pupils to read each sentence and to find the subject of each missing verb. Remind them that the subjects will help them decide on the correct form of the Present Simple or the Present Continuous each time. Remind pupils to pay attention to the spelling rules for the *–ing* forms when completing the sentences.
- Tell pupils to look back at Unit 1, Lesson 1 grammar box for a reminder if they need to.

Answers

1 is following
2 do you meet
3 is taking
4 doesn't want
5 is running
6 don't know

C

- Explain to pupils that they should write the Past Simple form of each verb on the line. Tell them to decide whether each verb is regular or irregular.
- Tell pupils to look back at Unit 2, Lessons 1 and 2 grammar boxes and to look at the list of irregular verbs on pages 124 and 125 for a reminder if they need to.

Answers

1 studied
2 ran
3 was
4 enjoyed
5 came
6 stopped
7 lived
8 sold
9 bought
10 had
11 fought
12 hurt

D

- Explain to pupils that they should read the paragraph before trying to write the answers to decide whether to use the Present Simple, Present Continuous or the Past Simple. Tell them to look for time expressions and to find the subject of each sentence to help them decide on the correct form of the verb in brackets.
- Remind pupils to use the list of irregular verbs on pages 124 and 125 and tell them to look back at the grammar boxes in Unit 1, Lessons 1 and 2, and Unit 2, Lesson 1 for a reminder if they need to.

Answers

1 are moving
2 is
3 has got
4 love
5 went
6 bought
7 cleaned
8 are staying

E

- Explain to pupils that they have to write the short answer for each question. Tell them to look at each question to see if the verb is affirmative or negative and which tense it is.
- Tell pupils to look back at the grammar boxes in Unit 1, Lessons 1 and 2, and Unit 2, Lesson 1 for a reminder if they need to.

Answers

1 she isn't
2 I do
3 we are
4 they didn't
5 she did
6 he isn't

Song

- Tell pupils they are going to listen to a song about a family. Ask them to read and listen to the song and to find out who moved house and why (*the singer's aunt, uncle and cousins moved house because the old cottage's roof fell down*).
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once all the way through.
- To finish, ask pupils to look at the picture of the family and to find the family members and as many things as possible from the song.

When checking pupils' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your pupils progress well.

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3 Free Time

Way in

- Give pupils a few minutes to proofread each others' adverts about their homes from Unit 2, Lesson 3. They can do this in pairs or you could hang the paragraphs on the wall for them to read when they have time.
- Write *and*, *but*, *because* and *so* on the board and ask pupils to write four sentences, one with each of these words. Ask them to read out their sentences to the class.
- Write *bedroom*, *kitchen*, *sitting room* and *bathroom* on the board. Ask pupils to tell you as many things they can think of that you might find in each room. You can either write the things under the correct headings or let pupils write them on the board.

Quiz

- Ask pupils to open their books at pages 26 and 27 and to say what they see in the picture (*lots of fish, children watching them*).
- Ask pupils whether they would like to visit an aquarium.
- If pupils are interested, give them further information on sea creatures using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class. Ask about the places children like to visit in their spare time.

Background Information

The ocean is full of beautiful, colourful fish - and some ugly ones too! But there are many other creatures in our oceans, including nudibrachs, corals, seahorses and octopuses. To see photographs of these creatures, go to http://kids.nationalgeographic.com/kids/photos/strange-underwater-creatures/ .

Answer

b

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related adjectives; phrasal verbs
Grammar	past continuous
Listening	true or false statements
Speaking	asking and answering questions about actions in progress in the past
Writing	writing about what you were / weren't doing at a specific time in the past

The Cortuga Adventure
For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 107.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 Parrot's café
2 into the jungle
3 Mandy

While you watch

Answers

a2 **b**5 **c**1 **d**3 **e**4

After you watch

Answers

1 She is thinking about the animals.
2 no
3 hot
4 a log
5 because it's quite deep
6 Robbie

For teachers using the audio CD

- Begin by asking pupils where the children were in the previous episode (*Parrot's café*). Tell them to look at the episode on page 28 and ask them where the children go in this episode (*into the jungle*) and who doesn't like insects (*Mandy*).
- Tell pupils they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils why Robbie thinks Paolo can help them (*because he knows the island*) and how Paolo knew where to look for Craine (*he saw him walking into the jungle at the same time yesterday*). Then ask them what Craine is doing at the river (*crossing the bridge*) and ask them to say which children crossed the river (*Mandy and Jake*) and what they think will happen next.
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake and Paolo to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.
  1 Why is Mandy sad at the beginning of the episode? (*She is thinking about the animals.*)
  2 Did Paolo want to go after Craine at first? (*no*)
  3 How did Robbie feel in the jungle? (*hot*)
  4 What is the bridge made from? (*a log*)
  5 Why is the river dangerous? (*because it's quite deep*)
  6 Who runs on the bridge? (*Robbie*)

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Teaching Tip
When pupils read the cartoon episodes out loud, ask them to listen to how each person speaks in the recording and to copy it the best they can. This will improve their intonation and help them remember useful chunks of language that they can reproduce later.

Vocabulary

- Explain to pupils that the first letter of each word is given and that pupils must write a letter on each line available to complete the word. Explain that the missing words appear in the cartoon episode. Ask pupils to read the meanings and then to find the words in the text and underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers
1 wrong
2 sure
3 deep
4 safe
5 silly

Grammar

Past Continuous

- Read the uses of the Past Continuous in the grammar box and ask pupils to read the example sentences with you. Explain all the grammar terms used if necessary.
- Remind pupils of the spelling changes we make for the *-ing* form. Elicit or explain that verbs with one syllable that end in a vowel and a consonant, like *run*, double the consonant in the *–ing* form (*running*), that verbs that end in *–e*, like *take*, drop the *–e* in the *–ing* form (*taking*).
- Ask pupils to look back at the cartoon to find examples of the Past Continuous and to underline them (*was thinking, wasn't joking, was walking*).
- Read through the time expressions and explain that we can put them at the beginning or end of the sentence. Refer pupils back to the first and second example sentences at the top of the grammar box.

A
- Ask pupils to read each sentence and to find the subject of each missing verb. Remind them that the subjects will help them decide on the correct form of the Past Continuous each time. Remind pupils to pay attention to the spelling rules for the –ing forms when completing the sentences.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
1 was telling
2 was raining, were playing
3 weren't playing
4 wasn't working
5 were eating

B
- Ask pupils to look at the picture to see what the people were doing. Ask them to read the prompts in question 1 and to tell you whether the subjects are singular or plural (*singular*) and which word the verb is (*read*). Ask them to tell you the question and then ask whether the short answer will begin with *Yes* or *No* (*Yes*).
- Ask a pupil to come up and write the first question and short answer on the board, then ask the class whether the example on the board is correct or not. Make any corrections necessary on the board.
- Ask pupils to do the rest of the task individually and then to swap books with a partner to check each others' answers. Check the answers as a class correcting intonation patterns where necessary.

Answers
1 Was the boy reading a book? Yes, he was.
2 Were the girls playing tennis? No, they weren't.
3 Was Mum listening to the radio? No, she wasn't.

Vocabulary

- Ask pupils to work in pairs to read the sentences and decide which words fit the meaning. Explain that they should use the phrasal verbs in the same form shown in the wordbank.
- Check the answers as a class and explain the meanings of the phrasal verbs where necessary.

Answers
1 turn on
2 give up
3 try out
4 fall in
5 take up

Listening

- Explain to pupils that they are going to listen to two friends talking about what they were doing yesterday evening. Ask pupils to read sentences 1 to 5 quickly to find out which people are mentioned in each one (*Annabel, Annabel/her dad, Sandy, Annabel/her family, Larry*). Ask them to underline the verbs and any time expressions in the sentences. Explain that they need to pay attention to which person is speaking and whether they are talking about what they were doing or what another person was doing as they listen.
- Ask pupils to read through all of the sentences again and remind them that they have to write *T* if the sentence is correct and *F* if it is incorrect.
- Play the recording to the end and ask pupils to compare their answers with a partner. Ask them to justify any answers that are different. Play the recording a second time and ask them to check their answers or fill in any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 100 for the listening script.

Answers
1 T (*I had a great evening yesterday.*)
2 F (*… from six o'clock till seven I was listening to my favourite show, Hot Hits, on the radio … At the same time I was helping Dad with dinner.*)
3 F (*… but I wasn't listening to the radio last night. I was out with my mum …*)
4 T (*At seven I had dinner with my parents and my brother Toby.*)
5 F (*… my cousin Larry arrived. We were trying out my new computer game …*)

Speaking

- Explain that pupils are going to work in pairs to ask and answer questions about things people were doing at different times in the past.
- Remind pupils that we use the Past Continuous to talk about things that were happening at a particular time in the past, and tell them to use this tense to answer the questions.

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- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

Answers
Pupils' own answers

Extra Class Activity

Encourage every pupil to speak in class by playing a quick game. Hold up an object from your desk, for example, a ruler or a rolled up piece of paper. Look at one pupil and ask, *What were you doing at 7 o'clock last night?* and hand the object to the pupil.
Explain that the pupil with the object should answer the question and then give the object to somebody else while asking a question with a different time expression. Each pupil in turn has to answer the question and pass on the object to the next person, asking *What were you doing on/at …?* with a different time expression until every pupil has had a chance to ask and answer.

Writing

- Explain to pupils that they are going to write four sentences about what they were and were not doing at this time last week. Ask them to look back at *Grammar A* to remind themselves of the sentence structures. Tell them that they can write about anything they were or weren't doing and that they can use some of the ideas from Speaking.
- If time allows, ask each pupil to say one sentence about something they were or weren't doing. Then ask them to write their sentence.
- Ask pupils to write the other three sentences. You could set this task for homework if you are short of time.

Answers
Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 119.

Lesson 2

Objectives

Reading	information leaflet – missing sentences
Vocabulary	text-related words; adjectives with *-ed* or *-ing*
Grammar	past simple and past continuous
Listening	labelling a picture
Sounds of English	pronunciation of *e*

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' sentences.
- Check pupils' spelling of the words they learnt in Lesson 1 by asking them to come and write the following words on the board:
  - *deep*, *safe*, *silly*, *sure*, *wrong*
- Ask pupils which words we use to make the Past Continuous affirmative (*was/were + -ing* form of main verb). Ask them which time expressions we use with Past Continuous (*all day yesterday, all morning, at 3 o'clock, last Thursday, last year, this morning, at this time last week/year, from three o'clock till four*) and then ask them to give one example of the affirmative, negative and question forms, using different time expressions. Make sure they remember that the short answers end with *was/were* or *wasn't/weren't* without the main verb.
- Ask pupils to work in pairs to make sentences with the phrasal verbs *turn on*, *give up*, *try out*, *fall in* and *take up*. Ask each pair to read one of their sentences to the rest of the class until each pair has had the chance to speak and they have used all the phrasal verbs. Correct their answers where necessary.

Reading

- Tell pupils to look at the photograph on page 30 and ask them what they think the children are doing and where they are.
- Tell pupils that they are going to read the information leaflet to find out what tubing is and ask them to read the text on their own to find out why one boy was silly. (*He stood up and fell out of the tube*.) Tell them they don't need to worry about the gaps in the text yet.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Comprehension

- Ask pupils to read the sentences and to complete the leaflet. Once they have finished, tell them to read back through the text to make sure that they have chosen the correct sentences.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.

Answers
1d **2**b **3**c **4**a

Teaching Tip
When pupils are doing missing-sentence tasks, remind them to look for clues that will help them place the sentences correctly. For example, they should look for patterns in structure or meaning. In this task, sentence *d* is a question that asks about board games, and whether they make you yawn (*bored*). Blank *1* in the text is between two more questions that ask about hobbies and whether you are bored of them, or not interested. Sentence *d* fits the pattern. Another kind of clue is subject pronouns used to refer to nouns. In sentence *c*, *He* must refer to someone mentioned in the text. Blank *3*, comes after a sentence that talks about a silly boy, so sentence *c* fits. It also fits due to meaning. Showing off is an explanation of why the boy was silly.

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Explain any new vocabulary.

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Vocabulary

A

- Ask pupils to read through the sentences and options.
- Explain that the words in the exercise appear in the information leaflet. Ask pupils to find the words in the text and underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 show off
2 shout
3 pull
4 hill
5 silly

B

- Ask pupils to look at the first paragraph of the information leaflet on page 30 and to find and underline the words *bored* and *boring*. Ask them which adjective tells us how somebody feels (*bored*) and which one is about something that causes somebody to feel a particular way (*boring*).
- Explain to pupils that adjectives ending in *–ed* are used to describe how someone feels and that adjectives ending in *–ing* are used to describe something that makes someone feel a particular way. Ask pupils to complete the first pair of sentences and check that they understand the difference in meaning between.
- Ask pupils to do the rest of the task individually, but check the answers as a class.

Answers

1
a boring
b bored
2
a interested
b interesting
3
a relaxing
b relaxed
4
a tired
b tiring
5
a excited
b exciting

Grammar

Past Simple and Past Continuous

- Read the rules in the grammar box for using the Past Simple and the Past Continuous and ask pupils to read the example sentences with you. Explain all the grammar terms used if necessary.
- Explain that we often use *when* before the Past Simple because this talks about a specific time. Then explain that we often use *while* before the Past Continuous because this talks about a period of time when an action was still in progress.
- Ask pupils to look at the exercise and to read each sentence to see what it is about and to find the subject in each one. Explain that each sentence should have one verb in the Past Simple and one verb in the Past Continuous. Ask them to decide whether the verb in brackets is an action which interrupted another action or if it is an action that was happening before and up to a particular time in the past. Remind them to think about what words they need to form the Past Continuous and to look at the list of irregular verbs on pages 124 and 125 to find the Past Simple forms if necessary.
- Explain that the answers include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 were you doing, called
2 got, was swimming
3 Was Ben yawning, started
4 didn't stop, were dancing
5 was showing off, fell in
6 were sliding, saw

Listening

- Before listening to the recording, ask pupils to work in pairs. Assign each pair to one of the people in the picture and ask them to describe what they were doing using words they have learnt so far.
- Give each pair a few minutes on their own to talk about their person and then ask them to tell the class. Don't correct any mistakes they make, but make a note of them to pick up on after they listen to the recording.
- Explain to pupils that they are going to listen to a child talking about things that some family members and friends were doing in the park on a rainy day. Ask pupils to look at the list of names above the picture and to tell you which are boys' names and which are girls' names. Ask them to listen to the recording and write the names in the correct boxes.
- Play the recording all the way through again asking pupils to check their answers and to complete any missing information.

Turn to page 101 for the listening script.

Answers

(Names on the picture from the top down)
Lucy (... *Mark, was sliding down a hill with his friend Lucy*.)
Adam (*My cousin Adam was showing off and he fell in the water*.)
Mark (... *Mark, was sliding down a hill with his friend Lucy*.)
Daisy (... *Daisy was riding her bike*.)
Tommy (*There he is, under the tree*.)

Sounds of English

A

- Ask pupils to work in pairs to say the words to each other and to note the difference in the sound of the vowel when the *–e* comes at the end of the word. Explain the meaning of any new vocabulary where necessary.
- Read out each pair of words to the class stressing the sounds of letters in red and ask pupils if they were right. Then read the words once more and ask pupils to say them with you.

Answers

The *i* in *Tim* and *fin* is pronounced (ɪ), but in *time* and *fine* it's pronounced (aɪ)
The *u* in tub is pronounced (ʌ), but in *tube* it's pronounced (uː)
The *a* in hat is pronounced (æ), but in *hate* it's pronounced (eɪ)

B

- Ask pupils to work in pairs to say the words to each other.
- Ask pupils to listen to the recording to see if their pronunciation was right. Play the recording again, stopping after each pair of words for pupils to check their answers. Explain the meaning of any new vocabulary where necessary.
- Play the recording once more without stopping and ask pupils to repeat the words as a class.

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Extra Class Activity

To help pupils learn pronunciation, write a limerick with pupils using words with the different sounds from the Sounds of English tasks. Write on the board: *There was a young boy called Tim.* and *There was a young girl called Kate.* Tell pupils to choose one of the sentences to begin their limerick. Help them write four more lines to complete the limerick. Then them that the second and fifth line should end with a word that rhymes with *Tim* or *Kate* and that the last word in the third and fourth lines must rhyme with each other.

Extra Task (for early finishers)

See photocopiable material on page 119.

Lesson 3

Objectives

Reading	interview – multiple choice
Say it like this!	talking about free time
Grammar	used to
Writing	linking words (*and, when* and *while*); writing a story about something that happened in your free time

Way in

- Write on the board:
  Kate is *exciting* today.
  Mark's going to watch an *excited* film.
  Ask pupils what is wrong with each sentence and ask one to come up and make the corrections on the board. Then read out the other adjectives ending in *–ing* and *–ed* from Lesson 2 and ask pupils to tell you which ones describe how people feel and which ones describe something that causes them to feel a certain way.
- Ask pupils what connecting words we often use before the Past Simple (*when*) and before the Past Continuous (*while*). Make sure they remember which tense to use for each action when they talk about one action interrupted by another or tell a story.
- Write *fin – fine, hat – hate, tub – tube* on the board and ask pupils at random to say each pair. Correct pronunciation if necessary.

Reading

- Ask pupils to look at the picture of the girl on page 32 and the title of the interview and to tell you what they think it might be about.
- Tell pupils that they are going to read an interview with a teenage girl called Claire. Then ask pupils to read the interview on their own to find out when Claire's friends go ice skating (*every Saturday*).

Comprehension

- Ask pupils to read the questions before they read the interview again so that they know what information to look for. Ask them to scan the text to find the answers and to underline the information in the interview that helps them find the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary that pupils don't know.

Answers

1c (*Now, that I am fourteen …*)
2b (*… five years ago, when I was nine … I used to play games a lot.*)
3a (*Five years ago, I didn't go swimming …*)
4a (*I like reading books at the weekends.*)

Extra Class Activity

Ask the following extra questions to check pupils' understanding of the dialogue.
Why doesn't Claire play games a lot now? *(She has a lot of homework)*
How much TV did she use to watch? *(three hours a day)*
What sport did Claire use to play? *(football)*
What has Claire never done regularly, either in the past or now? *(go ice skating)*

Say it like this!

Talking about free time

- Read the *Say it like this!* box to the class and ask pupils to read the example sentences with you. Correct their intonation pattern if necessary. Draw their attention to the use of the gerund after the verbs *like, love, hate, can't stand, start* and *stop*.
- Ask pupils to work in pairs to ask and answer questions about their free time activities. Explain that the activities in the box are examples and that they can talk about these and any other activities that they do. Remind pupils to practise the language shown.
- To finish ask each pair to tell the class about what they do in their free time.

Answers

Pupils' own answers

Grammar

Used to

- Read the uses of *used to* in the grammar box and ask pupils to read the example sentences with you. Explain all the grammar terms used if necessary. Draw pupils' attention to the fact that the forms of *used to* are the same for all subjects.
- Write the following words on the board:
  - *go swimming*
  - *play chess*

  Ask pupils how to make affirmative and negative sentences with *used to*. Write the answers as pupils say them.
- Draw pupils' attention to the fact that we take off the *–d* from *used to* to make the negative and question forms.

Teaching Tip

Hold pupils' attention when you are explaining grammar rules by giving examples from real-life situations. Tell them about funny situations that you have experienced in the past or strange things that somebody you know used to do.

- Ask pupils to look at the first picture and to read the first prompt. Explain that they have to write a sentence about Dan and whether he used to be good at maths or not. Ask a pupil to tell you the answer and to write it on the board.

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- Ask pupils to do the rest of the task individually and then to swap books with a partner to check each others' answers. Check the answers as a class correcting pronunciation and stress where necessary.

1 Dan didn't use to be good at maths.
2 Dan used to collect stamps.
3 Dan used to watch TV.
4 Dan didn't use to cook for his family.

Writing

Writing stories

A

- Read about linking words with the class. Explain the meaning of any new vocabulary where necessary.
- Tell pupils to close their books, and then ask them which tense we use after *when* (*Past Simple*) and *while* (*Past Continuous*). Then ask them which word we use to link two halves of a sentence to talk about two actions that were happening at the same time (*and*).

B

- Ask pupils to read through the sentences and decide which linking word matches the verb tenses and meaning of each sentence. Remind them to use the examples in *A* to help them.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 when
2 while
3 and

C

- Ask pupils to read through the story and decide which words complete it correctly. Explain any words pupils don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 and
2 when
3 and
4 when
5 While

Task

D

- Ask pupils to work in pairs to discuss ideas about something that happened in their free time which they can write about. Point out that this is a story so they can use their imagination and write about something that didn't really happen if they like.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph adds a different piece of information to the description to make it easy to follow.
- Ask pupils to use the plan to write a story like the one in *C*.
- Alternatively, you could assign this task as homework.

Suggested answer

Last month, I was riding my bike in the park when I saw a lot of people. They were watching a funny game of chess.

The chess pieces in the game were people. They were wearing special clothes while they were moving around like chess pieces on a huge chess board. Suddenly, the game finished when the black team caught the white team's king.

While the players were walking off the board, they were asking children to come and play chess. I used to play chess, but I didn't want to wear silly clothes! One hour later, I was wearing the king's clothes when my team won the game. It was really exciting and I had a great time.

E

- Remind pupils that they should use *and*, *when* and *while* with the correct verb tenses.
- Ask pupils to proofread their stories and to pay attention to their spelling.
- Hang pupils' stories on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their stories.

Extra Task (for early finishers)

See photocopiable material on page 119.

Project Book

The pupils may do Project 3 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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4 Food and Drink

Way in

- If you assigned Unit 3, Lesson 3 Writing task D for homework, then give pupils a few minutes to proofread their stories to check they've used *and*, *when* and *while* correctly with the Past Simple and Past Continuous. Then ask them to read each others' stories, or hang them on the wall so they can read them when they have time.
- Ask pupils to tell you about something they *used to* do and something they *didn't use to* do. Get different pupils to write the affirmative and negative answers on the board and ask the rest of the class whether they are correct. If necessary, correct pupils' examples.
- Tell pupils that this unit is about food and drink. Elicit the words for meals which they have learnt already (*breakfast*, *lunch*, *dinner*). Briefly ask some pupils what their favourite food is and what they like to drink.

Quiz

- Ask pupils to open their books at pages 34 and 35 and to say which country they think the cooks are in. Tell them that the men in the photo are students in China and that they are learning to cook.
- If pupils are interested, give them further information on Chinese cooks using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

The students in the photo are preparing vegetables at Hefei's Anhui New East Cuisine Institute. They cook the vegetables in pans called woks with oil which gets so hot that it starts burning. This method helps the vegetables cook very quickly in the flames. This is a very special way of cooking and the cooks who are good at it can get jobs in the best restaurants and hotels. For further information, go to www.nationalgeographic.com. and look up *China*.

Answer

b

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related phrases; matching statements about food and drink
Grammar	much/many; a lot of, lots of, a few, a little
Listening	completing a dialogue
Speaking	practising a dialogue; role-playing going shopping for food
Writing	writing a short dialogue

The Cortuga Adventure
For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 108.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 trying to cross the bridge
2 in the river
3 Todd Craine's

While you watch

Answers

1 life
2 path
3 delicious
4 van
5 men
6 sweatshirt

After you watch

Answers

1 Mandy
2 two
3 they follow the path
4 bananas
5 Robbie
6 to eat something
7 the children open them
8 his sweatshirt

For teachers using the audio CD

- Begin by asking pupils what Robbie was doing at the end of Episode 3 (*trying to cross the bridge*). Ask them to look at the cartoon episode on page 36 and to say where Robbie is at the beginning of the episode (*in the river*) and whose cabin the children find (*Todd Craine's*).
- Tell pupils they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils who helped Robbie get out of the river (*Paolo*). Then ask them what Robbie was wearing around his neck after he came out of the river (*his sweatshirt*). Ask what the children saw at Craine's cabin (*Craine's men putting animals into a van*), what the children were running away from in the last scene (*Craine*) and what is on the ground next to the cage (*Robbie's sweatshirt*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Paolo and Craine to different pupils. If you have a large class, you may have to repeat until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.

1 Who wants a drink? (*Mandy*)
2 How many bottles of water do they have? (*two*)
3 How do the children find Craine's cabin? (*they follow the path*)
4 Which fruit do the children find? (*bananas*)
5 Who is feeling hungry? (*Robbie*)
6 Who goes inside the cabin for a snack? (*Craine's men*)
7 How do the animals get out of the cages? (*the children open them*)
8 What does Robbie lose at the end of the episode? (*his sweatshirt*)

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Vocabulary

A

- Explain that the phrases in the wordbank appear in the cartoon episode. Ask pupils to find the phrases in the cartoon and to underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 have got no idea
2 have a snack
3 make it quick
4 have got the chance
5 don't believe it
6 Hang on

B

- Explain that sentences a to e are all things we say about food or drink. Explain any words pupils don't understand.
- Ask them to read sentences 1 to 5 and to match them with sentences a to e.
- Ask pupils to do the task in pairs to encourage discussion, but check the answers as a class.

Answers

1c **2**e **3**a **4**d **5**b

Grammar

Much/many

- Read the grammar box to the class and ask pupils to read the example sentences with you. Write: *much apples* and *How many money?* on the board, and ask pupils why *much* and *many* in these examples are wrong (*apples* is a countable noun, and *money* is an uncountable noun).
- Draw pupils' attention to the use of *How much …?* to ask about prices.
- Ask pupils to read the sentences and to find and underline the noun that the answer describes or asks about in each sentence. Tell them to see whether each noun is countable or uncountable to help them decide which word is correct.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 much
2 much
3 many
4 much
5 many
6 many

A lot of, lots of, a few, a little

- Read the grammar box to the class and ask pupils to read the example sentences with you. Explain that *a lot of* and *lots of* mean a large number or amount of something, and that *a few* means *some* and *a little* means a small amount.
- Ask pupils to read the sentences to decide which words fit the meaning of each sentence. Tell them to see whether the words after each gap are countable or uncountable and to decide whether the meaning is affirmative or negative.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 a lot of
2 a little
3 a few
4 a few
5 a little

Listening

- Explain to pupils that they are going to listen to a shopkeeper talking to a woman who is shopping. Explain that they will write words they learnt in the grammar tasks to complete the dialogue. Give pupils a few minutes to read the dialogue and then ask them what kinds of nouns come after each gap from 1 to 5 (1 *plural countable*, 2 *uncountable*, 3 *uncountable*, 4 *plural countable*, 5 *plural countable*). Then ask them what kind of information question 6 is about (*price*).
- Play the recording to the end and ask pupils to fill in their answers. Ask them to work with a partner to check their answers and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to page 101 for the listening script.

Answers

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

Speaking

- Explain that pupils are going to work in pairs to practise the dialogue from the *Listening* task, and then to make their own similar dialogue using the words given.
- Remind pupils of the words that they learnt to describe or ask questions about quantities, and tell them to use them when answering the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask each pair to say their dialogue until each pair has had a turn.
- Write any mistakes that you heard on the board, without saying who made them, and ask pupils to correct them. Deal with any problems in pronunciation that arose.

Answers

Pupils' own answers

Teaching Tip

Always keep a low profile as you go around the room and don't stand close to any one pair longer than others. Pupils may feel self-conscious and embarrassed about speaking together in English if they notice you monitoring them.

Writing

- Explain to pupils that they are going to write a short dialogue similar to the one in the *Listening* task. Tell them to make sure they use *much*, *many*, *a lot of*, *lots of*, *a few* and *a little*. Tell them to look back at the examples in the grammar box and the *Listening* dialogue if they need a reminder of how to use these words.
- Ask pupils to write their dialogues and then to swap them with their partners to correct and compare them. You could set this writing task for homework if you are short of time.

Extra Class Activity

After pupils have corrected their dialogues, ask them to work in pairs to practise them. To finish, ask some pairs to read their dialogues to the class.

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Answers
Pupils' own answers

Extra Task (for early finishers)
See photocopiable material on page 120.

Lesson 2

Objectives

Reading	diary extract – true or false questions
Vocabulary	text-related words; cooking-related verbs
Grammar	some, any, every, no; Some-, any-, every- and no- with -body, -thing, -where
Listening	numbering pictures
Sounds of English	pronunciation of (ɪ:)

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to proofread and correct each others' dialogues. Then ask some pupils to read out their dialogues in front of the class.
- Write *much*, *many*, *a few*, *a lot of*, *lots of*, *a little* on the board and ask pupils to make a sentence for each. You can then invite pupils at random to come and write one of their sentences on the board.

Reading

- Ask pupils to look at the photo on page 38 and to tell you what they think the people are eating. Tell them to use some of the words and phrases from the *Vocabulary* and *Grammar* tasks in Lesson 1 on page 37 to describe the things in the photo. Ask them if they think these things are *delicious* or *disgusting*.
- Tell pupils that they are going to read a page from the holiday diary of a girl called Zoe. Explain that Zoe wrote the diary when she was on holiday in Beijing. Ask pupils if they know where Beijing is, and if they don't know, tell them that it is the capital city of China. Ask pupils to read the diary page on their own to find what Zoe found surprising (*that the food is very different from in Britain/people eat with chopsticks and don't find it difficult*).

Background Information
Chinese food is very diverse and includes many unusual vegetables (especially different types of mushrooms) and fish that pupils may not have encountered. For more children's impressions of China, go to: http://kidsblogs.nationalgeographic.com/globalbros/2008/09/

Comprehension

- Ask pupils to read sentences 1 to 5 so that they know what information to look for when reading the text again.
- Ask pupils to read the text again to find out if the sentences are true or false and to write *T* or *F* in the boxes provided. Ask them to underline the information in the text that helps them to find the answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers
1 T (*The food here is very different from Britain*)
2 T (*White rice is very important in China ...*)
3 T (*People in China don't have just one main dish for their dinner; they have several dishes!*)
4 F (*… Chinese people don't find it difficult at all!*)
5 T (*The food here is very good.*)

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask them if they know how many people live in the world (*In May 2009, the world's population was about 6.77 billion.*).

Vocabulary

A
- Explain that the words in the wordbank appear in Zoe's holiday diary. Ask pupils to find the words in the diary and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	chickens	**4**	markets
2	fry	**5**	bowl
3	fish	**6**	chopsticks

B
- Ask pupils to work in pairs to look at pictures 1 to 6 and explain that each picture shows the meaning of the sentence with the same number. Ask them to read the sentences and decide which words fit the meaning. Explain that they should use the verbs in the same form as shown in the wordbank.
- Check the answers as a class and explain the meanings of any verbs which pupils have not already been taught.

Answers

1	Chop	**4**	Add
2	Fry	**5**	Mix
3	Boil	**6**	Slice

Grammar

Some, any, every, no

- Read the uses of *some*, *any*, *every* and *no* in the grammar box and ask pupils to read the example sentences with you. Explain all the grammar terms used, if necessary.
- Ask pupils to read the sentences to decide which words fit the meaning. Tell them to see whether the meaning is affirmative, negative or a question.
- Explain that pupils must use *some*, *any*, *every* and *no* at least once. Remind them that *no* has a negative meaning but is used with the affirmative verb form.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	some	**4**	no
2	any	**5**	any
3	some	**6**	every

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Some-, any-, every-, and no- with -body, -thing and -where

- Read the rules in the grammar box and ask pupils to read the example sentences with you. Explain that when we use *nobody*, *nothing* or *nowhere* we use an affirmative verb but the meaning of the sentence is negative.
- Explain that 1 to 6 are the first halves of sentences and that pupils have to match them with the second halves a to f to make complete sentences. Point out that a to f begins with a word from the grammar box. Tell them to see whether the first half of the sentence is affirmative or negative as this may help them to find the correct answers.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

Extra Class Activity

Ask pupils to work in pairs to write four sentences like the ones in the matching task. Tell them to include words beginning with *some-*, *any-*, *every-* and *no-* in the middle of their sentences. Then give each pair a sheet of paper and tell them to write the first halves of their sentences on the left and number them 1 to 4, and to mix up the order of the second halves and label them a to d to make a matching task. Tell pupils to swap their tasks with another pair and then see if they can find the answers.

Listening

- Ask pupils to look at pictures a to f and decide what they show and which words from *Vocabulary B* they think will describe the pictures.
- Explain to pupils that they are going to hear a recipe and that they are going to note down the order in which they hear each instruction. Tell pupils that they have to listen for the words that talk about the things in the pictures and they also have to listen for words that tell them what to do with each thing.
- Ask pupils to listen to the recording and to number the pictures. Remind pupils to number each picture as they hear about them rather than trying to find the answers from a to f respectively.
- Play the recording again and ask pupils check their answers and to complete any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 101 for the listening script.

Answers

a4 (*… add a tin of tomatoes to the onions …*)
b5 (*… add the spaghetti to the sauce and mix together.*)
c3 (*… chop an onion …*)
d6 (*Add lots of cheese …*)
e1 (*First, boil some water in a pan.*)
f2 (*… add a packet of spaghetti and boil …*)

Sounds of English

A

- Tell pupils they are going to listen to several words being spoken. Play the recording once without stopping and ask pupils what sound the letters in red make. Explain the meaning of any new vocabulary where necessary.
- Play the recording once more without stopping and ask pupils to repeat the words as a class.

B

- Tell pupils they are going to listen to a rhyme.
- Play the recording, stopping after each line so that pupils can repeat it.
- Play the recording again without stopping and ask pupils to repeat the rhyme as a class. Then ask pupils at random to say the rhyme to the rest of the class.

Answer

They all make the sound *ee* (ɪː).

Extra Task (for early finishers)

See photocopiable material on page 120.

Lesson 3

Objectives

Reading	webpage – two-option lozenges
Say it like this!	making suggestions for dinner; agreeing or disagreeing
Listening	completing a table
Speaking	describing what people think of food
Writing	letters and emails; opening and closing phrases; writing an email with a recipe

Way in

- Read the first half of each line in the rhyme on page 39 and ask pupils to complete each line. Correct pronunciation where necessary.
- Ask pupils to tell you the verbs they learnt that explain how to make food in Lesson 2, *Vocabulary B*. Ask different pupils at random to come up and write a word on the board and then ask the rest of the class if the spelling is correct.
- Ask pupils if they use computers and, if so, what they use them for. Ask them if they know what a webpage is (*a page of information which is part of a website*) and what kind of webpages they are interested in.

Reading

- Tell pupils that they are going to read a webpage that contains a strange recipe. Ask pupils to read the webpage on their own to find out how to contact Lucinda (*by email*).

Comprehension

- Ask pupils to read through the sentences and options before they read the text again so that they know what information to look for.
- Explain that both options in questions 1 to 5 appear in the webpage, for example in question 1, the names *Lucinda* and *Angelina* are on the webpage, but pupils have to find out which one sent the recipe. Ask pupils to underline where they get the answer from in the text so they can justify their answers. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

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Answers

1 Angelina (*Angelina lives in South America. She sent me this recipe for chilli hot chocolate.*)
2 recipes (*Has anyone got any recipes … I collect them!*)
3 red (*You need: 1 red pepper, sliced thinly*)
4 heat (*... add the milk and heat ...*)
5 warm (*… heat until it is warm.)*

Teaching Tip

Help pupils to develop their reading comprehension skills by drawing their attention to the parts of the text where they found the answers to this task. Point out that in questions 1 and 2, the clues in the second sentences they underlined were subject or object pronouns that referred to the correct option. That is, in question 1 they had to find out that *She* referred to *Angelina* in the previous sentence, and in question 2 *them* referred to the *recipes* in the question Lucinda asked before this sentence. Ask them to look for other pronouns in the sentences that gave the answers (4 *it* meant *the chocolate*).

Say it like this!

What's for dinner?

- Read the *Say it like this!* box to the class and ask pupils to say the example sentences with you. Correct their intonation pattern if necessary. Draw their attention to the use of the gerund after *How about/What about*. Explain that we often begin suggestions with *Would you like…?* because this sounds more polite than *Do you want…?*
- Ask pupils to work in pairs to make two suggestions and to use the model answers to agree or disagree with each other. Remind pupils to practise the language shown in the box.
- Give pupils time to practice their suggestions and responses and then ask each pair to make one suggestion and to agree or disagree, until all pupils have a chance to speak.

Answers

Pupils' own answers

Listening

- Explain to pupils that they are going to hear a man called Tom talking about what people in his family like and dislike eating. Ask them to look at the table to work out what information they need to listen out for.
- Tell pupils that they will hear Tom speaking about the people in the order their names appear on the table.
- Play the recording and ask pupils to write in their answers. Ask them to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to page 101 for the listening script.

Answers

Anna	cheese (*… but she hates cheese!*)
Jimmy	honey (*… Jimmy likes honey.)*
Susie	raw carrots (*… Susie ... likes raw carrots*.)
Tom	spaghetti (*… I love spaghetti …*)

Speaking

- Explain that pupils are going to work in pairs to talk about what the people in Tom's family think about the food in the *Listening* task.
- Explain the meanings of the adjectives, if necessary, and tell pupils to use them in their answers where they can.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

Answers

Pupils' own answers

Extra Class Activity

Have a class discussion about Chinese food. Ask pupils whether they have ever been to a Chinese restaurant or eaten Chinese food. If they have, ask them to describe the restaurant and the food they ate. Tell them to say what they liked or didn't like about it. If none of the pupils have tried Chinese food, ask them what other food they have eaten from a different country and what they liked or didn't like about it.

Writing

Letters and emails

A

- Tell pupils to look at the phrases and read them through together. Emphasise the fact that we use these phrases when we are writing to somebody we know very well, like friends or family. Explain the meaning of any new vocabulary where necessary.
- Ask pupils to decide which two phrases we use at or near the beginning of a letter and which two we use at or near the end.

B

- Ask pupils to read through the email before they fill in any of the answers. Tell them to use each of the phrases once to complete the email. When they have finished, ask them to read the email again to check it makes sense.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Dear
2 How are you?
3 Bye for now!
4 Love from

Task

C

- Ask pupils to work in pairs to discuss ideas for recipes which they can write an email about.
- Make sure pupils understand the plan. Explain that they have to answer the questions and use their answers to write an email like the one in *B*.
- Alternatively, you could assign this task as homework.

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Suggested answer

Dear Lucinda,

Hi! How are you? I'm great! I'm sending you a recipe for Fresh Fruit Salad for your website. I hope you like it!

You need:
one apple
one orange
one banana
strawberries
yoghurt

First, chop the apple and banana and put them in a bowl. Then slice up the orange and add it to the apple and banana. Wash the strawberries and add them. Mix the fruit together and put the yoghurt on the top. Enjoy your dessert!

Bye for now!

Love from Dalia

D

- Remind pupils that they should use *First*, *Then* and *Last of all* to show the correct order for the instructions.
- Ask pupils to proofread their emails and to pay attention to their spelling.
- Hang pupils' emails on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their emails.

Teaching Tip

Ask pupils to try out their recipes at home (with appropriate permission and adult supervision, of course) and to bring some of the food they make to the next lesson so they can have a class picnic.

Song

- Tell pupils that they are going to listen to a song about a girl who tried some strange food and that they should read the song as they listen.
- Play the song and ask pupils whether the singer liked the food at first (*yes*) and what surprising things were in the food (*insects*). Ask what the person suggests at the end of the song and why (*try insects, because they're nice and crunchy*).
- Play the song again and ask pupils to sing along. Play the song a number of times if the pupils enjoy singing along.

Extra Task (for early finishers)

See photocopiable material on page 120.

Project Book

The pupils may do Project 4 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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Review 2

Objectives

- To revise vocabulary and grammar from Units 3 and 4
- Song – about the Cortuga Adventure

Revision

- Explain to pupils that the tasks in *Review 2* are based on the material they saw in Units 3 and 4.
- Remind pupils that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask pupils to do one task at a time and then correct it immediately, or ask pupils to do all the tasks and then correct them together at the end. If you do all the tasks together, let pupils know every now and again how much time they have got left to finish the tasks.
- Remind pupils not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before pupils do the review.

Vocabulary Revision

- Check that pupils remember the adjectives from Unit 3, Lesson 1 by reading the definitions from the Vocabulary task on page 29 (*deep*, *safe*, *silly*, *sure*, *wrong*).
- Ask pupils what phrasal verbs they remember. Make sure they revise *fall in*, *give up*, *show off*, *take up*, *try out* and *turn on*. Tell them to think of a sentence for each one and write them down in their notebooks.
- Check that pupils know the difference in meaning between *–ing* and *–ed*. Make sure they know that when we use *–ed* it tells how someone feels and when we use *–ing* it is about something that causes someone to feel a particular way.
- Write the following phrases on the board:
  don't believe it
  hang on
  have a snack
  have got no idea
  have got the chance
  make it quick
  Ask pupils to work in pairs to make sentences using the phrases. Ask pupils at random to read out one of their sentences. Correct their pronunciation if necessary.
- Write the words *crunchy*, *delicious*, *disgusting*, *fried*, *full*, *starving*, *tasty* and *thirsty* on the board and ask pupils to tell you what they mean.
- Write a __ __, b __ __ __, c __ __ __, f __ __, m __ __ and s on the board and ask pupils to complete the words with verbs related to recipes from Vocabulary B page 39.

Grammar Revision

- Write *I*, *you*, *he/she/it*, and *we/you/they* one below the other on the board and ask a pupil to come and write the Past Continuous affirmative forms of *walk* beside the subject pronouns. Ask the other pupils to help the pupil who's writing. Then ask individual pupils at random round the class to tell you the negative forms. Do the same for the question forms and short answers. Then ask pupils which time expressions we often use with the Past Continuous.
- Write *I was cooking*. *Mum came home*. on the board and write *when/while* next to them. Ask pupils which word we can use to join the two sentences. Then ask them to make another sentence using *while* with the Past Continuous and Past Simple.
- Write *I used to play football*. on the board and ask pupils to tell you the negative and question forms and the short answers.
- Write *much* and *many* on the board and ask pupils when we use these (*to describe quantities*). Then ask pupils which of the words we use with countable nouns, such as bananas (*many*) and which we use with uncountable nouns, such as orange juice (*much*). Then write *apples*, *coffee*, *doughnuts*, *eggs*, *lemonade*, *milk*, *money*, *potatoes*, *sandwiches*, and *tomatoes* on the board and ask pupils if they should use *many* or *much* before each of the words.
- Write *a lot of/lots of*, *a few* and *a little* on the board and ask pupils which words we can use with countable nouns like *apples* (*a lot of/lots of and a few*) and which words we can use with uncountable nouns like *milk* (*a lot of/lots of* and *a little*).
- Write *some*, *any*, *every* and *no* on the board and ask pupils to come up and write sentences or questions using these words. Make sure they remember which words we can use with affirmative or negative verb forms and in questions. Then ask pupils what words we can make from *some-*, *any-*, *every-* and *no-* to talk about people, things or places.

Vocabulary

A

- Ask pupils to say each of the words as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to go to the first page of stickers at the back of the book and find the stickers for *Review 2*. Tell them to decide which thing each sticker shows and to stick it in the correct box.
- Check that pupils have put the correct stickers above each word.

B

- Explain to pupils that they should replace the words in bold with a word that means the same from the wordbank.

Answers

1 hate
2 safe
3 starving
4 awful
5 serious

C

- Ask pupils to read the whole sentence and the possible options before choosing the correct answer. After they have completed the exercise tell them to read the sentences again to make sure their answers makes sense.

Answers

1a **2**b **3**c **4**b **5**a **6**b

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Grammar

A

- Explain to pupils that they should read the whole paragraph before trying to write the answers to decide whether to use the Past Simple or the Past Continuous form. Tell them to look for time expressions and to find the subject of each sentence to help them choose the correct form of the verb in brackets.
- Remind pupils to use the list of irregular verbs on pages 124 and 125 and tell them to look back at the grammar boxes in Unit 3, Lessons 1 and 2 for a reminder if they need to.

Answers

1 went
2 was shining
3 were standing
4 shouted
5 fell in
6 was getting out
7 saw
8 were laughing

B

- Tell pupils to look at the nouns in each sentence and to see if the verb is in the affirmative, negative or question form before they circle the answer.
- Tell pupils to look back at Unit 4, Lesson 1 grammar boxes for a reminder if they need to.

Answers

1 a few
2 anything
3 much
4 a lot of
5 Are there
6 many
7 is
8 nobody

C

- Tell pupils to look at the verb tense after each gap before they complete the sentence. Point out that sometimes the correct word will begin with a capital letter.
- Tell pupils to look back at Unit 3, Lesson 2 grammar box and Unit 3, Lesson 3, *Writing A* for a reminder if they need to.

Answers

1 when
2 while
3 While
4 When
5 while
6 when

D

- Tell pupils to decide whether the meaning is affirmative, negative or a question or whether the word in bold is about a person, a thing or a place. Point out that sometimes the correct word will begin with a capital letter.
- Tell pupils to look back at the grammar boxes in Unit 3, Lesson 3 and Unit 4, Lesson 2 for a reminder if they need to.

Answers

1 used
2 use
3 any
4 everything
5 Nobody
6 used
7 somewhere
8 use

Song

- Tell pupils they are going to listen to a song from the Cortuga Adventure. Ask them to read and listen to the song and to find out who saved Robbie and how.
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once all the way through.
- To finish, ask pupils to look at the picture from the cartoon story and to find which children they can see and what they are saying.

When checking pupils' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your pupils progress well.

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5 Education

Way in

- If you assigned Unit 4, Lesson 3 Writing task for homework, then give pupils a few minutes to proofread their recipes to check they have written the instructions correctly. Then ask them to read each others' recipes, or hang them on the wall so they can read them when they have time.
- If pupils have brought samples of the food they made using their recipes, as suggested in Unit 4, Lesson 3, ask them to share them with the class. Tell them to go around the class and offer their food to other pupils saying: *Would you like to try …?* with *some*, *a little* or *a few*. Make sure food is divided into small portions so that there will be enough to go round. Ask them what they think of each others' food and which recipes they would like to try out.
- Tell pupils that this unit is about education. You can explain that this means helping people to learn, not only by reading books and writing things that the teacher says in school, but also by doing or making things themselves, just as pupils did when they learnt to make food by following a recipe.

Quiz

- Tell pupils to look at the photo on pages 44 and 45 and to describe who they can see, where the people are and what they are doing (*There are some children in a classroom. They are reading.*).
- Ask pupils to do the quiz individually, but check the answer as a class. (The children will need to guess.)

Answer

a

Extra Class Activity

When you get the chance, play a miming game. Divide pupils into two teams and ask each team to write down words they can explain without speaking. Then ask different pupils from each team to mime a word for the other team to guess. The team which guesses the most words correctly is the winner.

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words; education-related words
Grammar	present perfect simple (affirmative); for, since, already, just, never
Listening	labelling a picture
Speaking	completing sentences about what you have/haven't done; talking about things your partner has/hasn't done
Writing	writing about what your partner has/hasn't done

The Cortuga Adventure
For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 109.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 they stopped Craine's plan
2 Robbie
3 because he lost his sweatshirt

While you watch

Answers

1 Robbie
2 Kate
3 Mandy
4 Jake
5 Robbie
6 Paolo

After you watch

Answers

1 to the police
2 any proof
3 in the pocket of his sweatshirt
4 the head teacher
5 tomorrow
6 because Craine may find it

For teachers using the audio CD

- Ask pupils to look at the episode on page 46 and ask them why the children are happy at the beginning of the episode (*they stopped Craine's plan*), who starts to feel cold (*Robbie*) and what happened to Robbie's sweatshirt (*he lost it*).
- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils which person wants to write an article for the school newspaper (*Jake*) and who wanted to hurry (*Paolo*). Ask them what was in the pocket of Robbie's sweatshirt (*a digital camera*) and where they think Robbie's sweatshirt might be (*near Craine's place*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake and Paolo to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.

1 Where does Jake want to go? (*to the police*)
2 What does Paolo think they haven't got? (*any proof*)
3 Where did Robbie put his camera? (*in the pocket of his sweatshirt*)
4 Who does Jake want to show the photo and his article to? (*the head teacher*)
5 When does Paolo want to look for the sweatshirt? (*tomorrow*)
6 Why must they find the sweatshirt now? (*because Craine may find it*)

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Vocabulary

A

- Explain that the words in the wordbank appear in the cartoon episode. Ask pupils to find the words in the cartoon and to underline them. Explain any words if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 article
2 proof
3 pocket
4 police
5 genius

B

- Explain that phrases 1 to 6 are the first halves of sentences and that pupils have to match them with the second halves, a to f, to make complete sentences. Tell them to find the meaning of the first half of each sentence and to decide which phrases fit this meaning.
- Ask pupils to do the task in pairs to help each other work out the meanings, but check the answers as a class.

Answers

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

Grammar

Present Perfect Simple (affirmative)

- Read the uses of the Present Perfect Simple in the grammar box with the class and ask pupils to read the example sentences with you. Write the example *I've just finished my homework*. on the board. Explain that we begin the Present Perfect Simple with *have* when the subject is *I*, *you*, *we*, *they* or a plural noun and with *has* when the subject is *he*, *she*, *it* or a singular or uncountable noun. Then explain that we need two words to make the Present Perfect Simple and that the second word is called a *past participle*. Tell pupils that the past participle in the example is *finished* and explain that for regular verbs, we make the past participle by adding *–ed* to the verb. Ask pupils to turn to pages 124 and 125 to look at the list of irregular verbs. Explain that they will find the past participles in the third column.
- Ask pupils to look at the example sentences a, c and d in the grammar box and to tell you the past participles (*gone*, *been*, *broken*), then ask pupils to look at the list again to find the infinitive forms of these verbs (*go*, *be*, *break*). Draw pupils' attention to the difference between *have been* and *have gone*.
- Ask pupils to read each sentence to decide whether the verb in brackets is regular or irregular. Tell them to find out whether the subject is singular or plural to see whether to use *has* or *have*. Tell them to use the list of irregular verbs on pages 124 and 125 to find the past participles of the irregular verbs.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 has finished
2 have learnt
3 have had
4 have done
5 has worked

For, since, already, just, never

- Read the rules in the grammar box and ask pupils to read the example sentences with you. Explain the meanings where necessary.
- Ask pupils to look at the example sentences and to tell you which words we can put after *have* and before the past participle (*already*, *just*, *never*), which word comes before a period of time (*for*) and which word comes before a particular time in the past (*since*).
- Ask pupils to read through the sentences and options. Tell them to see if the words after the options are past participles, a period of time or a particular time and to compare these with the examples in the grammar box.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

1 since
2 never
3 for
4 already
5 just
6 already

Extra Class Activity

Ask pupils to find the irregular verbs from the two Grammar boxes and the tasks they have just done. List the verbs on the board as pupils give their answers.
break
do
go
have
know
learn
meet
teach
Ask pupils to come up and write the Present Perfect form of these verbs on the board. Correct their spelling where necessary. Then ask pupils to learn these Present Perfect forms for the next lesson.

Listening

- Before listening to the recording, ask pupils to work in pairs. Assign each pair one of the people in the picture and ask them to describe what that person is doing.
- Give each pair a few minutes on their own to talk about their person and then ask pupils to tell the class what the person is doing. Don't correct any mistakes they make, but make a note of them to pick up on after they listen to the recording.
- Explain to pupils that they are going to listen to Lucy talking to her teacher about things that the pupils have done to get ready for the school dance. Ask pupils to look at the list of names above the picture and to tell you which are boys' names and which are girls' names.
- Play the recording all the way to the end and ask pupils to write the names in the correct boxes. Play the recording again. Ask pupils to check their answers and to complete any missing information.

Turn to page 101 for the listening script.

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Answers

Girl left:	Lucy (*I watched the other kids …*)
Girl centre:	Ada (*Ada took the chairs away.*)
Girl right:	Jane (*Jane brought the balloons in …*)
Boy left:	Bill (*Bill moved the desks ...*)
Boy right:	Andrew (... *Andrew cleaned the floor.*)

Extra Class Activity

Write the sentences on the board which justified the answers in the *Listening*, describing what each pupil did. Then ask pupils to change the verbs in these sentences to the Present Perfect. Write their answers on the board as they say them, and then ask pupils to correct them. Correct pronunciation and intonation where necessary.

Speaking

- Explain that pupils are going to work in pairs to talk about things they have or haven't done at school.
- Remind pupils of the words they need to form the Present Perfect Simple that they learnt (*has/have + past participle*), and tell them to use them to complete the sentences. Tell them to use the list of irregular past participles on page 124 and 125 if they need a reminder.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pupil to tell the class one thing that they have or haven't done at school.
- Write any structural mistakes that pupils make on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

Answers

Pupils' own answers

Writing

- Explain to pupils that they are going to write three sentences about what their partner has or hasn't done that they talked about in the *Speaking* task. Tell them to look back at the examples in the grammar box if they need a reminder of how to form the Present Perfect Simple.
- If time allows, ask pupils to write down their sentences and then get them to swap books with their partners to check what they have written.
- You could set this task for homework if you are short of time.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 121.

Lesson 2

Objectives

Reading	article – correcting sentences
Vocabulary	text-related words; education-related words
Grammar	present perfect simple (negative, question, short answers); ever and yet
Listening	two-option lozenges
Sounds of English	aspirates
Song	song about education

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to read and correct each others' sentences. Then ask pupils to read them to the class.
- Ask pupils how we make the Present Perfect form of regular verbs, elicit that we use *has/have* and we add *–ed* to the main verb. Then tell them to write down the verbs *break*, *do*, *go*, *have*, *know*, *learn*, *meet* and *teach*, and to write the Present Perfect forms they learnt in Lesson 1. Ask pupils to swap books with a partner to check each others' work. Then tell one pupil from each pair to come up and write one of the answers on the board.
- Ask pupils which words we often use with the Present Perfect (*for*, *since*, *already*, *just*, *never*) and ask them to give you example sentences using each one.
- Ask pupils to look at the picture on page 48 and to tell you what they think the article is about (*elephants*). Ask whether they have seen an elephant before and, if so, to say where and when.

Reading

- Ask pupils to look at the title of the article and to guess who or what Bambira is (*an elephant*). Ask them if they know anything about elephants, for example, if they think an elephant can jump (*no*), how many teeth an African elephant has to chew its food with (*four*).
- Ask pupils why they think an elephant has to go to school and explain that they learn to carry people and things, and to help people to move things. Then ask pupils to read the article on their own to find who Bambira's friend is (*his trainer*).

Comprehension

- Ask pupils to read the sentences before they read the article again so that they know what information to look for. Ask them to scan the text to find the answers and to underline the information in the description that helps them find the answer.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary that pupils don't know and correct pronunciation where necessary.

Answers

1. breakfast (*It's Monday morning and he has just had breakfast.*)
2. clever (*Bambira is quite clever …*)
3. final (*He is in his final year.*)
4. six (*The elephants go to school for six years …*)
5. March (*… they have a holiday from March to May.*)
6. started school (*Bambira has had the same trainer since he started school …*)

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Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Explain the meaning of any words pupils do not know. Explain that the elephant is the biggest animal in the world that lives on land.

Vocabulary

A

- Tell pupils that they have to use the words in the wordbank to complete the sentences. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 friendship
2 guessed
3 time off
4 gave up
5 pushed

B

- Explain that pupils will learn more words to do with education in this exercise. Ask pupils to work in pairs to read the paragraph and to decide which word fits the meaning for each gap.
- Check the answers as a class. Correct their pronunciation where necessary.

Answers

1 education
2 boarding school
3 library
4 marks
5 exams
6 report

Grammar

Present Perfect Simple (negative, question, short answers)

- Read the rules in the grammar box and ask pupils to read the example sentences with you. Explain the meanings where necessary. Point out that we put *not* between *has/have* and the past participle to make the negative form and that we use *has/hasn't* or *have/haven't* without the past participle in short answers.

Ever and yet

- Read the rules in the grammar box and draw pupils' attention to the position of *ever* and *yet* in the example sentences. Explain the meanings if necessary.

A

- Ask pupils to read each sentence to decide whether they need to use the negative or the question form of the Present Perfect Simple of the verb in brackets. Tell them to see if the verb in brackets is regular or irregular. Tell them to pay attention to the position of *not* in negative sentences and the word order in the questions. Remind pupils to use the list of irregular verbs on pages 124 and 125 to find the past participles of the irregular verbs.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 haven't done
2 Has Mrs Smith … shouted
3 haven't had
4 Have you finished
5 haven't learnt

B

- Ask pupils to read questions 1 to 5, then ask them to read short answers a to e and to find the subject pronouns to help them match the answers with each person or thing in the questions.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1c **2**d **3**a **4**e **5**b

Listening

- Ask pupils to read through the sentences and possible options.
- Explain to pupils that they are going to listen to a new teacher talking to some pupils about what the class has done.
- Play the recording to the end and ask pupils to circle the correct answers. Ask pupils to discuss their answers with a partner and to justify and answers they have if they are different. Play the recording again and ask pupils to check their answers and to circle any missing answers.

Turn to page 101 for the listening script.

Answers

1 Mr Rogers (*… because Mr Rogers is away.*)
2 fifty (*… has the class done exercise five on page fifty yet? Yes, Miss Andrews.*)
3 has not (*What about the text on the next page? … No, we haven't read that yet.*)
4 elephants (*That's right, it's about elephants.*)
5 Henry (*Well, Henry, you read it, then.*)

Sounds of English

A

- Explain to pupils that they are going to hear four pairs of words. Ask them to pay attention to the sound of the letter *h* at the start of the words on the left. Explain the meaning of any new vocabulary where necessary.
- Read out each pair of words to the class stressing the sound of *h* in the words in the left column. Then read the words once more and ask pupils to say them with you.

B

- Ask pupils to work in pairs to say the sentence to each other.
- Ask pupils to listen to the recording to see if they pronounced it correctly. Explain the meaning of any new vocabulary where necessary.
- Play the recording once more without stopping and ask pupils to repeat the sentence as a class.

Teaching Tip

Tongue twisters are a useful tool to help pupils remember sounds. Make up your own tongue twisters using the sounds you want to teach and ask pupils to try and say them as quickly as possible.

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Extra Class Activity

Write the name *Henry* on the board and say it clearly stressing the sound of *h*. Then say *Henry says ha ha ha* and ask the class to say it with you. Ask pupils to repeat it and correct their pronunciation of the aspirate sound where necessary. Then ask pupils to think of other names that begin with *H* and to repeat the sentence using these names (eg *Helen*, *Harry*, *Hannah*).

Song

- Explain that pupils are going to listen to a song about education and that they should read the song as they listen.
- Play the song stopping at the end of each verse to check that pupils have understood it. Ask pupils what they think *the boat to the other side* means in the first verse (*something that they need to do, something difficult*). Play the song again and ask pupils to sing along.
- Ask pupils what things they think they can't do without an education and what makes it fun for them.
- Play the song a number of times if the pupils enjoy singing along.

Extra Task (for early finishers)

See photocopiable material on page 121.

Lesson 3

Objectives

Reading	interview – open-ended questions
Say it like this!	talking about school
Grammar	present perfect simple and how long
Writing	paragraphs; topic sentences; writing an email about what you are doing in school

Way in

- Write *gave up*, *time off*, *exams*, *library*, *report* and *education* on the board. Ask pupils to use the words to make sentences and to write them in their notebooks. If time allows, ask pupils to come up and write one of their sentences on the board.
- Write the following on the board: *eaten/I/not/yet/have* and ask pupils to put the words in the correct order (*I have not eaten yet*.). Then ask them how we form questions using the Present Perfect Simple, and how we form short answers.

Reading

- Tell pupils that they are going to read an interview with a new teacher. Then ask them to read the interview on their own to find what the reporter hopes in the end (*that Mr Johnson doesn't give them a lot of homework*).

Comprehension

- Ask pupils to read the questions before they read the text again so that they know what information to look for.
- Ask pupils to do the task individually, but check the answers as a class. Ask pupils to underline where they find the answers in the text so they can justify their answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1. in France (*I was working in France …*)
2. three months (*Three months, I think*.)
3. in a school on Hill Road (*I worked in a school in Hill Road …*)
4. three (*... just three. One in France and two here*.)
5. Yes, he has. (*Have you met many people yet? …Yes, I have …*)
6. Mr Johnson's daughter, Elsa (*My daughter Elsa has made lots of friends*.)

Say it like this!

Talking about school

- Ask pupils to work in pairs to ask and answer the questions about school. Explain that they will take turns to ask each other the questions and that they must reply with their own answers.
- As a class, ask each pair to ask and answer one of the questions until all pupils have had the chance to speak. Correct their pronunciation and intonation patterns if necessary.

Answers

Pupils' own answers

Grammar

Present Perfect Simple and How long

- Read the grammar box to pupils and ask them to read the examples with you. Remind them of the word order for questions with the Present Perfect Simple.
- Ask pupils to read the prompts for question 1 and to tell you whether the subject is singular or plural (*singular*), which word the verb is (*study*) and whether the verb is regular or irregular (*regular*). Ask them to tell you the Present Perfect Simple of *study* (*has studied*).
- Ask a pupil to come up and write the first question on the board, then ask the class whether this is correct or not. Make any corrections necessary on the board.
- Tell pupils to do the rest of the task individually. Remind them to use the list of irregular verbs on pages 124 and 125 to help them find the past participles where necessary.
- Encourage pupils to swap books with a partner to check each others' questions. Check the answers as a class.

Answers

1. How long has Sandra studied German?
2. How long have Peter and Paul had tennis lessons?
3. How long has she been a teacher?
4. How long have you known Lucy?
5. How long have they been at this school?
6. How long have I taught physics?
7. How long has the pupil slept in class?
8. How long has Miss Jones worked at Golding School?

Writing

Paragraphs

A

- Read the rules about paragraphs and topic sentences to the class. Explain the meaning of any new vocabulary where necessary.

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Teaching Tip

Explain to pupils that we write in paragraphs to make our writing easier to read and to make the meaning clear. Each paragraph should have a topic sentence that tells us what we are writing about and the other sentences in the same paragraph will tell us more about this topic.

B

- Tell pupils to read the email and to look for the sentence that explains what each paragraph is about.
- Ask pupils to do the task individually, but check the answers as a class.

Extra Class Activity

To give pupils more practice in identifying topic sentences, ask them to read a page from a graded reading book and to underline the topic sentences on the page. Alternatively, choose a page from a story they might find interesting, give pupils photocopies of the page and ask them to find the topic sentences.

Answers

Pupils should underline the following:

Paragraph 1
I'm writing because I've got a free hour so I can tell you about my school this week.

Paragraph 2
We've got a test this afternoon and we've already had three this week!

Paragraph 3
Why don't you come over to my house this weekend?

Task

C

- Ask pupils to work in pairs to discuss ideas about what they are doing in school this week.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph adds a different piece of information to the email to make it easy to follow.
- Ask pupils to use the plan to write an email like the one in *B*.
- Alternatively, you could assign this task as homework.

Suggested answer

Hi Jenny!

How are you? I'm writing because it's lunchtime so I have free time to tell you about my school this week. We've just had a sports lesson in the playground. I'm really tired. We played basketball. My team won!

We've got an exam in English this afternoon and we've already had two this week! I've never done three English exams in one week before. I have studied a lot!

Why don't you come over to my house this weekend? You haven't seen my new pet rabbit yet. She's brilliant! You can have lunch with us.

Let me know about the weekend! Bye for now!

Jane

D

- Remind pupils that paragraphs 1, 2 and 3 must have topic sentences.
- Ask pupils to proofread their emails and to pay attention to their spelling.
- Hang pupils' emails on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their emails.

Extra Task (for early finishers)

See photocopiable material on page 121.

Project Book

The pupils may do Project 5 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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6 The Body

Way in

- If you assigned Unit 5, Lesson 3 Writing task for homework, then give pupils a few minutes to proofread their emails and to check that they have written in paragraphs with a topic sentence at the beginning of each. Ask them to read each others' emails, or hang them on the wall so they can read them when they have time.
- Tell pupils to ask a partner two questions beginning with *How long*, and to answer their partners' questions. Then ask each pair to ask and answer two questions in front of the class. Correct their pronunciation where necessary.
- Tell pupils that this unit is about the body. Ask them to describe the people in the photo on pages 52 and 53.

Quiz

- Ask pupils to look at pages 52 and 53 and to guess what they can see. Explain that sport helps to keep us fit. Ask what sort of exercise they enjoy doing. Do they think the man in the picture is fit?
- If pupils are interested, give them further information on snow sports using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

Skiing started out as a way for people to get around their villages and farms when the snow was too difficult to walk in. Today, it is a popular sport and one of the main events in the Winter Olympics, which take place every four years. For more information and children's impressions of the Winter Olympics, go to http://kidsblogs.nationalgeographic.com/you-are-here/canada/sports/.

Answer

b

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words; body-related words
Grammar	present perfect simple and past simple
Listening	true or false statements
Speaking	describing people in photos
Writing	writing a paragraph about people in photos

The Cortuga Adventure
For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 110.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 Jake
2 outside Craine's cabin
3 Mandy

While you watch

Answers

1 freezing
2 name
3 shaking
4 careful
5 quiet
6 noise

After you watch

Answers

1 Kate
2 yes
3 because Robbie's name is in his sweatshirt
4 Jake
5 Mandy and Robbie
6 the thief

For teachers using the audio CD

- Begin by asking pupils who wanted to write an article for the school magazine in the last episode (*Jake*). Ask pupils to look at page 54 and to guess where the children are now (*outside Craine's cabin*). Ask pupils to quickly scan the cartoon and tell you who is freezing (*Mandy*).
- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils what Robbie forgot (*that his name is inside his sweatshirt*) and why Mandy's legs are shaking (*she's scared*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Paolo and Todd Craine to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.
  1 Who told Mandy how to get warm? (*Kate*)
  2 Have the children looked in many places for Robbie's sweatshirt? (*yes*)
  3 Why do they think Craine will know they freed the animals? (*because Robbie's name is in his sweatshirt*)
  4 Who wanted to go to the cabin and look for the sweatshirt? (*Jake*)
  5 Which children wait in the jungle near the cabin? (*Mandy and Robbie*)
  6 Who does Craine want his men to look for? (*the thief*)

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Vocabulary

A

- Remind pupils that the first letter of each word is given and that pupils must write one letter on each line to complete the word. Explain that the words appear in the cartoon episode but to be careful because some words appear in a different form. Ask pupils to read the definitions and then to find the words in the text and underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

(First letter given)
1 freezing
2 search
3 shake
4 steal
5 fall off

B

- Tell pupils to look at the pictures and then to match letters a to h with words 1 to 8. Explain any vocabulary that pupils have not been taught yet.
- Ask pupils to work in pairs to do the task, but check the answers as a class. Correct pronunciation where necessary.

Answers

1d **2**g **3**e **4**c **5**f **6**b **7**h **8**a

Extra Class Activity

Play a game to practise the body-related vocabulary. Start the game by pointing at a part of a pupil's body and ask '*Is this your …?*' using a word for a different body part. The pupil must answer '*No, it's my … .*' using the correct word, then it's their turn to ask the next pupil a question, and so on until everyone has had a turn to ask and answer. Tell pupils they can use the words from *Vocabulary B* and any other body-related words they have already learnt.

Grammar

Present Perfect Simple and Past Simple

- Read the rules in the grammar box and ask pupils to read the example sentences with you. Remind pupils that we form the Present Perfect Simple with *have/has* + the past participle of the main verb, and that we make the Past Simple of regular verbs by adding *-ed* to the main verb.
- Draw pupils' attention to the time expressions we use with the Past Simple and those we use with the Present Perfect Simple. Remind them that *ago* means *before now*, then explain that *ever* means *at any time* and *never* means *not at any time*.

A

- Ask pupils to read the sentences and options and to find any time expressions which match the Past Simple or the Past Perfect. Tell them to compare each sentence with the examples in the grammar box to see which grammar rule it matches.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

1 have broken
2 Have
3 fell off
4 haven't eaten
5 lived, broke

B

- Ask pupils to read each sentence to decide whether they need to use the Past Simple or the Present Perfect Simple of the verb in brackets and whether the sentence is affirmative, negative or a question. Tell them to see if the verb in brackets is regular or irregular.
- Explain that the answers include negative and question forms and remind pupils to use the list of irregular verbs on pages 124 to 125 to find the Past Simple and past participles of irregular verbs.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 haven't visited
2 Have ... broken
3 Has ... woken up
4 grew
5 Did ... go

Listening

- Explain to pupils that they are going to listen to Polly talking to her mum about making an elephant. Ask pupils to read sentences 1 to 5 quickly to find out what Polly has or hasn't done. Then ask them to underline the verbs in the sentences (*has made*, *has seen*, *hasn't made*, *has fallen off*, *has finished*). Explain that they need to pay attention to whether the verb forms are affirmative or negative as they listen.
- Remind pupils that they have to write *T* if the sentence is true or *F* if a sentence is false.
- Play the recording once and then ask pupils to compare their answers with a partner. Ask them to justify any answers that are different. Play the recording a second time and ask them to check their answers or fill in any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 101 for the listening script.

Answers

1 T (*I've made an elephant.*)
2 F (*I didn't have a good picture and I haven't seen a real elephant.*)
3 F (*I put the tail on an hour ago …*)
4 T (*… but it's already fallen off.*)
5 F (*I haven't finished the legs yet.*)

Speaking

- Explain that pupils are going to work in pairs to describe what the people in the photos are doing.
- Remind pupils of the body-related words that they learnt, and tell them to use them in the descriptions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Tell each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

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Answers
Pupils' own answers

Writing

- Explain to pupils that they are going to write a paragraph about one of the pictures that they described in the *Speaking* task. Ask them to look back at the words in *Vocabulary B* to remind them of the words for parts of the body. Tell them to write the description that they gave in *Speaking*.
- If time allows, ask pupils to swap books with their partners to check what they have written.
- Alternatively, you could set this task for homework.

Answers
Pupils' own answers

Extra Task (for early finishers)
See photocopiable material on page 122.

Lesson 2

Objectives

Reading	article – two-option lozenges
Vocabulary	text-related words; illnesses
Grammar	possessive pronouns
Listening	ticking the correct pictures
Sounds of English	pronunciation of *s* sounds

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' paragraphs. Then ask pupils at random to read their paragraph to the rest of the class.
- Write *freezing*, *search*, *shake*, *steal* and *fall off* on the board and ask pupils to write one sentence for each word in their notebooks. Ask them to swap books with a partner to compare sentences and check spelling. Ask pupils at random to read one of their sentences to the class.
- Draw a monster similar to the one on page 55 on the board. Point to different parts of its body and ask pupils to tell you what they are.
- Ask pupils which time expressions we use with the Past Simple (*yesterday, last night/week year* (*etc*), *three days/months/years ago, in January, in 2009*). Ask which time expressions we use with the Present Perfect Simple (*ever, never, already, just, for, since, yet*).

Reading

- Tell pupils that they are going to read an article about a mummy. Ask them if they know about any places where people have found mummies, and explain that the one in the picture is from Peru. Ask pupils if they know where Peru is (*South America*). Ask pupils to read the article on their own to find out why the mummy's death is still a mystery (*because we don't know why or how she died*).
- If pupils are interested, give them further information on the mummy using the Background Information box.

Background Information

The mummy was one of the Moche people who lived in Peru 1,600 years ago. There were also 23 spear throwers, like bodyguards, in her tomb so she was definitely an important person, for example, a queen or a warrior princess. This mysterious woman has become famous again since scientists found the tomb. Inside the tomb she still had her dresses and her hair in the traditional Moche style. Her tattoos had drawings of snakes, spiders, crabs, and imaginary animals all over her arms, legs, and feet. Nobody knows for sure, but maybe the Moche believed that animal tattoos would bring good luck to their farms. Scientists are still trying to find out more about her life and the world of the Moche people. For further information on the mummy and Peru in general, go to http://kids.nationalgeographic.com and look up *Peru*.

Comprehension

- Ask pupils to read through the sentences and options before they read the text again so that they know what information to look for.
- Ask pupils to underline where they get the answer from in the text so they can justify their answers. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
1 under (*Under the floor of an ancient pyramid …*)
2 a lot of (*… and many fine clothes too.*)
3 woman (*The mummy was a young woman …*)
4 under (*… between 20 and 30 years old.*)
5 animals (*… she also had strange tattoos of animals …*)

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask them if they think a baby has fewer or more bones than an adult (*more*). Then ask them to guess how many bones a baby has. Tell them that babies can have 300 to 350 bones when they are born, and that the bones join together as they grow up.

Vocabulary

A
- Explain that the words in the wordbank appear in the article. Ask pupils to find the words in the article and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation if necessary.

Answers
1 necklace
2 tattoo
3 ordinary
4 mystery
5 ancient

B
- Ask pupils to work in pairs to read the sentences and options and decide which option fits each sentence. As most of the vocabulary is new, encourage pupils to use dictionaries if they have them as well as looking for clues in the rest of the sentence.

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- Check the answers as a class and explain the meanings of words where necessary.

Teaching Tip

Make sure pupils know how to look up words in a dictionary as this is a valuable learning aid.

Answers

1	toothache	**4**	skin
2	temperature	**5**	cough
3	sunburn	**6**	sore

Grammar

Possessive pronouns

- Write the following sentence from the article on page 56 on the board: *They also thought that the valuable things were his*. Underline the word *his* and ask pupils what it means (*the important man's things*). Explain that *his* is a possessive pronoun and that we use possessive pronouns instead of a possessive adjective and a noun when we are talking about something that we have mentioned before.
- Ask pupils to look at the grammar box and read the first sentence and the example. Ask pupils what *mine* means in this example (*my necklace*). Explain that we only use possessive pronouns when we have already mentioned the person and the object that belongs to them.
- Read through the other rules and examples, then read the list of possessive adjectives and possessive pronouns and ask pupils to repeat them after you. If necessary remind pupils that possessive adjectives appear before nouns and tell us who something belongs to.
- Ask pupils to read through the article on page 56 again to find any other possessive pronouns and to underline them (*his* at the end of paragraph 1, *hers* at the end of paragraph 2).

A

- Ask pupils to read the sentences and options and to check whether the option comes before a noun or whether it is on its own, replacing a possessive adjective and a noun. Tell them to compare each sentence with the examples in the grammar box to see which example it matches.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

1	hers	**4**	my
2	yours	**5**	ours
3	theirs		

B

- Ask pupils to read through the sentences and to see if the words in bold are about something that belongs to a man or a woman, or whether there is a possessive adjective which tells us who something belongs to. Tell them to use the list of possessive pronouns and possessive adjectives in the grammar box to help them find the correct answers.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1	his	**4**	yours
2	mine	**5**	theirs
3	hers	**6**	ours

Listening

- Ask pupils to read through the questions and to find the differences between the two pictures below each question.
- Explain to pupils that they are going to listen to a woman talking to a doctor about illnesses that people in her family have got.
- Play the recording and ask pupils to tick the correct pictures.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.
- Check the answers as a class and ask pupils to justify their answers.

Turn to page 101 for the listening script.

Answers

1a (*Good morning, Doctor Kipling here.*)
2b (*The twins have got a temperature …*)
3a (*… Grandad's in bed with a really bad cough.*)
4a (*Yes, Doctor, I've got a very bad headache.*)
5b (*… can you come at five o'clock? … OK, five o'clock. That's fine.*)

Extra Class Activity

Ask pupils to describe what they can see in the pictures that showed the wrong options in *Listening*.

Answers

1b This shows a dentist.
2a The twins are sneezing.
3b Grandad is sitting in a chair in the garden.
4b Mrs Myers has got sunburn.
5a The clock shows four o'clock.

Sounds of English

A

- Play the recording once and ask pupils to note the sound that the letters in red make. Explain the meaning of any new vocabulary where necessary.
- Play the recording once more without stopping and ask pupils to repeat the words as a class.

Answers

1 sound like *z*
2 sound like *s*

B

- Play the recording, stopping after each line for pupils to repeat.
- Play the recording once more without stopping and ask pupils to repeat the rhyme as a class. Then ask some pupils to say the rhyme to the rest of the class.

Extra Task (for early finishers)

See photocopiable material on page 122.

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Lesson 3

Objectives

Reading	letters from a magazine – missing sentences
Say it like this!	at the doctor's
Listening	completing a dialogue
Speaking	talking about the differences between two pictures
Writing	order of paragraphs; emailing a friend about when someone was sick

Way in

- Ask pupils to write the words they can remember from Lesson 2 describing illness in their notebooks. Ask pupils at random to read out one of their words. Alternatively they can come and write one of their words on the board. They should remember *headache*, *toothache*, *temperature*, *burn*, *sunburn*, *stomach ache*, *cough*, *sneeze*, *sore* and *ill*. Ask them to swap books with a partner to check their spelling.
- Point to something belonging to a pupil (eg *a book*) and say *This is* (*Mary's*) *book* and say *It's ….* to elicit the possessive pronoun *hers*. Continue talking about other objects until pupils have used all the possessive pronouns correctly.

Reading

- Tell pupils that they are going to read a letter about a problem that James sent to a magazine and the reply that Dr Foster sent back to him. Ask them to read the letters on their own to find out what Dr Foster tells James he must do (*Not spend many hours on his computer, never use the computer late at night, take anything he doesn't need out of his school bag, or leave some things at school*). Tell them they don't need to complete the gaps in the letters yet.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Comprehension

- Ask pupils to read through the letters again in order to find clues about what information is missing.
- Ask pupils to read the sentences and to complete the letters. Tell them to read back through the letters once they have finished making sure that they have chosen the correct sentences. Explain any vocabulary pupils don't know.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1d **2**c **3**a **4**b **5**e

Say it like this!

At the doctor's

- Ask pupils to work in pairs to read the sentences and to complete the dialogues. Then tell them to practise the dialogue and to take turns at being the doctor and the patient. Correct their pronunciation and intonation pattern if necessary.
- If time allows, ask pairs of pupils at random to say their dialogue to the rest of the class until all pupils have the chance to speak.

Answers

1 What's the matter?
2 I've got a bad cough.
3 Open your mouth.
4 Is it serious?
5 Take this medicine.

Extra Class Activity

Ask pupils to work in pairs to make new dialogues like the one in *Say it like this!* to talk about different illnesses. Ask each pair to say their dialogue in front of the class.

Listening

- Explain to pupils that they are going to listen to Lizzie talking to her grandma who is feeling ill. Explain that they will write words they learnt in Lessons 1 and 2 to complete the dialogue. Give pupils a few minutes to read the dialogue and then ask them whether they think the answers in each gap from 1 to 5 will be a body part, a sign of illness or something the doctor gives you (1 and 2 *body part*, 3 *sign of illness*, 4 *something the doctor gives you*, 5 *sign of illness*).
- Play the recording to the end and ask pupils to fill in their answers. Ask them to work with a partner to check their answers and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to pages 101-102 for the listening script.

Answers

1 finger (… *I've got a pain in my finger.*)
2 leg (*And my leg is a bit sore again.*)
3 cough (*What about your cough?*)
4 medicine (*Have you taken your medicine?*)
5 temperature (*He had a temperature.*)

Speaking

- Explain that pupils are going to work in pairs to talk about the differences between the two pictures.
- Remind pupils to use *have/has got* and *there is/are*, and tell them to use them with the body-related words they have learnt to describe the differences.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the class one of the differences they found and repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

Answers

In picture 1, there is one chair, but in picture 2, there are two chairs.
In picture 1 there is a boy behind the curtain, but in picture 2, there is a girl behind the curtain.
In picture 1, the bed has got the name Mr Jones on it, but in picture 2, it has got the name Mr Smith.
In picture 1, the doctor has got a blue coat on, but in picture 2, he has got a green coat on.

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Writing

Order of paragraphs

A

- Read the rules about the order of paragraphs to the class. Explain the meaning of any new vocabulary where necessary.
- Remind pupils that each paragraph will have a topic sentence that tells us what the rest of the paragraph will be about.

Teaching Tip

This is a good point to revise the phrases which pupils learnt to begin and end emails and letters to friends in Unit 4, Lesson 3. Elicit the beginnings *Hi …* and *Dear …* and which name we use to write to friends (*first name*) then ask pupils to tell you the closing phrases (*Bye for now, Love from …*).

B

- Explain that the beginning and ending of this email are in the correct place, but the four main paragraphs are mixed up. Ask pupils to read all the paragraphs to look for things that we write at the beginning of a letter and things we write at the end. Then tell them to find the middle paragraphs which give more detail about the topic and to look for time expressions to help them decide which order to put them in.
- Explain any words pupils don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

3 (Paragraph 2 ended with *breakfast* and this paragraph begins with *After* which tells us what happened next.)
1 (We often begin letters with *How are you?* and this paragraph also gives us the reason for writing.)
4 (This paragraph concludes the letter and asks our friend to write back.)
2 (The end of paragraph 1 mentioned the vet's and this paragraph explains why Tommy had to go there.)

Task

C

- Ask pupils to work in pairs to discuss ideas about who they will write about, what was wrong with them and what they did.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph adds a different piece of information to the email to make it easy to follow.
- Ask pupils to use the plan to write an email like the one in *B*.
- Alternatively, you could assign this task as homework.

Suggested answer

Hi Carol,

Hi! How are you? I'm fine. I'm writing because I didn't come to your basketball game yesterday. I took my little brother to the dentist.

Brian has had a sore mouth for three days. He usually plays with his friends in the afternoon, but for three days, he just sat inside and read his comics. He didn't eat much even though he was hungry. The dentist was very nice. He said, 'Don't worry. You've just got toothache. Take this medicine and you'll soon be fine.' He was right. This morning he was able to eat all of his breakfast!

After we ate, I took him to school. We met his teacher Ms Woods. Do you remember her?

Well, I've got some homework to do now. Write soon and tell me who won the game.

See you soon!

Maggie

D

- Remind pupils that the email will open and close in a friendly way and it will have a beginning, a middle and an end.
- Ask pupils to proofread their emails and to pay attention to their spelling.
- Hang pupils' emails on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their emails.

Extra Task (for early finishers)

See photocopiable material on page 122.

Project Book

The pupils may do Project 6 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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Review 3

Objectives

- To revise vocabulary and grammar from Units 5 and 6
- Song – the Body Song

Revision

- Explain to pupils that the tasks in *Review 3* are based on the material they saw in Units 5 and 6.
- Remind pupils that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask pupils to do one task at a time and then correct it immediately, or ask pupils to do all the tasks and then correct them together at the end. If you do all the tasks together, let pupils know every now and again how much time they have got left to finish the tasks.
- Remind pupils not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before pupils do the review.

Vocabulary Revision

- Write the words *article*, *genius*, *pocket*, *police* and *proof* on the board and ask pupils to give the meaning or an example sentence with each word.
- Ask pupils to tell you as many words and phrases as possible related to education. Make sure they revise *school term*, *uniforms*, *bell*, *canteen*, *head teacher*, *cheat in tests*, *break time*, *strict*, *fair*, *boarding school*, *library*, *marks*, *exams* and *report*. Ask pupils to use these words to tell you about their school.
- Ask pupils to tell you the meanings of *friendship*, *gave up*, *guessed, pushed* and *time off*. Ask them to make sentences using each of these words and phrases.
- Draw the outline of an animal's body on the board and get the pupils to come up and label the body parts they learnt in Unit 6, Lesson 1. Make sure they revise *ankle*, *chest*, *elbow*, *knee*, *shoulder*, *stomach*, *tail* and *throat*.
- Tell pupils to imagine they are ill and that you are the doctor. Get them to tell you what's wrong with them. Make sure they revise *burn*, *cough*, *headache*, *ill*, *pain*, *temperature*, *toothache*, *stomach ache*, *sneeze*, *sore* and *sunburn*.

Grammar Revision

- Write *I*, *you*, *he/she/it*, and *we/you/they* one below the other on the board and ask a pupil to come and write the Present Perfect Simple affirmative forms of *finish* beside the subject pronouns. Ask the other pupils to help the pupil who's writing. Then ask individual pupils at random round the class to tell you the negative forms. Do the same for the question forms and short answers.
- Write *Lynne has been to university.* and *Lynne has gone to university.* Ask pupils if they can explain the difference between *have been* (*when someone went somewhere and has returned*) and *has gone* (*when someone went somewhere and hasn't yet returned*) to you.
- Write *for*, *since*, *already*, *just*, *never*, *ever* and *yet* on the board and then ask pupils to write down sentences with each word using the Present Perfect Simple.
- Ask pupils *How long have you been at this school?* and tell them to reply.
- Write *my*, *his*, *her*, *your*, *our* and *their* one below the other on the board. Write *mine* next to *my* and ask pupils to come up and fill in the other possessive pronouns. Make sure they remember that we use possessive adjectives before nouns and we use possessive pronouns to replace a possessive adjective and a noun.

Vocabulary

A

- Ask pupils to say each of the words as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to go to the first page of stickers at the back of the book and find the stickers for *Review 3*. Tell them to decide which thing each sticker shows and to stick it in the correct box.
- Check that pupils have put the correct stickers above each word.

B

- Ask pupils to read the words in the wordbank and make sure they understand the titles *Body*, *Education* and *Health*. Tell them to look back at Unit 5, Lessons 1 and 2 and Unit 6, Lesson 1 for a reminder if they need to.
- Accept the correct words in each column in any order when checking pupils' answers.

Answers

Body
chest
shoulder
throat

Education
boarding school
head teacher
term

Health
cough
sneeze
temperature

C

- Ask pupils to read the whole dialogue and the possible options before circling the correct answers. After they have completed the exercise tell them to read the dialogue again to make sure their answers makes sense.

Answers

1 sign
2 stole
3 break
4 cheats
5 marks
6 genius

Grammar

A

- Explain to pupils that they should read the sentences before trying to write the answers to decide whether the verb in brackets is regular or irregular and whether they need to write the affirmative, negative or question form. Tell them to find the subject of each sentence to help them get the correct form of the verb in brackets.

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- Remind pupils to use the list of irregular verbs on pages 124 and 125 to find the past participles and tell them to look back at Unit 5, Lesson 1 grammar box for a reminder if they need to.

Answers

1 has gone
2 Have you seen
3 haven't finished
4 has read
5 have you had
6 hasn't said

B

- Tell pupils to be careful about the word order in each sentence and to see if there is a time expression which the option matches before they circle the answer.
- Tell pupils to look back at Unit 5, Lessons 1 and 2 grammar boxes for a reminder if they need to.

Answers

1 for
2 since
3 never
4 already
5 ever
6 yet

C

- Explain to pupils that they should read the paragraph before trying to write the answers to decide whether to use the Present Perfect Simple or the Past Simple. Tell them to look for time expressions and to find the subject of each sentence to help them use the correct form of the verb in brackets.
- Remind pupils to use the list of irregular verbs on pages 124 and 125 and tell them to look back at Unit 6, Lesson 1 grammar box for a reminder if they need to.

Answers

1 has been
2 've had
3 moved
4 went
5 hasn't eaten
6 took
7 asked
8 has given

D

- Tell pupils to find out who something belongs to in each sentence and to see if the missing word comes before a noun or on its own to help them choose the correct word.
- Tell pupils to look back at Unit 6, Lesson 2 grammar box for a reminder if they need to.

Answers

1a **2**b **3**a **4**b **5**b **6**a **7**a **8**b

Song

- Tell pupils that they are going to listen to a song about the body. Ask them to read and listen to the song and to tell you what we must do to be healthy and strong (*eat good food and exercise*).
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once all the way through.
- To finish, ask pupils to look at the pictures to find which parts of the body they show and what things they show which make us healthy and strong.

When checking pupils' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your pupils progress well.

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7 Nature

Way in

- If you assigned Unit 6, Lesson 3 Writing task for homework, give pupils a few minutes to proofread their emails and to check that they have a beginning, a middle and an end. Then ask them to read each others' emails, or hang them on the wall so they can read them when they have time.
- Tell pupils that this unit is about nature. Ask them to describe where they think the people and the monkeys are in the photo on pages 62 and 63.

Quiz

- Explain that the monkeys in the photo are called macaque monkeys and that they come from Japan. Tell pupils that the macaques are also called snow monkeys, because they live in the north of Japan where it gets very cold in the winter.
- If pupils are interested, give them further information on the macaque monkeys using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

Japanese macaques have human-like faces that can show their feelings. They can live further north than any other monkeys. In winter they grow thick fur which helps them live in freezing temperatures in the northern mountains of Japan. When the weather is extremely cold, they like to find hot water to keep them warm. For further information, go to www.nationalgeographic.com and look up *snow monkeys*.

Answer

b

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words; nature-related words
Grammar	be going to and future simple
Listening	changing words in bold
Speaking	asking and answering questions about a trip to the zoo
Writing	writing a paragraph about a trip to the zoo

The Cortuga Adventure

For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 111.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Teaching Tip

To encourage less confident pupils to participate in dialogues, assign the shortest role to them. For example, in this episode, Paolo has the shortest role.

Before you watch

Answers

1 outside Craine's cabin
2 Craine and his men
3 Robbie's camera and his sweatshirt

While you watch

Answers

a3 **b**4 **c**2 **d**5 **e**1

After you watch

Answers

1 stealing his animals
2 no
3 no
4 Robbie's sweatshirt
5 the children
6 get out of the jungle

For teachers using the audio CD

- Begin by asking pupils where Jake, Kate and Paolo were at the end of the last episode (*at Craine's cabin*) and who came out of the cabin at the end of the episode (*Craine and his men*).
- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils what the weather was like at the start of the episode (*cold and cloudy*). Then ask them what Mandy thinks Craine will do (*kill the children*) and where Robbie sees his sweatshirt (*under a big branch*). Ask them what Craine found on the sweatshirt (*a name tag*) and how he knows that the thief is a child (*because the sweatshirt is small*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Robbie, Jake, Craine, Bruno and Buzz to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.
  1 What does Craine want the thief to pay for? (*stealing his animals*)
  2 Does Buzz want to look for the criminal? (*no*)
  3 Does Paolo want Robbie to go and get his sweatshirt? (*no*)
  4 What does Bruno find under some leaves? (*Robbie's sweatshirt*)
  5 Who are there photos of in the camera? (*the children*)
  6 What does Jake think they should do at the end of the episode? (*get out of the jungle*)

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Vocabulary

A

- Explain that four out of the five words in the wordbank appear in the cartoon. Ask pupils to find the words in the cartoon and to underline them. Then ask them which word doesn't appear in the cartoon (*lives*). Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 turn on
2 danger
3 kill
4 lives
5 idiot

B

- Ask pupils to look at words 1 to 6 and to tell you which of the things they read about in the cartoon episode on page 64 (*branch*, *leaves*).
- Explain to pupils that they have to match words 1 to 6 with pictures a to f. Explain any vocabulary that pupils have not been taught yet or ask pupils to use a dictionary to find the meanings.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

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

Grammar

Be going to

- Write on the board *I'm going to have a party on Saturday*. and tell pupils that *be going to* shows this is a plan you have made. Then write *We are going to have fun at the party*. and tell them that *be going to* can also show something is almost sure to happen, for example, because we usually have a great time with our friends at parties.
- Read the first part of the grammar box to the class and ask pupils to read the affirmative, negative and question forms with you. Read the short forms first and then the long forms. Then read the short answers.
- Ask pupils to look back at the cartoon on page 64 and to find two sentences with *be going to* (*It's going to rain now. He's going to kill us!*)
- Point out that *be going to* is followed by the main verb and that we only change the verb *be* to match the subject.
- Read the time expressions and explain that we normally put them at the end of the sentence. Refer pupils back to the first example sentence at the top of the grammar box.

Future Simple

- Read the uses of the Future Simple in the grammar box to the class and ask pupils to read the affirmative, negative and question forms with you. Then read the short answers.
- Ask pupils to look back at the cartoon episode on page 64 and to underline sentences with *will* (*I'll find the criminal, he'll pay for this, I'll get it, I'll find you, you'll be sorry*).
- Draw pupils' attention to the time expressions and explain that we can use the same time expressions with *will* or *be going to*. Remind them that we normally put them at the end of the sentence.

Extra Class Activity

Ask pupils to work in pairs to make predictions about the cartoon story using *be going to* and *will*. Then ask each pair to tell the class one thing that *is going to happen* and one thing that *will happen*.

- Ask pupils to read each sentence to decide whether they need to use the correct form of *be going to* or *will* with the verb in brackets. Tell them to look back at the examples in the grammar boxes to see which rule matches each sentence.
- Explain that the answers include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 isn't going to rain
2 will be
3 will feed
4 Will you take
5 Is he going to come

Listening

- Explain to pupils that they are going to listen to a teacher talking to her class about a school trip.
- Ask pupils to read the sentences before they hear the recording so that they know what information to listen for. Tell them that the words in bold are different from what the people say, and that they have to write the correct word on each line.
- Play the recording to the end and ask pupils to fill in their answers. Ask them to work with a partner to check their answers and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to page 102 for the listening script.

Answers

1 rain (*I'm afraid it's going to rain …*)
2 beach (*… we will go to the zoo and not to the beach today.*)
3 lunch (*We can have our lunch at the zoo.*)
4 three (*I've got three sandwiches … you won't be hungry, Sam!*)
5 eleven (*… we'll leave at eleven o'clock, not ten o'clock …*)

Speaking

- Explain that pupils are going to work in pairs to ask and answer questions about a visit to the zoo.
- Remind pupils that we use *be going to* and *will* to talk about the future, and tell them to use them to answer the questions. Tell them to use their imagination to think about all the things they can see or do at a zoo.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation.

Answers

Pupils' own answers

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Writing

- Explain to pupils that they are going to write a paragraph about the trip to the zoo that they talked about in *Speaking*. Ask them to look back at the sentences in *Grammar* and *Listening* to remind them of the structures and uses of the Future Simple and *be going to*. Tell them to use the answers that they gave in *Speaking*.
- If time allows, ask pupils to write down their paragraphs and then get them to swap books with their partners to check what they have written.
- You could set this task for homework if you are short of time.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 123.

Lesson 2

Objectives

Reading	article – open-ended questions
Vocabulary	text-related words; nature-related words
Grammar	gerunds
Listening	completing sentences
Song	about living in the city

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to correct each others' paragraphs. Then ask some pupils to read their paragraph in front of the class.
- Ask pupils at random to tell you the nature-related words they learnt in Lesson 1, Vocabulary B and get them to come up and write a word on the board. Correct their spelling and pronunciation where necessary.

Reading

- Tell pupils to look at the picture and ask them what they think it shows. Ask them to read the title of the *Reading* text, make sure they understand the meaning of *plants* and ask whether they have heard of *meat-eating plants* before.
- Tell pupils that they are going to read about meat-eating plants. Ask them to read the text on their own to find out where you can grow them at home (*in pots*).
- If pupils are interested, give them further information on meat-eating plants using the Background Information box.

Background Information

Meat-eating plants grow mostly in wet areas, from sea level to the mountains. There are many different kinds of meat-eating plants and they catch their food in different ways. There are more kinds of meat-eating plants in North America than any other continent. For further information, go to http://kids.nationalgeographic.com and look up *meat-eating plants*.

Comprehension

- Ask pupils to read the questions before they read the text again so that they know what information to look for.
- Ask pupils to do the task individually, but check the answers as a class. Tell them to underline where they get the answers from in the text so they can justify their answers.
- Explain any vocabulary pupils don't know.

Answers

1. in areas with poor soil (*These usually grow in areas with poor soil*.)
2. because they can't get the food they need from the soil (*This soil can't give them all the food they need, so the plants have found another way of getting it ...*)
3. the Venus flytrap (*One famous meat-eating plant is the Venus flytrap. Insects fly into the plant and then the leaves trap them inside*.)
4. the pitcher (… *the pitcher … Curious insects go inside … and discover that the flower is slippery*.)
5. water them often (… *but you must water them often*.)
6. seven litres (… *they can hold seven litres of water!*)

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask them if they know why the tree got this name. Explain that Methusalah was the name of a person who was supposed to have lived for over 900 years in ancient times. Tell them that another bristlecone pine tree was more than 4,844 years old when people cut it down in 1964 and they called that tree Prometheus after the ancient Greek god.

Vocabulary

A

- Explain that the words in the wordbank appear in the article. Ask pupils to find the words in the article and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1. curious
2. slippery
3. massive
4. sticky
5. suitable

B

- Ask pupils to read through the paragraph and options.
- Explain that some of the options appear in the article in *Reading*. Explain any words pupils don't understand or tell them to use a dictionary to find the meanings.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

1. wildlife
2. creatures
3. pond
4. sip
5. seeds

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Teaching Tip

To make sure that pupils understand all the items and not only the correct options in two-option or multiple choice vocabulary tasks, ask them to write their own sentences using the options not chosen. Get them to exchange books with a partner to compare and proofread each others' sentences.

Grammar

Gerunds

- Read the uses of gerunds in the grammar box to pupils and ask them to read the examples with you.
- Explain that gerunds are formed by adding *–ing* to a verb. Draw their attention to the gerund in example *b* (*running*) and explain that we make the same spelling changes to some verbs before the *–ing* as we make when we write the Present Continuous.

A

- Ask pupils to look back at the article on page 66 to find the gerunds.
- Ask pupils to do the task individually, but check the answers as a class.

Answer

three

Pupils should underline the following:
getting
eating
Keeping

Extra Class Activity

After pupils have found the three gerunds, ask them which of the grammar rules these match (*c getting*, *eating* and *a Keeping*).

B

- Ask pupils to read the sentences to decide which verb fits each gap. Tell them to decide what they have to add to each verb to make the gerund.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 watching
2 catching
3 Swimming
4 feeding
5 staying

Listening

- Explain to pupils that they are going to listen to an interview with Brian and Alison about what they like doing at the weekend and that they are going to complete the sentences. Give pupils a few minutes to read the notes and then ask them which sentences they can complete with a gerund (*2, 3, 5*). Explain that after *go for* we can't use a gerund, but for example we can say *go for a swim/walk/ride*. Then ask what kind of word they will write in question 4 (*adjective*).
- Play the recording to the end and ask pupils to fill in their answers. Ask them to work with a partner to check their answers and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.
- Once you have checked the answers, ask pupils whether they would like to do any of these things at the weekend.

Turn to page 102 for the listening script.

Answers

1 walks (… *I like watching TV and going for walks with my dog* …)
2 walking (… *I think walking is a waste of time* …)
3 shopping (… *I also love shopping!*)
4 boring (… *I* hate *shopping! I think it's very boring!*)
5 visiting (*I enjoy visiting the zoo*.)

Sounds of English

A

- Play the words on the recording and ask pupils to listen carefully.
- In pairs, ask pupils to say the words to each other and to work out which words rhyme with *bought* (*brought*, *thought*), then ask what rhymes with *dough* (*though*) and what rhymes with *rough* (*tough*).
- Play the recording again without stopping and ask pupils to repeat the words. Correct their pronunciation where necessary.

Answers

bought/brought/thought
dough/though
rough/tough

B

- Before you play the recording, explain the meaning of the tongue twister.
- Play the first line of the tongue twister on the recording and ask pupils to repeat this. Play the rest of the tongue twister and ask pupils to repeat this.
- Play the recording again without stopping and then ask pupils to say the whole tongue twister.

Teaching Tip

Ask pupils to practise saying the tongue twister in pairs. Get pupils to repeat it loudly as a class to encourage everyone to participate. Then ask for volunteers to say it individually. You could give a prize to the pupil who can say it the fastest.

Song

- Tell pupils they are going to listen to a song about living in the city.
- Play the first verse and ask pupils which words rhyme (*knows*, *toes*). Then play the rest of the song without stopping and ask pupils which words rhyme in the next four verses (*seen, clean; grow, go; thing, spring; free, me*). Explain the meaning of any words they haven't been taught yet.
- Play the song again and ask pupils to sing along.

Extra Task (for early finishers)

See photocopiable material on page 123.

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Lesson 3

Objectives

Reading	interview – missing sentences
Say it like this!	talking about pets
Grammar	question tags
Writing	punctuation; writing a postcard

Way in

- Check pupils' spelling of the words they learnt in Lesson 2 by asking them to write down the following words: *creature*, *curious*, *massive*, *pond*, *seed*, *sip*, *slippery, sticky*, *suitable*, *wildlife.* Then check that they remember the meanings by asking them to translate them into their own language, or to explain their meanings in English.
- Ask pupils how we form a gerund (*by adding –ing to a verb*) and which parts of a sentence we can use them for (*the subject or the object*). Then ask what verbs we can use gerunds after (*can't stand, dislike, enjoy, hate, like, love, miss, remember*) and what other kinds of words we can use them after (*prepositions*).

Teaching Tip

The topic of injured pets may be upsetting for young pupils whose pets have died. While it is good to raise pupils' awareness about caring for animals, it might be wise to avoid discussion on the tragic causes of injury and death, unless pupils themselves raise these subjects.

Reading

- Ask pupils to look at the pictures on page 68 and to say what might be wrong with these animals (*The cat has hurt its leg. We can't see what is wrong with the bird but it is being kept warm. It may be sick or have a damaged wing.*).
- Ask pupils if they can remember the word for a doctor who takes care of animals (*vet*) and tell them that they are going to read an interview with a vet about a pet rescue centre. Ask them to read the interview on their own to find out where the lucky pets go when they leave the Centre (*they go to new homes*). Tell them they don't need to complete the gaps in the interview yet.

Comprehension

- Ask pupils to read the sentences and to complete the interview. Once they have finished, tell them to read back through the interview to make sure that they have put the sentences in the correct place.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary pupils don't know.

Answers

1b **2**d **3**a **4**e **5**c

Extra Class Activity

Ask pupils to work in pairs to practise the completed interview dialogue, taking turns at playing the roles of Harry and Mr Thomas. Ask some pairs to role play the interview in front of the class. Correct pronunciation and intonation where necessary.

Say it like this!

Talking about pets

- Ask pupils to work in pairs to read through the example sentences and the description of a pet dog and a pet rabbit. Then tell them to talk about their pets or, if they don't have any pets, to talk about a pet they know. Remind them to practise the language given in the box. Correct their pronunciation and intonation pattern if necessary.
- Ask each pair to perform their dialogue until all pupils have had the chance to speak.

Answers

Pupils' own answers

Grammar

Question tags

- Read the rules in the grammar box to the class and ask them to read the example sentences with you. Explain the meaning of any grammar terms that pupils are not familiar with.
- Ask pupils to look back at the interview on page 68 and to find the question tags (*aren't they?*, *isn't it?*, *don't they?*). Ask pupils if these question tags are affirmative or negative (*negative*) and then ask them to see if the main verbs in the sentence are affirmative or negative (*affirmative*).
- Explain that question tags are always in the same tense as the main verb. Write on the board *They went to England last year, …?* and ask pupils what tense this is (*Past Simple*) and whether it is affirmative or negative (*affirmative*). Then ask pupils to tell you the correct question tag (*didn't they?*).
- Draw pupils' attention to the question tags used for *I* and *everyone* which are exceptions to the rules.

A

- Explain that numbers 1 to 5 are the first halves of sentences and that pupils have to match them with question tags to make complete sentences. Tell them to find the verb in the first half of each sentence and to decide whether the question tag will be affirmative or negative. Then ask them to choose the correct question tag a to e.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1c **2**e **3**a **4**d **5**b

B

- Ask pupils to read the first part of each sentence to find the verb and to see whether it is negative or affirmative. Tell them to compare the first part of each sentence with the examples in the grammar box and the sentences in *Grammar A* to see which words they need to form the question tag.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 aren't you
2 didn't we
3 isn't it
4 has she
5 can't you

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Writing

Punctuation

A

- Before reading the rules about punctuation, tell pupils to close their books and ask them when we use capital letters (*at the beginning of sentences and names*). Write their answers on the board without adding to them at this stage. Then ask them to come up and write the marks that we can use at the end of a sentence (! and .) and what we use at the end of a question (?). Write a comma on the board and ask pupils when we use commas (*to separate words in a list and question tags from the rest of the sentence*).
- Tell pupils to open their books and then read the punctuation rules to them. Emphasise any points that they have difficulty understanding and explain the meaning of any words they don't know.
- Write on the board *I feed my cat when I come home*. Draw pupils' attention to the fact that we always use a capital for the first person *I* even if it is in the middle of a sentence.

B

- Explain that the letters and punctuation marks in red are incorrect and that pupils have to correct these mistakes. Tell pupils that these are the only mistakes in the sentences. Ask pupils to read the sentences to see whether they are questions, statements or exclamations. Ask them to decide if they need to add or change any capital letters. Tell them to look for words which need to be separated by commas.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1? **2**T **3**t **4**, **5**!

C

- Ask pupils to read the postcard to see where each sentence begins and ends and whether they are questions, statements or exclamations. Remind them to use capital letters to begin sentences and names. Then tell them to look for words which need to be separated by commas.
- Ask pupils to do the task individually, and then get them to exchange books with a partner to compare each others' punctuation. Check the answers as a class.

Answer

Hi **T**om,

How are you**?** **T**hanks for the photos of your holiday**.**
What a great beach you went to**!**

I'm writing this from my holiday home**.** **Y**esterday
I found a cat in the street**.** **W**e're going to keep
him and take him back with us**.** **H**is name is **R**ascal**.**

I've drawn a picture of **R**ascal**.** **H**e's great**,** isn't he**?**
You can see he's got green eyes and large ears**.**
You will love him**!**

See you soon**!**

Michael

Task

D

- Ask pupils to work in pairs to discuss which pet they will write about. Tell them to talk about where the pet came from and to describe it.
- Make sure pupils understand the paragraph plan. Point out that there is not much space to write on a postcard, so the paragraphs will be shorter than the paragraphs in a letter or an email. Remind them to use capital letters where necessary and the correct punctuation marks.
- Ask pupils to use the plan to write a postcard like the one in *C*.
- Alternatively, you could assign this task as homework.

Suggested answer

Hi Pete,

How are you? Thanks for the postcard about your holiday. What a beautiful island you went to!

I'm writing this from my uncle's farm in the village. Last month, my cousin's cat had three kittens. I'm going to take one of them home with me and keep her. Her name's Smoky.

I've drawn a picture of Smoky. She's great, isn't she? You can see she's grey and she's got blue eyes and white legs. You will love her!

See you soon!

Ben

E

- Remind pupils that the postcard will open and close in a friendly way and it will have a beginning, a middle and an end.
- Ask pupils to proofread their postcards and to pay attention to capital letters and punctuation.
- Hang pupils' postcards on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their emails.

Extra Task (for early finishers)

See photocopiable material on page 123.

Project Book

The pupils may do Project 7 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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8 The Environment

Way in

- If you assigned Unit 7, Lesson 3 Writing task D for homework, give pupils a few minutes to proofread their postcards checking the punctuation and capital letters. Then ask them to read each others' postcards, or hang them on the wall so they can read them when they have time.
- Explain to pupils that this unit is about the environment in general. Ask pupils to describe what they can see in the photo on pages 70 and 71.

Quiz

- Explain that this is a photo of a city in Indonesia. Then ask whether pupils think the air in this city is clean or dirty and what they think makes it that way. Ask them if they know where Indonesia is and if so what they know about it. Explain that it is a country in South East Asia, to the north of Australia. Indonesia is made up of 17,508 islands. 9,580,000 people live in Jakarta, the biggest city, so the air isn't clean there because of the pollution.
- Ask pupils to do the quiz individually, but check the answer as a class.
- If pupils are interested, give them further information on New Zealand using the Background Information box.

Background Information

Indonesian people are very diverse, with different ethnic backgrounds, languages, traditions and beliefs. The landscape is also very varied. There are beaches and forests, mountains and lakes and volcanoes. There are also many ancient buildings. You can see photographs of Indonesia at http://travel.nationalgeographic.com/travel/countries/indonesia-photos.

Answer

c

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words, environment-related words
Grammar	first conditional
Listening	completing sentences
Speaking	talking about recycling
Writing	writing a paragraph about recycling

The Cortuga Adventure

For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 112.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 it's raining
2 Bruno
3 to hide from Craine's men

While you watch

Answers

1 Mandy
2 Kate
3 Jake
4 Craine
5 Buzz
6 Robbie

After you watch

Answers

1 Buzz
2 behind a pile of rubbish
3 that they're destroying the environment
4 no
5 a torch
6 Uncle Oliver

For teachers using the audio CD

- Begin by asking pupils who found Robbie's camera in the last episode (*Craine*). Ask pupils to look at page 72 and to tell you what the weather is like at the start of the episode (*it's raining*) and who is in the jungle near the cabin (*Jake, Kate, Paolo, Mandy* and *Robbie*).
- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils who can see something behind the bushes (*Buzz*) and who tells Buzz to do something (*Craine*). Ask where the children are in frame 3 (*in a rubbish dump*), who thinks the men can't see them in the cave (*Jake*) and what pupils think the children can do to get away from Craine (*pupils' own answers*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Paolo, Todd Craine, Bruno and Buzz to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.

1 Who goes with Bruno to find Robbie? (*Buzz*)
2 Where does Paolo want to hide? (*behind a pile of rubbish*)
3 What does Kate say about the people on the island? (*that they're destroying the environment*)
4 Did the men stop and look in the cave? (*no*)
5 What does Jake take out of the bag? (*a torch*)
6 Who does Mandy think will be angry? (*Uncle Oliver*)

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Vocabulary

A

- Explain that the words in the wordbank appear in the cartoon episode. Tell pupils to be aware that three of the words appear in a different form to those in the exercise (*destroying, bushes, stinks*). Ask pupils to find all the words in the cartoon episode and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 destroy
2 bush
3 dump
4 hide
5 stink

B

- Explain to pupils that they have to match words 1 to 6 with pictures a to f. Explain any vocabulary that pupils have not been taught yet or ask pupils to use a dictionary to find the meanings.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

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

Extra Class Activity

Ask pupils to look at the words and pictures in *Vocabulary B* and to tell you which things they can find in the cartoon episode on page 72 (*a plastic bag*, *a glass bottle* , *a can*). Then ask them which of these things they see in the streets near their homes every day.

Grammar

First conditional

- Read the first use of the first conditional in the grammar box to the class and explain any grammar terms that pupils don't know. Ask pupils to read the example. Then ask them to find the verb in the *if* clause (*recycle*) and ask them what tense this is (*Present Simple*). Ask them what the verb is in the result clause (*will help*) and what tense it is (*Future Simple*).
- Read the rest of the grammar box to the class and ask different pupils to read out the examples. Draw pupils' attention to the note about punctuation and read through it with them.
- Ask pupils to look back at the cartoon episode on page 72 and to underline the first conditional sentence in frame 3 (*If we hide inside, we'll be safe.*) and the first conditional question in frame 4 (*What will Craine do if he finds us?*).

A

- Ask pupils to read through the sentences and options and to find out whether the option is in the *if* clause or in the result clause. Remind them to choose the Present Simple in the *if* clause and the Future Simple in the result clause.
- Ask pupils to do the task individually. Then, when they are finished, give them a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

1 collect
2 will find
3 don't use
4 turn on
5 won't die

B

- Ask pupils to read each sentence to decide whether they need to use the Present Simple or the Future Simple of the verb in brackets. Tell them to think about whether the verb is in the *if* clause or in the result clause.
- Explain that the answers include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 goes
2 won't be
3 leave
4 Will you help
5 will swim

Listening

- Explain to pupils that they are going to listen to a teacher talking to a class and that they have to complete the sentences. Explain that they will hear some of the words from *Vocabulary B*.
- Give pupils a few minutes to read the sentences to think about what information is missing.
- Play the recording to the end and ask pupils to fill in their answers. Ask them to work with a partner to check their answers and to justify any answers they have that are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.

Turn to page 102 for the listening script.

Answers

1 recycling (*Today we're going to learn about recycling.*)
2 cans (*My parents recycle paper, glass and cans.*)
3 clothes (*And my mum recycles old clothes!*)
4 bin (*… Dad takes the other things to a special bin in the town centre.*)
5 boxes (*We've got some big green boxes just outside this classroom.*)

Speaking

- Explain that pupils are going to work in pairs to discuss the questions about the environment.
- Remind pupils to use the environment-related vocabulary that they have learnt so far to answer the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes in structure and pronunciation that you hear at this stage, but make a note of them.
- Tell each pair to ask and answer one of the questions and repeat until everyone has had a turn.
- Write any structural mistakes you heard on the board, without saying who made them, and ask pupils to correct them. Deal with any problems that arose with pronunciation.

Answers

Pupils' own answers

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Teaching Tip

When pupils have expressed their opinions, add to the discussion by telling them your own answers to the questions. Let them know what you recycle and what more you'd like to do to help the environment.

Writing

- Explain to pupils that they are going to write a paragraph about recycling using the questions that they discussed in the *Speaking* task. Ask them to look back at the words in *Vocabulary A* and *B* to remind themselves of the vocabulary related to recycling.
- If time allows, ask pupils to write down their paragraphs and then get them to swap books with their partners so they can check what they have written.
- Alternatively, you could set this task for homework if you are short of time.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 124.

Lesson 2

Objectives

Reading	article – true or false statements
Vocabulary	text-related words, environment-related words
Grammar	second conditional
Listening	multiple choice
Sounds of English	stressing different parts of a sentence

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to correct each others' paragraphs. Then ask pupils at random to read their paragraph in front of the class.
- Write the words *bush*, *destroy*, *dump*, *hide* and *stink* on the board and tell pupils to write a sentence for each word. Then ask them to swap books with a partner to compare their sentences and check spelling. Ask different pupils to read one of their sentences to the class until all the words have been correctly used.
- Write *If* on the board and ask pupils to tell you a sentence in the First Conditional. Write two of their examples on the board and ask the class to correct them if necessary. Ask which tense we use in the *if* clause and which tense we use in the result clause.
- Ask pupils to look at the picture on the left of the article on page 74 and to tell you what they can see (*plastic bottles gathered together to be recycled*).

Reading

- Tell pupils that they are going to read an article about bottled water. Ask them if they drink bottled water at home and to say why, if they do, or why not, if they don't. Ask them what they do with plastic bottles when they are empty. Then ask pupils to read the article on their own to find out what two things they can make from plastic bottles (*money boxes or plant pots*).

Comprehension

- Ask pupils to read the sentences so that they know what information to look for when reading the text again.
- Ask pupils to read the text again to find out if sentences 1 to 5 are true or false and then to write *T* or *F* in the boxes provided. Tell them to underline the information in the text that helps them to find the answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1 F (*... we often buy bottles of cold water in the summer.*)
2 T (*... we need a lot of oil for plastic products.*)
3 F (*Plastic bottles also pollute the environment.*)
4 T (*But we don't recycle much of the plastic we use.*)
5 T (*... an empty plastic bottle makes a great money box ... if you cut a bottle in half, you will have a plant pot.*)

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask them whether they have seen any unusual houses and what they were made of. If not, ask them to imagine an unusual house and to describe it.

Vocabulary

- Remind pupils that the first letter of each word is given and that they must write one letter on each line to complete the word. Explain that the words appear in the article in *Reading*. Ask pupils to read the meanings and then to find the words in the text and underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

(First letter given)
1 oil
2 pollute
3 recycle
4 throw away
5 money box

Grammar

Second conditional

- Read rules a to c in the grammar box to the class and explain any grammar terms that pupils don't know. Ask pupils to read the examples with you.
- Read the rest of the grammar box to the class and ask different pupils to read out the example sentences. Draw pupils' attention to the note and explain that we can use *were* instead of *was* after *he/she/it* in second conditional sentences.

A

- Ask pupils to look back at the article on page 74 and to underline all the second conditional sentences.
- Ask pupils to do the task individually, but check the answers as a class.

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Answer

three

Pupils should underline the following:
- If we reduced the number of bottles we made, we wouldn't need so much oil.
- If we recycled all our plastic bottles, we wouldn't need so much space for rubbish dumps.
- If you recycled it, you would help the environment.

B
- Ask pupils to read each sentence to decide whether they need to use the Past Simple of the verb in brackets or *would* with the bare infinitive. Tell them to think about whether the verb is in the *if* clause or in the result clause.
- Explain that the answers include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 had, would use
2 Would … help, saved
3 wouldn't have, recycled
4 were, would read
5 polluted, would call

Extra Class Activity

Ask pupils to work in pairs to write four sentences of their own using the second conditional. Give them time to write their sentences, and then ask them to swap books with another pair to check each others' sentences. Remind them to use the Past Simple in the *if* clause and *would* plus the bare infinitive of the main verb in the result clause. After pupils have checked each others' sentences, ask different pupils to read one of their sentences to the class.

Vocabulary

- Ask pupils to work in pairs to read the sentences and options and decide which options should fill the gaps. As most of the vocabulary is new, encourage pupils to use dictionaries, if they have them, as well as to look for clues in the general meaning of the sentence.
- Check the answers as a class and explain the meanings of the words where necessary.

Answers

1 air conditioning
2 fan
3 shade
4 empty
5 climate
6 products

Listening

- Ask pupils to read the questions and to choose the answers they think are correct before they listen to the recording.
- Explain to pupils that they are going to listen to a boy and a girl talking about recycling, and that the dialogue is in five parts with one question for each part.
- Play the recording once, stopping at the end of each part of the dialogue, and ask pupils to circle the correct answers.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.
- Check the answers as a class and ask pupils to justify the answers they give.

Turn to page 102 for the listening script.

Answers

1b (*No, it's 60%. We can recycle about 60% of the things in the rubbish.*)
2a (*You must use the blue recycling bins.*)
3c (*You must take batteries to the special bins in shops and supermarkets.*)
4c (*… about 20% of waste is plastic.*)
5c (*We make the bags in a minute and we use them for about twenty minutes, but they stay on land or in water for about 400 years.*)

Teaching Tip

Encourage discussion on the topic of the lesson where possible. In this lesson, for example, ask pupils if they were surprised by any of the correct answers in the *Listening* task. You can also ask whether any of their families use plastic bags to carry their shopping and how many they use in a week.

Sounds of English

A
- Tell pupils that they are going to listen to a sentence and that they should listen carefully to which words are stressed. Play the recording all the way through without stopping. Explain the meaning of any new vocabulary where necessary.
- Ask pupils what it means when we put the stress on the words shown (the stress on *If* shows we probably don't really care, and stress on *have* shows we have a lot of problems).
- Play the recording once more without stopping and then ask pupils to repeat the sentence as a class stressing the words underlined.

Answer

Pupils should underline the following:
If, have

B
- Play the recording once without stopping and ask pupils to listen carefully to which words are stressed this time.
- Check that pupils have circled the correct words and ask how the meaning of the sentence has changed.
- Play the recording once more without stopping and ask pupils to repeat the sentence as a class stressing the words circled.

Answers

Pupils should circle the following:
really, pollution

Suggested answer

The first time suggests that we might not have problems with pollution if we cared about the environment.
The second time stresses that we don't care enough and that pollution is the result.

Extra Task (for early finishers)

See photocopiable material on page 124.

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Lesson 3

Objectives

Reading	web page – multiple matching
Say it like this!	talking about the environment
Listening	numbering pictures
Speaking	talking about a picture
Writing	giving advice with conditional sentences; making a poster

Extra materials required

Sheets of (coloured) paper for pupils to make posters

Way in

- Check pupils' spelling of the words they learnt in Lesson 2 by asking them to write down the following words in their notebooks: *oil*, *pollute*, *money box*, *recycle*, *throw away*. Check that they remember the meanings of the words by asking them to translate them into their own language, or to explain the meaning in English.
- Write on the board: *The town would be clean if we recycled our rubbish*. Ask pupils which tense the verb is in the *if* clause (*Past Simple*) and what word we use with the verb in the result clause (*would*). Remind them that this structure is called a second conditional and ask whether this is about something that is likely to happen in the future (*no*).

Reading

- Tell pupils that they are going to read a web page with comments and tips that pupils have written about the environment. Ask them to read comments and tips on their own to find out which two people mention recycling (*Rory and Amina*).

Comprehension

- Tell pupils to read the questions before they read the text again so that they know what information to look for.
- Ask pupils to do the task individually, but check the answers as a class. Ask pupils to underline where they get the answer from in the text so they can justify their answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1 C (… *eat snacks … dinner …*)
2 A (… *And don't forget that you can use things again. You can use the same plastic bags many times …*)
3 C (… *use your bike instead of using a car*.)
4 S (... *in the summer … in the autumn …*)
5 R (… *we often clean the beach … and throw away the rubbish*.)

Say it like this!

Talking about the environment

- Ask pupils to work in pairs to read the words and to complete the dialogue. Tell them to practise the dialogue and to take turns reading the roles. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask some of the pairs to say the dialogue out loud.

Answers

1 recycle
2 ride
3 waste
4 pollute
5 throw away

Listening

- Ask pupils to look at pictures a to e and to tell you what they show (*a boy putting cans in a recycling bin, people talking about recycling, a boy taking a recycling bin, people putting rubbish bins in front of a building, a boy putting a label on a bin*).
- Explain to pupils that they are going to hear someone talking about recycling and that they are going to note down the order in which they hear about each thing. Tell pupils that they have to listen for the words that talk about what the people are doing in the pictures.
- Play the recording once and encourage pupils to number each object as they hear about it rather than try to find the answers from a to e respectively.
- Play the recording again and ask pupils to number the remaining things, then check the answers as a class. Ask pupils to justify their answers.

Turn to page 102 for the listening script.

Answers

a5 (*When the bins are full, take them to a supermarket or your school's big recycling bins*.)
b4 (*Next, tell the people in each house or flat about recycling*.)
c1 (… *ask some neighbours for some rubbish bins*.)
d3 (… *put the bins in a good place so everyone can see them …*)
e2 (*Use a special pen and write PAPER, PLASTIC, GLASS and CANS on the bins*.)

Extra Class Activity

Have a class discussion about what the boy in the *Listening* task did. Ask pupils whether they would do this where they live and whether they think it would be easy or not.

Speaking

- Tell pupils that they are going to work in pairs to talk about what they would do if they lived in the place in the picture.
- Remind pupils of the conditionals they learnt previously, and tell them to use them to answer the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that you heard on the board, without saying who made them, and ask pupils to correct them. Deal with any problems in pronunciation.

Suggested answers

If I lived there, I would …
ride a bicycle/not throw things in the river/clean the park near the city/tell the boy to use a recycling bin/recycle the cans and bottles/plant more trees.

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Writing

Giving advice with conditional sentences

A

- Ask pupils to read the three tips about the environment and explain the meaning of any words they don't know.
- Draw pupils' attention to the fact that each tip has two sentences and explain that the first tells us what to do and the second tells us the result of doing this.

B

- Explain that pupils have to complete the sentences to give the same tips as they read in A, but this time they will show each tip and its result in one sentence.
- Remind pupils to use the Past Simple in the *if* clause and *would* before the main verb in the result clause.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 sent emails, wouldn't waste
2 turned off, would save
3 recycled things, would help

C

- Ask pupils to read the poster to see whether the word in brackets is in the *if* clause or in the result clause, and then to complete the sentences using the second conditional.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 threw
2 would be
3 stopped
4 wouldn't pollute
5 would save
6 recycled
7 bought
8 wouldn't waste

Task

D

- Give pupils a piece of paper to make their poster on. Ask pupils to work in pairs to discuss ideas about what tips they will write on their poster. Tell them to use the ideas from the web page on page 76 and the *Listening* and *Speaking* tasks.
- Make sure pupils understand the layout of the poster. Explain that they can write more than one tip and that each tip will come under a different heading.
- Ask pupils to use the plan to write a poster like the one in *C*.
- Alternatively, you could assign this task as homework.

Suggested answer

Recycling
Recycle cans! If we recycled all our cans, we would save a lot of metal!

Water
Don't waste water. We would save a lot of water if we took showers and not baths.

Plastic bags
Take your own bags to the shops! If everyone used their own bags, we wouldn't need so much plastic.

E

- Remind pupils to use the second conditional to make sentences like the ones in *Writing B* and the advice in *C*.
- Ask pupils to proofread their posters and to pay attention to the verb tenses and structures. Tell them to make sure they have given a result for each piece of advice.
- Hang pupils' posters on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their posters.

Extra Task (for early finishers)

See photocopiable material on page 124.

Project Book

The pupils may do Project 8 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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Review 4

Objectives

- To revise vocabulary and grammar from Units 7 and 8
- Song – Environment Song

Revision

- Explain to pupils that the tasks in *Review 4* are based on the material they saw in Units 7 and 8.
- Remind pupils that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask pupils to do one task at a time and then correct it immediately, or ask pupils to do all the tasks and then correct them together at the end. If you do all the tasks together, let pupils know every now and again how much time they have got left to finish the tasks.
- Remind pupils not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before pupils do the review.

Vocabulary Revision

- Check that pupils remember the text-related words and phrases from Unit 7, Lesson 1. Write the words *turn on*, *danger*, *idiot*, *kill* and *run for their lives* on the board and ask pupils to give the meaning or an example sentence for each one.
- Ask pupils to tell you as many nouns as possible related to nature. Make sure they revise *branch*, *leaves*, *stone*, *farm*, *nest*, *soil*, *wildlife*, *light*, *creatures*, *pond*, *flower*, *seeds* and *traps*.
- Write the adjectives *curious*, *massive*, *slippery*, *sticky* and *suitable* on the board and ask pupils to write down a sentence for each word in their notebooks. When they have finished ask pupils at random to read out one of their sentences until all the words have all been used correctly.
- Check that pupils remember the words related to the environment. Write the headings *verbs* and *nouns* on the board and ask pupils to tell you as many words as possible related to the environment. Invite them to come up to the board and write the words under the correct heading.

Grammar Revision

- Write *It's going to rain*. and *I think it will rain tomorrow*. on the board, and then ask pupils when we use *going to* and when we use *will* to talk about the future.
- Write *I love watching the squirrels in the park*. on the board and ask pupils which word is a gerund. Ask them to give other examples to show how we use gerunds as the subject of a sentence and after prepositions.
- Write *My cat is cute*, and *You like cats*, on the board and ask pupils to come up and write the question tags. Check that they remember how to make question tags when the verb is affirmative or negative.
- Write *use* and *pollute* on the board and ask a pupil to come and write a first conditional sentence with *If* and these verbs. Then ask a pupil to write a second conditional sentence with these words.

Vocabulary

A

- Ask pupils to say each of the words as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to go to the second page of stickers at the back of the book and find the stickers for *Review 4*. Tell them to decide which thing each sticker shows and to stick it in the correct box.
- Check that pupils have put the correct stickers above each word.

B

- Tell pupils to draw lines between words 1 to 5 and nouns a to e.
- Ask pupils to tell you which of these things is useful for us and which things are bad for the environment.

Answers

1d **2**b **3**a **4**c **5**e

C

- Explain to pupils that they should read the whole paragraph so that they understand the context for each of the missing words.
- Tell pupils they may need to look back at Unit 8, Lessons 2 and 3 for some of the answers as well as the Vocabulary tasks in the two units.

Answers

1 danger
2 difference
3 litres
4 energy
5 bottles
6 fan

D

- Ask pupils to read the whole sentence and the possible options before circling the correct answer. After they have finished the exercise ask them to read the sentences again to make sure their answers make sense.

Answers

1 pile
2 suitable
3 slippery
4 products
5 hold
6 soil

Grammar

A

- Explain to pupils that they should decide whether they need to make any spelling changes to the verb in brackets to make the gerund.
- Tell pupils to look back at Unit 7, Lesson 2 grammar box for a reminder if they need to.

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Answers

1 learning
2 Taking
3 cleaning
4 feeding
5 sitting

B

- Explain to pupils that they should read the sentences and the possible options before trying to choose the answers to decide whether we use *will* or *going to* in this context.
- Tell pupils to look back at Unit 7, Lesson 1 grammar boxes for a reminder if they need to.

Answers

1b **2**b **3**a **4**b **5**a **6**b

C

- Tell pupils to look at the verb in the first part of each sentence to see which tense it is and whether it is affirmative or negative before they write the question tag.
- Tell pupils to look back at Unit 7, Lesson 3 grammar box for a reminder if they need to.

Answers

1 didn't you
2 aren't they
3 is it
4 won't she
5 can't we
6 do we
7 does he
8 aren't I

D

- Explain to pupils that they should read the sentences before trying to write the answers to decide whether to use the first or the second conditional. Tell them to look for verb tenses in the result clause or the *if* clause of each sentence to help them get the correct form of the verb in brackets.
- Remind pupils to use the list of irregular verbs on pages 124 and 125 and tell them to look back at the grammar boxes in Unit 8, Lessons 1 and 2 for a reminder if they need to.

Answers

1 don't look after
2 will hurt
3 would save
4 will save
5 don't put
6 would ride

Song

- Tell pupils they are going to listen to a song about the environment. Ask them to read and listen to the song and to find out what environmental problems it talks about (*dumping rubbish, forest fires, cut down trees*) and what we must do to protect the environment (*recycle, plant trees, care for animals*).
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once all the way through.
- To finish, ask pupils to compare the picture above the song with the picture below it.

When checking pupils' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your pupils progress well.

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9 In Town

Way in

- If you assigned Unit 8, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their posters and to check that it has headings, gives advice about the environment and says what would happen if we followed the advice. Ask pupils to read each others' posters, or hang them on the wall so they can read them when they have time.
- Ask pupils to describe the city in the photo on pages 80 and 81. Then ask them if they have ever been to the top of a tall building like the ones in the photo and, if not, whether they would like to.

Quiz

- Explain that this is a photo of a city called Dubai. Ask them where Dubai is and what they know about it. Explain that it is one of the United Arab Emirates (UAE). The city of Dubai is famous for its tall buildings with exciting modern architecture. The Burj Khalifa in Dubai is the tallest building in the world.
- Ask pupils to do the quiz individually, but check the answer as a class.
- If pupils are interested, give them further information on Dubai using the Background Information box.

Background Information

Dubai is an important centre for trade and people from all over the world go there to visit and to work. It is famous for dramatic modern architecture and innovative ways of adapting the environment. Developers recently built new islands in the bay to build homes and hotels. You can find out more by going to http://channel.nationalgeographic.com/series/man-made/3134/Overview.

Answer

a

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words, directions
Grammar	have to, must
Listening	labelling a picture
Speaking	giving directions from one place to another
Writing	writing directions from one place to another

The Cortuga Adventure

For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 113.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 in a cave
2 to hide from Bruno and Buzz
3 to Uncle Oliver's house

While you watch

Answers

1 get away
2 plan
3 expecting
4 exploring
5 get ready
6 address

After you watch

Answers

1 no
2 tired
3 no
4 in the café
5 Robbie
6 pupils' own answers

For teachers using the audio CD

- Begin by asking pupils where the children were at the end of the previous episode (*in the cave*) and why they were there (*to hide from Bruno and Buzz*). Ask them to scan the cartoon episode on page 82 and to tell you where the children go when they leave the cave (*to Uncle Oliver's house*).
- Tell pupils they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils what Kate suggests in the cave (*that they get away before the men come back*) and who wants to make a plan (*Paolo*). Ask when Oliver was expecting them home (*in time for dinner*) and what Jake says they were doing (*exploring the jungle*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Uncle Oliver and the man on the phone to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.

1 Is it raining when the children leave the cave? (*no*)
2 How does Mandy feel? (*tired*)
3 Do the children tell Uncle Oliver everything that has happened? (*no*)
4 Where does Robbie say his sweatshirt is? (*in the café*)
5 Who answers the phone? (*Robbie*)
6 Who do you think the man on the phone is? (*pupils' own answers*)

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Teaching Tip

Encourage pupils to answer the extra questions about the cartoon episode using complete sentences and to justify their answers wherever they can. This will help them practise producing correct structures and as much language as possible.

Vocabulary

A

- Explain that the words in the wordbank appear in the cartoon episode. Also point out that the words are not always in the same form as they appear in the wordbank. Ask pupils to find the words in the cartoon and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 alright
2 follow
3 sleepy
4 explore
5 shut

B

- Explain to pupils that they have to match letters a to f with sentences 1 to 6. Tell pupils that we use these expressions to tell people how to go somewhere, and then explain any vocabulary that pupils have not been taught yet.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

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

Grammar

Have to

- Read the first part of the grammar box to the class and ask pupils to read the example sentences with you. Explain all the grammar terms used if necessary.
- Read the affirmative, negative and question forms from the grammar box with the class. Ask them which word we put in front of *have to* in the negative (*don't/doesn't*). Then ask how we form questions (with *Do/Does* + subject + *have to* + infinitive).
- Ask pupils a few questions using *have to* to elicit short answers.
- Ask pupils to look back at the first frame of the cartoon episode on page 82 and to underline the sentences with *have to* (*We have to get away …*, *Do we have to do it now?*, *We have to turn left from here*.).
- Ask pupils to read each sentence to see whether it is in the affirmative, negative or question form and whether it is about the present or the past.
- Explain that the answers in the task include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Does ... have to
2 have to
3 had to
4 Did ... have to
5 didn't have to

Must

- Read the first part of the grammar box to the class and ask pupils to read the example sentences with you. Draw pupils' attention to the fact that we never use *to* after *must*, but only the bare infinitive.
- Read the affirmative, negative and question forms from the grammar box with the class. Ask pupils a few questions using *must* to elicit short answers.
- Ask pupils to read through the sentences and options in the task. Ask them to decide whether each sentence is about an obligation, something that is or isn't necessary, or something we are not allowed to do. Then tell them to compare each sentence with the examples in the grammar box to see which grammar rule it matches.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

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

Listening

- Explain to pupils that they are going to listen to a boy asking a girl how to get from the place that is shown on the map to another place in the town.
- Ask pupils to look at the list of places in the wordbank and to read the name of the streets on the map.
- Explain the meanings of any words that pupils don't know yet and tell them to look for any other things on the map that we can use to give directions. Ask them to listen to the recording all the way through and write the places in the correct boxes.
- Play the recording all the way through again and ask pupils to check their answers and to fill in any missing answers.

Turn to pages 102-103 for the listening script.

Answers

Bottom left: supermarket (… *go down King Street for about two minutes. You'll pass the supermarket* …)
Centre above Lang Road: restaurant (… *turn left into Lang Road. You'll see a restaurant on the left*.)
Centre of Hope Street: café (*Walk down Hope Street for a minute, past a café* …)
Right above RECYCLING: library (*Walk down Cage Street for two minutes, and then you'll see the library on the right* …)
Top right: school (… *you'll see the library on the right, opposite a school*.)

Speaking

- Explain that pupils are going to work in pairs to tell each other how to get from one place to another. Tell them they need to choose two places from the *Listening* task for their description.
- Remind pupils of the phrases they learnt for giving directions, and ask them to use them to explain how to get from one place to another.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

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- Ask each pair to choose a different place on the map to give directions to and repeat until each pair has had a turn.
- Write any structural mistakes on the board, without saying who made them, and ask pupils to correct them. Deal with any problems that arose in pronunciation.

Extra Class Activity

Ask pupils to work in pairs to draw a map of their neighbourhood and then to give each other directions from one place on their map to another. Tell them to take turns at giving directions to different places using the phrases they learnt in *Vocabulary B*.

Answers

Pupils' own answers

Writing

- Explain to pupils that they are going to write down the directions that they gave in the *Speaking* task. Ask them to look back at the phrases in *Vocabulary B* to remind them of the language for giving directions.
- When pupils have finished, ask them to swap books with their partners to check what each other has written.
- Alternatively, you could set this task for homework if you are short of time.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 125.

Lesson 2

Objectives

Reading	travel article - open-ended questions
Vocabulary	text-related words, town-related words
Grammar	can and could
Listening	two-option lozenges
Sounds of English	different pronunciation of the same letter combinations

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' directions. Then ask pupils at random to read their directions to the rest of the class.
- Tell pupils to write the words *alright*, *follow*, *sleepy*, *explore* and *shut* in their notebooks and to write one sentence for each word. Then ask them to swap books with a partner to compare their sentences and check their spelling. Ask pupils at random to read one of their sentences to the class until all the words have been correctly used.
- Write on the board: *You didn't … cross the road*. and ask pupils whether we can complete this with *have to* or *must* (*have to*). Remind them that we don't use *must* to talk about the past.

Reading

- Tell pupils that they are going to read about New York City and some things you can do there. Ask what they think they can see or do there (*go on a tour, see exhibitions, visit Central Park*) and what they think they can eat there (*bagels*).
- Ask whether any pupils have been to New York City and, if so, what they saw and did there. Otherwise, ask pupils what they know about New York in general, and if there is a map in the classroom, ask them to find New York on it. If necessary, explain that it is a city on the north east coast of the USA. It is famous for its tall buildings, called skyscrapers, and the business centre on Manhattan Island. More people live in New York City than in any other city in the USA, but it is not the capital city.
- If pupils are interested, give them further information on New York City using the Background Information box.

Teaching Tip

You might find it useful to have a globe or a world map in the classroom so that you can show the positions of other countries and cities in the world when you need to. This will give pupils a clearer idea of where places are in relation to their own country and will also expand their general knowledge.

Background Information

When people from Europe went to America in the 16th century, a community of 5000 Native Americans lived where Manhattan is today. People from Holland bought the island from the Native Americans for a small amount of money, and then they made a town called New Amsterdam. In 1664, the English fought against the Dutch people and took control of the town and they renamed it New York. As most of the city is on three islands, Manhattan, Staten Island and Long Island, there isn't much land to build on and so they have made the buildings taller. For further information, go to www.nationalgeographic.com and look up *New York City*.

Comprehension

- Tell pupils to read the questions before they read the article for the second time so that they know what information to look for.
- Ask pupils to do the task individually, but check the answers as a class. Make sure they underline where they get the answer from in the text so they can justify their answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1 nothing, it's free
2 30,000
3 on Broadway
4 a delicious chewy bread ring
5 a bagel

Guess what!

- Tell pupils to read the information in the *Guess what!* feature. Ask them if they know of any famous statues in their country.

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Vocabulary

- Ask pupils to read both the sentences and options.
- Explain that the words in the exercise appear in the article about New York in the *Reading* task. Ask pupils to find the words in the text and underline them. Explain any words they have not learnt yet.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 chewy
2 statue
3 fish
4 tour
5 collection

Grammar

Can and could

- Read the uses of *can* and *could* in the grammar box to the class and ask pupils to read the example sentences with you. Explain the grammar terms used if necessary.
- Read the affirmative, negative and question forms from the grammar box with the class. Then ask pupils to read the short answers.

A

- Ask pupils to read through the sentences and options and to find whether each one is about something in the present or in the past and if the meaning will be affirmative or negative. Tell them to compare each sentence with the examples in the grammar box to see which grammar rule it matches.
- Once pupils have finished, give them a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

1 can't
2 can't
3 couldn't
4 can't
5 Could
6 Can

B

- Tell pupils that they have to use one of the four options given to complete the sentences. Ask pupils to read each sentence to see whether it is about the present or the past and whether the meaning is affirmative or negative.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Can
2 couldn't
3 could
4 can't
5 couldn't
6 can't

Extra Class Activity

Ask pupils to work in pairs to make sentences using *can* or *could*:

1 about something they are able to do
2 asking for and giving permission
3 about something that is possible to do

Then ask each pair to read their sentences to the class.

Vocabulary

- Explain to pupils that they have to match pictures a to f with words 1 to 6. Explain any vocabulary that pupils have not been taught yet.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

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

Listening

- Before pupils listen to the recording, ask them to read through the sentences and options so they know what information to listen for.
- Explain to pupils that they are going to listen to a boy talking to his aunt about a visit to Athens.
- Play the recording and ask pupils to circle the correct answers.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to circle any missing answers.
- Check answers as a class and ask pupils to justify the answers they give.

Turn to page 103 for the listening script.

Answers

1 2004 (… *I went to Athens for the Olympic Games in 2004* …)
2 Parthenon (… *I've heard of the Parthenon. It's on a hill in the centre of the city, isn't it?* … *Yes, it is.*)
3 museum (*You must go to the museum there, too. They were still building it when we were there, so we couldn't go.*)
4 having lunch (*It says here that we're having lunch in Plaka.*)
5 theatre (*In the evening we're going to the cinema.*)

Sounds of English

A

- Explain that the words in each group have the same letters at the end, but one of the words in each group sounds different. Ask pupils to read the words and to circle the words they think are different. Explain the meaning of any new vocabulary.
- Play the recording once stopping after each set of words to give pupils the chance to check their answers.
- Play the recording once more without stopping and ask pupils to repeat the words as a class.

Answers

1 eight
2 give
3 wind
4 home

B

- Ask pupils to work in pairs to practise saying the words in *A* and then to think of some other words that rhyme with these sounds.
- Ask each pair to say one of the groups of words and to tell the class their rhyming words for this group. Write their ideas on the board as they say them.
- Repeat this until each pair has had a turn to say the words and to give their own ideas. Correct their pronunciation where necessary.

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Suggested answers

1

(= sight, right)	fight, kite, light
(= eight)	gate, hate, late

2

(= give)	live
(= five, dive)	drive

3

(= wind)	binned, tinned
(= mind, find)	behind, underlined

4

(= some, come)	mum, gum
(= home)	comb, Rome

Extra Task (for early finishers)

See photocopiable material on page 125.

Lesson 3

Objectives

Reading	letters to a magazine – multiple matching
Say it like this!	asking for and giving directions
Grammar	might; should
Writing	order of adjectives, writing a description

Way in

Teaching Tip

Now and then, both you and pupils might enjoy using different methods of practising vocabulary and spelling. For example, to revise the words from Lesson 2, Vocabulary, page 85, write each of the words on a piece of card or thick paper and cut the words into letters so that one letter is on each piece of paper. Then, put the letters for each word into separate envelopes. Ask pupils to work in pairs and give each pair an envelope. Tell them to put the letters in the correct order to make the word, and then ask a pupil from each pair to write their word on the board.

- Check pupils' spelling of the words they learnt in Lesson 2 by asking them to write the following words in their notebooks: *activity*, *chewy*, *collection*, *exhibition*, *fish*, *original*, *sight*, *statue*, *tour*, *try on*. Then check that they remember the meanings by asking them to write a sentence for each one.
- Ask pupils to tell you sentences using *can* about something they are able to do, about something that it is possible to do now and to ask for or give permission. Then tell them to change the sentences about ability and possibility so that they are about the past. Ask them which word we use instead of *can* for the past (*could*) and what comes after *can* or *could* (*bare infinitive*).
- Ask pupils to look at the photos beside the letters on page 86 and to describe the places they can see using some of the words they learnt in Lesson 2.

Reading

- Tell pupils that they are going to read letters that pupils have written to a magazine about the cities where they live. Ask them to read the letters on their own to find out which children recommend that you take things with you to their cities (*Maria and Sandra*).

Comprehension

- Ask pupils to read the questions before they read the letters for the second time so that they know what information to look for.
- Ask pupils to do the task individually, but check the answers as a class. Make sure pupils underline where they get the answers from in the text so they can justify their answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1 M (… *the city is by the sea. Visitors should bring swimming costumes so that they can swim.*)
2 S (… *fantastic museums, and some of them are free.*)
3 P (… *you can meet so many people. There are people here from all over the world.*)
4 M (*You might spend all day walking around …*)
5 P (… *you can get lots of different kinds of food.*)
6 S (… *it rains a lot.*)

Say it like this!

Asking for and giving directions

- Ask pupils to work in pairs to read through the phrases and example sentences. Then tell them to take turns asking for directions to their partner's house and to give directions to their house. Remind them to practise the language given in the box. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask each pair to role play their dialogue until all pupils have had the chance to speak.

Answers

Pupils' own answers

Grammar

Might

- Read the rule in the grammar box to the class and the example sentence. Explain that we use *might* to show that we are not sure if something will happen or not.
- Read the affirmative and negative forms from the grammar box with the class. Then draw pupils' attention to the fact that we rarely use *might* to make questions and we say *might not* instead of *mightn't*.

Should

- Read the first part of the grammar box to the class and ask pupils to read the example sentences with you.
- Read the affirmative, negative and question forms from the grammar box with the class. Then ask pupils to read the short answers.

A

- Ask pupils to read the sentences to decide which words fill the gaps.

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- Tell pupils to decide whether each sentence is talking about a possibility or giving advice and whether it is affirmative, negative or a question form.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 should
2 might not
3 Should
4 might
5 shouldn't

B

- Ask pupils to look at the pictures and to read the sentences to decide whether the person is talking about a possibility or giving advice. Tell them to decide whether to write the affirmative or negative form.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 might
2 shouldn't
3 Should
4 might not

Writing

Order of adjectives

A

- Ask pupils to read the rules about the order of adjectives. Explain the meaning of any words they don't know.
- Tell pupils to look back at the first letter on page 86 to find the adjectives and see which of the categories 1 to 7 they match (*beautiful*, *amazing*, *comfortable:* category 1).

Extra Class Activity

Ask pupils to work in pairs to think of as many adjectives as they can for each of the categories 1 to 7 to show that they have understood the meanings of these headings. Check their answers as a class.

B

- Explain that pupils have to complete the sentences with the adjectives in the correct order. Remind pupils to use the order of adjectives shown in *A*.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 old English
2 small new green
3 great new English

C

- Ask pupils to read the description of the town, and then to complete the sentences using the adjectives in brackets in the order they learnt in *A*.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 old English
2 fantastic big
3 large round
4 beautiful old
5 delicious local

Task

D

- Ask pupils to work in pairs to discuss ideas about the town they will write about. Tell them to use the letters on page 86 for ideas.
- Make sure pupils understand the plan for the description.
- Ask pupils to use the plan to write a description like the one in *C*.
- Alternatively, you could assign this task as homework.

Suggested answer

Edinburgh is an old Scottish city. Many people go there to visit the famous old castle. When the weather is good you can have a picnic in the beautiful big gardens in the centre near the castle. When the weather is bad, you can go to the amazing museums, and most of them are free. You can also eat tasty hot pies there. One kind of pie is called a *bridie*. You can also buy traditional Scottish clothes.

E

- Ask pupils to proofread their descriptions and to pay attention to the order of the adjectives they have used.
- Hang pupils' descriptions on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their descriptions.

Extra Task (for early finishers)

See photocopiable material on page 125.

Project Book

The pupils may do Project 9 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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10 TV and Radio

Way in

- If you assigned Unit 9, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their descriptions, checking the order of adjectives they used. Then ask them to read each others' descriptions, or hang them on the wall so they can read them when they have time.
- Write the following on the board:

  We might listen to the radio tonight.
  You shouldn't watch TV all day.

  Ask pupils why we use *might* in the first sentence (*to talk about a possibility*) and why we use *shouldn't* in the second sentence (*to give advice*).

Quiz

- Ask pupils to look at pages 88 and 89 and tell you what animal they can see in the photo (*a boy looking at a tiny screen).*
- Tell pupils that technology has changed and that TVs and radios, and other devices such as cameras, can now be made very small.
- Point out that the title of the unit is TV and Radio. Ask which channels and programmes they watch. If pupils are interested, give them further information using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

TVs first appeared in the 1920s but they were not common until the 1960s. The first TVs only showed black and white pictures. Now there are many hundreds of TV stations around the world. For the National Geographic channel schedule, go to http://channel.nationalgeographic.com/tv-schedule. Pupils can compare this with their local channels and say which programmes interest them.

Answer

c

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words, TV and radio-related words
Grammar	present simple passive
Listening	numbering pictures
Speaking	telling a story from looking at pictures
Writing	writing a paragraph about a picture story

The Cortuga Adventure
For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 114.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 at Uncle Oliver's house
2 no
3 Bruno and Buzz catch him

While you watch

Answers

1 Robbie
2 Paolo
3 Oliver
4 Bruno
5 Buzz
6 Mandy

After you watch

Answers

1 no
2 the beach
3 a local radio station
4 Craine
5 to send a message to his mum
6 Oliver called him Robbie.

For teachers using the audio CD

- Begin by asking pupils where the children were at the end of Episode 9 (*at Uncle Oliver's house*) and whether they have told Uncle Oliver what really happened (*no*). Ask pupils to look at the episode on page 90 and to tell you what happens to Robbie at the end of the episode (*Bruno and Buzz catch him*).
- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils which children say it's a good idea to tell Oliver about Craine (*Kate and Paolo*). Then ask them what Robbie said Craine did on the phone (*threatened him*) and why Robbie went back to Oliver's house (*to get his mobile phone*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Robbie, Jake, Oliver, Bruno and Buzz to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.

  1 Does Mandy want to tell Oliver about Craine? (*no*)
  2 Where do the children go for a walk? (*the beach*)
  3 Where did Paolo hear about animals disappearing? (*a local radio station*)
  4 Who does Robbie think phoned last night? (*Craine*)
  5 Why does Robbie go to get his mobile phone? (*to send a message to his mum*)
  6 How did Bruno know who Robbie was? (*Oliver called him Robbie.*)

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Vocabulary

- Explain that the words in the wordbank appear in the cartoon. Tell pupils that the words may be in a different form to those which appear in the wordbank. Ask pupils to find the words in the cartoon and to underline them.
- Elicit which words are in the past tense (*recognised*, *threatened*) and which one is in the continuous form (*disappearing*). Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 discuss
2 lock
3 disappear
4 recognise
5 threaten

Grammar

Teaching Tip

It is a good idea to regularly review all the tenses which pupils have learnt so far, to help them remember how to form them and when to use them. You can use examples from whichever lesson you are currently working on. For example, in this lesson, ask them which tenses they can find in frames 1, 2 and 3 of the cartoon story. Then ask them why we use them in these contexts. In frame 1, the children use the Future Simple because they are predicting things (*He'll be really angry.*) and making an on-the-spot decision (*I'll call Paolo* ...). In frame 2, they use the Past Simple to talk about actions completed in the past (*Somebody phoned last night.*). In frame 3, Paolo uses the Past Continuous to talk about an action that lasted over a period of time (… *I was listening to the news* …) and the Present Continuous to talk about something happening now (… *animals are disappearing from Cortuga*.).

Present Simple Passive

- Write the following sentences on the board to show the difference between the passive and the active voice:
  - *Todd Craine sells wild animals. (active voice)*
  - *Wild animals are sold by Todd Craine. (passive voice)*

  Explain that the first sentence tells us that *Todd Craine*, who is the subject, does something, and this is called the active voice. In the next sentence, *Wild animals*, which are the subject, don't do anything, but something happens to them. Tell pupils we call this the passive voice.
- Read the first part of the grammar box to the class and ask pupils to read the example sentences with you. Then read the affirmative, negative, question and short forms from the grammar box with the class.
- Ask pupils to look back at frames 3 and 5 in the cartoon story on page 90 and to underline the sentences in the passive voice (… *before any decisions are made, Let's grab him before we are seen*.).

A

- Ask pupils to read each sentence and to find the subject of each missing verb. Remind them that the subjects will help them decide on the correct form of the Present Simple Passive each time. Ask pupils to use the list of irregular verbs on pages 124 and 125 to find the past participles of any irregular verbs they come across.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 is watched
2 Are ... chosen
3 is locked
4 isn't written
5 Are ... given

B

- Ask pupils to read the sentences and to find the subject of each missing verb.
- Tell pupils to think about which words they need to use to form the passive.
- Ask pupils to decide whether each verb is regular or irregular and then to look at the list of irregular past participles on pages 124 and 125 if they need to.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 are shown
2 isn't played
3 isn't paid
4 Are ... sent
5 is watched

Vocabulary

- Ask pupils to work in pairs to read the sentences and options and decide which options match the pictures. Explain that pictures 1 to 6 show the correct answer for each question. As most of the vocabulary is new, encourage pupils to use dictionaries, as well as looking for clues in the pictures.
- Check the answers as a class and explain the meanings of the words where necessary.

Answers

1 reporter
2 comedy
3 nature
4 cartoon
5 DJ
6 news

Listening

- Explain to pupils that they are going to hear Ben talking to Jenny about what happens to his dog when he takes her to the TV studio. Tell them that they are going to note down the order in which they hear about each action.
- Tell pupils that they have to listen for the words that talk about the things they can see in the photos and that they also have to listen for words that tell them when each action is done.
- Remind pupils to number each picture as they hear about it on the recording rather than to try to find the answers in the correct order from a to f respectively.
- Play the recording to the end and ask pupils to number the pictures.
- Play the recording again and ask pupils to check their answers and to fill in any missing answers.

Turn to page 103 for the listening script.

Answers

a5 (*Every time she does something right, she's given a little piece of chicken.*)
b4 (*When she's ready, she goes to the trainer.*)
c6 (… *when she's ready, she goes in front of the camera.*)
d2 (*Half an hour later, we arrive at Channel 9.*)
e3 (… *Honey is washed by one of the staff.*)
f1 (*First of all, we get the bus to the studio.*)

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Speaking

- Explain that pupils are going to work in pairs to tell the story from the *Listening* task.
- Remind pupils of the TV-related words that they learnt in the unit, and tell them to use them with the Present Simple Passive to tell the story (*The dog was taken to the trainer*.).
- Go round the class monitoring pupils and make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell their story and repeat until each pair has had a turn.
- Write any mistakes that you heard on the board, without saying who made them, and ask pupils to correct them. Deal with any problems that arose in pronunciation.

Answers
Pupils' own answers

Extra Class Activity

Ask pupils if they have ever visited a TV studio and, if so, what they saw there. If they haven't been to one, ask them whether they would like to visit one, which channel they would like to go to and which programmes they would like to see being made.

Writing

- Explain to pupils that they are going to write a paragraph about the story that they told in the *Speaking* task. Ask them to look back at the words in the *Vocabulary* task to remind them of the words related to television.
- Ask pupils to write down their paragraphs and then get them to swap books with their partners to check what they have written.
- Alternatively, you could set this task for homework if you are short of time.

Answers
Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 126.

Lesson 2

Objectives

Reading	article – missing sentences
Vocabulary	text-related words, TV and radio-related words
Grammar	past simple passive
Listening	ticking correct pictures
Sounds of English	similar-sounding words

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' paragraphs. Then ask pupils at random to read their paragraph to the rest of the class.
- Tell pupils to write the words *disappear*, *discuss*, *lock*, *recognise* and *threaten* in their notebooks and to write one sentence for each word. Then ask them to swap books with a partner to compare sentences and check their spelling. Ask pupils at random to read one of their sentences to the class until all the words have been correctly used.
- Ask pupils how we make the Present Simple Passive (with *am*, *are*, *is* and the past participle). Write the verbs *play*, *show* and *watch* on the board and ask pupils to make a sentence for each verb using the passive voice.

Teaching Tip

Use word scrambles as an alternative to dictation now and then to help pupils remember vocabulary. For example, write *rappedasi*, *scudiss*, *colk*, *noseciger* and *tartheen* on the board and ask pupils to unscramble these to make words from Lesson 1. Ask them to copy down the scrambled words in their notebooks and to write the correct word next to each one. Check the answers as a class and also check that they understand the meanings.

Reading

- Tell pupils that they are going to read an article about the history of television. Ask them how many televisions they have at home. Ask them what kinds of programmes they like to watch on TV and who they watch them with. Then ask pupils to read the article on their own to find out what kinds of programmes were popular in the 1960s (*quiz shows and soap operas*).

Comprehension

- Ask pupils to read the missing sentences before they read the text for the second time. This way they will have more of an idea about what information is missing and where it may be likely to go.
- Once they have filled the gaps tell pupils to read back through the article to make sure that they have chosen the correct sentences.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.

Answers
1c **2**d **3**a **4**e **5**b

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask them how many hours of TV they watch a week.

Vocabulary

A
- Explain that all the words in the wordbank appear in the article and that they have to use these words to complete the sentences.
- Tell pupils that the words in the wordbank are not always identical to those in the article, sometimes they will appear in a different form.
- Ask pupils to find the words in the article and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

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Answers

1 invent
2 advertising
3 imagine
4 entertain
5 technology

B

- Explain to pupils that they have to look at the groups of words and decide which word in each set of three is different from the other two. As some of the vocabulary is new, encourage pupils to use dictionaries.
- Ask pupils to work in pairs to encourage discussion, but check the answers as a class. Ask pupils to explain why each word is the odd one out.

Answers

1 watch (A *commercial* or *advert* tells us about something people want to sell to us, but we *watch* TV.)
2 afford (They *show* or *broadcast* programmes on TV, but *afford* means to have enough money to buy something.)
3 wide (*Mini* means the same as *small,* but a *wide* screen is a big one.)
4 make (You *invent* or *imagine* something when you think of an idea, but when you *make* something, you can see and touch it.)
5 television set (A *soap opera* and a *reality show* are kinds of TV programme, but a *television set* is what we watch TV programmes on).

Grammar

Past Simple Passive

- Remind pupils that we form the Present Simple Passive with *am*, *are* or *is* and the past participle of the main verb, and make sure they remember the uses of the passive voice (*When we are more interested in the action than the person who does it, when we don't know who does the action or when it's obvious who does the action*.).
- Read the first part of the grammar box to the class and ask pupils to read the example sentences with you.
- Read the affirmative, negative, question and short forms from the grammar box with the class.
- Ask pupils to read each sentence in the task and to find the subject of each missing verb. Remind them that the subjects will help them decide on the correct form of the Past Simple Passive each time. Tell them to see whether the subject is singular or plural and whether the verb is regular or irregular. Remind them to use the list of irregular verbs on pages 124 and 125 to find the past participles of any irregular verbs.
- Explain that the answers include affirmative, negative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 was shown
2 was chosen
3 Were ... paid
4 were interviewed
5 wasn't made
6 wasn't ... sent
7 Was ... invented
8 wasn't broadcast

Extra Class Activity

Ask pupils to write three examples of their own using the Past Simple Passive. Ask them to write one affirmative sentence, one negative sentence and one question. Check their answers as a class.

Listening

- Ask pupils to read the questions and to find the differences between the three pictures below each question.
- Explain to pupils that they are going to listen to a man reading the news about things that happened and things that will happen.
- Play the recording once and ask pupils to tick the correct answers.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing answers.
- Check the answers as a class and ask pupils to justify the answers they give.

Turn to page 103 for the listening script.

Answers

1a (*The policeman saw the children and he swam out to them …*)
2b (*Two friends found a baby elephant in the centre of a local park this morning. It was from a nearby zoo and it was sleeping under a big tree.*)
3c (*… when the teenager saw that the house was on fire. He went inside the house and he woke up the family …*)
4c (*… it's going to rain this afternoon.*)
5c (*The next news show will be broadcast at 7 o'clock tomorrow morning when Helen Kelly will be here.*)

Sounds of English

A

- Ask pupils to work in pairs to say the pairs of words to each other. Then tell them to write S if they think the pairs of words sound the same and D if they think they sound different.
- Give pupils time to read the words and write down their answers, but don't check their answers until they have heard the recording.

Answers

1D **2**S **3**S **4**D **5**S

B

- Play the recording once, stopping after each pair of words to give pupils time to check their answers. Draw pupils' attention to the different sounds of **s** and **sh** in question 1, and **i** and **ee** in question 4. Explain that the words in questions 2 and 5 sound the same although the spelling is different, and that in question 3, the **k** in **knows** is a silent letter, so the word sounds like **nose**.
- Play the recording once more without stopping and ask pupils to repeat the words as a class.

Extra Task (for early finishers)

See photocopiable material on page 126.

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Lesson 3

Objectives

Reading	magazine article – multiple matching
Say it like this!	expressing preferences
Listening	numbering programmes
Speaking	asking and answering questions about TV
Writing	spelling; writing a review
Song	about TV and radio

Way in

- Check pupils' spelling of the words they learnt in Lesson 2 by asking them to write down the following words in their notebooks: *advertising*, *afford*, *broadcast*, *commercial*, *entertain*, *imagine*, *invent*, *technology.* Check that they remember the meanings by asking pupils to translate them into their own language.
- Write the following sentence on the board: *That advert was shown in many countries.* Ask pupils which tense the verb is in (*Past Simple*) and what kind of word comes after *was* (*past participle*). Remind them that this structure is called the passive voice and ask them why we use it here (*because it's obvious who does the action*).

Reading

- Tell pupils that they are going to read a magazine article about which TV and radio programmes some children like. Ask them to read the article on their own to find the names of the two DJs on Lampsi FM (*Katerina and Dimitris*).

Comprehension

- Tell pupils to read the questions before they read the text again so that they know what information to look for.
- Ask pupils to underline where they get the answers from in the text so they can justify their answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.

Answers

1 M (*Sometimes they cry and they are really sad …*)
2 Z (*I only watch TV on Saturday mornings.*)
3 M (*… I'm going to be a singer one day.*)
4 N (*… the only programmes I watch are about cars.*)
5 N (*My dad watches it with me.*)

Say it like this!

Expressing preferences

- Ask pupils to work in pairs to read through the phrases and example sentences. Then tell them to complete the dialogue with some of these phrases. After they have completed the dialogue, ask them to take turns to read out the parts of Gina and Kyle to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- Ask each pair to role play their dialogue until all pupils have had the chance to speak.

Answers

1 My favourite show
2 can't stand
3 Do you prefer
4 I prefer

Listening

- Explain to pupils that they are going to hear five descriptions of different kinds of TV programme and that they have to match descriptions 1 to 5 with the kinds of programme a to e. Tell pupils that they have to listen for the words that talk about each kind of programme.
- Play the recording to the end of the first description and ask pupils what they think the correct answer is. Play the rest of the recording and ask pupils to number the remaining programmes. Encourage pupils to match each description to the kind of programme as they hear about them rather than trying to remember all the answers until the end.
- Play the recording again and ask pupils to check their answers and fill in any missing answers. Then check the answers as a class. Ask pupils to justify their answers.

Turn to page 103 for the listening script.

Answers

a5 (*There are lots of jokes or funny things that make you laugh.*)
b3 (*It's about real things like history, geography, animals and nature, so you can learn interesting things when you watch it.*)
c4 (*… a presenter asks questions. Different people go on the show and they must try and answer the questions.*)
d1 (*… people on this show sing, dance, tell funny stories or do something else … to win the prize …*)
e2 (*We can find out what is happening in the world … It is shown on TV many times every day … adults usually watch it*)

Speaking

- Explain that pupils are going to work in pairs to ask and answer questions about TV. Remind pupils of the TV-related words that they have already learnt, and tell them to use them to answer the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any mistakes you heard on the board, without saying who made them, and ask them to correct them. Deal with any problems that arose in pronunciation.

Answers

Pupils' own answers

Writing

Spelling mistakes

A

- Ask pupils to read the sentences carefully. Explain that there is one spelling mistake in each sentence and that they have to correct it. Tell pupils that there could be a letter missing, an extra letter or just the wrong letter altogether.
- Ask pupils to do the task individually, but check the answers as a class.

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Answers

1	awfu**l**	**6**	cart**oo**ns
2	thin**k**	**7**	lis**t**en
3	thin**g**s	**8**	progra**mm**e
4	bre**a**kfast	**9**	se**e**ms
5	rea**ll**y	**10**	**h**our

B

- Ask pupils to read the review of a television programme carefully to find the spelling mistakes. Explain that there are eight spelling mistakes in the review and that they have to correct them.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

Paragraph 2

line 2	i**s**land
line 4	usua**ll**y
line 5	useful
line 7	fru**i**t
line 8	le**a**ve
line 9	cho**s**en, wi**nn**er

Paragraph 3

line 2	thin**k**

Teaching Tip

Keep notes of the common spelling mistakes that your pupils make in their writing. Spend time going over these now and again to focus on the correct spelling. Write the incorrect spellings on the board and ask pupils to come up and correct them. This should help pupils avoid repeating the same mistakes.

Task

C

- Ask pupils to work in pairs to discuss ideas about the TV programme they will write their review about. Tell them to use the ideas from the article on page 94.
- Make sure pupils understand the paragraph plan for the review. Ask pupils to use the plan to write a review like the one in *B*.
- Alternatively, you could assign this task as homework.

Suggested answer

My favourite TV programme is a comedy called *Good Neighbours*. It is on TV at nine o'clock every Monday and Friday.

In the programme, people who live in the flats in the apartment block do some crazy things. Last week, all the neighbours thought that one of their friends was very ill. They baked a thousand cakes to sell to make money, so that they could help to pay for his hospital bills. Then they found out that it was really his parrot that was sick. They gave the money they had raised to a local hospital.

I like the programme because it makes me feel happy and I laugh a lot. I would like to meet all the actors and actresses but I don't want to be on the programme. I would feel a bit silly as I don't think I'm a very good actor!

D

- Ask pupils to proofread their reviews and to pay attention to their spelling.
- Hang pupils' reviews on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their reviews.

Song

- Explain that pupils are going to listen to a song about TV and radio and that they should read the song as they listen.
- Play the song stopping at the end of the first verse to ask pupils what the singer, his wife and their kids like doing (*watching wildlife programmes*, *watching DVDs*, *playing games outside* or *listening to the radio*) and what kinds of programme they never watch (*soap operas and game shows*). Then play the rest of the song without stopping and ask pupils to count how many activities are mentioned in the second verse and what they are (seven: *read*, *drive*, *cook*, *skateboard*, *explore*, *fix your bike*, *listen to your favourite DJ*). Explain the meaning of any words they haven't been taught yet.
- Play the song again and ask pupils to sing along. Play the song as many times as pupils wish.

Extra Class Activity

Ask pupils to write down the activities they do every day. Then have a class discussion about whether pupils listen to the radio and what they can do when they are not watching TV.

Extra Task (for early finishers)

See photocopiable material on page 126.

Project Book

The pupils may do Project 10 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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Review 5

Objectives

- To revise vocabulary and grammar from Units 9 and 10
- Song – Amazing New York

Revision

- Explain to pupils that the tasks in *Review 5* are based on the material they saw in Units 9 and 10.
- Remind pupils that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask pupils to do one task at a time and then correct it immediately, or ask pupils to do all the tasks and then correct them together at the end. If you do all the tasks together, let pupils know every now and again how much time they have got left to finish the tasks.
- Remind pupils not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before pupils do the review.

Vocabulary Revision

- Ask pupils to write sentences using the words: *alright*, *explore, follow, shut* and *sleepy*.
- Tell pupils to work in pairs and to look at the map on page 83. Ask them to give each other directions to various places on the map. Make sure they revise *turn right*, *turn left*, *cross the road*, *go round the corner* and *go straight ahead*.
- Ask pupils if they know what a skyscraper is and then ask them to write down all the other words related to towns which they learnt in Unit 9.
- Write the following jumbled words on the board and ask pupils to unscramble them to find words from Unit 10, Lesson 1.

kolc	(*lock*)
redisppaa	(*disappear*)
esingocer	(*recognise*)
cusidss	(*discuss*)
tenthrae	(*threaten*)

- Ask pupils to tell you as many words related to TV and radio as possible. Make sure they revise the words they learnt in the vocabulary tasks in Unit 10, Lessons 1 and 2 and any other words related to TV and radio from the unit.

Grammar Revision

- Write *We have to buy tickets*. on the board, and then ask pupils to write the negative and question forms and to give short answers. Ask pupils which tenses we can use with *have to*.
- Ask pupils to give example sentences with *must* in the affirmative, negative and question forms. Check that pupils can remember the difference between *don't have to* and *mustn't* (we use *don't have to* to show that something isn't necessary but we can choose to do it if we want, but we use *mustn't* when we want to say we are not allowed to do something or it is necessary that we don't)
- Ask pupils to give example sentences with *can*, *could*, *might* and *should* in the affirmative and negative. Check that pupils remember to use the bare infinitive with these modal verbs.
- Write *People make radios in Japan*. on the board and ask a pupil to come and rewrite the sentence using the passive voice. Then ask a pupil to write the same sentence with the Past Simple Passive.

Vocabulary

A

- Ask pupils to say each of the words as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to go to the second page of stickers at the back of the book and find the stickers for *Review 5*. Tell them to decide which thing each sticker shows and to stick it in the correct box.
- Check that pupils have put the correct stickers above each word.

B

- Tell pupils to think about how the words in each group are related to one another so that they can decide which word doesn't belong in the group.
- When checking pupils' answers, ask them to tell you why each of the words are odd.

Answers

1. channel (*Shopping centre* and *bank* are places in a town, but we watch programmes on a TV *channel*.)
2. news (People watch *reality shows* and *soap operas* for entertainment, but we find out what serious things are happening on the *news*.)
3. collection (We can see the *sights* or go on a *tour* of a place, but a *collection* is a group of items together.)
4. square (An *object* is a *thing*, but a *square* is a place in a town.)
5. invent (TV and radio programmes can *entertain* and *inform us*, but *invent* means to make something new.)

C

- Ask pupils to read the whole paragraph and the possible options to themselves before they choose the correct answers. After they have finished circling the answers tell them to read the paragraph again to make sure their answers make sense.

Answers

1. cartoon
2. follows
3. recognises
4. bagels
5. chewy
6. mini
7. museum
8. disappears

Grammar

A

- Explain to pupils that they should read the sentences and the possible options before trying to choose the answers to decide which one matches the structure and meaning of each sentence.
- Tell pupils to look back at the grammar boxes in Unit 9, Lessons 1, 2 and 3 for a reminder if they need to.

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Answers

1a **2**c **3**b **4**c **5**b **6**b

B

- Point out to pupils that they should read the whole dialogue before trying to fill the gaps to decide which word matches the context and whether they need to choose the affirmative or the negative form.
- Tell pupils to look back at the grammar boxes in Unit 9, Lessons 1, 2 and 3 for a reminder if they need to.

Answers

1 shouldn't
2 couldn't
3 should
4 can't
5 might not
6 might
7 can
8 have to

C

- Tell pupils to look at the verb in bold in the first sentence to see which tense it is in and whether it is affirmative or negative before they write the answer.
- Tell pupils to look back at the grammar boxes in Unit 10, Lessons 1 and 2 for a reminder if they need to.

Answers

1 was given
2 are made
3 was invented
4 aren't paid
5 is threatened
6 were shown
7 Are ... taken
8 wasn't recognised

Song

- Tell pupils they are going to listen to a song about New York. Ask them to read and listen to the song and to find out what they can see and do in New York.
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once all the way through.
- To finish, ask pupils if they would like to go to New York and if so, why? Do they know songs about any other cities or places?

When checking pupils' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your pupils progress well.

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11 Transport

Way in

- If you assigned Unit 10, Lesson 3 Writing task for homework, give pupils a few minutes to proofread their reviews and check their spelling. Then ask them to read each others' reviews, or hang them on the wall so they can read them when they have time.
- Ask pupils to describe the place in the photo on pages 98 and 99. Explain that this unit is about different kinds of transport. Then ask pupils whether or not they have ever used this kind of transport and to name all the types of transport they can think of.

Quiz

- Tell pupils to look at the photo on pages 98 and 99 and to describe what they can see (*a cable car going down the mountain*).
- Explain that the place in the photo is Juneau, the capital of Alaska, which is in the USA, and that people use this kind of transport to travel quickly up and down the side of the mountain. The mountain is called Mount Roberts and there is a fantastic view from the top.
- If pupils are interested, give them further information on Juneau using the Background Information box.
- Ask pupils to do the quiz individually, but check the answer as a class.

Background Information

Juneau is a city by the sea. It has a large harbour where there are fishing boats, ships carrying oil, ferries and cruise ships. There are very high mountains around Juneau, so there are no roads to get there. People travel there by ship or by plane. Lots of tourists arrive on cruise ships to visit Juneau and they like to travel up Mount Roberts to go to the restaurant at the top and admire the views of the city and the mountain. For further information, go to www.nationalgeographic.com and look up *Juneau*, *Alaska*.

Answer

c

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words, means of transport
Grammar	comparatives and superlatives
Listening	two-option lozenges
Speaking	comparing different means of transport
Writing	writing three sentences comparing different means of transport

The Cortuga Adventure

For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 115.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers

1 on the beach
2 to get his mobile phone from the house
3 because Bruno and Buzz grabbed him and took him away

While you watch

Answers

1 scream
2 floor
3 Oliver
4 crazy
5 kidnapped
6 police

After you watch

Answers

1 half an hour
2 Paolo
3 that the front door is open
4 no
5 Oliver
6 old
7 no
8 yes

For teachers using the audio CD

- Begin by asking pupils where the children were in the last episode (*on the beach*) and why Robbie left the others (*to get his mobile phone from the house*). Then ask why Robbie isn't on the beach at the beginning of this episode (*because Bruno and Buzz took him away*). Ask pupils to look at page 100 in their Pupil's Books and to scan the episode to tell you where the children go next (*Craine's cabin*).
- Tell pupils that they are going to listen to and read the next part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils what Mandy thinks she heard (*a scream*) and what they find on the floor at the cabin (*Robbie's mobile phone*). Ask them where they are going to meet Oliver (*at Paolo's mum's café/at Parrot's*) and how they get there (*by bus*).
- Ask pupils to read the story out loud. Assign the roles of Mandy, Kate, Jake, Paolo and Uncle Oliver to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.

1 How long do the children wait for Robbie on the beach? (*half an hour*)
2 Who thinks they should look for Robbie? (*Paolo*)
3 What does Jake notice at the house? (*that the front door is open*)
4 Is anyone in the house? (*no*)
5 Who do the children tell when they can't find Robbie? (*Oliver*)
6 Is the bus new or old? (*old*)
7 Do the children enjoy the bus ride? (*no*)
8 Is Oliver surprised that Robbie disappeared? (*yes*)

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Extra Class Activity

Ask pupils to close their books and to work in pairs to talk about what might happen in the next episode of the Cortuga Adventure. Tell them to see how many different endings they can think of for the story and whether it is likely to be happy or sad. Then ask them to share their ideas as a class.

Vocabulary

A

- Tell pupils that they have to use the words in the wordbank to complete the sentences.
- Explain that the words in the wordbank appear in the cartoon episode. Tell pupils that the words may be in a different form to those which appear in the wordbank.
- Ask pupils to find the words in the cartoon and to underline them. Explain any words again if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 get on
2 kidnap
3 scream
4 catch
5 bus stop

B

- Explain to pupils that they have to match pictures a to f with words 1 to 6. Explain any vocabulary that pupils have not been taught or ask them to look up the words in their dictionaries.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers

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

Grammar

Comparatives and superlatives

- Read the rules in the grammar box to the class and ask pupils to read the example sentences with you. Explain the meaning of any grammar terms that pupils are not familiar with.
- Ask pupils to look back at the cartoon episode on page 100 and to find the comparatives (*better than*, *faster than*). Ask pupils which two things these adjectives are used to compare (*going to look for Robbie vs waiting for him*, *catching the bus vs going on foot*). Then ask them to find the superlatives (*the oldest bus*, *the worst bus ride*), pointing out that this form is used because they are talking about more than two things or actions.
- Draw pupils' attention to the fact that *good*, *bad* and *many/much* are irregular adjectives and tell pupils they have to learn these comparatives and superlatives by heart.

A

- Tell pupils that they have to complete each of the sentences and ask them to read each sentence to decide whether they need to use the comparative or superlative of the adjective in brackets.
- Tell them to look for other words in each sentence that we use with a comparative or a superlative and to look back at the grammar box to see whether they need to make changes to the adjectives and what other words they may need to use.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 faster
2 the laziest
3 more exciting
4 not as nice
5 the most popular

B

- Ask pupils to read the speech bubbles to decide which adjective should fill the gap in each one.
- Tell pupils to decide whether each adjective will be comparative or superlative. Ask them to make any changes necessary to the adjective and to add the other words they need to make the comparative or superlative structures.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 the most frightening
2 bigger than
3 as good as
4 the slowest

Listening

Teaching Tip

When pupils do listening exercises, tell them to write down the key words they hear, as this can help them find the answers. When you check the answers with them, the words they have written down can sometimes help to identify misunderstandings which lead to their mistakes.

- Explain to pupils that they are going to listen to Jim talking to Ann about going on a trip to London. Ask pupils to read through the sentences and options.
- Play the recording and ask pupils to circle the correct answers.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to circle any missing answers.
- Check the answers as a class and ask pupils to justify the answers they give.

Turn to pages 103-104 for the listening script.

Answers

1 grandparents (*Are you going with your parents? … No, with my grandparents.*)
2 train (*… the train is more exciting than the coach.*)
3 fast (*… the coach isn't as fast as the train.*)
4 £30 (*Train tickets are £30 each.*)
5 coach (*We should go by coach.*)

Speaking

- Explain that pupils are going to work in pairs to compare different means of transport. Remind pupils of the comparatives and superlatives that they have learnt, and tell them to use them to compare things.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

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- As a class, ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any mistakes you heard on the board, without saying who made them, and ask pupils to correct them. Deal with any problems that arose in pronunciation.

Answers
Pupils' own answers

Writing

- Explain to pupils that they are going to write three sentences comparing the different means of transport that they talked about in the *Speaking* task.
- Ask them to look back at *Vocabulary A* and *B* to remind them of the words related to transport. Tell them to use the adjectives from the *Speaking* task and to look back at *Grammar A* and *B* to remember how to write the comparative forms.
- Ask pupils to write down their sentences and then get them to swap books with their partners to check what they have written.
- Alternatively, you could set this task for homework if you are short of time.

Answers
Pupils' own answers

Extra Task (for early finishers)
See photocopiable material on page 127.

Lesson 2

Objectives

Reading	article – open-ended questions
Vocabulary	text-related words, transport-related words
Grammar	both, either and neither
Listening	true or false statements
Sounds of English	*th* sounds
Song	about transport

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' sentences. Then ask pupils at random to read their sentences to the rest of the class.
- Ask pupils to write down all the means of transport-related words they can remember from Lesson 1. Then ask them to swap books with a partner to compare what they have remembered. Check their answers as a class to make sure they have learnt *bus stop*, *caravan*, *coach*, *driver*, *motorbike*, *tram* and *tyre*.
- Write the following on the board: *good*, *bad* and *many/much* and ask pupils to tell you the comparative and superlative forms. Write the answers on the board as they give them and ask the rest of the class whether these are correct.

Reading

- Tell pupils that they are going to read a text about underground train systems. Ask them whether they have been on an underground train before and which cities they know have underground trains. Then ask pupils to read the text on their own to find out which underground railway is open 24 hours a day (*The New York Subway*).

Comprehension

- Ask pupils to read the questions before they read the text again so that they know what information to look for.
- Ask pupils to underline where they get the answer from in the text so they can justify their answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers
1 in London (*The London Underground opened in 1863 and it is the oldest underground railway system in the world.*)
2 the Moscow Metro (*The busiest underground railway, however, is in Moscow, with around three billion passenger rides a year.*)
3 Park Pobedy (*Moscow has also got the deepest station with the longest escalators in the world. One escalator at the city's Park Pobedy station is 126 metres long …*)
4 in 2000 (*The Metro in Athens opened in 2000 …*)
5 archaeologists (*Many ancient objects were found by archaeologists before the Metro was built …*)

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Ask them whether they like travelling on an underground train and how many underground stations they have visited. Then ask about their longest journey on an underground train.

Vocabulary

A
- Remind pupils that the first letter of each word is given and that they must write one letter on each line to complete the words. Explain that the words appear in the *Reading* text above. Tell pupils that the words may be in a different form to those which appear in the exercise.
- Ask pupils to read the meanings and then to find the words in the text and underline them. Explain any words they don't understand or ask them to look them up in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers
(First letter given)
1 traffic
2 track
3 billion
4 journey
5 display

B
- Explain to pupils that they have to match the words in the wordbank with pictures 1 to 6. Encourage pupils to use dictionaries or explain any vocabulary that pupils have not been taught yet.
- Ask pupils to work in pairs to do the task, but check the answers as a class and correct pronunciation where necessary.

Answers
1 luggage
2 ticket machine
3 escalator
4 timetable
5 inspector
6 street sign

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Grammar

Both, either and neither

- Read the rules in the grammar box to the class and ask them to read the example sentences with you.
- Draw pupils' attention to the fact that we can use affirmative verbs with *both*, *either* or *neither*. Ask them which word we can also use with negative verbs (*either*).

Extra Class Activity

Tell pupils to close their books. Write the following on the board:

Both Cairo ... Paris have Metros. (*and*)
You either get off here at ... the next station. (*or*)
I can't see either ... the street signs. (*of*)
Neither Bill ... Rick have got travel cards. (*nor*)
Neither ... those cars is very fast. (*of*)

Then ask pupils to come up to the board and fill in the missing words.

A

- Ask pupils to read the sentences and options and to find out whether the verbs are affirmative or negative. Tell them to look for other words in the sentence that we can use after *either*, *neither* or *both*. Tell them to compare each sentence with the examples in the grammar box to see which answer matches.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify their answers.

Answers

1 either
2 neither
3 Both
4 either
5 Both

B

- Ask pupils to read the sentences to decide which word best fills the gap.
- Tell them to decide whether each sentence is affirmative or negative and to look for words in the sentence which go with *both*, *either* or *neither* (*and*, *or*, *nor*, *of*).
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Neither
2 either
3 both
4 Neither
5 Both

Listening

- Explain to pupils that they are going to listen to Lisa and Gary talking about a new car. Ask pupils to read sentences 1 to 6 quickly to find what each one says about a car. Then ask them to underline the adjectives and colours in the sentences (*new, small, more expensive, fast, blue, red or black, new*).
- Remind pupils that they have to write *T* if the sentence is true or *F* if it is false.
- Play the recording once and then ask pupils to compare their answers with a partner. Ask them to justify any answers that are different. Play the recording a second time and ask them to check their answers or fill in any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 104 for the listening script.

Answers

1 F (*Hi, Gary. Wow! Look at your mum's new car!*)
2 T (*It's really small!*)
3 F (*… it's cheaper than a lot of other cars.*)
4 F (*… it isn't a fast car, is it? … Well, no, but it's great for the city.*)
5 F (*No, but you can get blue … or black. … Don't they make them in red? … I don't think so.*)
6 T (*Dad is going to buy a new car …*)

Sounds of English

A

- Ask pupils to work in pairs to say the words to each other and to see if they recognise the difference in the sounds of *th* in each pair.
- Explain that the *th* in *this* is a hard sound and *th* in *thin* is a soft sound and say the words stressing the *th* sounds.

Answers

In *this*, *either* and *there*, the *th* is a hard sound.
In *thin*, *both* and *thing*, the *th* is a soft sound.

B

- Play the first three words on the recording and ask pupils to repeat the words and to put them in the correct column. Play the rest of the recording to the end and ask pupils to repeat the words and to fill in the rest of their answers.
- Play the recording again without stopping and check pupils' answers.

Answers

brother (answers 1 to 3 can appear in any order)
1 mother
2 neither
3 other

tooth (answers 4 to 6 can appear in any order)
4 bath
5 cloth
6 thank

Song

- Explain to pupils that they are going to listen to a song about transport and that they should read the song as they listen.
- Play the song once and then ask pupils how many means of transport are mentioned (nine: *bikes*, *cars*, *buses*, *trams*, *taxis*, *metro*, *ferry*, *plane*, *train*).
- Play the song again and ask pupils to sing along. Play the song as many times as pupils wish.

Teaching Tip

There are many popular songs about travelling by different means of transport. To expand pupils' vocabulary on the topic, you might like to bring in a song you have on this theme for pupils to listen to.

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Extra Task (for early finishers)

See photocopiable material on page 127.

Lesson 3

Objectives

Reading	travel guide entries – true or false questions
Say it like this!	talking about transport
Grammar	too and enough
Writing	headings; writing a report about transport in your area

Way in

- Check pupils' spelling of the words they learnt in Lesson 2. Ask them to write down the following words: *billion*, *display*, *escalator*, *inspector*, *journey*, *luggage*, *street sign*, *ticket machine*, *timetable*, *track*, *traffic*. Then check that they remember the meanings by asking them to write a sentence for each word.
- Write the following on the board: *both*, *either*, *neither*. Ask pupils which words sometimes follow each of these words in a sentence (*and*, *or*, *nor*, *of*). Then ask them which word we can use with affirmative and negative verbs (*either*) and which word has a negative meaning (*neither*).

Reading

- Tell pupils that they are going to read three entries about different places in a travel guide. Ask them to read them on their own to find out which place still uses a very old means of transport (*San Francisco*, *USA*).

Teaching Tip

Explain to pupils that although *means* in means of transport ends with an –s, we can use it as a singular noun (*This is an expensive means of transport*.) or as a plural (*The best means of transport are trams*.).

Comprehension

- Ask pupils to read the sentences so that they know what information to look for when they read the text again.
- Ask pupils to read the text again to find out if sentences 1 to 5 are true or false and to write *T* or *F* in the boxes provided. Tell them to underline the information in the text that helps them to find the answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

1 T (*… there are buses and taxis just like any other city, but they travel on water instead of roads!*)
2 F (*Some visitors like riding in Gondolas, but they're too expensive for others*.)
3 T (*… special tickets for all means of transport for 90 minutes …*)
4 T (*… because there are so many hills*.)
5 F (*… lots of people visit in summer, though it's often too cold for visitors in winter*)
6 T (*The best means of transport are the buses … but very few run on Sundays*.)

Say it like this!

Talking about transport

- Ask pupils to work in pairs to read through the phrases and example sentences. Then tell them to take turns to ask and answer questions about transport in their own area. Remind them to practise the language given in the box. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask each pair to read out their dialogue until all pupils have had the chance to speak.

Answers

Pupils' own answers

Grammar

Too and enough

- Read the rules in the grammar box to the class and ask pupils to read the example sentences with you.
- Ask pupils to find examples of *too* followed by an adjective in the entries on page 104 (*too expensive*, *too cold*, *too busy*, *too difficult*). Explain that *too* gives the adjective a negative meaning. Ask them to compare these with the examples of *enough* from the texts (*good enough*, *cheap enough*) which show that things are just as much as we need them to be.

A

- Ask pupils to read the sentences to decide which word best fits the gap.
- Tell pupils to see whether the word before or after the gap is an adjective or a noun.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 too
2 enough
3 enough
4 too
5 enough

B

- Tell pupils that they have to put the words given into the correct order to make a sentence.
- Tell pupils to decide which word is the subject of each sentence. Then tell them to find the adjective or noun and to decide whether this goes before or after *enough* or *too*.
- Tell pupils to make questions if a question mark is given.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Your car isn't clean enough.
2 Is this seat too high for you?
3 Are there enough sandwiches for everyone?
4 This motorbike is too big.

Extra Class Activity

Ask pupils to write two sentences using *too* and two sentences using *enough*. Ask them to swap books with a partner to compare each others' sentences. Then ask them to read them to the class.

Writing

Headings

A

- Ask pupils to read about how to use headings and explain the meaning of any words they don't know.

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- Explain that we can write reports without headings, but headings help us to put the information in order in a report and this makes it easier to read.

B
- Explain to pupils they have to match headings 1 to 4 with extracts a to d. Tell them to read each extract to find words which match the meaning of the heading or which refer to words in the heading.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1c (… *clean … find a seat*.)
2a (… *you can get them … They cost …*)
3d (… *at weekends … 24 hours a day*.)
4b (… *too slow*.)

C
- Ask pupils to read the headings and then the report and to find the information which relates to each heading.
- Ask pupils to do the task individually, but check the answers as a class. When you have checked the answers, ask pupils what public transport is like in their area.

Answers

Paragraph 1	b
Paragraph 2	c
Paragraph 3	d
Paragraph 4	a

Task

D
- Ask pupils to work in pairs to discuss what they are going to write about transport in their area and to say why.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph should add a different piece of information to the description to make it easy to follow.
- Ask pupils to use the plan to write their report and ask them to write a heading for each paragraph like the ones in *C*.
- Alternatively, you could assign this task as homework if you are short of time.

Suggested Answer

Public transport in Cairo

Kinds of public transport
There are many kinds of public transport in my area as it is near the centre of Cairo. You can either take a bus or a taxi to almost any part of the city, or you can go by tram, train, or Metro to some areas.

Cost
At the moment, you can buy a Metro ticket for £1. Taxi rides are too expensive for most people to take every day.

Problems
There is too much traffic in Cairo so the buses can be very slow. Also there aren't enough buses to some parts of Cairo and people have to wait a long time at the bus stops. The Metro is faster than the bus, but there aren't enough Metro stations for the whole city.

Which means of transport is the best?
As the buses to the centre of the city are too slow, I think the best way to get around the centre of Cairo at the moment is to take the Metro and then walk from the Metro station, if it's not too far of course!

E
- Remind pupils that they should use the correct headings for each part of the report.
- Ask pupils to proofread their reports and to pay attention to the headings.
- Hang pupils' reports on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their reports.

Extra Task (for early finishers)

See photocopiable material on page 127.

Project Book

The pupils may do Project 11 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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12 Jobs

Way in

- If you assigned Unit 11, Lesson 3 Writing task for homework, give pupils a few minutes to proofread their reports, checking the headings. Then ask them to read each others' reports, or hang them on the wall so they can read them when they have time.
- Write *too* and *enough* on the board and ask pupils to give sentences using these words. Write their answers on the board as they give them and ask the class to correct them when necessary. Make sure they have understood the difference in meanings and remind them that *too* is followed by an adjective while *enough* comes after an adjective or before a noun.

Quiz

- Explain that this unit is about jobs and ask pupils to look at the man in the photo on pages 106 and 107 to see what he is doing (*He is fixing a cable*.).
- Tell pupils that the photo was taken on top of a high building in Chicago and that the man is an electrician. Ask them how they would feel if they were in a place like this and whether they would like to do a job like this.
- Ask pupils to do the quiz individually, but check the answer as a class.

Answer
b

Lesson 1

Objectives

Reading	The Cortuga Adventure
Vocabulary	text-related words; jobs
Grammar	adverbs of manner
Listening	multiple matching
Speaking	asking and answering questions about jobs
Writing	writing a paragraph about a job

The Cortuga Adventure

For teachers using the DVD

- Make sure each pupil has a copy of the DVD Worksheet found on page 116.
- Please follow the instructions in Unit 1, Lesson 1 on page 10 for teachers using the DVD.

Before you watch

Answers
1 that Robbie has disappeared and that Craine has probably got him,
2 the police
3 they find Robbie and the police arrest Craine and his men

While you watch

Answers
a5 **b**2 **c**6 **d**1 **e**4 **f**3

After you watch

Answers
1 no
2 why Kate is upset
3 the new bridge
4 because Craine will hear the car coming
5 because it will be safer
6 tomorrow
7 to the police station
8 stay out of trouble

For teachers using the audio CD

- Begin by asking pupils who the children were looking for in the last episode (*Robbie*) and who they decided to tell (*Oliver*). Ask pupils to look at page 108 in their pupil's books and to tell you where the children are at the beginning of the episode (*Parrot's café*). Then ask pupils what they think happens at the end of the episode (*Pupils' own answers*).
- Tell pupils that they are going to listen to and read the final part of the story. Ask them to look at the pictures and to follow the story as they listen.
- Play the recording once and ask pupils who says they did something wrong (*Kate*) and who Oliver phones (*his detective friend*). Ask them what Oliver tells the detective to do (*come to Parrot's and follow him*) and whether the detective wants the children to go to Craine's camp (*no*). Then ask who the police hear shouting at Robbie (*Craine*), who rescues Robbie (*Oliver*) and what will happen to Craine and his men now (*they will go to prison*).
- Ask pupils to read the story out loud. Assign the roles of Kate, Robbie, Uncle Oliver, the detective and Todd Craine to different pupils. If you have a large class, you may have to repeat this until all pupils have had a turn.
- Explain any vocabulary that pupils don't know and correct their pronunciation where necessary.
- As a class, ask pupils the questions below to check they have understood the episode.
  1 Does Oliver think it was a good idea for the children to go to Craine's camp and free the animals? (*no*)
  2 What does Oliver understand? (*why Kate is upset*)
  3 What do Oliver and the police have to drive over to get to the cabin? (*the new bridge*)
  4 Why does Oliver tell the police to walk to the cabin? (*because Craine will hear the car coming*)
  5 Why do the children wait by the jeeps? (*because it will be safer*)
  6 When is the ship with the animals leaving Cortuga? (*tomorrow*)
  7 Where is the detective going to take Craine? (*to the police station*)
  8 What does Oliver tell the children to do from now on? (*stay out of trouble*)

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Extra Class Activity

As a class, ask pupils to read out the whole *Cortuga Adventure* story from the beginning to the end. Assign the roles of Mandy, Kate, Robbie, Jake, Paolo, Uncle Oliver, Bruno, Buzz, Todd Craine and the detective to different pupils. If you have a large class, you could ask different pupils to play the roles from Unit 6 onwards so that all pupils will have a turn.

Vocabulary

A

- Explain to pupils that the first letter of each word is given and that they must write one letter on each line available to complete the word.
- Explain that the missing words appear in the cartoon episode. Tell pupils that the words may be in a different form.
- Ask pupils to read the meanings and then to find the words in the text and to underline them. Explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

1 realise
2 suggest
3 prison
4 customer
5 yacht

B

- Explain to pupils that they have to match pictures a to f with words 1 to 6. Encourage pupils to use their dictionaries to look up any vocabulary they don't know.
- Ask pupils to work in pairs to do the task, but check the answers as a class. Correct their pronunciation where necessary.

Answers

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

Grammar

Adverbs of manner

- Write the sentence *I wasn't thinking clearly*. on the board and explain that *clearly* is an adverb which tells us how the action *thinking* was done.
- Read the rules in the grammar box to the class and ask them to read the example sentences with you. Explain the meaning of any grammar terms that pupils are not familiar with.
- Draw pupils' attention to the irregular adverbs and tell pupils that they have to learn these by heart.

A

- Tell pupils that they have to complete the sentences by making adverbs from the adjectives in brackets.
- Ask pupils to read each sentence to see whether the adjective is regular or irregular. Tell them to look back at the grammar box to see whether they need to make changes to the adjective to make it an adverb.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 quickly
2 angrily
3 slowly
4 well
5 badly

B

- Tell pupils that they have to complete the sentences with words from the wordbank.
- Tell them to decide whether each adverb is regular or irregular, and to think about all the changes they need to make to the regular adjectives.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 hard
2 carefully
3 fast
4 hungrily
5 happily

Teaching Tip

For further practice on adverbs, ask pupils to work in pairs to write down as many adjectives as they can remember, and then tell them to write down the adverbs from these adjectives. Ask them to come up and write their adjectives and adverbs on the board to share their answers with the class.

Listening

- Explain to pupils that they are going to hear five people talking about their jobs and that they have to match speakers 1 to 5 with the jobs in pictures a to e. Tell pupils that they have to listen for the words that talk about the jobs in the pictures.
- Encourage pupils to match each speaker to their job as they hear about them rather than trying to remember the answers at the end. Do the first one together as a class.
- Play the rest of the recording all the way to the end. Then play the recording a second time and ask pupils to check their answers or fill in any missing information.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 104 for the listening script.

Answers

1d (*I work in a hospital and I wear a uniform, but I'm not a doctor.*)
2c (*… I work in a restaurant. I have a team of cooks and they help me in the kitchen.*)
3a (*I clean and tidy everything.*)
4b (*I spend a lot of time at a police station, but I also go out a lot. I am in a team of people and we find criminals – or we try to!*)
5e (*… I paint pictures and then I sell them …*)

Speaking

- Explain that pupils are going to work in pairs to ask and answer questions about jobs.
- Remind pupils of the adverbs of manner they learnt, and tell them to use them with the work-related words to answer the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any mistakes that pupils made on the board, without saying who made them, and ask them to correct them. Deal with any problems that arose in pronunciation.

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Answers
Pupils' own answers

Writing

- Explain to pupils that they are going to write a paragraph about the job that they described in the *Speaking* task. Ask them to look back at the words in *Vocabulary B* and the *Listening* task to remind them of the words related to jobs.
- Ask pupils to write down their paragraphs and then get them to swap books with their partners to proofread what each other has written.
- Alternatively, you could set this task for homework if you are short of time.

Answers
Pupils' own answers

Extra Task (for early finishers)
See photocopiable material on page 128.

Lesson 2

Objectives

Reading	article – true or false
Vocabulary	text-related words; job-related words
Grammar	relative clauses
Listening	ticking the correct pictures
Sounds of English	*t* and *d* sounds

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each others' paragraphs. Then ask some pupils to read their paragraph in front of the class.
- Check pupils' spelling of the words they learnt in Lesson 1 by asking them to write the following words in their notebooks: *customer*, *prison*, *realise*, *suggest*, *yacht*. Then check that they remember the meanings by asking them to translate the words into their own language.
- Ask pupils to come up and write the words for the different jobs they learnt in Lesson 1 (*artist*, *chef*, *cleaner*, *detective*, *mechanic*, *nurse*, *sailor*). Ask the class to correct their spelling where necessary.
- Write the adjectives *beautiful*, *clear*, *easy* and *quick* on the board and ask pupils how to make adverbs from these. Elicit the irregular adverbs for the adjectives *hard*, *fast*, *high*, *right*, *wrong* and *good*.

Reading

- Tell pupils that they are going to read an article about a woman called Heather, who does an unusual job. Ask them to look at the photo next to the text to guess what the job might be (*snake catcher*). Then ask pupils to read the text on their own to find out when people can get in touch with Heather (*At any time of the day or night*).

Comprehension

- Ask pupils to read the sentences so that they know what information to look for when reading the text again.
- Tell them they have to work out if sentences 1 to 5 are true or false and to write *T* or *F* in the boxes provided. Tell them to underline the information in the text that helps them to find the answers.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers
1 F (*They catch rattlesnakes … and return them to the wild.*)
2 T (*They are found in shops, offices, houses and gardens.*)
3 T (*… Heather has never touched a snake.*)
4 F (*Heather and her husband are very busy because they are never off duty. Catching snakes is a full time job …*)
5 T (*'I just love my job!' she says.*)

Guess what!

- Ask pupils to read the information in the *Guess what!* feature. Explain that a rattlesnake shakes the end of its tail when it is in danger and this makes a rattling noise. If pupils are interested, give them further information on rattlesnakes using the Background Information box.

Background Information
Rattlesnakes are usually around 1.7 metres long, but some can grow up to 2.4 metres long. They eat meat, mainly small animals like rats, squirrels, mice and birds. They don't usually hurt people unless they come close to them or try to touch them. Their bite is poisonous and very painful. If you are bitten by a rattlesnake, you have to take medicine quickly to stop the poison. For further information, go to www.nationalgeographic.com and look up *rattlesnakes*.

Vocabulary

A
- Ask pupils to read the sentences and options and to pick the option which completes the sentence.
- Explain that the correct answers appear in the article in *Reading*. Ask pupils to find the words in the text and to underline them. Tell them to look up any words they don't understand in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
1 keep
2 off
3 part-time
4 earn
5 self-employed

B
- Ask pupils to work in pairs to read the email and decide which words best fill the gaps. Encourage pupils to use dictionaries to look up the words in the parts of the email before and after each gap if they need to.
- Check the answers as a class and explain the meanings of the words where necessary.

Answers
1 manager
2 experience
3 staff
4 employee
5 career

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Grammar

Relative clauses

- Read the rules in the grammar box to the class and ask them to read the example sentences with you. Explain the meaning of any grammar terms that pupils are not familiar with.
- Ask pupils to look back at the article on page 110 and to find the sentences with relative clauses. Ask them what each of the relative clauses tells us about (*rattlesnakes which have gone indoors*, *the area where they live*, *places where people live*, *Most people who see a rattlesnake*).

A

- Ask pupils to read through the sentences and options and to find out whether the relative pronoun or adverb is about a person, an animal, a thing or a place. Tell them to compare each sentence with the examples in the grammar box to see which relative pronoun fits.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

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

B

- Before they fill in the gaps, ask pupils to read the sentences to decide whether the relative pronoun is about a person, an animal or thing, or a place.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 who
2 where
3 which
4 which
5 who

Listening

- Ask pupils to read the questions and to find the differences between the three pictures below each one.
- Explain to pupils that they are going to listen to a man called Ollie and a woman called Kate talking to each other at work.
- Play the recording the whole way through and ask pupils to tick the correct pictures.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing information.
- Check the answers as a class and ask pupils to justify the answers they give.

Turn to page 104 for the listening script.

Answers

1c (*I stayed at home and watched TV. My friend came round yesterday and we watched the football together.*)
2b (*and Jan is the one with the red top on. She's the new employee.*)
3b (*… she started last Tuesday.*)
4b (*… my son was sick so I had to stay at home with him.*)
5a (*… let's go and talk to her together … Come on, then.*)

Sounds of English

A

- Ask pupils to work in pairs to say the words to each other and to see if they know the difference in the sounds of the last letters in each pair.
- Ask pupils to say *lit* and *lid* and to tell you which words they think end with the same sound as *lit* (*mat*, *foot*, *cut*, *but*) and which end with the same sound as lid (*mad*, *food*, *could*, *bad*).

B

- Play the recording stopping after each word for pupils to tick the word they hear.
- Play the recording again without stopping and ask pupils to repeat the words as a class.

Answers

Pupils should tick the following:
1 lit
2 mad
3 food
4 cut
5 bad

Extra Class Activity

Ask pupils to work in pairs to write down as many words as they can which end with *d* or *t*. Ask them to practise saying these words to each other. Correct pronunciation where necessary. Then ask them to use their words to write a short rhyme. Ask them to take turns at reading their rhymes to the class.

Extra Task (for early finishers)

See photocopiable material on page 128.

Lesson 3

Objectives

Reading	comments about jobs – multiple choice questions
Say it like this!	talking about jobs
Listening	two-option lozenges
Speaking	talking about jobs
Writing	making notes; writing an article

Way in

- Write the following on the board: *keep your distance*, *day off*, *part-time*, *full-time*, *earn a living* and *self-employed* and ask pupils to write a sentence for each one in their notebooks. When they have finished ask them to swap books with a partner to compare their sentences and check the spelling. Ask pupils at random to read one of their sentences to the class until all the words have been correctly used.

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- Check pupils' spelling of the vocabulary they learnt in Lesson 2 by asking them to write down the following words in their notebooks: *career*, *employee*, *experience*, *manager*, and *staff*. Check that they remember the meanings by asking pupils to translate them into their own language
- Write the words *who*, *which* and *where* on the board and ask pupils which word we use to begin relative clauses about people (*who*), things (*which*), animals (*which*) or places (*where*). Ask them to give you sentences with relative clauses and write one of their examples on the board for each relative pronoun or adverb to check that they have used the correct sentence structure.

Reading

- Tell pupils that they are going to read three comments about what different people want to be. Ask them to read the article on their own to find out which one doesn't want a full-time job (*Sam*).

Comprehension

- Tell pupils to read the beginning of each sentence and the three possible endings before they read the comments for the second time so they know what information to look for.
- Ask them to scan the text to find the answers and to underline the information in the interview that helps them find the answer. Also tell them to make sure the two options they haven't chosen are incorrect.
- Explain any vocabulary pupils don't know and correct their pronunciation if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1b (… *I don't like studying very much*.)
2c (… *I just want an easy life. Lots of my friends want the same thing too*.)
3a (*Most famous chefs are men, but there are a lot of very good women chefs, too. I'm going to be one of those!*)
4b (*You have to study about seven years* …)
5c (… *you can get very sad when animals die*.)

Teaching Tip

Now that pupils have almost completed their elementary level course, they should be able to consolidate their vocabulary through brainstorming sessions. For example, draw two circles near the centre of the board and write the headings *indoors* and *outdoors* in the circles, and then ask pupils to say all the jobs they can think of that link to these categories. Invite pupils to come up and write their answers on the board around each category. This will help give pupils ideas for the speaking and writing tasks which follow.

Say it like this!

Talking about jobs

- Ask pupils to work in pairs to read through the question and phrases with the example answers. Then tell them to take turns to ask and answer the question about what they want to be. Remind them to practise the language given in the box. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask some of the pairs to say their dialogue out loud.

Answers

Pupils' own answers

Listening

- Ask pupils to read through the sentences and options.
- Explain to pupils that they are going to listen to two friends talking about jobs.
- Play the recording and ask pupils to circle the correct answers.
- Give pupils a few minutes to compare their answers with a partner. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to circle any missing answers.
- Check the answers as a class and ask pupils to justify the answers they give.

Turn to page 104 for the listening script.

Answers

1 doctor (… *Oh, I want to be a doctor* …)
2 qualifications (*My teacher told me that you have to study for many years and get good qualifications* …)
3 dad (*My dad is a doctor* …)
4 taxi driver (*When I was younger, I used to think I wanted to be a taxi driver, but now I want to be a pilot*.)
5 enjoys (*He earns quite a lot of money and he has a lot of days off, so he's happy*.)
6 manager (*My sister Anna is a manager in a supermarket*.)

Speaking

- Explain that pupils are going to work in pairs to explain what the people in the pictures are good at and what is good and bad about their jobs.
- Remind pupils of the job-related words that they learnt, and tell them to use them to answer the questions.
- Go round the class monitoring pupils to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to talk about one of the pictures and repeat until each pair has had a turn.
- Write any mistakes you heard on the board, without saying who made them, and ask pupils to correct them. Deal with any problems that arose in pronunciation.

Answers

Pupils' own answers

Extra Class Activity

Divide the class into teams to play a *Guess the job* game. Give the teams a few minutes to decide which jobs they will describe, and then ask the teams in turn to describe the job without saying what it is. Tell them to say what is good and bad about the job and what the person has to do in this particular job. The team which guesses the most answers correctly is the winner.

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Writing

Making notes

A

- Ask pupils to read the advice about making notes.
- Explain that notes are not full sentences, and that they are short phrases or words which we can write down to help us remember the main points we want to include in our writing.

B

- Ask pupils to read the headings on the notebook to decide which notes fit the meaning. Explain that some headings match more than one note.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

Why is it bad?
long hours, dangerous

One good thing
good money

Why is it good?
don't have to travel, you decide what to do, you make beautiful things

One bad thing
not much money

C

- Ask pupils to read the article and to find the sentences which relate to each of the notes in *B* and to underline them.
- Ask pupils to do the task individually, but check the answers as a class.
- When you have checked the answers, ask pupils whether they agree with what the writer says about these jobs.

Answers

Paragraphs 2 and 3 / They appear in the second and third paragraphs.

Pupils should underline the following:

Paragraph 2
You can make beautiful things
you don't have to travel
You can decide what you are going to paint then you just do it.
artists don't make very much money

Paragraph 3
You have to work for long hours
It's too dangerous
pilots are paid a lot of money,

Task

D

- Ask pupils to work in pairs to discuss what jobs they are going to write about.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph adds a different piece of information to the description to make it easy to follow.
- Ask pupils to make notes like the ones in B to help them make their plan before they write the article. Tell them to use the plan to write an article like the one in C.
- Alternatively, you could assign this task as homework.

Suggested Answer

Notes
Worst job: taxi driver

Why is it bad?
long hours
too much traffic
customers get angry

One good thing
talking to customers

Favourite job: teacher

Why is it good?
work with children
meet new pupils every year
easy to find a job

One bad thing
qualifications

The best and the worst jobs

There are lots of jobs in the world. It isn't easy to find a job in my country, but there are some jobs that many people can do.

I would like to be a teacher. I think it's the best job for me because I love children and I think I'd be good at teaching them. It is also interesting to meet new pupils every year and every one is different. There are schools everywhere, so it's quite easy to find a job as a teacher. The worst thing is that you need a lot of qualifications so you have to study hard to become a teacher.

The worst job I can think of is a taxi driver. They have to work long hours and they have to wait in traffic to take people to different parts of the city. Customers sometimes get angry with taxi drivers when they have to wait too long. However, the good thing is that they can have interesting chats with some nice customers.

In conclusion, I think both these jobs are quite easy to find in my country, but I think that teachers have the best job.

E

- Ask pupils to proofread their articles and to make sure they have included all the information from their notes.
- Hang pupils' articles on the wall and ask them to read each others' when they have time. If you assign this task as homework, give pupils a few minutes before pupils do *Review 6* to proofread their articles.

Extra Task (for early finishers)

See photocopiable material on page 128.

Project Book

The pupils may do Project 12 now they have completed the unit. The answer key and teacher's notes are on pages 140-144 of this book.

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Review 6

Objectives

- To revise vocabulary and grammar from Units 11 and 12
- Song – My career

Revision

- Explain to pupils that the tasks in *Review 6* are based on the material they saw in Units 11 and 12.
- Remind pupils that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask pupils to do one task at a time and then correct it immediately, or ask pupils to do all the tasks and then correct them together at the end. If you do all the tasks together, let pupils know every now and again how much time they have got left to finish the tasks.
- Remind pupils not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before pupils do the review.

Vocabulary Revision

- Ask pupils to tell you as many words as possible related to transport. Make sure they revise the words they learnt in the vocabulary tasks in Unit 11, Lessons 1 and 2 and any other words related to transport from the unit.
- Check that pupils remember the text-related words from Unit 12, Lesson 1. Say the words *realise*, *suggest*, *prison*, *customer* and *yacht* and ask pupils to give the meaning or an example sentence with each word after you say each one.
- Write the following jumbled words on the board and ask pupils to unscramble them to find words from Unit 12, Lesson 1.

evitceted	(*detective*)
efhc	(*chef*)
tistrat	(*artist*)
laisro	(*sailor*)
rehotohprgap	(*photographer*)
cinchema	(*mechanic*)
esurn	(*nurse*)
erclean	(*cleaner*)
raihdreerss	(*hairdresser*)
torcod	(*doctor*)

- Write the words: *career*, *employee*, *experience*, *manager*, *part-time*, *qualifications*, *self-employed*, and *staff* on the board and ask pupils to write a sentence for each word in their notebooks. Ask pupils at random to read out one of their sentences until all the words have been used correctly.

Grammar Revision

- Ask pupils to tell you when we use the comparative (*to compare two or more people, animals, things*) and what word is often used after the comparative (*than*). Then ask them when we use the superlative (*to compare a person, an animal or thing with many other people, animals or things*).
- Write *both*, *either* and *neither* on the board. Ask pupils which words we use with each of them *(both – and, either – or/of, neither – nor/of*) Then ask them which word we can use with both affirmative and negative verbs (*either*).
- Check that pupils remember the different meanings of *too* and *enough* (*too* shows that there is more of something than we need and that this is a problem, *enough* shows there is as much of something as we need). Ask pupils at random to give you a sentence using either *too* or *enough*.
- Ask pupils what we use relative clauses for (*to give more information about people, animals or places*). Ask them which relative pronoun or adverb we use when talking about people (*who*), animals (*which*) and places (*where*). Tell pupils to write a sentence for each in their notebooks.
- Write *quick*, *angry*, *good* and *fast* on the board and ask a pupil to come and write the adverbs next to them.

Vocabulary

A

- Ask pupils to say each of the words as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to go to the second page of stickers at the back of the book and find the stickers for *Review 6*. Tell them to decide which thing each sticker shows and to stick it in the correct box.
- Check that pupils have put the correct stickers above each word.

B

- Ask pupils to read the words in the wordbank and make sure they understand the headings *Places*, *Transport* and *Jobs*. Tell them to look back at Unit 11 Lessons 1 and 2 and Unit 12 Lesson 1 for a reminder if they need to.
- Accept the words in each column in any order when checking pupils' answers.

Answers

Places
office
police station
prison

Transport
motorbike
railway
tram

Jobs
artist
chef
mechanic

C

- Ask pupils to read the whole sentence and the possible options before circling the correct answer and to read the sentences again to make sure their answer makes sense when they have finished.

Answers

1 inspector
2 off duty
3 career
4 manager
5 experience
6 get on
7 day off
8 kidnapped
9 suggest
10 realise

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Grammar

A

- Explain to pupils that they should read the sentences before trying to write the answers to decide whether to use the comparative or the superlative. Tell them to decide whether the adjective is regular or irregular to help them get the correct form of the adjective in brackets.
- Tell pupils to look back at Unit 11, Lesson 1 grammar box for a reminder if they need to.

Answers

1 the best
2 worse than
3 as cheap
4 the most expensive
5 more interesting than
6 slower than
7 the most exciting
8 bigger than

B

- Point out to pupils that they should read the sentences first before trying to fill the gaps and to look for any words that we use with one of the words in the box and to decide which word matches the context.
- Tell pupils to look back at the grammar boxes in Unit 11, Lessons 2 and 3 for a reminder if they need to.

Answers

1 either
2 too
3 neither
4 enough
5 both

C

- Tell pupils to decide whether the adverb is regular or irregular and to think about whether they need to make any extra spelling changes to help them form the adverb of manner of the adjective in brackets.
- Tell pupils to look back at Unit 12, Lesson 1 grammar box for a reminder if they need to.

Answers

1 slowly
2 happily
3 carefully
4 lazily
5 hard
6 well

D

- Explain to pupils that they should read the sentences and the possible options before trying to choose the answers to find out whether the relative pronoun is about a person, a thing or a place.
- Tell pupils to look back at Unit 12, Lesson 2 grammar box for a reminder if they need to.

Answers

1b **2**b **3**a **4**c **5**b **6**c

Song

- Tell pupils they are going to listen to a song about careers. Ask them to read and listen to the song and to find out what jobs the members of the boy's family do and what he wants to do.
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once all the way through.
- To finish, ask pupils to look at the picture and to see how many people and things they can find from the song.

When checking pupils' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your pupils progress well.

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National Geographic DVD Worksheets

General Note

The National Geographic videos can be used as an interesting way to introduce your pupils to other cultures. They are authentic National Geographic videos, and it is not necessary for pupils to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so pupils can concentrate more on what they see than on what they hear. They are also a good way to encourage your pupils to watch TV programmes and films in English so that they can get used to the sound of the language. The more pupils are exposed to English, the easier it will be for them to pick up the language.

Video 1

The Story of the Hula

Background Information

The story in the video takes place in Hilo, a city in the Hawaiian Islands. The Hawaiian Islands are situated in the middle of the Pacific Ocean. A week-long celebration of hula is held in Hilo every year. It is called the Merrie Monarch Festival, which is named after King Kalakaua, who reigned from 1874 to 1891 and was called the Merrie Monarch for his good humour and his love of music and hula dancing. The hula was always an important part of Hawaiian culture, as it taught not only the Hawaiian language but also history, genealogy and spirituality. The dancers must understand the Hawaiian identity. For further information go to www.nationalgeographic.com and search for *Hilo dance*.

Before you watch

A

- Ask pupils to read the title and look at the pictures. Ask them what they think the hula is (*a kind of dance*) and where it comes from (*Hawaii*).
- Explain to pupils that they are going to see a video about hula dancing and a festival in Hawaii.
- Ask pupils to work in pairs to answer the questions with a partner. Then, as a class, use the questions to have an open discussion about traditional dancing.

Answers

Pupils' own answers

The story

B

- To check that pupils understand where Hawaii is, draw their attention to its position on the globe. Explain that it is one of the states of the United States of America.
- Tell pupils that Hilo is a city in Hawaii. Ask them if they already know anything about Hawaii.

Words to know

- Ask pupils to look at words 1 to 5. Explain that they will hear these words when they watch the video. Say the words to the class and ask pupils to say them after you as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1e **2**d **3**a **4**b **5**c

While you watch

A

- Ask pupils to read the questions before they watch the video so that they know what information to listen for while they watch.
- Play the video until you hear the information about the clothes that hula dancers wear and what they wear on their head, hands and feet. Then ask pupils to tell you as many things as possible about what the dancers wear.

Suggested answers

Hula dancers wear colourful clothes, summer dresses and wide, comfortable skirts, which let them dance easily. They wear flowers and leaves on their head, hands and feet.

B

- Ask pupils to read the sentences before they watch the video again so that they know what information to look and listen for while they watch. Explain any words that pupils have difficulty with and explain that they should choose their answers based on what they see in the video.
- Play the video until the scene with the sailing boat ends and elicit that there is a sailing boat in the sea; so 1 is true.
- Play the rest of the video and ask pupils to complete the rest of the task. Then ask them to discuss their answers with a partner and to justify any answers they have that are different.
- Check the answers as a class. See the times in the brackets after the answers below if you want to show pupils the part of the video that gives them the answer again.

Answers

1 T (0:00:09)
2 T (0:00:11)
3 T (0:00:19)
4 F (0:01:14)
5 F (0:01:22)

C

- Ask pupils to read the sentences before they watch the video again. Ask them if they know any of the answers at this stage and to circle them if they do.
- Play the video again and ask pupils to listen and to circle the correct words.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 many (0:00:10)
2 countries (0:00:55)
3 dance (0:01:20)
4 hours (0:01:37)
5 competition (0:02:31)

After you watch

A

- Ask pupils to answer the questions on their own to see how much they can remember from the video.
- Check the answers as a class.

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Answers
1b **2**b **3**b **4**c

B
- Write *dress*, *flower*, *water* and *lemonade* on the board and ask pupils which nouns are countable (*dress and flower*) and which nouns are uncountable (*lemonade and water*).
- Ask pupils to write sentences with *much*, *many*, *a lot of*, *a few*, *a little* and questions with *How much* and *How many*. Tell them to read one of their sentences to the class and revise the use of the quantifiers further if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
1 Many
2 a lot of
3 many
4 a few
5 much

Project
- Explain to pupils that their project is to make a poster for a place they have been on holiday to.
- Read the heading and the list of activities to pupils. Ask pupils to work in groups to brainstorm the kinds of activities that they could do on holiday and make a list of activities on the board.
- Ask pupils to decide in their groups which place they will write about and then to make the poster and draw the pictures of the place and different activities you can do there.
- Once they have finished their posters, hang them on the classroom wall or in the school corridor.

Video 2
Happy Elephants

Background Information

Elephants live in Africa and Asia. African elephants are larger than Asian elephants and they have much larger ears. They can live up to 70 years old in the wild. Their shoulder height can be from 2.5 to 4 metres, and they weigh up to 6,350 kilos. Female elephants (*cows*) live in family groups called herds with their young, but adult males (*bulls*) tend to roam on their own. Elephants are an endangered species, partly because people hunt them to take their tusks. Tusks look like big long teeth, one on either side of their face. An elephant uses its tusks to dig for food and then it picks up the food with its trunk and puts it into its mouth. For further information, go to www.nationalgeographic.com and search for *elephants*.

Before you watch
A
- Ask pupils to read the title and look at the pictures on page 118. Remind them of the article about elephants in Unit 5 and ask them what they think makes elephants happy (*being with other elephants*).
- Ask pupils to work in pairs to answer the questions with a partner. Then, as a class, use the questions to have an open discussion about elephants.

Answers
Pupils' own answers

The story
B
- Explain to pupils that they are going to see a video about an elephant trainer in a city called Baltimore in Maryland, which is a state in the USA. To check that pupils understand where Baltimore is, draw their attention to its position on the globe.
- Ask pupils what kind of place they think an elephant trainer works in.

Words to know
- Ask pupils to look at words 1 to 5. Explain that they will hear these words when they watch the video. Say the words to the class and ask pupils to say them after you as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
1b **2**d **3**e **4**a **5**c

While you watch
A
- Ask pupils to read the question before they watch the video so that they know what information to listen for while they watch.
- Play the video until you hear the words that describe elephants. Then ask pupils to tell you as many adjectives as possible to describe elephants.

Answers
very large, gentle, intelligent, social

B
- Ask pupils to read the sentences before they watch the video again. Ask them if they know any of the answers at this stage and to circle them if they do.
- Play the video again and ask pupils to listen and to circle the correct words.
- Ask pupils to do the task individually, but check the answers as a class. See the times in the brackets after the answers below if you want to show pupils the part of the video that gives them the answer again.

Answers
1 two (0:00:15)
2 Zoo (0:00:38)
3 teeth (0:00:46)
4 better (0:02:09)
5 unusual (0:02:19)

C
- Explain that pupils should only underline the words that are elephants' names on the DVD.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
Pupils should underline the following:
Fat Man (0:01:47), Funny Face (0:01:55), Limba (0:02:25)

After you watch
A
- Ask pupils to answer the questions on their own to see how much they can remember from the video.
- Check the answers as a class.

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Answers
1c **2**b **3**a **4**a

B
- Explain that all the sentences use the Present Perfect. Tell pupils to decide which word is the subject of each sentence and which words make up the verb. Tell them to decide where the adverb or time expression should go, and tell them to make questions if a question mark is given.
- If necessary, tell pupils to look back at the grammar boxes in Unit 5 to remind themselves how to make sentences with the Present Perfect.
- Ask pupils to do the task individually, but check the answers as a class.

Answers
1 The elephants have already eaten.
2 I haven't been to the zoo since last year.
3 Have you ever seen an elephant?
4 The elephants haven't gone swimming yet.
5 I have never been to the circus.
6 Mike has just checked the elephant's teeth.

Project
- Explain to pupils that their project is to write an article about an animal for a class magazine.
- Read the heading and ask pupils to read the article about lions. Write the following headings on the board:

  Paragraph 1
  Paragraph 2
  Paragraph 3
  Paragraph 4

  Then ask pupils to work in pairs to decide what kind of information is given in each paragraph of the article to complete the plan.
- Give pupils time to complete the plan and then write their answer next to the headings on the board.

Paragraph 1	Say where lions live and how many years they live.
Paragraph 2	Say something about how they live, eg in groups or alone.
Paragraph 3	Give more information about what they eat, how they find food and how many cubs they have.
Paragraph 4	Conclusion: Write one sentence to conclude your article.

- Ask pupils to work in pairs to discuss the animal they will write about. Tell pupils to look back at Unit 7 for words about nature.
- Explain to pupils that they should use the plan to write an article like the one about lions.
- Once pupils have finished their articles, ask them to proofread each others' work, and then hang them on the classroom wall or in the school corridor.

Answers
Pupils' own answers

Video 3
Snow Magic

Background Information

Minnesota is situated in the north of the USA on the border with Ontario, Canada. The western side of Lake Michigan is on the northeast border of Minnesota. The Mississippi River, which flows into the Gulf of Mexico, begins in this state. There are about 15,000 lakes in the state, so it attracts a lot of tourists in summer and there are also ski centres which people visit in winter. Taylors Falls is on the St Croix river, where people can go canoeing or kayaking on the river as well as take part in winter sports at the Wild Mountain Ski Area. For further information, go to www.nationalgeographic.com and search for *Taylors Falls*, *Minnesota*.

Before you watch
A
- Ask pupils to read the title and look at the pictures on pages 120 and 121. Ask them why they think the word *magic* is part of the title.
- Ask pupils to work in pairs to answer the questions with a partner. Then, as a class, use the questions to have an open discussion about what they like doing when the weather is cold.

Answers
Pupils' own answers

The story
B
- Explain to pupils that they are going to watch a story which takes place in winter in a city called Taylors Falls in Minnesota, which is a state in the USA. To check that pupils understand where Minnesota is, draw their attention to its position on the globe.
- Ask pupils what they think the weather is like in Minnesota in winter. Tell them to look back at the article about tubing on page 30 in Unit 3, and explain that this is one of the activities people can do at Taylor Falls.

Words to know
- Ask pupils to look at words 1 to 6. Explain that they will hear these words when they watch the video. Say the words to the class and ask pupils to say them after you as a class and then individually. Correct their pronunciation if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

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

While you watch
A
- Ask pupils to read the sentences before they watch the DVD so that they know what information to look for.
- Explain to pupils that they are going to note down the order in which they see the things described in the sentences. Tell pupils that they have to watch what the people are doing and that they have to listen for the words that talk about the things in the sentences.
- Encourage pupils to number each sentence as they see them happening rather than trying to find the answers when the recording has finished. Do the first one together as a class so that they understand how to number the sentences.

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- Play the video until the scene with the man jogging next to a river ends and elicit that sentence 3 shows this, so pupils should write 1 in the answer box next to this sentence.
- Play the rest of the DVD and ask pupils to number the remaining sentences, then check the answers as a class. Ask pupils to justify their answers.

Answers

1 5 (0:03:10)
2 3 (0:01:07)
3 1 (0:00:08)
4 4 (0:01:48)
5 6 (0:03:40)
6 2 (0:00:30)

B

- Ask pupils to read the sentences before they watch the video again. Ask them if they know any of the answers at this stage and to underline them if they do.
- Play the video again and ask pupils to listen and to circle the correct words.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 November (0:00:32)
2 softer (0:01:48)
3 snow (0:02:24)
4 pumps (0:02:42)
5 mountain (0:03:16)
6 trails (0:03:57)

After you watch

A

- Ask pupils to answer the questions on their own to see how much they can remember from the video.
- Check the answers as a class.

Answers

1b **2**a **3**c **4**b

B

- Ask pupils to read through the whole sentence before they circle the answer. Tell them to decide whether they need a comparative or a superlative adjective in 1, 2, 3 and 5, and tell them to think about the word order and see if the word after the options is a noun or an adjective in 4 and 6.
- Tell pupils to look back at the grammar boxes in Unit 11, if necessary, to remember how to use the comparative and superlative adjectives as well as *too* and *enough*.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 largest
2 longer
3 good
4 too
5 coldest
6 enough

Project

- Explain to pupils that their project is to write a postcard to a friend in England telling him/her about what they did on a visit to the Wild Mountain Ski Area in Taylors Falls and saying whether they enjoyed it or not.
- Ask pupils to work in pairs to discuss ideas about activities people do at the Wild Mountain Ski Area, which they can write about on their postcards. Tell them to think about the things they saw people doing there on the DVD and to look back at the tasks to find some words they can use to write about what they did.
- Remind pupils that there is only a small space to write on a postcard so they only have to write a few sentences.
- Once they have finished their postcards, ask them to proofread each others' work. Pupils can then copy their writing onto real postcards and hang them on the classroom wall or in the school corridor.

Answers

Pupils' own answers

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Notes on the Play - The School Fair

Introduction

The play in *Wonderful World 4 Pupil's Book* has been designed to give pupils the chance to use the English they have learnt throughout the year creatively. The play contains grammar, vocabulary and functional language from the whole of the Pupil's Book, so it is designed to be performed at the end of the school year. It can be found on pages 122 and 123 of the Pupil's Book and there is a recording of it on the Class Audio CD.

Cast

The main characters from The Cortuga Adventure (*Jake*, *Kate*, *Mandy* and *Robbie*) star in the play as well as their school friends, Jake's friend Harry, their teacher and the head teacher.

Encourage all pupils to get involved in the play, but be sensitive to pupils who feel too shy to take on a speaking role. These pupils can play school friends or be more active in preparing props and costumes. Allocate the roles according to pupils' confidence levels and ability. Develop a positive and fun atmosphere during rehearsals and allow scope for pupils' creativity. At this level, it's more important that pupils enjoy performing than be word perfect.

Give pupils positive feedback during rehearsals so that they feel more confident and proud of their achievements.

Rehearsals

Decide on a date at the end of the year that is convenient for the performance and schedule at least two rehearsals before that date. Rehearsals can take place during class time or, if possible, you can arrange extra lessons for rehearsals.

Before allocating roles, allow pupils to listen to the play on the recording all the way through and to follow the script in their books at the same time. Ask pupils why the play is called *The School Fair* (*because it is about a fair which takes place at the children's school to collect money for wild animals in danger*). Ask them what Robbie is doing in Scene 1 (*eating bananas*). Then ask them what Harry buys in Scene 2 (*a ticket for the game*) and what he wins (*a basket of fruit*). Ask what Robbie wants from Harry (*a banana*) and what he gives him in return (*a raffle ticket*). Ask what Harry wins in Scene 3 (*a digital camera*) and how Robbie feels now (*sorry that he gave Harry his ticket*).

Play the recording again in sections and ask pupils to take turns to read different parts of the script. Do this several times so that pupils become familiar with the script and make a note of any vocabulary and structures that pupils have problems with. Do remedial work on these points before the performance or adapt them to your class's ability if you think they are too challenging for your pupils, but make sure pupils make a note of any changes you make to the script.

Allocate the roles and ask pupils to practise their lines at home before the next rehearsal. Tell pupils to highlight their parts on the script to help them to do this. Suggest that they practise in front of a mirror, a friend or a member of their family so that they can develop confidence.

During the second rehearsal, put the characters into their positions and give them directions about where to stand and what to do while they say their lines. Ask pupils to pay attention to how their character is feeling in each section and to act it out.

Once pupils have practised their lines in position a few times, encourage them to learn each section by heart.

The story

It's Saturday afternoon and Kate and Mandy are sitting on the grass in Mandy and Jake's garden. Jake and Robbie arrive and Robbie is eating a banana. Jake invites the girls to come to his school fair. Robbie explains that the fair is to help animals in danger. Kate asks Robbie how many bananas he has eaten. Mandy laughs at him and calls him a monkey because he's eaten four bananas. When the children arrive at the fair, they buy some raffle tickets, which cost £2 each. Then they play a game where they have to eat apples without using their hands. It costs £1 to play the game and Jake's friend Harry wins the prize. It is a basket of fruit and he wants to give it to his grandma. Robbie wants the banana from the basket, so he gives Harry a raffle ticket for it because he hasn't got any money left. Harry is happy because he didn't have enough money to buy a ticket. Then Kate and Mandy go to buy cakes and Jake and Robbie go for a walk. At five o'clock, the teacher reads the winning ticket numbers and gives out the raffle prizes. Mandy wins a watch, another girl wins roller skates and Harry wins the digital camera, which is the first prize, with the ticket that Robbie gave him. Robbie is sorry that he didn't keep the ticket, but Kate laughs at him. She says he got a banana instead of a camera because he was too greedy.

Characters

Kate
Jake
Mandy
Robbie
Harry, Jake's friend
Other children
Teacher
Head teacher

Props and materials

- 2 bananas
- 10 apples
- raffle tickets in a box/basket
- a table
- a poster with pictures of the raffle prizes
- a sign with the word RAFFLE
- a basket of fruit with a banana on top
- a ball of string to tie the apples
- 3 or 4 poles (eg *volleyball net stands*) to hold up the string
- a watch
- a pair of roller skates
- a digital camera

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Preparing the set and the props

The set and props for the play are simple and shouldn't require a lot of preparation or expense. A length of string should be stretched between three or four poles. Each apple should be tied on to the end of a short piece of string (20-30cm), and then they should be hung from the length of string so that they are high enough for the apples to hang down in front of pupils' faces. Pupils can make the raffle tickets from pieces of paper and make the poster by drawing pictures of a camera, roller skates and a watch to show the 1st, 2nd and 3rd prizes. They can draw the RAFFLE sign on a large piece of paper or card. If it isn't possible to find real objects to use for the prizes (*watch*, *roller skates*, *digital camera*), pupils can make boxes from card and draw the items on the side of the boxes.

Scene 1

In Scene 1, the story takes place in Mandy and Jake's garden. If the play is performed on a stage, the curtain can be drawn at this point and Scene 1 can take place on the front of the stage in front of the curtain, so that the stage can be prepared for Scenes 2 and 3. Mandy and Kate should be sitting on the ground at the start of the scene and then Jake and Robbie should come on stage. Robbie should be eating a banana. The children should walk off the stage together at the end of the scene.

Scene 2

If the curtain is drawn, these preparations can be made before the play begins. Otherwise, as soon as the children leave the stage, the rest of the cast and any pupils who don't want to have a speaking part can come on stage and prepare the scene for the school fair. The table should be on the left of the stage with the box of raffle tickets on it. The RAFFLE sign should be hung up on the wall near the table and the poster showing the prizes should be placed next to the table. The apples should be hanging from the strings between the poles on the left of the stage so that they are ready for the children to play the apple game.

When the scene starts, the teacher should be standing behind the table with the raffle tickets. Kate, Mandy, Jake and Robbie should enter the stage from the left and go towards the table to buy raffle tickets. Harry, the head teacher and the children who don't have speaking parts should be near the apples. The basket of fruit should be on the right of the stage next to the head teacher. At the end of the scene, Kate, Mandy, Jake, Robbie and Harry should leave the stage. The curtain should be drawn, and then the stage hands can put away the poles with the string and clear away the remains of the apple game.

Scene 3

When the scene starts, the children should be in front of or near the raffle table. The teacher should take out each of the winning tickets, one by one, from the box and hand out the respective prize for each ticket after reading the number.

Costumes

The play doesn't require any special costumes to be made. Kate, Jake, Mandy, Robbie, Harry and the girl in Scene 3 can wear casual clothes throughout the play and shouldn't have any costume changes. The head teacher and the teacher can also wear casual clothes. Pupils can provide their own clothes, but you might like to suggest that the pupils who play the head teacher and the teacher wear something more formal so that it is clear they are adults.

Promotion

Pupils who don't want to perform can also be responsible for promoting the play. They can design and make posters to hang up on the school walls to inform fellow pupils when and where the play will take place. They can also design invitations to give to pupils' family and friends.

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Listening script

Unit 1

Lesson 1

1
I love my grandparents. I visit them on Tuesdays and on Sundays. That's twice a week.

2
Every Saturday after football I go with my best friend Tom for ice cream. Tom likes chocolate ice cream but I *always* have a *banana* ice cream.

3
My dad often goes on holiday but he never goes to the sea. He loves the mountains. He usually goes to the mountains once a year.

4
On Mondays I take my dog Tilly to the beach and on Saturdays we go to the park. She really loves the park!

Lesson 2

Dan Hi, Helen.
Helen Hi. What are you doing tomorrow?
Dan Tomorrow? We're going shopping for a present for my grandma because it's her birthday.
Helen It's your grandma's birthday? How old is she?
Dan She's 60! Then, after lunch, I'm meeting my friend Toby in the park. We're playing football.
Helen Oh, football in the park! Can I come? I love football.
Dan Yes, OK. We're meeting at three o'clock.
Helen Great. I'm going to a party tomorrow evening. Do you want to come with me?
Dan No, sorry. I like parties but my family and I are taking Grandma out for dinner.
Helen OK, never mind. See you in the park at three o'clock tomorrow.
Dan OK, bye.

Unit 2

Lesson 1

Jemma Hi, Carl.
Carl Hi, Jemma. Did you move into your new flat yesterday?
Jemma Yes, we did. First we moved the beds in. My bed is next to the wardrobe.
Carl What did you do after that?
Jemma Then we moved the things into the sitting room. I helped Dad with the chairs and the sofa.
Carl Really? Sofas are very heavy!
Jemma It's only a small sofa. After that we wanted some food, so Mum phoned for a pizza.
Carl Where did you eat it?
Jemma At the table. Dad carried *that* in. After lunch, we cleaned the kitchen. Then, at two o'clock, some men arrived with our new fridge.
Carl Did a new oven arrive too?
Jemma No, the oven didn't arrive yesterday. It's coming this afternoon.
Carl Well, I hope you like your new home.
Jemma Yes, I do, thanks. See you later!

Lesson 2

Neil Tell me about your holiday home, Lara.
Lara Well, last summer we went to Greece for a holiday, and we stayed for three months!
Neil For three months? Really?
Lara Yes. We really liked it there. We lived in a fantastic old house.
Neil Did you like your bedroom?
Lara Oh, yes! It was blue and white, just like the house, and it was huge. It had a balcony with a great view of the sea. Every morning I had breakfast on the balcony and I looked out at the sea.
Neil Breakfast on the balcony … very nice.
Lara The only bad thing was that we didn't have a washing machine! We cleaned our clothes in a bucket on the floor!
Neil A bucket on the floor? That's hard! Are you going back again next year?
Lara No. Next year we're going to Italy!
Neil Oh, Italy's very nice. Are you going for three months again?
Lara No, not this time. I've got lots of work now. We're going for two weeks in July.
Neil Oh, well. Two weeks is OK. I'm going to France for two weeks in August.
Lara Oh, that's sounds nice. Well, see you later …
Neil Bye.

Lesson 3

Paula Yesterday we visited my cousin's new cottage. It's in a village. She moved in two days ago.
Billy Oh, is it nice? I like cottages.
Paula No, it's awful!
Billy Why is it so awful?
Paula First of all, it's very dirty.
Billy Oh, no! Are the rooms big? My grandma's cottage has got huge rooms.
Paula No, the rooms are really small with very old furniture.
Billy Old furniture? Didn't your cousin take her own furniture there?
Paula No, she didn't have any, and she likes the old furniture. But she doesn't like the garden! It's full of rubbish.
Billy Rubbish? Yuk. Why did she buy it?
Paula I don't know.

Unit 3

Lesson 1

Sandy Hello, Annabel. You look happy this morning.
Annabel Hi, Sandy. Yes, I am. I had a great evening yesterday.
Sandy What were you doing?
Annabel Well, from six o'clock till seven I was listening to my favourite show, *Hot Hits*, on the radio. They play really good music and I was dancing all around the kitchen. At the same time I was helping Dad with dinner.
Sandy Oh, I like Hot Hits too, but I wasn't listening to the radio last night. I was out with my mum. What did you do at seven o'clock?
Annabel At seven I had dinner with my parents and my brother Toby. After that, at seven thirty, Toby and I were talking about our holiday in Paris last June. We had a great time there.
Sandy Yes, Paris is incredible.
Annabel Then, at eight o'clock, my cousin Larry arrived. We were trying out my new computer game and he was talking about his new hobby, golf.
Sandy It sounds like you had a good time. I must go now because …

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Lesson 2

Here's a photo of my family. We were in the park last Tuesday when the rain started and we were all doing different things. My sister Daisy was riding her bike. She loves her bike! My brother Tommy likes bikes too, but he wasn't riding his bike yesterday. He was sleeping because he was very tired. There he is, under the tree. My other brother, Mark, was sliding down a hill with his friend Lucy. Mark always slides down the hill in the park. My cousin Adam was showing off and he fell in the water. He's very silly because he can't swim! You can see my uncle shouting at him. And me? You can't see me, but I was laughing when I took the photo!

Unit 4

Lesson 1

Shopkeeper Good morning.
Woman Hello. I need a few eggs. Have you got any? I need six.
Shopkeeper Of course. Here you are, six eggs.
Woman Can you also give me three bottles of lemonade? We drink a lot of lemonade. Oh, and a little vanilla ice cream too. And a few of those delicious doughnuts.
Shopkeeper How many doughnuts?
Woman Four, please.
Shopkeeper Here you are!
Woman Thank you. How much is that all together?
Shopkeeper That's eleven euros, please.
Woman Right. Thank you.
Shopkeeper Thanks! Goodbye.

Lesson 2

Here's a quick and easy recipe for spaghetti with tomato sauce. First, boil some water in a pan. Then add a packet of spaghetti and boil for ten minutes. While the spaghetti is boiling, chop an onion and fry it in a little oil. After that, add a tin of tomatoes to the onions and cook for five minutes. Then add the spaghetti to the sauce and mix together. Add lots of cheese and enjoy your meal!

Lesson 3

Hello, I'm Tom. In my family, we all like different things. My daughter, Anna, really likes prawns, but she hates cheese! My son Jimmy likes honey. He thinks it's delicious. He eats honey every morning with his breakfast, but he never eats ice cream. He doesn't like it at all. My wife, Susie, likes raw carrots, but she doesn't like fried food. She thinks fried eggs are disgusting! And me? Well, I love spaghetti but I don't like sweet things. I don't like cakes at all.

Unit 5

Lesson 1

Lucy Hello, Mr Jackson, we've done everything you asked. We're ready for the school dance now.
Mr Jackson That's good! Who helped?
Lucy Everybody helped. Bill moved the desks and Andrew cleaned the floor.
Mr Jackson Oh, Bill moved all the desks? Very good. Did anyone help Andrew with the floor?
Lucy No, but we were all busy! Jane brought the balloons in and …
Mr Jackson Where did Jane find balloons?
Lucy The head teacher gave them to her.
Mr Jackson Oh, OK. Who took the chairs to the other classrooms?
Lucy Ada took the chairs away.
Mr Jackson Oh, well done, Ada. And what did you do, Lucy?
Lucy Me? I watched the other kids, Mr Jackson!

Lesson 2

Miss Andrews Good morning, Class. I'm Miss Andrews. I'm teaching you this week because Mr Rogers is away. Now, let's see. Henry, has the class done exercise five on page fifty yet?
Henry Yes, Miss Andrews.
Miss Andrews What about the text on the next page? Have you read that?
Henry No, we haven't read that yet.
Miss Andrews Mm, OK. Everybody turn to the article on page fifty-one. What's the article about?
Henry It's about people in Thailand.
Miss Andrews No, it isn't. Denise, what do you think it's about?
Denise It's about elephants.
Miss Andrews That's right, it's about elephants. Denise, can you read it for us please?
Denise Oh, please Miss Andrews, I've already read something three times this week!
Miss Andrews Well, Henry, you read it, then.
Henry OK, Miss Andrews.

Unit 6

Lesson 1

Polly Hi, Mum!
Mum Hello, Polly. What are you doing?
Polly I'm making animals with paper.
Mum Oh, really? What have you made?
Polly I've made an elephant.
Mum It's a very funny elephant!
Polly Yes, I know. I didn't have a good picture and I haven't seen a real elephant.
Mum Where's the tail?
Polly I put the tail on an hour ago but it's already fallen off.
Mum And it hasn't got any legs.
Polly I haven't finished the legs yet.
Mum Oh, well. Maybe it will be nice when it's got legs and a new tail!
Polly I hope so!

Lesson 2

Doctor Good morning, Doctor Kipling here.
Woman Hello, Doctor. This is Mrs Myers.
Doctor Mrs Myers! What can I do for you, today?
Woman Well, everyone in the family is sick.
Doctor Everyone? Oh dear. What's the matter with them?
Woman The twins have got a temperature and they're in bed.
Doctor They've got a temperature, huh? Poor kids! Who else is ill?
Woman Well, Grandad's in bed with a really bad cough. I've given him some medicine but it hasn't helped very much. And my husband spent all day in the garden yesterday and he's got sunburn.
Doctor And what about you, Mrs Myers? Have you got a headache again?
Woman Yes, Doctor, I've got a very bad headache. Can you visit us at home this afternoon?
Doctor Er … OK. How about four o'clock?
Woman Well, er … can you come at five o'clock? Grandad usually sleeps in the afternoon.
Doctor OK, five o'clock. That's fine.
Woman OK, Doctor. Thank you. Goodbye.
Doctor Goodbye.

Lesson 3

Lizzie What's wrong, Grandma? Are you OK?
Grandma Well, I've got a pain in my finger.
Lizzie Oh, dear.

Grandma And my leg is a bit sore again.
Lizzie Yes, it's been sore for a while. What about your cough? Have you taken your medicine?
Grandma Yes, I took my medicine this morning. Grandad took his medicine too. He had a temperature.
Lizzie Oh, dear. I hope he's OK.
Grandma Yes. Don't worry. He's fine now!

Unit 7

Lesson 1

Miss Brown Listen, everybody. I'm afraid it's going to rain, so I think we will go to the zoo and not to the beach today. Is that OK with everyone?
Boy But I don't like the zoo, Miss Brown. I like the beach! I want lunch on the beach!
Miss Brown Don't worry. We can have our lunch at the zoo. We'll go to the beach another day. At the zoo we can see lots of animals – lions, elephants, everything! And we can go inside when the rain starts. Now, I see you've all got coats. Has everybody brought sandwiches?
Kids Yes, Miss Brown.
Boy I've got *three* sandwiches, Miss Brown!
Miss Brown Three? Well, *you* won't be hungry, Sam! Now, the zoo isn't far away so we'll leave at eleven o'clock, not ten o'clock as we said yesterday. Did everyone hear that? We'll leave the school at eleven o'clock, after the morning break.
Kids Yes, Miss Brown.
Miss Brown Good. I'll see you at the school gates at ten to eleven, then. Don't be late!

Lesson 2

Interviewer Today we're talking to some young people about what they like doing at the weekend. Brian, what do you like doing at the weekend?
Brian Well, I like watching TV and going for walks with my dog, Barney.
Interviewer Alison, what about you? Do you go for walks?
Alison No, I don't like going for walks. I think walking is a waste of time, but I love watching birds. We've got three nests in our garden. I also love shopping!
Interviewer OK. And you, David? Do you like shopping too?
David No, I *hate* shopping! I think it's very boring! I enjoy visiting the zoo. The lions are my favourite animals. I often go to the zoo on Saturdays with my Grandad.

Unit 8

Lesson 1

Teacher Good morning. Today we're going to learn about recycling. What do you know about recycling?
Johnny Well, recycling helps the environment. If we recycle things, we won't have so much rubbish. We can use lots of things again.
Teacher That's right, Johnny. What can we recycle, Susie?
Susie My parents recycle paper, glass and cans.
Teacher Well done, Susie. What else can we recycle, Johnny?
Johnny We can recycle batteries and plastic things too. And my mum recycles old clothes!
Teacher Clothes too? Very good, Johnny. Where do you recycle your things?
Johnny Some people come and collect paper and glass from our house, but Dad takes the other things to a special bin in the town centre.
Teacher Very good! And from today you can recycle things at school too. We've got some big green boxes just outside this classroom.
Susie That's great, Mr Davids.
Teacher OK. Let's open our books and read about recycling in London …

Lesson 2

1
Boy Jackie, do you know how much rubbish from a litter bin we can recycle?
Girl No – maybe 30%?
Boy No, it's 60%. We can recycle about 60% of the things in the rubbish.
Girl Wow, that's a lot!

2
Girl So where can we recycle things in this area? Do we put things in green recycling bins?
Boy No. In this area, the green bins are for rubbish. You must use the *blue* recycling bins.
Girl Where can I find them?
Boy They are in streets or outside supermarkets, usually next to rubbish bins.

3
Girl Can I recycle batteries in the blue recycling bins in the street?
Boy No, you can't. You must take batteries to the special bins in shops and supermarkets.
Girl Are they just for batteries, or can you put other things in too?
Boy They're just for batteries.

4
Girl How much of the waste in litter bins is plastic?
Boy What do you *think*?
Girl I don't know. About 5%?
Boy No, about 20% of waste is plastic.

5
Girl How long can a plastic bag pollute the environment?
Boy A very long time! We make the bags in a minute and we use them for about twenty minutes, but they stay on land or in water for about 400 years.
Girl 400 years! That's terrible!

Lesson 3

Everyone can help the environment. One thing you can do is make a recycling centre for your street or block of flats! Here's what you must do: ask some neighbours for some rubbish bins. You will need four. Use a special pen and write PAPER, PLASTIC, GLASS and CANS on the bins. Then you must put the bins in a good place so everyone can see them – maybe on the corner of your street or near the door of your block of flats. Next, tell the people in each house or flat about recycling. Tell them how important it is so that they recycle lots of things! Take your mum or dad with you, though! When the bins are full, take them to a supermarket or your school's big recycling bins. Go green! It's easy!

Unit 9

Lesson 1

Boy Excuse me. I'm looking for the library. Can you tell me where it is?
Girl Let's see. The library, yes. You have to go down King Street for about two minutes. You'll pass the supermarket and then at the traffic lights turn left into Lang Road. You'll see a

restaurant on the left. Turn left after the restaurant into Hope Street and then cross the road, but be careful because it's a very busy street. Walk down Hope Street for a minute, past a café, and then turn right into Merry Lane. Turn right again into Cage Street. Walk down Cage Street for two minutes, and then you'll see the library on the right, opposite a school.

Boy OK, let me just check. So I walk down King Street for two minutes. I pass a supermarket and then turn left at the traffic lights into Lang Road. Then I turn left again after the restaurant into Hope Street. I cross the road and walk down Hope Street, past a café, and then turn right into Merry Lane and right again into Cage Street. The library will be on my right, opposite a school. That's right, isn't it?

Girl Yes, that sounds right to me.

Lesson 2

Aunt Helen Hello Josh, you look happy.

Josh Hello, Aunt Helen. I *am* happy! We're going on a school trip tomorrow – to Athens, in Greece. Didn't you go there in 2006?

Aunt Helen No, I went to Athens for the Olympic Games in 2004 with your uncle. We stayed in a great hotel in the centre. Well, you'll have to visit the Parthenon.

Josh Oh, yes, I've heard of the Parthenon. It's on a hill in the centre of the city, isn't it?

Aunt Helen Yes, it is. We went there and I loved it. You can see far away from the top of the hill. It's beautiful. You must go to the museum there, too. They were still building it when we were there, so we couldn't go.

Josh Oh, yes. I'm sure the museum will be very interesting. It says here that we're having lunch in Plaka. What's that? Is it a restaurant?

Aunt Helen No, it's a district with lots of shops, cafés and restaurants. You can do all your shopping there and you can eat some delicious Greek food. Be careful, though. It's quite expensive.

Josh In the evening we're going to the cinema. It's outside in a big park. I've never been to a cinema like that before. Have you?

Aunt Helen Yes, I have. I went to a cinema in a park when ***I*** was in Athens. It was great! I saw a play at an ancient theatre too.

Josh It sounds brilliant! I'm so excited!

Unit 10

Lesson 1

Jenny Hello, Ben. Where are you going?

Ben I'm taking my dog, Honey, to the Channel 9 TV studio.

Jenny The TV studio? Why?

Ben She's going to be in an advert. It isn't the first time, she's done two other adverts.

Jenny Oh, really? That's great! What happens when you take her?

Ben First of all, we get the bus to the studio. She loves sitting on the bus! Half an hour later, we arrive at Channel 9. We go inside and Honey is washed by one of the staff. She doesn't like that much, but it's only for a few minutes.

Jenny Do they make her look beautiful?

Ben Yes, of course. When she's ready, she goes to the trainer. We usually wait outside his door for a few minutes. When we go in, he shows her what she has to do. Every time she does something right, she's given a little piece of chicken.

Jenny Oh, that's a good idea.

Ben Yes, she likes chicken so she usually does it right the first time. She's very clever and the trainer loves her.

Jenny Then what happens?

Ben Well, when she's ready, she goes in front of the camera. She has great fun!

Lesson 2

Good evening. My name is Miller Jones and here is tonight's news.

A policeman saved the lives of two children on Brighton beach yesterday afternoon. The children were in the sea but they couldn't swim and it was very windy. The policeman saw the children and he swam out to them and helped them back to the beach.

Two friends found a baby elephant in the centre of a local park this morning. It was from a nearby zoo and it was sleeping under a big tree. People from the zoo came and took the animal back home. It is now safe and warm with its mother in the Elephant House.

Fourteen-year old Graham Knight got a prize yesterday for saving the lives of a family in a fire. It was about six o'clock in the morning on 6th February last year when the teenager saw that the house was on fire. He went inside the house and he woke up the family and they all got out. Graham said, 'It was nothing. I was just happy I could help.'

And finally, the weather. It's going to be windy and sunny this morning but it's going to rain this afternoon. Take an umbrella with you when you go out.

That's the end of tonight's news. The next news show will be broadcast at 7 o'clock tomorrow morning when Helen Kelly will be here. I'll see you again tomorrow evening for the 9 o'clock news. Good night.

Lesson 3

1
The people on this show sing, dance, tell funny stories or do something else. They all want to win the prize, but each week one of them has to leave the show.

2
We can find out what is happening in the world when we watch this programme. It is shown on TV many times every day. Children don't watch it very often, but adults usually watch it a lot.

3
This kind of programme is also serious. It's about real things like history, geography, animals and nature, so you can learn interesting things when you watch it. There is usually a presenter and he or she tells you what is happening.

4
On this show a presenter asks questions. Different people go on the show and they must try and answer the questions. Sometimes they win prizes or money.

5
Actors work on this type of show. There are lots of jokes or funny things that make you laugh. People of all ages can watch it.

Unit 11

Lesson 1

Jim I'm going on a trip to London next week.

Ann A trip to London! Great! Are you going with your parents?

Jim No, with my grandparents.

Ann Oh, that's nice. Are you going by train?

Jim Well, we don't know yet. We can't decide, but the train is more exciting than the coach.

Ann Yes, I agree. The train is much more exciting. And you can walk around on the train, but you have to stay in your seat on a coach.

Jim Yes, and the coach isn't as fast as the train. The coach takes three and a half hours.
Ann Three and a half hours! That's a long time. How long does the train take?
Jim The train takes two and a half hours.
Ann That's better. What about price? Which is the cheapest?
Jim Well, the coach is the cheapest. The tickets are only £13 each.
Ann Oh, £13? That's good. And what about the train tickets?
Jim Train tickets are £30 each.
Ann That's a big difference!
Jim Yes, it is. I don't think my grandparents can afford the train, really.
Ann Well, I think you should take the coach then!
Jim Yes, I think you're right. We should go by coach.

Lesson 2

Lisa Hi, Gary. Wow! Look at your mum's new car! It's really small!
Gary Yes, it is. It's a really special car too because it uses very little energy.
Lisa Oh, really? That's good. Is it really expensive, though?
Gary No, it isn't. In fact it's cheaper than a lot of other cars.
Lisa But it isn't a *fast* car, is it?
Gary Well, no, but it's great for the city. It can travel at about 70 kilometres per hour.
Lisa That's good. Can you get a lot of different colours?
Gary No, but you can get blue, like Mum's car, or black.
Lisa Don't they make them in red? I prefer red cars.
Gary No, I don't think so.
Lisa Oh, well, it doesn't matter. Dad is going to buy a new car, so I'll tell him about this kind. I think they're a really good idea.
Gary Yes, they are.
Lisa OK, Gary, I have to go now. See you later.
Gary OK, Lisa. Bye.

Unit 12

Lesson 1

Speaker 1
I work in a hospital and I wear a uniform, but I'm not a doctor. Sometimes I have to work at the weekends or at night. I look after sick people. My job is tiring, but I like helping people. When I'm at work, the time always goes fast because I'm so busy.

Speaker 2
I wear a white uniform. I'm very good at cooking and I work in a restaurant. I have a team of cooks and they help me in the kitchen. I start work at 12 o'clock and I go home late at night. I love making new kinds of food. I think my job's great.

Speaker 3
I work in a police station, but I'm not a policewoman. I go to work in the afternoon and I usually stay until about 7 o'clock in the evening. I clean and tidy everything. My job is quite boring, but I like the people I work with. We have a chat and a laugh together.

Speaker 4
My job isn't easy, but I enjoy it. The worst thing is that I have to work long hours and I don't see my family much. I spend a lot of time at a police station, but I also go out a lot. I am in a team of people and we find criminals – or we try to!

Speaker 5
I love my job. I work at home and I paint pictures and then I sell them – well, I want to sell them but it isn't always easy. This year I've only sold two pictures. Sometimes I work in a shop too, just for a bit more money.

Lesson 2

Ollie Good morning, Kate. It's Monday again! Did you have a nice weekend?
Kate Yes, thanks, Ollie. I went shopping on Saturday and then I went out for dinner with my husband on Sunday night. What about you?
Ollie Oh, I didn't go out. I stayed at home and watched TV. My friend came round yesterday and we watched the football together.
Kate Oh, that's nice.
Ollie Oh, look – there's Jan.
Kate Who's Jan? Do you mean that woman in the white dress?
Ollie No, that's Helen! You know Helen! Jan is the one with the red top on. She's the new employee.
Kate Oh, that's right. Did she start this morning?
Ollie No, she started last Tuesday. She's been here for a few days.
Kate Oh, right, I wasn't at work last week, so I didn't meet her.
Ollie Oh, yes, that's right. Where did you go last week?
Kate Well, my son was sick so I had to stay at home with him.
Ollie Is your son OK now?
Kate Yes, he's fine now. He felt a lot better on Friday. Anyway, what were we talking about? Oh, yes, the new employee. Is she nice?
Ollie Well, the manager is very happy with her. She's very good at her job and she's got a lot of experience, but she was only part-time in her last job. She's got a full-time job here, of course.
Kate We've all got full-time jobs here! Is she friendly?
Ollie Well, she's very quiet. I haven't spoken to her yet.
Kate Maybe you should try! It isn't easy when you start a new job, you know.
Ollie That's true. But what can I talk about?
Kate What a silly question! Just say who you are, and have a chat.
Ollie OK, let's go and talk to her together.
Kate Come on, then.

Lesson 3

Kevin What do you want to be when you grow up, Jenny?
Jenny Oh, I want to be a doctor because I enjoy helping people. I want to work in a hospital. My teacher told me that you have to study for many years and get good qualifications, though, so I'm going to study hard. What do you want to be, Kevin?
Kevin Well, I don't want to be a doctor! My dad is a doctor and he works long hours at the hospital. Doctors have really difficult jobs. When I was younger, I used to think I wanted to be a taxi driver, but now I want to be a pilot. It'll be great. I'll fly all over the world and visit lots of different countries.
Jenny Yes, but you'll have to study first. My cousin Peter is a pilot and he had to take lots of exams.
Kevin Oh, I know you have to study, but it doesn't matter. I'm sure I can do it. Does your cousin like his job?
Jenny Yes, I think so. He earns quite a lot of money and he has a lot of days off, so he's happy.
Kevin I'll be happy too. I don't want to do a boring job. I don't know how people can be chefs or work in a shop. They're horrible jobs!
Jenny Well, everyone's different, you know. We don't all want the same thing. My sister Anna is a manager in a supermarket. She likes her job. Anyway, maybe we should both go home and start studying!
Kevin Good idea. See you later.
Jenny Bye.

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Cartoon DVD Worksheet 1

Unit 1

Before you watch

Look at page 10 of Wonderful World 4 Pupil's Book and answer the questions.

1 Who is on the front of a ship in picture 1?

_____

2 Where are the children standing with their bags?

_____

3 Who comes to meet the children?

_____

4 Who finds something strange near the ship?

_____

While you watch

Watch the DVD and match the people with the things they said.

1 Mandy	**a** What lazy people you are!
2 Robbie	**b** This ship is incredible!
3 Todd Craine	**c** Who is that rude man?
4 Jake	**d** I'm really excited!
5 Kate	**e** That isn't a very good idea.
6 Uncle Oliver	**f** Thank you for the invitation to your house.

After you watch

Answer the questions below about Episode 1 of *The Cortuga Adventure*.

1 What are the children looking at in the harbour?

_____

2 Who is always late?

_____

3 Why does Uncle Oliver invite the children to his house?

_____

4 Who is Mandy looking for?

_____

5 What is on the sides of the crate?

_____

6 Who shouts at the man next to the crate?

_____

7 How does the crate smell?

_____

8 Do the children and Uncle Oliver look happy at the end of the episode?

_____

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Cartoon DVD Worksheet 2

Unit 2

Before you watch

Look at page 18 of Wonderful World 4 Pupil's Book and answer the questions.

1 Where are the children now?

_____

2 Who is having a coffee?

_____

3 Who do they meet in Episode 2?

_____

While you watch

Watch the DVD and write T (True) or F (False).

1 Paolo didn't live in Cortuga last summer. ☐
2 Paolo is a waiter at Parrot's café. ☐
3 Todd Craine is friendly and kind. ☐
4 Todd Craine gives cats and dogs to poor people. ☐
5 Todd Craine lives in a flat above the café. ☐
6 The children must be careful because Todd Craine is rich. ☐

After you watch

Answer the questions below about Episode 2 of *The Cortuga Adventure*.

1 Where does Uncle Oliver take the children?

_____

2 What kind of home does Paolo live in?

_____

3 Who hasn't got friends in Cortuga?

_____

4 What do people say Craine sells?

_____

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Cartoon DVD Worksheet 3

Unit 3

Before you watch

Look at page 28 of Wonderful World 4 Pupil's Book and answer the questions.

1 Where are the children at the beginning of the episode?

_____

2 Where do the children go?

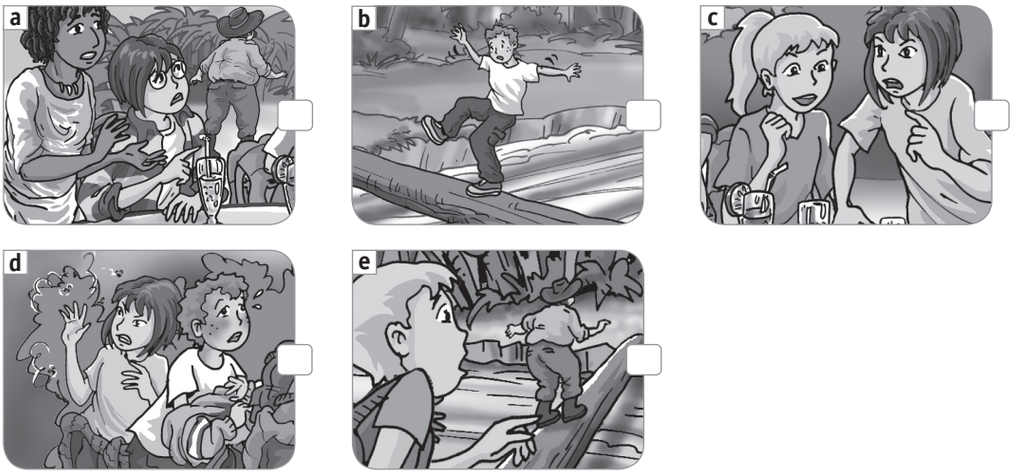
_____

3 Who doesn't like insects?

_____

While you watch

Watch the DVD and number the pictures in the correct order.



After you watch

Answer the questions below about Episode 3 of *The Cortuga Adventure*.

1 Why is Mandy sad at the beginning of the episode?

_____

2 Does Paolo want to go after Craine at first?

_____

3 How does Robbie feel in the jungle?

_____

4 What is the bridge made from?

_____

5 Why is the river dangerous?

_____

6 Who tries to run across the bridge?

_____

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Cartoon DVD Worksheet 4

Unit 4

Before you watch

Look at page 36 of Wonderful World 4 Pupil's Book and answer the questions.

1 What was Robbie doing at the end of Episode 3?

_____

2 Where is Robbie at the beginning of Episode 4?

_____

3 Whose cabin do the children find?

_____

While you watch

Watch the DVD and circle the correct words.

1 Paolo saves Robbie's life / problem.
2 The children follow the cabin / path to find Craine.
3 Robbie ate a lot of delicious / starving bananas.
4 The men are putting the animals into a cabin / van.
5 The children run away from the animals / men.
6 Robbie's cage / sweatshirt is on the ground.

After you watch

Answer the questions below about Episode 4 of *The Cortuga Adventure*.

1 Who wants a drink?

_____

2 How many bottles of water do they have?

_____

3 How do the children find Craine's cabin?

_____

4 Which fruit do they find outside Craine's cabin?

_____

5 Who is feeling hungry?

_____

6 Why do Craine's men go back inside the cabin?

_____

7 How do the animals get out of the cages?

_____

8 What does Robbie lose at the end of the episode?

_____

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Cartoon DVD Worksheet 5

Unit 5

Before you watch

Look at page 46 of Wonderful World 4 Pupil's Book and answer the questions.

1 Why are the children happy at the beginning of the episode?

_____

2 Who starts to feel cold?

_____

3 Why does he start to feel cold?

_____

While you watch

Who says these things? Tick (✓).

	Mandy	Jake	Kate	Robbie	Paolo
1. Let's go home.					
2. I've just thought of something.					
3. We've stopped Craine's evil plan.					
4. Wow, that was brilliant!					
5. I took a photo of the men with my digital camera.					
6. Stop talking and hurry!					

After you watch

Answer the questions below about Episode 5 of *The Cortuga Adventure*.

1 Where does Jake want to go?

_____

2 What does Paolo say they haven't got?

_____

3 Where did Robbie put his camera?

_____

4 Who does Jake want to show the photo and his article to?

_____

5 When does Paolo want to look for the sweatshirt?

_____

6 Why must they find the sweatshirt?

_____

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Cartoon DVD Worksheet 6

Unit 6

Before you watch

Look at page 54 of Wonderful World 4 Pupil's Book and answer the questions.

1 Who wanted to write an article for the school magazine in episode 5?

_____

2 Where are the children now?

_____

3 Who is freezing?

_____

While you watch

Watch the DVD and complete the sentences with these words.

careful freezing name noise shaking quiet

1 Mandy's fingers and toes are _____.
2 Robbie's sweatshirt has got his _____ inside it.
3 Mandy's legs are _____ because she's scared.
4 Mandy tells the children to be _____.
5 Kate tells Jake and Paolo to be _____.
6 Craine hears a _____ outside the cabin.

After you watch

Answer the questions below about Episode 6 of *The Cortuga Adventure*.

1 Who tells Mandy how to get warm?

_____

2 Have the children looked in many places for Robbie's sweatshirt?

_____

3 Why do they think Craine will know they freed the animals?

_____

4 Who wants to go to the cabin and look for the sweatshirt?

_____

5 Which children wait in the jungle near the cabin?

_____

6 Who does Craine want his men to look for?

_____

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Cartoon DVD Worksheet 7

Unit 7

Before you watch

Look at page 64 of Wonderful World 4 Pupil's Book and answer the questions.

1 Where were Jake, Kate and Paolo at the end of the last episode?

_____

2 Who came out of the cabin?

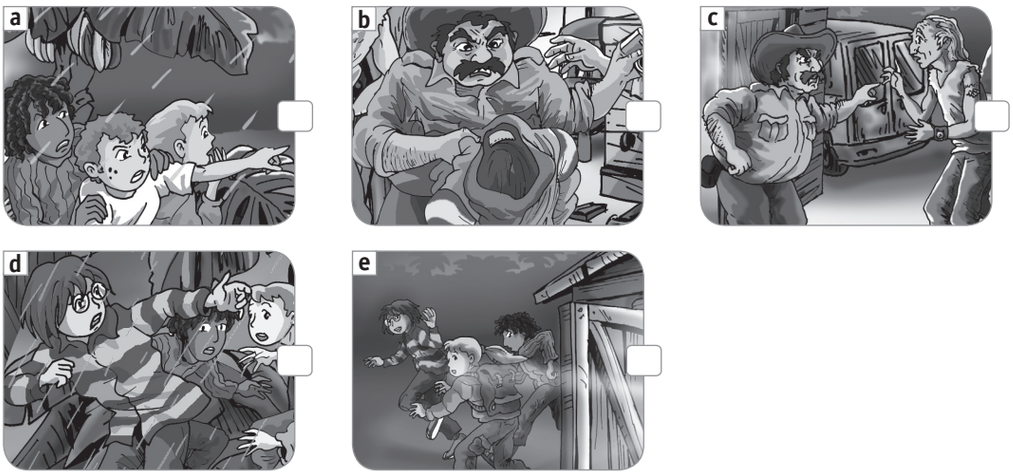
_____

3 What is Craine holding at the end of this episode?

_____

While you watch

Watch the DVD and number the pictures in the correct order.



After you watch

Answer the questions below about Episode 7 of *The Cortuga Adventure*.

1 What does Craine want the thief to pay for?

_____

2 Does Buzz want to look for the criminal?

_____

3 Does Paolo want Robbie to go and get his sweatshirt?

_____

4 What does Bruno find under some leaves?

_____

5 Who are there photos of in the camera?

_____

6 What does Jake think they should do at the end of the episode?

_____

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Cartoon DVD Worksheet 8

Unit 8

Before you watch

Look at page 72 of Wonderful World 4 Pupil's Book and answer the questions.

1 What is the weather like?

_____

2 Who's holding Robbie's camera?

_____

3 Why do the children go into the cave?

_____

While you watch

Who says these things? Tick (✓).

	Mandy	Jake	Kate	Robbie	Craine	Buzz
1. Yuk, this is a rubbish dump!						
2. Oh, no! They've seen us!						
3. They've got no idea we're here.						
4. Don't just stand there!						
5. What's behind the bushes, Boss?						
6. We'll think of something.						

After you watch

Answer the questions below about Episode 8 of *The Cortuga Adventure*.

1 Who goes with Bruno to find Robbie?

_____

2 Where does Paolo want to hide?

_____

3 What does Kate say about the people on the island?

_____

4 Did the men stop and look in the cave?

_____

5 What does Jake take out of the bag?

_____

6 Who does Mandy think will be angry?

_____

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Cartoon DVD Worksheet 9

Unit 9

Before you watch

Look at page 82 of Wonderful World 4 Pupil's Book and answer the questions.

1 Where were the children at the end of episode 8?

_____

2 Why were they there?

_____

3 Where do the children go when they leave the cave?

_____

While you watch

Watch the DVD and complete the sentences with these words.

address get away get ready plan expecting exploring

1 The children must _____ before the men come back.
2 Paolo wants to make a _____.
3 Oliver was _____ the children to come for dinner.
4 Jake says they were _____ the jungle when Robbie fell in the river.
5 The children are going to _____ for bed.
6 The man on the phone says he knows Robbie's _____.

After you watch

Answer the questions below about Episode 9 of *The Cortuga Adventure*.

1 Is it raining when the children leave the cave?

_____

2 How does Mandy feel?

_____

3 Do the children tell Uncle Oliver everything that has happened?

_____

4 Where does Robbie say his sweatshirt was?

_____

5 Who answers the phone?

_____

6 Who do you think the man on the phone is?

_____

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Cartoon DVD Worksheet 10

Unit 10

Before you watch

Look at page 90 of Wonderful World 4 Pupil's Book and answer the questions.

1 Where are the children at the beginning of the episode?

_____

2 Have they told Oliver what really happened to them in the jungle?

_____

3 What happens to Robbie at the end of the episode?

_____

While you watch

Who says these things? Tick (✓).

	Mandy	Robbie	Paolo	Oliver	Buzz	Bruno
1. He threatened me!						
2. Well, maybe we should tell Oliver.						
3. Just lock the door behind you.						
4. You're coming with us!						
5. Let's grab him before we are seen.						
6. What are we going to do?						

After you watch

Answer the questions below about Episode 10 of *The Cortuga Adventure*.

1 Does Mandy want to tell Oliver about Craine?

_____

2 Where do the children go for a walk?

_____

3 Where did Paolo hear about animals disappearing?

_____

4 Who does Robbie think phoned last night?

_____

5 Why does Robbie go to get his mobile phone?

_____

6 How did Bruno know who Robbie was?

_____

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Cartoon DVD Worksheet 11

Unit 11

Before you watch

Look at page 100 of Wonderful World 4 Pupil's Book and answer the questions.

1 Where were the children in the last episode?

_____

2 Why did Robbie leave the others?

_____

3 Why isn't Robbie on the beach with the others in this episode?

_____

While you watch

Watch the DVD and circle the correct words.

1 Mandy hears a phone / scream.
2 Robbie's mobile phone is on the door / floor at the house.
3 The children are going to meet Paolo's mum / Oliver at Parrot's.
4 The bus driver is ancient / crazy.
5 The children think Craine has disappeared / kidnapped Robbie.
6 Oliver wants to go to the house / police.

After you watch

Answer the questions below about Episode 11 of *The Cortuga Adventure*.

1 How long do the children wait for Robbie on the beach?

_____

2 Who thinks they should look for Robbie?

_____

3 What does Jake notice at the house?

_____

4 Is anyone in the house?

_____

5 Who do the children tell when they can't find Robbie?

_____

6 Is the bus new or old?

_____

7 Do the children enjoy the bus ride?

_____

8 Is Oliver surprised that Robbie disappeared?

_____

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Cartoon DVD Worksheet 12

Unit 12

Before you watch

Look at page 108 of Wonderful World 4 Pupil's Book and answer the questions.

1 What did the children tell Oliver at the end of the last episode?

_____

2 Who does Oliver call?

_____

3 What happens at the end of *The Cortuga Adventure?*

_____

While you watch

Watch the DVD and number the sentences in the correct order.

a Thanks for rescuing me. ☐
b I'll call my detective friend at the police station. ☐
c Good work kids! ☐
d I'm sorry, Mr Thomas. It's all my fault. ☐
e The kids can wait here. ☐
f Come to *Parrot's* and then you can follow me. ☐

After you watch

Answer the questions below about Episode 12 of *The Cortuga Adventure*.

1 Does Oliver think it was a good idea for the children to go to Craine's camp and free the animals?

_____

2 What does Oliver understand?

_____

3 What do Oliver and the police have to drive over to get to the cabin?

_____

4 Why does Oliver tell the police to walk to the cabin?

_____

5 Why do the children wait by the jeeps?

_____

6 When is the ship with the animals leaving Cortuga?

_____

7 Where is the detective going to take Craine?

_____

8 What does Oliver tell the children to do from now on?

_____

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Extra tasks for early finishers 1

1 Lesson 1

Complete the sentences with words from Unit 1, Lesson 1.

1 My brother has got a son. He's my n _ _ _ _ _.
2 I haven't got any brothers or sisters. I'm an o _ _ _ child.
3 Our daughter has got a baby boy. We're g _ _ _ _ _ _ _ _ _ _ _.
4 Kate is my sister's daughter. She's my n _ _ _ _.
5 That's Jim. He's Mary's h _ _ _ _ _ _.
6 Hugo is my cousin's dad. He's my u _ _ _ _.

1 Lesson 2

Write questions and short answers using the Present Continuous.

1 you / visit / your friend / tomorrow (✓)
_____
_____

2 Mike's aunt / look after / the baby (✓)
_____
_____

3 they / go / on holiday / with their grandparents (✗)
_____
_____

4 Uncle Joe / read / book / at the moment (✗)
_____
_____

5 the lion cub / lie / in the sun (✓)
_____
_____

6 the giraffes / eat / breakfast / now (✓)
_____
_____

1 Lesson 3

Find and circle ten time expressions from Unit 1, Lesson 3.

Y	S	T	R	O	J	U	L	E	X	T	S	E
T	A	Y	M	N	E	X	T	M	O	N	T	H
E	X	T	O	C	P	T	H	B	L	Y	D	T
R	S	I	M	E	N	E	I	V	E	R	E	R
N	O	W	N	A	I	M	S	E	K	O	V	Y
D	M	U	T	W	N	T	S	W	I	K	E	A
I	E	M	E	E	C	E	U	M	M	E	R	L
A	T	T	H	E	M	O	M	E	N	T	A	W
Y	I	W	A	K	T	W	M	I	R	O	L	A
T	M	I	Y	E	E	V	E	R	Y	D	A	Y
N	E	V	E	R	E	V	R	O	M	A	Y	S
R	S	I	M	T	K	N	T	H	A	Y	S	T

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

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Extra tasks for early finishers 2

2 Lesson 1

Circle the odd one out.

1	coffee table	sofa	toilet
2	flat	bedroom	kitchen
3	armchair	shower	sink
4	oven	wardrobe	fridge
5	window	cottage	door

2 Lesson 2

Complete the sentences with the Past Simple of the verb in brackets.

1 The children _____ (plant) trees in the garden.

2 Dipika _____ (go) to school in Bangladesh.

3 We _____ (tidy) our rooms yesterday.

4 Karim _____ (come) to my house last night for dinner.

5 Our parents _____ (not buy) a house by the sea.

6 I _____ (bring) some flowers for the balcony.

2 Lesson 3

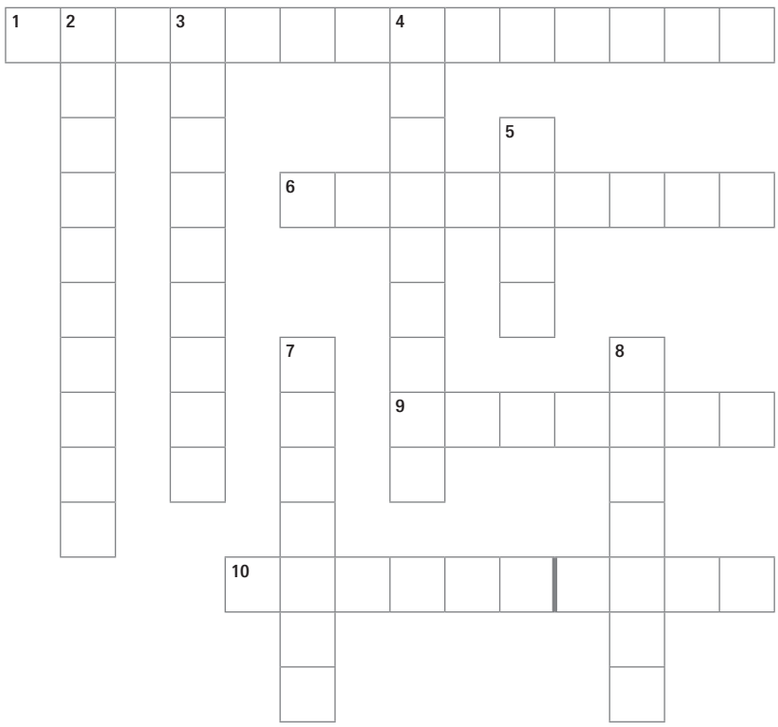
Complete the crossword.

Across

1 You wash clothes in this
6 Things like tables, sofas and wardrobes
9 A place like a town, but very small
10 A place where we eat at home

Down

2 All the machines we use at home
3 A home on the river
4 You can use this to cook food
5 Everything you see from the window
7 Something dirty that we don't want in the house
8 A place to sit on the outside of a flat



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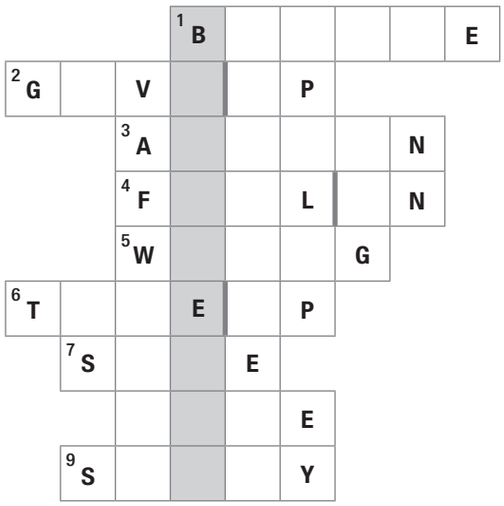
Extra tasks for early finishers 3

3 Lesson 1

Look at the cartoon and the Vocabulary tasks on pages 28 and 29 and complete the puzzle. Find the extra words.



You must _ _ _ _ _ _ _ _ _ when you are crossing the river.

3 Lesson 2

Choose the correct answer.

1 I was very _____ when I fell off my bike.
- **a** scary
- **b** scaring
- **c** scared

2 Tony has lots of _____ hobbies.
- **a** interest
- **b** interesting
- **c** interested

3 Snow tubing is _____, but you have to be careful.
- **a** excite
- **b** exciting
- **c** excited

4 We were _____ after we played in the park for hours.
- **a** tried
- **b** tiring
- **c** tired

5 Julie is _____ with collecting dolls.
- **a** board
- **b** boring
- **c** bored

3 Lesson 3

Write questions and short answers using used to.

1 Peter / like / drawing (✗)

_____

_____

2 your mum / be good at / skiing (✓)

_____

_____

3 your friends / be interested in / board games (✗)

_____

_____

4 you / go to the sports centre / every week (✗)

_____

_____

5 the school / have / basketball team? (✗)

_____

_____

6 you and your friends / play / in the park (✓)

_____

_____

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Extra tasks for early finishers 4

4 Lesson 1

Complete the dialogue with these words.

a few a little believe delicious many much quick starving

Bill: Mm! Something smells (1) _____ . What are you making, Aunt Irene?

Aunt Irene: Pizza. I asked (2) _____ friends to come for lunch so I'm making a big one.

Bill: Great! How (3) _____ time do we have before lunch? I'm (4) _____!

Aunt Irene: Don't worry, it's almost ready. It just needs (5) _____ more time. Can you make the salad?

Bill: Of course, that's easy. How (6) _____ tomatoes do we need?

Aunt Irene: Oh, no! I don't (7) _____ it! I haven't got any tomatoes! Can you go and buy some? But please make it (8) _____, my friends are coming at three o'clock.

Bill: Don't panic! I'm going now.

4 Lesson 2

Circle the correct answers.

1 Boil / Chop the spaghetti in a pan.
2 Lisa doesn't put any / no sugar in her coffee.
3 I drank any / some lemonade because I was thirsty.
4 Mix / Slice the tomatoes and put them on the pizza.
5 We buy vegetables from the market / restaurant twice a week.
6 I looked everywhere / nowhere, but I didn't find the popcorn.

4 Lesson 3

Match.

1 Mix the vegetables together	**a** enjoy your meal.
2 Would you like	**b** a cheese sandwich?
3 I hope you	**c** making a cake?
4 Then fry the onion	**d** and cook for ten minutes.
5 How about	**e** some cheese on the spaghetti.
6 Last of all, put	**f** in a frying pan.

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Extra tasks for early finishers 5

5 Lesson 1

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

1 We have our lunch in the school **magazine**. _____

2 I want to play, but I've got lots of homework. It's not **strict**! _____

3 Students must wear blue and yellow **bells** at our school. _____

4 Call the **sandwiches**! Someone has stolen my computer. _____

5 You are clever but you are not a **pocket**. _____

6 Tom always studies hard when we have a **head teacher** in English. _____

5 Lesson 2

Write questions and short answers using the Present Perfect Simple.

1 you and your friend / finish / your project (✓)

_____

_____

2 you / give up / history lessons (✓)

_____

_____

3 Jack / ever see / real elephant (✗)

_____

_____

4 the elephant / have / breakfast / yet (✗)

_____

_____

5 Aunt Rhona / be / to boarding school (✓)

_____

_____

6 the teachers / give / the students their reports / yet (✗)

_____

_____

5 Lesson 3

Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1 Why _____ (they/come) to Appleby School?

2 How many schools _____ (she/work) in?

3 How long _____ (you/teach) this subject?

4 _____ (he/meet) a lot of people yet?

5 How many friends _____ (we/make) here?

6 _____ (you/learn) any other languages?

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Extra tasks for early finishers 6

6 Lesson 1

Complete the paragraph with words from Vocabulary B, Page 55.

The monster on the left has got an arm on its (1) c __ __ __ __. It's got three legs and each one has a (2) k __ __ __ and an (3) a __ __ __ __. The monster on the right has only one arm so it's got one (4) s __ __ __ __ __ __ __ and one (5) e __ __ __ __. The monster in the middle has got an orange body, but it's got green feet and a long green (6) t __ __ __.

6 Lesson 2

Complete the table with the correct possessive adjectives and possessive pronouns.

Possessive adjectives	Possessive pronouns
my	**1** _____
2 _____	his
her	**3** _____
your	**4** _____
5 _____	ours
their	**6** _____

6 Lesson 3

Match.

1 Is it serious?
2 What's the matter?
3 My throat's really sore.
4 Did you take your medicine?
5 I hope he's OK.

a Open your mouth.
b Don't worry, he's fine now.
c Yes, I did.
d I've got a bad cough.
e No, it isn't.

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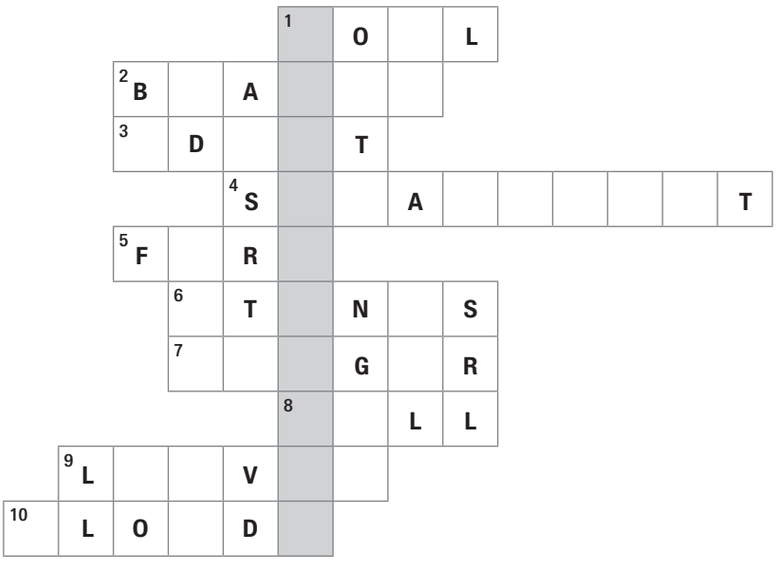
Extra tasks for early finishers 7

7 Lesson 1

Look at the cartoon episode on page 64 and the Vocabulary tasks on page 65 and complete the puzzle. Find the extra words.



Another name for a macaque monkey is a _ _ _ _ _ _ _ _ _ _.

7 Lesson 2

Complete the sentences with these words.

shopping shops swim swimming
walking walks watch watching

1 I love _____ or playing tennis on the beach.
2 Anna goes for _____ in the countryside at the weekend.
3 We're going to go _____ and buy some plants.
4 I can't stand the _____ in the city. They are so busy.
5 Let's go for a _____ in the sea.
6 Don't go _____ there! It's dangerous.
7 Do you _____ the birds from your balcony?
8 Terry enjoys _____ the squirrels in his garden.

7 Lesson 3

Complete the sentences with question tags.

1 She works at the Rescue Centre, _____?
2 We'll see squirrels in the park, _____?
3 You didn't feed the rabbits, _____?
4 I can't see the nest from here, _____?
5 Your dad is a vet, _____?
6 They haven't had an accident, _____?

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Extra tasks for early finishers 8

8 Lesson 1

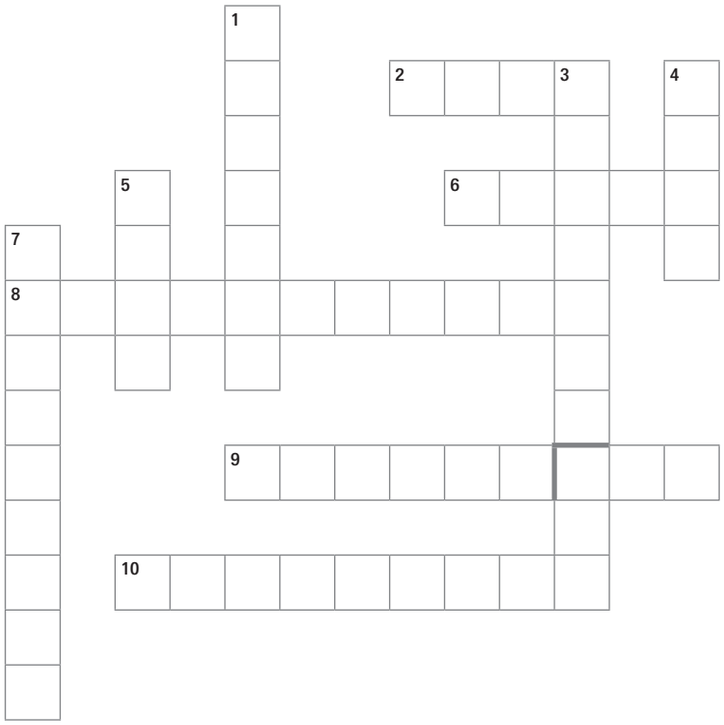
Complete the crossword.

Across

2 It's a place for all the town's rubbish.
6 You can buy milk in this kind of bottle.
8 It's the place around us.
9 We put paper bags and cans in this in the park.
10 There are special bins to do this with paper.

Down

1 You can put one of these in a torch.
3 Some shops give you one to put things in.
4 It looks like a small tree.
5 The children on Cortuga Island were hiding inside this.
7 You read this to find out what's happening in the world.



8 Lesson 2

Complete the sentences with the correct form of the adjectives in brackets. Use the first conditional or second conditional.

1 If I _____ (be) you, I'd stop using plastic bags.
2 If we recycled more paper, we _____ (not destroy) our forests.
3 You will kill the wildlife if you _____ (pollute) the countryside.
4 If they don't water the garden, the plants _____ (die).
5 It _____ (make) a difference if we didn't waste so much water.
6 If I hadn't read this article, I _____ (know) about recycling.

8 Lesson 3

Complete the tips with words from the web page on page 76.

1 Don't t _ _ _ _ a _ _ _ paper! You can recycle it!
2 Use a fan instead of a _ _ c _ _ _ _ _ _ _ _ _ _ _.
3 You won't need to use a car if you use a b _ _ _ or walk.
4 Never leave r _ _ _ _ _ _ on the beach.
5 Plant more trees because they make o _ _ _ _ _.
6 Don't w _ _ _ _ a drop of water.

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Extra tasks for early finishers 9

9 Lesson 1

Complete the directions with these words.

cross miss past round straight turn

You have to (1) _____ the road at the traffic lights. Then (2) _____ right at the restaurant. Go (3) _____ the supermarket and then the bank. Go (4) _____ the corner and you'll see the station (5) _____ ahead. But you'll have to be quick or you'll (6) _____ the train.

9 Lesson 2

Circle the odd one out.

1	activity	hotel	skyscraper
2	bank	collection	exhibition
3	bread ring	pizza	rock climbing
4	cheap	chewy	tasty
5	square	street	tour
6	costume	play	steps

9 Lesson 3

Circle the correct words.

1 We might not / shouldn't throw away our tickets. We can use them for the bus.

2 You mustn't / don't have to pay to go into this museum.

3 I can / might want to go for a picnic in the park.

4 We can / could see the whole city from the top of the hill. It was fantastic!

5 You can't / must visit Barcelona if you go to Spain.

6 Can / Couldn't I have another bagel, please?

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Extra tasks for early finishers 10

10 Lesson 1

Look at the cartoon on page 90 and the Vocabulary tasks on page 91 and complete the puzzle. Find the extra words.

		1 R				O				
			2 L		C					
		3	E				N	I		E
4		S	C		S					
		5 C	O		E		Y			
			6 N		W					
				7		T	U			
	8		R		O		N			
		9	E		T		E			
10		P	O		T		R			
11		G								

This is an interesting _ _ _ _ _ _ _ _ _ _ _ about science.

10 Lesson 2

Complete the sentences with the Present Simple or Past Simple Passive of the verbs in brackets.

1 Who _____ the radio _____ (invent) by?

2 Now the news _____ (read) in two languages every morning.

3 _____ the play _____ (write) by William Shakespeare?

4 The winners on this show _____ (choose) by the public.

5 Colour TVs _____ (not sell) in large numbers until the 1960s.

6 The first programmes _____ (show) in black and white.

10 Lesson 3

Find the spelling mistakes in these sentences and correct them.

1 My dad wacthes the news every night.

2 I never laff at his silly jokes.

3 How many ours a week do you listen to music?

4 Kate can't stand sop operas.

5 Do you like this radio stasion?

6 This music makes me fill really happy.

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Extra tasks for early finishers 11

11 Lesson 1

Complete the sentences with the correct comparative or superlative structure and the adjectives in brackets.

1 Robbie's mobile phone is _____ (not cool) as Jake's.
2 These coaches are _____ (comfortable) means of transport in the country.
3 Your bicycle is _____ (fast) than mine.
4 I don't believe it! Ferries are _____ (expensive) than planes.
5 This is _____ (bad) train I've ever been on.
6 Travelling by car is _____ (good) than travelling by motorbike.

11 Lesson 2

Circle the correct words.

1 You stand on an escalator / inspector and move upstairs easily.
2 We can pay for our trip at the sign / ticket machine.
3 The train was travelling fast along the timetable / track.
4 You can watch the view from the window on a journey / passenger by train.
5 I took a taxi to the metro because I had so much luggage / traffic to carry.
6 There were ancient objects avoided / displayed in both the stations we went to.

11 Lesson 3

Circle the correct answers.

1 The tram is enough / too slow. Let's take the bus!
2 Travel passes / Stations cost £10 for one week.
3 Can I buy a return stop / ticket, please?
4 Do you have too / enough money for a taxi?
5 You get up / off the bus at Oxford Street.
6 I didn't have enough / too food for everyone.

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Extra tasks for early finishers 12

12 Lesson 1

Complete the sentences with adverbs made from the adjectives in brackets.

1 Mum shouted _____ (angry) at Pete.

2 He has painted the picture _____ (nice).

3 I _____ (quick) realised who the thief was.

4 People aren't paid very _____ (good) for this job.

5 You can learn to sail a yacht _____ (easy).

6 John drives really _____ (fast).

12 Lesson 2

Complete the paragraph with words from Unit 12, Lesson 2.

The manager isn't happy today, so please keep your (1) d _ _ _ _ _ _ _! Three new (2) e _ _ _ _ _ _ _ _ who started work here today are doing everything wrong. This is the (3) o _ _ _ _ _ where they are working. Two of them used to be (4) s _ _ _ - _ _ _ _ _ _ _ _ and they've both asked for a (5) d _ _ _ _ _ tomorrow. The other person only wants to work (6) p _ _ _ - _ _ _ _ and she is asking where she can go for her lunch break. I don't know how they're going to (7) e _ _ _ a living, but I don't think they'll be members of (8) s _ _ _ _ at this company for long!

12 Lesson 3

Complete the crossword.

Across

3 I need this person to fix my car.

4 This person can find clever ways to catch criminals.

6 If you want to stay at school forever, it's the best job.

7 It's a good job if you love animals.

8 People who work are called this.

10 When you've done a job for years, you'll have this.

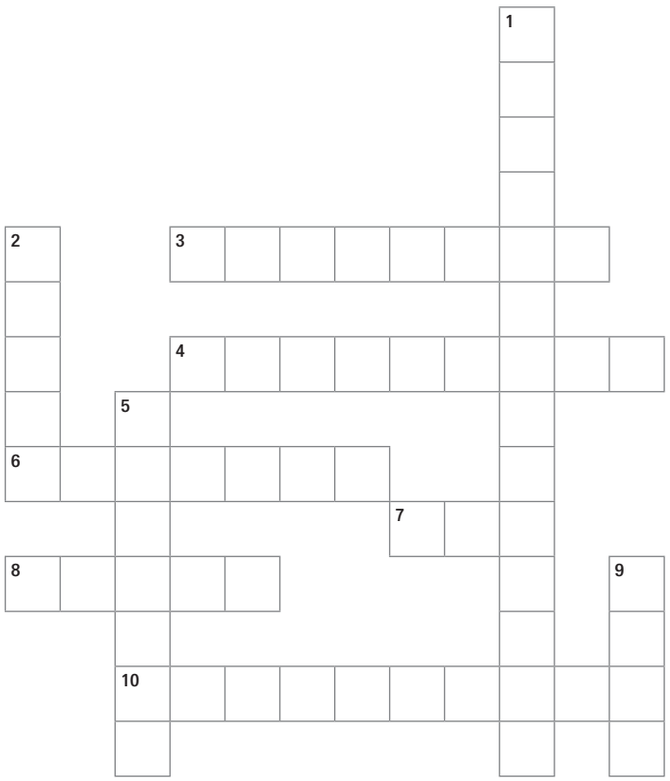
Down

1 You might have to go to university to get these.

2 You must learn to fly a plane for this job.

5 This person tells other people what to do at work.

9 You must be good at cooking to be one of these.



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Extra tasks (for early finishers) Key

Unit 1

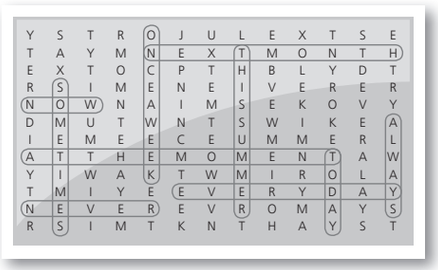
Lesson 1

1 nephew
2 only
3 grandparents
4 niece
5 husband
6 uncle

Lesson 2

1 Are you visiting your friend tomorrow? Yes, I am.
2 Is Mike's aunt looking after the baby? Yes, she is.
3 Are they going on holiday with their grandparents? No, they aren't.
4 Is Uncle Joe reading a book at the moment? No, he isn't.
5 Is the lion cub lying in the sun? Yes, it is.
6 Are the giraffes eating breakfast now? Yes, they are.

Lesson 3



Y	S	T	R	O	J	U	L	E	X	T	S	E
T	A	Y	M	N	E	X	T	M	O	N	T	H
E	X	T	O	C	P	T	H	B	L	Y	D	T
R	S	I	M	E	N	E	I	V	E	R	E	R
N	O	W	N	A	I	M	S	E	K	O	V	Y
D	M	U	T	W	N	T	S	W	I	K	E	A
I	E	M	E	E	C	E	U	M	M	E	R	L
A	T	T	H	E	M	O	M	E	N	T	A	W
Y	I	W	A	K	T	W	M	I	R	O	L	A
T	M	I	Y	E	E	V	E	R	Y	D	A	Y
N	E	V	E	R	E	V	R	O	M	A	Y	S
R	S	I	M	T	K	N	T	H	A	Y	S	T

Unit 2

Lesson 1

1 toilet
2 flat
3 armchair
4 wardrobe
5 cottage

Lesson 2

1 planted
2 went
3 tidied
4 came
5 didn't buy
6 brought

Lesson 3

Across
1 WASHING MACHINE
6 FURNITURE
9 VILLAGE
10 DINING ROOM

Down
2 APPLIANCES
3 HOUSEBOAT
4 MICROWAVE
5 VIEW
7 RUBBISH
8 BALCONY

Unit 3

Lesson 1

1 BRIDGE
2 GIVE UP
3 ACTION
4 FALL IN
5 WRONG
6 TAKE UP
7 SAFE
8 SURE
9 SILLY

Extra words: be careful

Lesson 2

1c **2**b **3**b **4**c **5**c

Lesson 3

1 Did Peter use to like drawing? No, he didn't.
2 Did your mum use to be good at skiing? Yes, she did.
3 Did your friends use to be interested in board games? No, they didn't.
4 Did you use to go to the sports centre every week? No, I didn't.
5 Did the school use to have a basketball team? No, it didn't.
6 Did you and your friends use to play in the park? Yes, we did.

Unit 4

Lesson 1

1 delicious
2 a few
3 much
4 starving
5 a little
6 many
7 believe
8 quick

Lesson 2

1 Boil
2 any
3 some
4 Slice
5 market
6 everywhere

Lesson 3

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

Unit 5

Lesson 1

1 canteen
2 fair
3 uniforms
4 police
5 genius
6 test

Lesson 2

1 Have you and your friend finished your project? Yes, we have.
2 Have you given up history lessons? Yes, I have.
3 Has Jack ever seen a real elephant? No, he hasn't.
4 Has the elephant had breakfast yet? No, it hasn't.
5 Has Aunt Rhona been to boarding school? Yes, she has.
6 Have the teachers given the students their reports yet? No, they haven't.

Lesson 3

1 have they come
2 has she worked
3 have you taught
4 Has he met
5 have we made
6 Have you learnt

Unit 6

Lesson 1

1 chest
2 knee
3 ankle
4 shoulder
5 elbow
6 tail

Lesson 2

1 mine
2 his
3 hers
4 yours
5 our
6 theirs

Lesson 3

1e **2**d **3**a **4**c **5**b

Unit 7

Lesson 1

1 SOIL
2 BRANCH
3 IDIOT
4 SWEATSHIRT
5 FARM
6 STONES
7 DANGER
8 KILL
9 LEAVES
10 CLOUDY

Extra words: snow monkey

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Lesson 2

1 walking
2 walks
3 shopping
4 shops
5 swim
6 swimming
7 watch
8 watching

Lesson 3

1 doesn't she
2 won't we
3 did you
4 can I
5 isn't he
6 have they

Unit 8

Lesson 1

Across
2 DUMP
6 GLASS
8 ENVIRONMENT
9 LITTER BIN
10 RECYCLING

Down
1 BATTERY
3 PLASTIC BAG
4 BUSH
5 CAVE
7 NEWSPAPER

Lesson 2

1 were
2 wouldn't destroy
3 pollute
4 will die
5 would make
6 don't know

Lesson 3

1 throw away
2 air conditioning
3 bike
4 rubbish
5 oxygen
6 waste

Unit 9

Lesson 1

1 cross
2 turn
3 past
4 round
5 straight
6 miss

Lesson 2

1 activity
2 bank
3 rock climbing
4 cheap
5 tour
6 steps

Lesson 3

1 shouldn't
2 don't have to
3 might
4 could
5 must
6 Can

Unit 10

Lesson 1

1 RADIO
2 LOCK
3 RECOGNISE
4 DISCUSS
5 COMEDY
6 NEWS
7 NATURE
8 CARTOON
9 WEATHER
10 REPORTER
11 ANGRY

Extra word: documentary

Lesson 2

1 was ... invented
2 is read
3 Was ... written
4 are chosen
5 weren't sold
6 were shown

Lesson 3

1 watches
2 laugh
3 hours
4 soap
5 station
6 feel

Unit 11

Lesson 1

1 not as cool as
2 the most comfortable
3 faster
4 more expensive
5 the worst
6 better

Lesson 2

1 escalator
2 ticket machine
3 track
4 journey
5 luggage
6 displayed

Lesson 3

1 too
2 Travel passes
3 ticket
4 enough
5 off
6 enough

Unit 12

Lesson 1

1 angrily
2 nicely
3 quickly
4 well
5 easily
6 fast

Lesson 2

1 distance
2 employees
3 office
4 self-employed
5 day off
6 part-time
7 earn
8 staff

Lesson 3

Across
3 MECHANIC
4 DETECTIVE
6 TEACHER
7 VET
8 STAFF
10 EXPERIENCE

Down
1 QUALIFICATIONS
2 PILOT
5 MANAGER
9 CHEF

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Workbook Key

Introduction

A
I/me (given)
you/you
he/him
she/her
it/it
we/us
they/them

B
1 it (given)
2 them
3 her
4 us
5 you
6 him

C
1 my (given)
2 our
3 their
4 your
5 its
6 her

D
1 Is there (given)
2 There's/There is
3 there isn't
4 Are there
5 there aren't
6 There are

E
1c (given) **2**b **3**c **4**b **5**b **6**c

F
1 There is some jam between the bread and the juice. (given).
2 There is some fruit behind the bread.
3 There is an egg in front of the juice.
4 There is some yoghurt next to the egg.
5 There is tea in the cup.
6 There is a spoon on the plate.

Unit 1

Lesson 1

Vocabulary

A
1e (given) **2**a **3**b **4**f **5**c **6**d

B
1 only child (given)
2 week
3 huge
4 smell
5 grandparent

C
1b (given) **2**c **3**d **4**e **5**a

Grammar

A
1 smells (given)
2 Do, enjoy
3 doesn't look
4 don't laugh
5 Do, go
6 knows
7 Does, swim
8 waste

B
1a (given) **2**b **3**b **4**c **5**a **6**c

C
1 Grandma usually helps me with my homework. (given)
2 The 3 o'clock train is never late.
3 We don't often watch TV in our house.
4 Mum usually works on Saturdays.
5 Sam sometimes goes swimming in the morning.
6 My friends are always on time.

Lesson 2

Vocabulary

A
1 argue (given)
2 protect
3 run
4 hurt
5 visit

B
Across
2 GIRAFFE (given)
3 SUN
6 LIONESS
7 VIEWER

Down
1 GRANDMOTHER
4 GRASS
5 TEAM

C
1 eating (given)
2 wild
3 frightened
4 watch
5 of
6 care

Grammar

A
1 aren't hunting (given)
2 are playing
3 'm/am not visiting
4 is protecting
5 are drinking
6 aren't fighting

B
1 The group is going home at the moment. (given)
2 Jan isn't eating her food today.
3 Are the viewers watching Safari Special now?
4 Am I hurting the cub?
5 You aren't having fun this morning.
6 We are looking after the baby tomorrow.

C
1 Is the lion sleeping on the grass?
Yes, it is. (given)
2 Are Mark and Anna having fun?
No, they aren't.
3 Is the grandmother looking after the baby?
No, she isn't.
4 Are the people running away?
Yes, they are.
5 Are we taking care of the cub?
Yes, we/you are.
6 Is the giraffe watching a TV show?
Yes, it is.

Lesson 3

Vocabulary
1 lesson (given)
2 party
3 football
4 friend
5 horse
6 carrot

Grammar
1c (given) **2**a **3**c **4**b **5**b **6**a **7**b **8**c

Say it like this!
1b (given) **2**c **3**a **4**d **5**f **6**e

Writing
A
1 usually (given)
2 at the weekends
3 this
4 always
5 sometimes
6 every summer

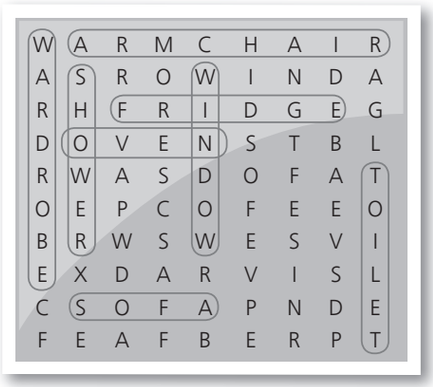
B
Pupils' own answers

Unit 2

Lesson 1

Vocabulary

A



W	A	R	M	C	H	A	I	R
A	S	R	O	W	I	N	D	A
R	H	F	R	I	D	G	E	G
D	O	V	E	N	S	T	B	L
R	W	A	S	D	O	F	A	T
O	E	P	C	O	F	E	E	O
B	R	W	S	W	E	S	V	I
E	X	D	A	R	V	I	S	L
C	S	O	F	A	P	N	D	E
F	E	A	F	B	E	R	P	T

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B
1 Waiter! Waiter! (given), I'm coming.
2 Nice to meet you.
3 Be careful, Maged!
4 See you later!

C
1 awful (given)
2 right
3 rich
4 heavy
5 catches
6 mean

Grammar

A
1 moved (given)
2 wanted
3 painted
4 tidied
5 helped

B
1 We didn't arrive at 5 o'clock. (given)
2 They didn't look at a new wardrobe yesterday.
3 She didn't want a coffee.
4 I didn't move here last year.
5 He didn't follow that nasty man.
6 The waiter didn't open the fridge.
7 It didn't rain all last week.
8 Ben didn't stay with his aunt and uncle last summer.

C
1 Did Maria watch TV last night? No, she didn't. (given)
2 Did the cat like the new rug? Yes, it did.
3 Did Chris and Stevie play the piano? Yes, they did.
4 Did they clean the kitchen? No, they didn't.
5 Did Tim stay at home yesterday? Yes, he did.
6 Did the Parkers arrive at the party at 9 o'clock? No, they didn't.

Lesson 2

Vocabulary

A
1 washing machine (given)
2 rubbish
3 poor
4 bucket
5 street
6 parent

B
1 wealthy (given)
2 lost
3 come from
4 bookcase
5 bedroom
6 children

C
1 hard (given)
2 lucky
3 kind
4 comfortable
5 modern
6 beautiful

Grammar

A
1 put (given)
2 drank
3 sat
4 ate
5 drew
6 saw

B
1 gave (given)
2 went
3 became
4 told
5 lost
6 came
7 sold
8 grew

C
1 Sally caught the ball. (given)
2 Donald bought a vacuum cleaner.
3 The kitten found a ball.
4 Mum and Dad got sick.
5 I met my friends.
6 Grandad took a taxi.

Lesson 3

Vocabulary

1d (given) **2**f **3**c **4**b **5**e **6**a

Speaking

A
Pupils' own answers

B
Pupils' own answers

Say it like this!

1 live (given)
2 flat
3 cottage
4 move
5 Is

Writing

A
1 so (given)
2 and
3 because
4 but
5 but
6 and

B
Pupils' own answers

Review 1

Reading

1 at 43 Passeig de Gràcia (in Barcelona)
2 his family
3 all the families on the Passeig de Gràcia
4 in 1904
5 many different shapes and colours and incredible balconies

Vocabulary

1b (given) **2**b **3**a **4**c **5**b **6**c **7**c **8**a **9**c **10**a **11**c **12**a

Grammar

1c (given) **2**b **3**b **4**c **5**c **6**a **7**b **8**c **9**c **10**a **11**a **12**b

Unit 3

Lesson 1

Vocabulary

A
1c (given) **2**b **3**a **4**e **5**d

B
1 up (given)
2 out
3 turn
4 in
5 give
6 stand

C
1 jungle (given)
2 idea
3 insects
4 come
5 cross
6 logs

Grammar

A
1 Was Sam watching TV last night? No, he wasn't. (given)
2 Was Tom painting a picture this morning? Yes, he was.
3 Were the girls having lunch yesterday at 12.30? No, they weren't.
4 Was George swimming at this time yesterday? No, he wasn't.
5 Were they eating lunch in their kitchen on Sunday? No, they weren't.
6 Was Sarah studying from five o'clock till eight? Yes, she was.

B
1b (given) **2**a **3**b **4**c **5**a

C
1 We were reading at 6 o'clock last Saturday. (given)
2 The baby was crying from 8 o'clock till 10.
3 It was snowing all day yesterday.
4 We were sending emails last night.
5 You weren't living in this village last year.
6 My dad was trying out my skateboard this morning.

Lesson 2

Vocabulary

A
1d (given) **2**c **3**e **4**a **5**f **6**b

B
1 hill (given)
2 air
3 tubes

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4 fun
5 silly
6 hobby

C
1 exciting (given)
2 tiring
3 relaxed
4 boring
5 excited
6 interested
7 relaxing
8 tired
9 interesting
10 bored

Grammar

A
1 had (given)
2 didn't/did not go
3 was playing
4 wasn't showing off
5 was pulling
6 took

B
1 I was sitting on the beach when the umbrella fell on me. (given)
2 They weren't ice-skating when the dog ran onto the ice.
3 Dad brought the boys cake while they were watching a DVD.
4 Everyone was having fun when Mike arrived.
5 They weren't playing a board game when the phone rang.
6 Laura hurt her leg while she was playing tennis.

C
1 Did grandma fall out of the tube while she was tubing? (given)
2 They were playing football when Dad came home.
3 Did the twins make a cake while Mum was sleeping?
4 Joan was sitting in the garden when the phone rang.
5 Were they showing off when the accident happened?

Lesson 3

Vocabulary
1 play (given)
2 like
3 watch
4 days
5 time
6 life

Grammar
1 used (given)
2 use
3 swim
4 did
5 use
6 didn't

Say it like this!
1 What do you do in your free time? (given)
2 I can't stand doing homework.
3 Do you like painting?
4 Do you like watching TV?
5 Well I have more time at the weekends.
6 When did you start horse riding?

Writing

A
1 and (given)
2 when
3 and
4 and
5 while
6 and
7 while
8 while

B
Pupils' own answers

Unit 4

Lesson 1

Vocabulary

A
1 Make it quick (given)
2 Hang on
3 've/have got no idea
4 've/have got the chance
5 don't believe it

B
1 life (given)
2 path
3 panic
4 out
5 true
6 cages

C
1 Have a snack. (given)
2 I'm thirsty.
3 I'm full.
4 I'm starving.
5 It's delicious.
6 It's disgusting.

Grammar

A
1 many (given)
2 How many
3 How much
4 much
5 many
6 How much
7 many
8 much

B
1T (given) **2**F **3**F **4**F **5**T **6**T

C
1e (given) **2**a **3**d **4**b **5**c **6**f

Lesson 2

Vocabulary

A
1a (given) **2**h **3**c **4**f **5**d **6**b **7**e **8**g

B

A	S	F	R	Y	T	M	C
D	L	S	Y	C	E	B	H
D	E	M	O	P	E	F	O
A	S	L	I	C	E	G	P
W	A	M	M	K	R	D	P
D	O	I	L	S	D	R	I
F	K	X	W	B	O	I	L

C
1 pan (given)
2 land
3 raw
4 chopsticks
5 tasty

Grammar

A
1 any (given)
2 any
3 no
4 every
5 Every
6 any
7 some
8 no

B
1 everywhere (given)
2 nothing
3 somebody
4 anybody
5 something
6 anywhere

C
1 someone (given)
2 any
3 some
4 nowhere
5 anything
6 no
7 Everything
8 Everybody

Lesson 3

Vocabulary
1 ugar (given)
2 ecipe
3 mail ddress
4 ebpage
5 nion

Say it like this!
1 for dinner (given)
2 I'd like
3 Would you like
4 a good idea
5 What about

Speaking

A
Pupils' own answers

B
Pupils' own answers

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Writing

A
1 Dear (given)
2 How are you?
3 First
4 Then
5 Last of all
6 Bye for now!

B
Pupils' own answers

Review 2

Reading

1c (given) **2**a **3**d **4**b

Vocabulary

1b (given) **2**a **3**b **4**b **5**c **6**c **7**a **8**b **9**c **10**a **11**c **12**a

Grammar

1a (given) **2**b **3**a **4**b **5**c **6**b **7**b **8**a **9**c **10**c **11**a **12**c

Unit 5

Lesson 1

Vocabulary

A
Across
4 ARTICLE (given)
7 GENIUS
8 PROOF
9 CANTEEN

Down
1 TERMS
2 UNIFORM
3 HEAD TEACHER
5 TEST
6 POLICE

B
1 evil (given)
2 dark
3 brilliant
4 digital
5 fair
6 strict

C
1e (given) **2**f **3**c **4**a **5**b **6**d

Grammar

A
1 have been (given)
2 have studied
3 has helped
4 has told
5 have, bought
6 have sent

B
1 for (given)
2 just
3 since
4 just/already
5 just/already
6 never

C
1 have had lunch (given)
2 has, finished
3 has opened the window
4 has written an article
5 has drawn a picture
6 has learnt

Lesson 2

Vocabulary

A
1 xam (given)
2 ducation
3 ibrary
4 eport
5 oarding chool
6 arks

B
1S (given) **2**PE **3**S **4**PL **5**PL

C
1 shouted (given)
2 wanted
3 guessed
4 friendship
5 gave

Grammar

A
1 yet (given)
2 ever
3 yet
4 yet
5 ever
6 ever

B
1 Have the pupils gone to the forest?
No, they haven't. (given)
2 Have Ben and James had a sports lesson?
Yes, they have.
3 Has Mr Allison finished the reports?
No, he hasn't.
4 Has Jessica passed the exam?
No, she hasn't.
5 Have the pupils started the exam yet?
No, they haven't.
6 Has Peter guessed the answer?
Yes, he has.

C
1c (given) **2**b **3**a **4**b **5**b **6**c

Lesson 3

Vocabulary

1 home (given)
2 advert
3 given
4 worked
5 interviewed

Say it like this!

1 Where do you go to school? (given)
2 What is your favourite subject?
3 What are you good at?
4 What are you bad at?
5 Who is your favourite teacher?

Grammar

1 How long has, been (given)
2 How long has, played
3 How long have, had
4 How long has, driven
5 How long have, lived
6 How long have, known

Writing

A
1 I go to Blantyre High School in Lanarkshire. (given)
2 There are many teachers there.
3 My favourite subject is German.
4 There is one thing I don't like about my school.

B
Pupils' own answers

Unit 6

Lesson 1

Vocabulary

A

S	G	H	E	C	K	E	S	B
H	D	S	L	N	C	W	T	A
O	R	A	D	E	O	L	O	I
U	A	M	E	E	V	T	M	C
L	N	R	T	H	R	O	A	T
D	K	N	E	E	D	E	C	L
E	L	B	O	W	N	Y	H	E
R	E	F	I	N	G	E	R	K

B
1d (given) **2**c **3**f **4**b **5**e **6**a

C
1 freezing (given)
2 search
3 shake
4 steal
5 afraid
6 fall off

Grammar

A
1e (given) **2**d **3**f **4**b **5**c **6**a

B
1 has washed (given)
2 has lost
3 held
4 brushed
5 has fallen off
6 broke

C
Pupils' own answers

Lesson 2

Vocabulary

A
a2 (given) **b**1 **c**7 **d**3 **e**4 **f**8 **g**5 **h**6

B
1 mummy (given)
2 body
3 pyramid
4 death
5 clothes
6 tattoos

C
1 sneeze (given)
2 ordinary
3 fine
4 floor
5 mystery

Grammar

A
1 hers (given)
2 his
3 yours
4 ours
5 mine
6 theirs

B
1b (given) **2**c **3**a **4**c **5**a **6**b

C
1 his (given)
2 ours
3 yours
4 hers
5 mine
6 theirs

Lesson 3

Vocabulary

A
1e (given) **2**f **3**b **4**a **5**d **6**c

Say it like this!
1 What's the matter? (given)
2 I've got a bad cough.
3 Open your mouth.
4 Is it serious?
5 Take this medicine.

Speaking

A
cough (given), toothache, sneeze, pain, temperature, sore, stomach ache, throat, skin

B
Pupils' own answers

Writing

A
Hi Maggie,
[2] (given)
I've been sick for ten days now. Mum was a bit afraid, so she took me to the doctor's this morning. Do you remember Dr Foot? He's ancient, but he's still there! He said, 'Open your mouth.' He looked inside, but his hands were shaking. He hurt my teeth!
[4]
Well, I'm a bit tired now. Why don't you come and see me at the weekend? You can tell me all your news then.
[1]
How are you? I'm really sick at the moment. I'm not at school, so I can write to you. I've got a nasty cold and a really sore throat.
[3]
After that, he looked into my ears. He said 'I can't see anything.' Mum thinks he can't see at all! Then he said to Mum, 'Don't worry, she's just got a cold. She doesn't need any medicine. She must rest for a few days.' So, we came back home.
See you soon!
Nelly

B
Pupils' own answers

Review 3

Reading

B
1 go to school (given)
2 don't want
3 exams
4 famous
5 Agatha Christie

Vocabulary
1a (given) **2**a **3**b **4**a **5**c **6**c **7**b **8**a **9**c **10**a **11**a **12**b

Grammar
1b (given) **2**c **3**c **4**b **5**a **6**a **7**b **8**b **9**c **10**c **11**a **12**b

Unit 7

Lesson 1

Vocabulary

A
1c (given) **2**e **3**a **4**f **5**b **6**d

B
1 leaves (given)
2 nest
3 stones
4 branch
5 soil
6 farm

C
1 riminal (given)
2 ame ag
3 diot
4 ill
5 oss

Grammar

A
1 is going to take (given)
2 is going to fall down
3 Will, buy
4 will work
5 Are, going to feed
6 is going to turn on

B
Pupils' own answers

C
1 will (given)
2 is going to
3 will
4 am going to
5 will
6 will

Lesson 2

Vocabulary

A
1c (given) **2**d **3**b **4**a **5**f **6**e

B
1b (given) **2**a **3**c **4**a **5**a

C
1 wildlife (given)
2 soil
3 meat-eating
4 trap
5 curious

Grammar

A
1 feeding (given)
2 looking after
3 walking
4 Living
5 keeping
6 lying

B
1T (given) **2**T **3**F **4**F **5**F **6**T

C
1 She can't stand working on the farm. (given)
2 Feeding wild animals is very dangerous.
3 I'm not very good at keeping plants.
4 He left without telling anyone.
5 They hate getting bad exam marks.
6 Walking in the country is boring.

Lesson 3

Vocabulary
1 hungry (given)
2 cruel
3 bring
4 pets
5 accident

Say it like this!
1 cuddly (given)
2 funny
3 basket
4 furry
5 hutch
6 rabbit

Grammar
1a (given) **2**c **3**b **4**c **5**c **6**b **7**a **8**c

Writing

A
Cross out (the 8 mistakes overprinted in red)

B
Pupils' own answers

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Unit 8

Lesson 1

Vocabulary

A

G	O	A	K	S	B	O	T	T	L	E
S	R	E	Y	B	A	P	M	N	D	P
S	E	P	A	W	T	K	M	P	B	O
A	C	L	I	T	T	E	R	B	I	N
B	Y	A	D	F	E	W	E	U	L	P
M	C	S	R	M	R	S	S	O	P	S
P	L	T	D	R	Y	O	I	W	D	L
C	I	I	S	A	Z	S	M	D	J	L
X	N	C	D	O	M	P	B	A	T	R
A	G	B	O	L	H	E	A	K	P	M
V	C	A	N	O	W	R	P	L	S	M
E	A	G	P	O	S	I	D	M	P	I

B
1 stinks (given)
2 dump
3 fire
4 couple
5 recycle

C
1 torch (given)
2 newspaper
3 stand
4 worry
5 hope
6 chase

Grammar

A
1 throw away the rubbish (given)
2 doesn't use plastic bags
3 won't find us
4 will see lots of wild animals
5 won't destroy the environment
6 swim in the sea

B
1 don't (given)
2 will come
3 will give
4 will they
5 won't give

C
1 don't look after (given)
2 will destroy
3 will happen
4 destroy
5 will lose
6 don't protect
7 die
8 will be
9 Will, make
10 recycle

Lesson 2

Vocabulary

A
1c (given) **2**f **3**d **4**a **5**b **6**e

B
1 Recycle (given)
2 products
3 throw away
4 pollute
5 oil

C
1 forecast (given)
2 empty
3 useful
4 climate
5 oxygen

Grammar

A
1 weren't, would start (given)
2 Would, build, gave
3 would help, used
4 would happen, needed
5 sat, would save
6 wouldn't be, went

B
1c (given) **2**b **3**a **4**b **5**c **6**b

C
1 If I told my mum to recycle more, she would listen to me. (given)
2 If I saw people polluting the beach, I would shout at them.
3 If I were the leader of an environment group, I would write an article.
4 If we used things again, we wouldn't have lots of rubbish.
5 If they owned a supermarket, they would sell only green products.
6 If I lived next to a rubbish dump, I wouldn't be happy.

Lesson 3

Vocabulary

1b (given) **2**f **3**e **4**a **5**d **6**c

Say it like this!

1 never pollute the forest (given)
2 recycle plastic bottles
3 never waste food
4 throw away rubbish
5 ride our bikes

Speaking

Pupils' own answers

Writing

A
1 were (given)
2 would
3 told
4 would help
5 wrote
6 join
7 didn't
8 would
9 happen
10 was

B
Pupils' own answers

Review 4

Reading

B
1 It is becoming warmer. (given)
2 the land, the air and the sea
3 the icy sea between Alaska and the North Pole
4 They can break the ice as they move.
5 water in glass bottles
6 a scientist

Vocabulary
1c (given) **2**a **3**a **4**b **5**c **6**c **7**c **8**b **9**a **10**b **11**a **12**a

Grammar
1a (given) **2**b **3**c **4**b **5**c **6**b **7**a **8**b **9**a **10**a **11**c **12**b

Unit 9

Lesson 1

Vocabulary

A
1e (given) **2**b **3**d **4**f **5**c **6**a

B
1c (given) **2**a **3**e **4**d **5**b

C
1 Turn (given)
2 Cross
3 right
4 ahead
5 round
6 Go

Grammar

A
1 Do, have to cross (given)
2 Did, have to go
3 have to get away
4 didn't have to ask
5 don't have to do
6 have to be

B
1 must (given)
2 don't have to
3 mustn't
4 must
5 doesn't have to
6 mustn't

C
1b (given) **2**b **3**a **4**a **5**c **6**b

Lesson 2

Vocabulary

A
Across
2 MUSEUM (given)
4 STEPS
6 TOUR
8 SHOPPING CENTRE

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Down
1 SQUARE
3 SKYSCRAPER
5 STATUE
7 BANK

B
1c (given) **2**a **3**c **4**a **5**a **6**b

C
1 Take (given)
2 fish
3 go
4 try
5 spend
6 try on

Grammar
A
1 can (given)
2 couldn't
3 can't
4 can
5 can't
6 could

B
1T (given) **2**F **3**F **4**F **5**T

C
Pupils' own answers

Lesson 3

Vocabulary
1 comfortable (given)
2 swimming costume
3 sure
4 guide
5 jogging
6 free

Grammar
1 might (given)
2 might not
3 shouldn't
4 Should
5 might
6 should
7 might not
8 might

Say it like this!
1 supermarket (given)
2 café
3 recycling centre
4 park
5 school

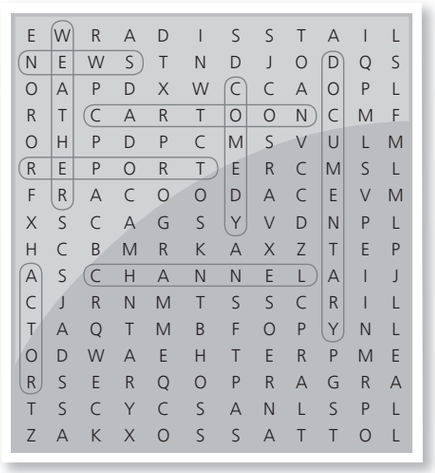
Writing
A
1 lovely Greek
2 amazing old
3 fantastic huge
4 nice big
5 delicious local
6 tasty chewy

B
Pupil's own answers

Unit 10

Lesson 1

Vocabulary
A



E	W	R	A	D	I	S	S	T	A	I	L
N	E	W	S	T	N	D	J	O	D	Q	S
O	A	P	D	X	W	C	C	A	O	P	L
R	T	C	A	R	T	O	O	N	C	M	F
O	H	P	D	P	C	M	S	V	U	L	M
R	E	P	O	R	T	E	R	C	M	S	L
F	R	A	C	O	O	D	A	C	E	V	M
X	S	C	A	G	S	Y	V	D	N	P	L
H	C	B	M	R	K	A	X	Z	T	E	P
A	S	C	H	A	N	N	E	L	A	I	J
C	J	R	N	M	T	S	S	C	R	I	L
T	A	Q	T	M	B	F	O	P	Y	N	L
O	D	W	A	E	H	T	E	R	P	M	E
R	S	E	R	Q	O	P	R	A	G	R	A
T	S	C	Y	C	S	A	N	L	S	P	L
Z	A	K	X	O	S	S	A	T	T	O	L

B
1 radio station (given)
2 DJ
3 programmes
4 talent
5 show

C
1 iscuss (given)
2 isappear
3 ock
4 hreaten
5 ecognise

Grammar
A
1 is listened to (given)
2 is given
3 played
4 shown
5 paid

B
1 are recognised (given)
2 Was, shown
3 am seen
4 aren't made
5 is written
6 Are, paid
7 isn't read
8 are watched

C
1 Is much money spent on documentaries? (given)
2 News stories are written by reporters.
3 The songs aren't chosen by us.
4 Letters are sent by fans.
5 Are the studio doors locked every night?
6 This talent show isn't watched by many people.

Lesson 2

Vocabulary
A
1 soap (given)
2 invented
3 wide
4 imagine
5 entertains

B
1 broadcast (given)
2 Technology
3 television set
4 afford
5 advert

C
1 rice (given)
2 atch
3 eality how
4 dvertising
5 ommercial
6 creen

Grammar
A
1c (given) **2**f **3**a **4**b **5**d **6**e

B
1 was made (given)
2 was shown
3 was presented
4 were surprised
5 was watched
6 were amazed

C
1 were, invented (given)
2 was written
3 were given
4 wasn't interviewed
5 wasn't shown
6 Were, washed

Lesson 3

Vocabulary
1e (given) **2**f **3**a **4**c **5**d **6**b

Speaking
A
Pupils' own answers

B
Pupils' own answers

Say it like this!
1c (given) **2**f **3**e **4**b **5**a **6**d

Writing
A
My favourite film is called Good Morning Vietnam. It is a comedy about an American DJ in Vietnam in the 1960s. At that time, people were fighting each other in that country.
In the film, actor Robin Williams plays the role of DJ Adrian Cronauer. Cronauer's

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shows are very funny and he plays great rock songs. He begins every broadcast by shouting 'Good morning Vietnam'. Everyone loves his show. His boss, Dickerson, can't stand the way he talks or the music he plays. He thinks Cronauer should be more serious. In the end, Cronauer is sent away from Saigon. Before he leaves, he asks his friend Garlick to continue his programme. Garlick's first show begins with Cronauer shouting 'Goodbye Vietnam'.
I really enjoyed Good Morning Vietnam because the acting is fantastic and I love the music. It's a very entertaining and funny film, but there are some scary bits in it. If you like rock music, you'll love it too.

B
Pupils' own answers

Review 5

Reading

B
1 an advert (given)
2 on boats with massive screens on them
3 the first plasma screen seen in Shanghai
4 screens showing adverts
5 over 72,000

Vocabulary
1c (given) **2**a **3**b **4**c **5**c **6**b **7**a **8**c **9**b **10**a **11**c **12**b

Grammar
1c (given) **2**a **3**b **4**c **5**a **6**c **7**c **8**b **9**a **10**a **11**b **12**a

Unit 11

Lesson 1

Vocabulary

A
1 loor (given)
2 cream
3 xcuse e
4 aravan
5 ide

B
Across
2 TYRE (given)
4 MOTORBIKE
6 ODD

Down
1 FRONT DOOR
2 TRAM
3 COACH
5 BUS STOP

C
1 lost (given)
2 got on
3 driver
4 catch
5 foot
6 called

Grammar

A
1c (given) **2**a **3**c **4**b **5**a **6**b

B
1F (given) **2**F **3**T **4**T **5**F **6**T

C
1 more (given)
2 better
3 the most
4 as fast
5 than
6 cheapest

Lesson 2

Vocabulary

A
1 transport (given)
2 timetable
3 journey
4 luggage
5 billion

B
1 sign (given)
2 displayed
3 inspector
4 escalators
5 avoid

C

H	X	D	M	E	T	R	O	T	B	H	M
U	R	A	A	L	U	R	L	R	N	E	P
P	T	O	M	H	I	A	P	A	S	L	O
K	K	R	N	M	A	I	Z	C	T	B	Z
E	I	A	C	D	O	L	F	K	A	M	C
C	M	F	T	P	N	W	G	K	T	H	D
N	Q	L	F	J	X	A	P	O	I	M	Y
K	S	S	J	O	T	Y	F	O	O	N	I
Q	E	P	U	U	R	N	S	G	N	W	K
H	T	R	A	F	F	I	C	O	C	Z	Q

Grammar
A
1T (given) **2**F **3**F **4**F **5**T **6**T

B
1a (given) **2**c **3**b **4**c **5**a **6**a

C
1 both (given)
2 both/either
3 either
4 neither
5 either
6 neither

Lesson 3

Vocabulary
1c (given) **2**d **3**a **4**e **5**b

Grammar
1 enough (given)
2 too
3 too many
4 too
5 enough
6 too late

Say it like this!
1 Excuse me, how can I get to Hope Street? (given)
2 Can I buy a single ticket to Duke's Street, please?
3 Can I buy a travel pass, please?
4 Where do I get off the metro for the transport museum?
5 Can I travel to the island by sea?
6 Where do I get off the bus for the cinema?

Writing

A
How can we get to the islands? (given)
At the moment, not many ferries come to our islands. For this reason, most people go to other islands either by water taxi or plane.
Timetable
At the moment, you can only get to some islands either very early in the morning or late at night and this isn't easy for passengers. Also, there are no ferries at the weekends to most islands.
Cost
Another problem with our ferries is the price of tickets. The cost of return tickets is too high. For some journeys the cost of return ferry tickets is the same as the cost of a flight to the same island.
What can we do?
The ferries to our islands can become more popular if we change a few things. Firstly, we can change the times of ferries and make sure that some leave during the day. Also, we can have special prices for groups of people and make return tickets cheaper. I think these changes will make the ferries more popular.

B
Pupils' own answers

Unit 12

Lesson 1

Vocabulary

A
1 customer (given)
2 mechanic
3 detective
4 photographer
5 doctor

B
1d (given) **2**e **3**f **4**b **5**a **6**c

C
1c (given) **2**d **3**b **4**e **5**a

Grammar

A
1 quickly (given)
2 high
3 beautiful
4 hungrily
5 easily
6 angry

B
1 well (given)
2 hard

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3 fast
4 carefully
5 happily
6 lazily

C
Pupils' own answers

Lesson 2

Vocabulary

A
1a (given) **2**b **3**b **4**c **5**a **6**c

B
1 part-time (given)
2 distance
3 unusual
4 way
5 face

C
1 employee (given)
2 experience
3 contacted
4 mechanic
5 day off
6 manager

Grammar

A
1e (given) **2**c **3**b **4**f **5**d **6**a

B
1 who earn a living (given)
2 which live in the wild
3 who is on duty
4 who find criminals
5 where chefs are trained
6 where the company opened an office

C
1 Teachers are people who work in schools. (given)
2 That's the restaurant where John works.
3 Angela has got a job which she really enjoys.
4 There's the driver who had an accident.
5 The bag which I take to work is blue.
6 Schools are places where teachers work.

Lesson 3

Vocabulary

1 olicewoman (given)
2 ollege
3 ie
4 ilot
5 itchen

Say it like this!

1 explaining (given)
2 helping
3 qualifications
4 skills
5 working
6 fixing

Speaking
Pupils' own answers

Writing

A
Worst part: tiring work (given), long hours
Best part: working with people, money

B
Pupils' own answers

Review 6

Reading

B
1F (given) **2**F **3**F **4**F **5**T **6**F

Vocabulary
1a (given) **2**c **3**a **4**a **5**c **6**b **7**b **8**c **9**c **10**a **11**b **12**a

Grammar
1b (given) **2**c **3**a **4**b **5**a **6**b **7**c **8**b **9**c **10**c **11**a **12**c

Crosswords

Units 1-2

Across
4 FLOOR (given)
6 GRANDPARENTS
7 NIECE
8 WARDROBE
9 SHOWER

Down
1 BOOKCASE
2 ARMCHAIR
3 COFFEE TABLE
5 HOSPITAL

Units 3-4

Across
5 HILL (given)
6 STARVING
7 THIRSTY
9 AIR

Down
1 FULL
2 CHANCE
3 DISGUSTING
4 SNACK
8 IDEA

Units 5-6

Across
1 FRIENDSHIP (given)
4 TATTOO
6 SKIN
7 HEADACHE
8 ADVICE
9 TIME OFF

Down
2 STOMACH ACHE
3 MYSTERY
4 TAIL
5 PAIN

Units 7-8

Across
2 MONEY BOX (given)
4 HUTCH
6 ENERGY
8 NEWSPAPER
10 NEST

Down
1 LOTS
3 BATTERIES
5 OXYGEN
7 SHADE
9 SEEDS

Units 9-10

Across
2 TURN (given)
4 SHOW
5 FISH
7 THREATEN
8 LOCK

Down
1 BROADCAST
3 GO
4 SHUT
6 TRY ON

Units 11-12

Across
4 SCREAM (given)
6 CUSTOMER
8 TRAFFIC
9 MECHANIC
10 GONDOLA

Down
1 BILLION
2 SAILOR
3 DETECTIVE
5 CHEF
7 PRISON

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Project Book Key

Project 1: Something I like doing

Activity A

1 He's playing tennis.
2 She's reading.
3 They're playing computer games.
4 He's skateboarding.

Activity B

Pupils' own answers
Have some pupils read out their 'like' and 'don't like' sentences. You could have a class survey to find out what activities the pupils like doing and don't like doing the most.

Activity C

Pupils' own answers
Elicit some answers from a few members of the class so that it is clear what the children have to do.

Activity D

Pupils' own answers
This activity and Activity E can be done at home as part of the project. Make sure the children know what is required of them before the end of the class.

Activity E

Pupils' own answers
This is part of the project and can be done at home. You may want to remind the class about how the present continuous and the present simple are used, to make sure they understand the differences between the two. Ask them to pay careful attention to spelling and punctuation as they write and to check their work when they have finished.

Activity F

If possible, display the children's work around the walls of the classroom and let the children admire each other's work. Alternatively, the children can pass their work around the class for others to read. You could ask which they liked best or whose was the most interesting or unusual. As always, praise good work and effort. Common errors may be dealt with afterwards.

Project 2: My home

Activity A

1 a modern house
2 an apartment
3 a cave
4 a huge villa

Activity B

Pupils' own answers
You may wish to put a model answer on the board to provide a writing guide for the children. You could perhaps write a short unpunctuated paragraph about which home you like best, and have the class punctuate it correctly before they start their own writing.
Give the pupils enough time to write their answers in full sentences. Move around the class and assist with spelling and punctuation. Ask them to check their work when they have finished.

Activity C

Pupils' own answers
You may wish to copy the chart on the board and complete the task with one of the stronger pupils, to give a clear example to the class.

Activity D

Pupils' own answers
This activity can be completed at home as part of the project. Before they start, make sure everyone understands what a plan of the rooms in a home is, perhaps by drawing a plan of your own home on the board, labelling it and telling the class about it. Activity E follows on from this activity as part of the project.

Activity E

Pupils' own answers
This activity can be completed at home as project work. Ask the children to pay careful attention to spelling and punctuation and to check their work when they have finished. Set a day for the children to bring their work to class.
Display the children's work in the usual way, and/or have individuals come to the front of the class to talk about their homes. This activity may need sensitive handling if some children are less advantaged than others in the class.

Activity F

Pupils' own answers
If you have time, the children could be asked to make a model of their dream home, showing the outside of the house and the rooms inside, using empty boxes, glue, scissors, coloured pens or paints. Have the children collect food packaging and boxes at home over a week, so they have resources to use. Set a day for the children to bring their models to class.

Activity G

Pupils' own answers
Display the models on the desks and let the children move around the class and admire each other's work. The children could then be put into small groups to talk about their models in English. Remind them of: *This is the* … , *That is the* … . *There is a* … , *There are* … . before they start. Remind them of the rooms in the house vocabulary if necessary. Move around the class and correct and assist where necessary.

Project 3: Extreme sports

Activity A

3 bungee jumping

Activity B

1 ice climbing, snowboarding
2 bungee jumping, paragliding
3 windsurfing, whitewater rafting

Activity C

Pupils' own answers
Ask the class which sport in Activity A they think is the most dangerous and why, to elicit their ideas. You could write one or two answers on the board as examples, and remind the children of capitalisation and punctuation. Give the children plenty of time to write their answers. Move around the class assisting where necessary.

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The children could then pass around their work for others to read. Alternatively, you could put groups of children together who have chosen different sports and have them read out their answers to each other.

Activity D

Pupils' own answers
This activity is designed to be done as homework. Remind the class where they might research the information, e.g. the internet, the library. Put children who live close to each other together, so they can complete Activities D, E and F at home.
Ask them to pay careful attention to spelling and punctuation when they write and to check their work when they have finished. The children will be asked to draw or find pictures of their chosen extreme sport in the next activity.

Activity E

Pupils' own answers
Activities E and F are part of the same project task. Set a day when the children are to bring their work into class.

Activity F

Pupils' own answers
Tell the children that they should prepare to give a short talk on their chosen extreme sport. Show them the prompts in Activity G to use as a model.

Activity G

Pupils' own answers
Give each pair of pupils time to prepare and rehearse their talk. Put each project pair with two other pairs who have made posters about different sports. You could invite a pair of strong pupils to come to the front of the class to give their talk first. The children show their posters to each other and give a short talk about them. The children could vote for the most interesting, silly or dangerous extreme sport. Common errors could be dealt with afterwards.

Project 4: Strange food

Activity A

This activity could be done as a silent reading activity, or you could read the texts aloud to the children, explaining any new vocabulary in Arabic as you read. The children could then read the texts silently or aloud for themselves.

Activity B

Pupils' own answers
Put the class into pairs. You may wish to ask a few individual children the questions before starting the pairwork activity. Similarly, you could follow up the activity by asking some of the children the same questions.

Activity C

Pupils' own answers
This activity is designed to be fun and a bit silly! Read the 'recipe' with the class. Elicit some ideas for some other strange foods. Tell the class they are going to invent a strange meal for their friends. You may wish to provide some vocabulary before they start, e.g. fried, boiled, roasted, and some common 'recipe' verbs, such as peel, chop, slice, heat, fry, serve.
Put the children into pairs and have them decide on the three courses. Move around the class and offer help as necessary.

Activity D

Pupils' own answers
This activity is designed to be done as homework. The children can either work in the same pairs they worked in for Activity C, or work individually now that the preparatory work has been done. Make sure the children understand what they are required to do and set a day for them to bring their pictures and descriptions to class.

Activity E

Pupils' own answers
Put the children back into the same pairs as in Activity C. Then place each pair with another pair. You may wish to demonstrate the task by having a strong pupil or pair come to the front of the class and tell everyone about their meal and show their pictures. The children then tell each other about their strange meals in their groups. The children could then be asked to form new groups and repeat the activity.
Give enough time for the children to see and admire each other's work. Praise good work and special effort. The children could vote for the strangest meal, best pictures etc.

Project 5: Changes at school

Activity A

1 sports field
2 science lab
3 classroom
4 computer room
5 teacher
6 library

Activity B

Pupils' own answers
Elicit a few spoken answers from the class before the children start the writing activity. You could write their answers on the board, encouraging the class to help you capitalise and punctuate their answers.
Give the class enough time to write their answers. Move around the class and assist with vocabulary and punctuation where necessary

Activity C

Pupils' own answers
Tell the class they are going to do a project on how schools have changed in the last 50 years. Ask the class how they think school has changed since their grandparents' time. Encourage them to think about whether there were whiteboards, CD players, computers etc in schools 50 years ago. You could copy the table on the board and write up the children's answers, or have them work in pairs, making their own notes before conducting class feedback.

Activity D

Pupils' own answers
This activity and Activity E are designed to be done as homework. The children can use the table in Activity C to make notes of their parents' and grandparents' answers. Set a day for the class to bring in their project work.

Activity E

Pupils' own answers
Ask the children to pay careful attention to spelling and punctuation as they write and to check their work when they have finished.

Activity F

Pupils' own answers
Put the children into groups of four and have them pass round each other's work.
Ask them to note the things that are similar and the things that are different between schools today and 50 years ago. The children could be put into different groups to repeat the activity. If possible, display the children's work on the walls and let them

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read and admire each other's work. The class could then be asked which things are the same and which things are different between schools today and 50 years ago. Common errors could be dealt with afterwards.

Project 6: Mummies

Activity A

1 pyramids
2 mummy
3 jewellery
4 necklace
5 treasure
6 clothes

Activity B

Pupils' own answers
The children could do this as a pair or group speaking activity before they actually start writing. This would allow them to think about and share ideas about the pictures and their reactions to them. You could have a class discussion of the vocabulary in the pictures before you start.
Have one or two of the stronger pupils give their ideas and write them on the board in full sentences. The children then write about the pictures. Give them plenty of time to write their answers, and move around the class assisting where needed.

Activity C

Pupils' own answers
This activity could be done as homework. Put the children into pairs, letting those who live close to each other work together. Explain the task to the class and make sure everyone understands what they have to do. You could elicit some ideas from recent discoveries or from famous pharaohs, or from the children's history studies. Alternatively, choose one for the class to research. Remind the children where they can find out the information, e.g. libraries, the internet, encyclopaedias at home, etc.

Activity D

Pupils' own answers
This activity is designed to be done as homework and follows on from Activity C. Encourage the children to make their work as colourful and interesting as possible. Ask them to pay careful attention to spelling and punctuation as they write, and to check their work when they have finished. Set a day for the children to bring their work to class.

Activity E

Pupils' own answers
If you have time, the children could make their own models of a pyramid or tomb where the mummy in Activities C and D was found in. Ask the children to collect food cartons and boxes at home for about a week before they start. The children can work in the same pairs or individually if this is easier. Set a day for the children to bring their models to class.

Activity F

Pupils' own answers
Display the models around the class and have the children look at and admire them. The children could vote for their favourite, or the model that looks most interesting, or has been the most carefully made. Praise good work and effort.

Project 7: Meat-eating plants

Activity A

1c Butterwort	3a Venus Flytrap
2d Bladderwort	4b Pitcher Plant

This activity recycles vocabulary from Pupil's Book page 66 and should be treated as an extensive reading task. Let the children read each text at their own pace and answer any vocabulary questions as they arise. The children label the three pictures with the correct names.

Activity B

Pupils' own answers
Elicit a few spoken answers from the class before they start the writing activity. Give the children plenty of time to write their answers. Move around the class, assisting where needed. The children can then read each other's answers silently.

Activity C

Pupils' own answers
This activity and Activity D are designed to be done as homework. Go through the information the children need to find. Remind them where they may find the information they need, e.g. the internet, encyclopaedias, the library, etc. The children can work in pairs, small groups or individually. Set a day for the children to bring in their work. Check that they have completed Activity C, as Activity E requires this information.

Activity D

Pupils' own answers

Activity E

Pupils' own answers
This writing activity could be done in class, or, once you have checked the class's responses to Activities C and D, as a second homework activity. It is important that the pupils have a full set of answers to Activity C in order for this activity to be successful. Give the children plenty of time to write their paragraphs. Ask them to pay careful attention to spelling and punctuation as they write and to check their work when they have finished. Move around the class, assisting where needed. Common errors could be dealt with afterwards.

Activity F

Pupils' own answers
This activity can be carried out at home with the children making a poster of their writing in Activity E and their pictures in Activity D. Set a day for the children to bring in their work.

Activity G

Pupils' own answers
If possible, display the children's work around the classroom. Give the children time to read and admire each other's work. As always, praise good work and effort. The class can vote for the poster they think is the most interesting/most colourful etc.

Project 8: Future dreams

Activity A

1 save money for the future
2 travel around the world
3 plant a lot of trees
4 help the poor
5 buy a big house
6 buy a factory

Activity B

Pupils' own answers
It might be useful to do this as a class speaking activity before the children start writing. Elicit answers from individuals around the class, making sure they give a simple reason for their choice. Continue the activity, putting the children into pairs.

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You may wish to provide the children with a writing model to work from, e.g. *If I was very rich, I'd … first. I think this is important because … .*
The children can then write their paragraphs. Ask them to pay careful attention to spelling and punctuation as they write.
Move around the class, assisting where needed.

Activity C

Pupils' own answers
You may need to tell the class what £30 million is in their own currency to give them an idea of the amount of money they have. Elicit some answers from around the class for each heading in the notes. The children can then complete the notes for themselves, or interview a partner and complete the notes for him/her. Elicit or provide a prompt for them to work with: *What would you do (for your family / your friends, etc.) if you had 30 million pounds?*

Activity D

Pupils' own answers
This activity is designed to be done as homework. Make sure everyone understands the task. Ask the children to pay careful attention to punctuation and spelling, and to check their work when they have finished. Set a day for the children to bring their work to class.

Activity E

Pupils' own answers
If possible, display the children's work around the classroom. Give the children time to read and admire each other's work. As always, praise good work and effort. The class can vote for the poster they think has the best or most interesting ideas.

Project 9: Important places

Activity A

1 hotel
2 university
3 castle
4 library
5 park
6 cafè

Activity B

Pupils' own answers
Elicit some answers from the class before they begin the writing activity. You could also ask the class where in your town or city these places are.
Give the children plenty of time to write their answers. Ask them to pay careful attention to spelling and punctuation as they write, and to check their work when they have finished.

Activity C

Pupils' own answers
Elicit a few class responses before putting the children into pairs.

Activity D

Pupils' own answers
This activity is designed to be done as homework. To demonstrate the activity, draw a basic map of the part of town the school is located in on the board, with the main streets on it. Ask the children to help you identify and label the places to put on it, and draw in some other features, e.g. parks, fountains, large shops, etc. The children then draw maps of the part of town they live in, and draw the main streets, buildings and places on it. Encourage them to make their maps interesting and colourful. Tell the children they should be ready to give a short talk on their maps. Go through Activity E with them, so they have a clear idea. They can make notes about each point. Set a day for the children to bring in their work.

Activity E

Pupils' own answers
Invite a few of the children to come to the front of the class to give their talks. Make sure everyone can see their maps. Applaud each child after their talk and praise good work and effort.
If possible, display the children's maps around the class, and give them enough time to look at and admire each other's work. The children could vote for the map they think is the best, most interesting, accurate and/or most colourful.

Project 10: Watching TV

Activity A

1 documentary
2 quiz programme
3 sports programme
4 comedy programme

Activity B

Pupils' own answers
Elicit some of the children's TV programme preferences. Which programme types are the most/least popular?
Give the children plenty of time to write their answers. Ask them to be particularly careful with spelling and punctuation and to check their answers when they have finished.
Have some of the children read their answers out to the class.

Activity C

Pupils' own answers.
This activity is designed to be done as homework, but the children should prepare their timetables beforehand in class. (The children could use the timetables in their books if their handwriting is small and neat enough. Otherwise, they will need to copy the table, making it larger.)

Activity D

The children fill in their timetables with their week's TV viewing. They should also answer the question in Activity D: *How many hours of TV do you watch per week?* Set a day for the children to bring in their work.

Activity E

Pupils' own answers
Put the children into groups of four, and let them look at each other's timetables before starting the activity. Ask the pupils to find out who watches the most/least TV. The children work through the three questions at their own pace. You may want to provide them with prompts: e.g. *How much TV do you watch in a week?*, to discover who watches the most and the least TV; *What programmes do you watch on …* to see if there is a programme they all watch; *Do you ever watch …* to see if there are any programmes they watch that the rest of the group does not.
Give the children enough time to complete the activity. Have each group feedback what they found out to the class.

Activity F

Pupils' own answers
Using their timetables, the children write a paragraph about their week's TV viewing. Put the following points on the board to help them structure their writing.

- How many hours of TV do you watch each day and each week?
- Which day/s do you watch the most and the least TV?
- Which programmes do you always watch?
- Which programmes do you never watch or don't enjoy watching?
- Do you watch more, less or the same amount of TV as the others in your group?

Give the children plenty of time to complete the task – or set

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it as a homework task. Ask them to be particularly careful with spelling and punctuation, and ask them to check their work when they have finished.
You could collect all their writing and then give each child someone else's writing to read. The children can swap pieces of writing several times. Display their work if possible and go through common errors on the board.

Project 11: Transport in my town

Activity A

1 bus
2 train
3 taxi
4 ferry
5 underground
6 coach

Activity B

Pupils' own answers
As a whole class activity, ask some of the children which form of transport they have used. The children could then ask each other as a milling activity, or just those children around them.
The children can then write their answers to the task. Ask them to take particular care of spelling and punctuation as they write and to check their own work when they have finished. Move around the class assisting where needed. Have some of the children read out their answers and give the children the chance to read other children's work. Correct common errors on the board if you wish to.

Activity C

Pupils' own answers
The children could mill and ask each other Which type of public transport do you like best? and have a class survey, or have the children just ask those sat immediately around them if that is easier to manage. The children can then complete the writing task.

Activity D

Pupils' own answers
This activity is designed to be done for homework. Make sure the children understand what they are being asked to do. Perhaps bring a map of your town, city or area, pin it up on the board and draw one or two of the major bus/tram routes on it. Tell the children about your map and where the bus/tram goes to and where some of the principle stops are.

Activity E

Pupils' own answers
Tell the children to look at the illustration and to identify the craft items in the picture, e.g. cardboard, scissors, glue, paint, some wheels, etc. Ask the children to look for and collect these items at home for a week. They then make a model of their chosen form of public transport from Activity D. The children should also prepare a short talk, using the prompts in Activity F to help them.
The children can work individually or in pairs. Set a day for the children to bring their work to school.

Activity F

Pupils' own answers
Have some of the children bring their models and maps to the front of the class and to tell the class about them. Applaud each child as they finish. The children could be put into small groups and asked to tell each other about their work. Move around the class and assist where necessary. Praise good work and effort. If possible, display the children's work and give the children the opportunity to look at each other's work. The children could vote for the best model and the most interesting and/or accurate map.

Project 12: Jobs

Activity A

1 doctor
2 teacher
3 taxi driver
4 businessman
5 policeman
6 chef

Activity B

Pupils' own answers
Ask the class the questions in the rubric to encourage the children to think about the jobs and why they like them. The children can then do the writing activity. Ask them to be particularly careful with spelling and punctuation. Move around the class assisting where needed. Have some of the children read their paragraphs out when the class has finished. Deal with any common errors at the end of the activity.

Activity C

Pupils' own answers
Ask the children to think of a job they would like to do when they grow up. Write the jobs up on the board – you will need to help the children with vocabulary. The children work alone to answer the questions in the activity by making notes. Alternatively, this task could be done as a pairwork activity, with the children interviewing each other and noting down their partner's answers. It is important that each child has a full set of answers.

Activity D

Pupils' own answers
This activity is designed to be done as homework. Remind the children where they may be able to find the information they need, e.g. on the internet, in books and encyclopaedias, at the library, by asking parents/older relatives, etc.

Activity E

Pupils' own answers
This activity may also be done as homework, or in class if it is a drawing activity as a change of pace.
The children complete the writing task at home. Ask the children to be particularly careful with spelling and punctuation. They should check their work once they have finished.
The children can also complete Activity F as part of the homework project – making a poster of their pictures and writing. Set a day when the children should bring their work to class.

Activity F

Pupils' own answers
This activity may be done as homework or as a craft activity in class with the children bringing in their pictures and writing.

Activity G

Pupils' own answers
If possible, display the children's work around the class and give them enough time to walk around the class, read and enjoy each other's work. Praise good work and effort. The children could vote for the most interesting job or poster. Common errors could be dealt with after everyone has looked at the posters.

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Grammar Book Key

Introduction

1
1 isn't (given)
2 they
3 us
4 She
5 it
6 we
7 us
8 I

2
1 her (given)
2 My
3 Its
4 Their
5 Our
6 your
7 His
8 your

3
1 there are (given)
2 There are
3 There is
4 There are
5 There isn't
6 Are there

4
1 c (given)
2 b
3 f
4 a
5 e
6 h
7 d
8 g

5
1 in (given)
2 at
3 on
4 behind
5 on
6 between
7 in
8 in front of

Unit 1

Lesson 1

1
1 don't go (given)
2 cook
3 doesn't close
4 watches
5 does
6 don't wear
7 arrive
8 hurries

2
1 walks (given)
2 isn't
3 don't play
4 doesn't work
5 likes
6 cleans

3
1 Do you run, I do (given)
2 Does Ann need, she does
3 Do we live, we don't
4 Do I look, you don't
5 Does it snow, it does
6 Do Sam and Paul go, they do

4
1 Tom usually plays at home. (given)
2 How often does Jason have a singing lesson?
3 Rachel is never late for school.
4 Kate and her cousin sometimes ride their horses.
5 How often do your parents go out for dinner?
6 I am always happy on my birthday.

5
1 b (given)
2 a
3 b
4 b
5 a
6 b

6
1 are always (given)
2 don't work
3 spend
4 usually listen
5 finishes
6 play
7 doesn't cook
8 often eat
9 usually take
10 don't usually go
11 sometimes gets
12 watch

Lesson 2

1
1 are arguing (given)
2 aren't coming
3 is looking after
4 aren't opening
5 is drinking
6 'm not cooking
7 isn't carrying
8 aren't travelling

2
1 The parrot isn't sitting in its cage. (given)
2 The children are listening to music.
3 The cat is playing with its ball.
4 Grandma isn't singing.
5 The cat isn't sitting on the chair.
6 Grandad is laughing.

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

4
1 Are we going on safari next week? (given)
2 Are the tourists walking around the museum?, they aren't
3 Is she driving to work tomorrow?, she isn't
4 Is the kitten drinking its milk?, it is
5 Are you laughing at me?, I'm not

5
1 are you doing (given)
2 am doing
3 are writing
4 is looking for
5 is happening
6 isn't doing
7 is watching
8 am helping
9 is making
10 are having
11 are visiting
12 is calling

Lesson 3

1
Present Simple
always (given)
every month
never
often
three times a day

Present Continuous
at the moment (given)
now
this morning
this weekend
today

2
1 is standing (given)
2 Does it rain
3 am writing
4 drink
5 Is Julie playing
6 Do Vicky and Nancy walk

3
1 is writing (given)
2 isn't raining
3 My cousin needs
4 sounds
5 are lying
6 Do you understand
7 wants
8 Is Martha feeding

4
1 b (given)
2 b
3 a
4 b
5 a
6 b

5
1 Is John fixing his car now? (given)
2 Our cat is climbing a tree at the moment.
3 Does Susan remember the name of the book?
4 We are not going camping next week.
5 Does this car belong to you?
6 I don't like wild animals.
7 Jodie and I love going to parties.
8 Does Steven believe you?

6
1 an having (given)
2 always stay
3 have got
4 am sitting
5 are playing
6 is swimming
7 don't think
8 are meeting
9 are having
10 love

Unit 2

Lesson 1

1
1 shouted (given)
2 stopped
3 arrived
4 opened
5 tidied
6 showed
7 painted
8 walked
9 played
10 dropped

2
1 I didn't help Mum in the kitchen. (given)
2 The tall lady didn't look sad.
3 The bus didn't stop outside my school.
4 Cassie didn't dry her hair in the bathroom.
5 They didn't stop the dangerous man.
6 My cousin didn't explain the problem.
7 He didn't study in the library.
8 It didn't rain last night.

3
1 You travelled (given)
2 Did they like
3 Did my grandparents want
4 The cat didn't jump
5 Did he carry
6 We changed

4
1 Did Maggie clean the balcony? No, she didn't. (given)
2 Did Dad relax in his armchair? Yes, he did.
3 Did the kids cycle to the beach? Yes, they did.
4 Did Grandma cook spaghetti? No, she didn't.
5 Did Uncle Ted stay at home? No, he didn't.
6 Did they drop the crate? Yes, they did.

5
1 called (given)
2 didn't answer
3 moved into
4 didn't like
5 Did, change
6 Did, enjoy
7 painted
8 helped
9 cleaned
10 visited

Lesson 2

1
1 bought (given)
2 lost
3 cut
4 rang
5 broke
6 ran
7 found
8 was

2
1 a (given)
2 c
3 b
4 b
5 c
6 b

3
1 Did you have a shower this morning? (given)
2 I didn't grow up in Scotland.
3 Uncle Joe sent me a letter yesterday.
4 Sandy threw the ball in our garden.
5 Did your grandparents build a new house?
6 Our neighbour's cat ran away last night.

4
1 went (given)
2 didn't come
3 had
4 bought
5 saw
6 took
7 sat
8 heard
9 said
10 Did you go
11 was
12 left
13 spoke

5
1 made (given)
2 didn't grow up
3 caught
4 fell
5 gave
6 took
7 drew
8 didn't have

Review 1

1
1 I don't like this armchair. (given)
2 Jenny is having a party this weekend.
3 Duncan sometimes eats chocolate.
4 We aren't buying a new table this month.
5 My brother often tidies his desk.
6 Lyn and Vicky aren't good friends.
7 Dad is fixing the washing machine now.
8 You know the answer to this question.

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

3
1 are you doing (given)
2 am sitting
3 am writing
4 Are you going
5 am going
6 Do you want
7 never go out
8 know
9 am looking after
10 don't believe

4
1 Last Sunday, Uncle Alan fixed the microwave. (given)
2 I put the plates in the sink.
3 The ship didn't arrive at six o'clock.
4 Vicky didn't show us pictures of the safari.
5 Kelly knew the answer to the question.
6 Paul wrote a story about wild animals.

5
1 swam (given)
2 didn't sleep
3 read
4 had
5 didn't go
6 drank

6
1 Did you visit your grandparents?, I did (given)
2 Did we swim in the pool this morning?, we didn't
3 Did Karen drop her ice cream on the floor?, she didn't
4 Did Jennie and Dianne go to Mary's party?, they did
5 Did the lion roar at you?, it did
6 Did Tom sing at the concert?, he didn't

7
1 b (given)
2 c
3 b
4 b
5 a
6 b

Writing project

1 are (given)
2 lived
3 protected
4 buy
5 is
6 means
7 built
8 visit
9 costs
10 have

Unit 3

Lesson 1

1
1 was working (given)
2 were walking
3 was having
4 were singing
5 was painting, was playing
6 was reading, was sitting

2
1 Henry wasn't listening to the radio at six o'clock this morning. (given)
2 Natalie and Ann weren't playing volleyball all afternoon.
3 We weren't running in a race this time yesterday.
4 I wasn't studying for the maths test all night.
5 This time last month, you weren't reading on a beautiful beach.
6 At seven o'clock yesterday evening Susan wasn't skating with her friends.

3
1 were swimming (given)
2 were not tidying
3 wasn't having
4 was waiting
5 was buying
6 weren't riding
7 was looking
8 weren't doing

4
1 Was Rick sitting at the Internet café at eleven o'clock? Yes, he was. (given)
2 Were Mum and Dad playing volleyball all morning? No, they weren't.
3 Were your cousins skiing at this time last week? Yes, they were.
4 Was Tina having a singing lesson yesterday afternoon? No, she wasn't.
5 Were we doing our homework last night? Yes, we were.
6 Was I making breakfast at seven o'clock this morning? No, I wasn't.

5
1 was shining (given)
2 were walking
3 were they doing
4 were playing
5 were having
6 was running
7 was rolling
8 was their father doing
9 wasn't doing
10 was sleeping

Lesson 2

1
1 saw (given)
2 was, sleeping
3 was riding
4 shouted
5 wasn't showing off
8 Did, fall

2
1 was relaxing, had (given)
2 weren't fighting, opened
3 Did, start, were skiing
4 dropped, was washing
5 was walking, saw
6 Were, doing, visited

3
1 while (given)
2 when
3 while
4 while
5 when
6 when

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

5
1 Was Melissa riding her bike when it started raining? Yes, she was. (given)
2 Was Gerry eating when the apple fell on his head? No, he wasn't.
3 Did the accident happen while Grandma was standing on the horse? Yes, it did.
4 Did Mum and Dad come home while the dogs were sleeping? No, they didn't.
5 Was Henry waiting when Grandad came? Yes, he was.

Lesson 3

1
1 used to go (given)
2 didn't use to like
3 used to live
4 used to ride
5 used to hate
6 used to have
7 used to collect
8 didn't use to be

2
1 used to go horse riding (given)
2 didn't use to read books
3 used to play the piano
4 didn't use to like sports
5 used to collect comics
6 didn't use to play table tennis
7 used to play basketball
8 didn't use to watch scary films

3
1 Did Aunt Lily use to look after animals? Yes, she did. (given)
2 Did Ben use to fight with his brother? Yes, he did.
3 Did Steven use to eat lots of cakes? Yes, he did.
4 Did Ann use to play volleyball? No, she didn't.
5 Did Uncle Frank use to be a coach? Yes, he did.
6 Did the kids used to go fishing on Sundays? No, they didn't.

4
1 c (given)
2 b
3 b
4 c
5 c
6 b

5
1 used to love (given)
2 used to enjoy
3 used to go
4 did, use to play
5 did, use to practise

Unit 4

Lesson 1

1
1 much (given)
2 much
3 many
4 much
5 many
6 much

2
1 many (given)
2 many
3 much
4 many
5 much
6 many

3
1 lots (given)
2 lot
3 lots
4 few
5 few
6 little

4
1 a little (given)
2 a lot of
3 a few
4 lots of
5 a lot of
6 a little

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5
1 b (given)
2 b
3 a
4 b
5 b
6 c

6
1 few (given)
2 lots
3 many
4 lot
5 much
6 little

Lesson 2

1
1 any (given)
2 some
3 no
4 any
5 Every
6 any

2
1 some (given)
2 every
3 no
4 some
5 any
6 no

3
1 anything (given)
2 Nobody
3 nothing
4 everywhere
5 somebody
6 something

4
1 a (given)
2 c
3 c
4 b
5 a
6 b

5
1 any (given)
2 some
3 nothing
4 some
5 anywhere
6 somewhere
7 no
8 any
9 anything
10 Everybody

Review 2

1
1 were cooking (given)
2 Were you shopping
3 was slicing, was chopping
4 were flying
5 Were they making
6 was picking, was helping

2
1 was cutting (given)
2 washed
3 fell
4 were sleeping
5 chased
6 was looking

3
1 used to cook (given)
2 didn't use to eat
3 Did you use to grow
4 used to go
5 didn't use to have
6 Did Dad use to like

4
1 b (given)
2 a
3 c
4 b
5 c
6 a

5
1 many (given)
2 much
3 many
4 much
5 much
6 many

6
1 a little (given)
2 lots of
3 a lot of
4 a few
5 a little
6 many

7
1 b (given)
2 c
3 d
4 a
5 e

8
1 lots of (given)
2 few
3 everyone
4 something
5 Nobody
6 much

Writing project

1 lots of (given)
2 no
3 used
4 made
5 many
6 many
7 Some
8 every

Unit 5

Lesson 1

1
1 has rung (given)
2 has found
3 has taken
4 has gone
5 have told
6 has lost
7 have visited
8 has known

2
1 has been (given)
2 have gone
3 has gone
4 have been
5 has gone
6 have been

3
1 for (given)
2 since
3 just
4 already
5 never
6 for

4
1 b (given)
2 b
3 c
4 b
5 a
6 c

5
1 've broken (given)
2 has, copied
3 have enjoyed
4 has hurt
5 have gone
6 have been

6
1 They have never worn a school uniform (given)
2 Sandy has already finished her homework.
3 Patrick has just found his pencil.
4 I have looked everywhere for your bag.
5 We have been at Toorak College since 2008.
6 Magda has never failed a maths exam.

Lesson 2

1
1 Jack hasn't finished his geography homework. (given)
2 We haven't been to the Amazon.
3 They haven't written an article about our school.
4 I haven't studied for the maths exam today.
5 The teacher hasn't given Reem a good mark for English.
6 You haven't found the answer to the problem.

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

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3
1 Has Anne seen, No, she hasn't (given)
2 Has Sam studied, Yes, he has.
3 Have Mum and Dad gone, No, they haven't.
4 Has the cat fallen, Yes, it has.
5 Have they bought, Yes, they have.
6 Have we finished, Yes, we have.

4
1 Has she ever travelled on a ship? (given)
2 My cousins haven't arrived yet.
3 Have you ever used a computer?
4 I haven't eaten my morning snack yet.
5 Has Mum ever tried French food?
6 You haven't visited Petra yet.
7 Has he found the right answer yet?
8 Wendy hasn't left the library yet.

5
1 Have your parents bought (given)
2 have you called
3 haven't thought
4 Has it learnt
5 hasn't eaten
6 Have you tried

Lesson 3

1
1 How long have you known the truth? (given)
2 How long have they lived in Canada?
3 How long has Mr Jackman been the head teacher?
4 How long has Dad worked in the library?
5 How long has Mrs May taught English?
6 How long have we had our cat?

2
1 How long has Anthony known (given)
2 How long have you had
3 How long have you looked after
4 How long has your dog slept
5 How long have Gerry and Tom played
6 How long have we been

3
1 How long have they been married? (given)
2 How long has Sally worked at this school?
3 How long have Mum and Dad been here?
4 How long has Jason had his car?
5 How long has Susan known Alex?
6 How long has Wendy studied French?

4
Pupils' own answers

Unit 6

Lesson 1

1
1 have never been (given)
2 haven't drunk
3 was
4 Did
5 Have
6 was
7 has already broken
8 hasn't done

2
1 a (given)
2 a
3 c
4 c
5 b
6 a

3
1 broke (given)
2 Have you ever stayed
3 didn't go
4 haven't woken up
5 Did Ben call
6 haven't fallen off
7 Did Wendy have
8 has been
9 have had
10 didn't see

4
1 Have you ever painted your bedroom? (given)
2 Luke and Jamie have just come to the festival.
3 Did they go for a walk yesterday evening?
4 The dog hasn't eaten its food yet.
5 We didn't have dinner last night.

5
1 bit (given)
2 hasn't cleaned
3 stole
4 broke
5 didn't wake up
6 haven't eaten

Lesson 2

1
1 mine (given)
2 hers
3 theirs
4 ours
5 yours
6 his

2
1 b (given)
2 c
3 a
4 a
5 a
6 b

3
1 ours (given)
2 mine
3 yours
4 theirs
5 his
6 hers

4
1 hers (given)
2 yours
3 theirs
4 ours
5 his
6 mine

Review 3

1
1 has had (given)
2 has bought
3 have not been
4 haven't solved
5 has wanted
6 haven't taken

2
1 Have I called the doctor?, you have (given)
2 Has Mikey been bungee jumping?, he hasn't
3 Have the boys been ill?, they haven't
4 Have we eaten all the sweets?, we have
5 Has the dog hidden its bone?, it has
6 Has Sally seen a tiger?, she hasn't

3
3 never (given)
2 yet
3 never
4 since
5 just
6 since
7 ever
8 already

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

5
1 lost (given)
2 has she been
3 have never met
4 Did the twins have
5 hasn't taken
6 visited

6
1 have, heard (given)
2 told
3 have wanted
4 have had
5 didn't go
6 have played

7
1 yours (given)
2 ours
3 hers
4 mine
5 theirs
6 his

Writing project

1 opened (given)
2 have learnt
3 have always been
4 have taught
5 came
6 have met

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Unit 7

Lesson 1

1
1 are going to go (given)
2 am not going to have
3 are going to collect
4 aren't going to be
5 isn't working
6 's going to fall off

2
1 Are Tim and his Dad going to clean, Yes, they are (given)
2 Is Tim going to study, No, he isn't.
3 Is Tim going to watch, No, he isn't.
4 Are Fred and Tim going to play, Yes, they are.
5 Is Tim going to go, No, he isn't.
6 Is Tim going to visit, Yes, he is.
7 Is Tim going to have, No, he isn't.

3
1 'll visit (given)
2 'll wake
3 won't throw stones at you
4 'll go
5 'll lose
6 won't hurt

4
1 Will you help me, I will (given)
2 Will he clean, he won't.
3 Will you turn off, I will
4 Will it be, it won't.
5 Will you give, I will
6 Will they find, they won't

5
1 're going to go (given)
2 will eat
3 Will you help
4 'll see
5 is going to fall off
6 'll drive
7 'll look
8 is going to snow

6
1 a (given)
2 c
3 b
4 b
5 c
6 c

Lesson 2

1
1 having (given)
2 taking
3 going
4 falling over
5 finding
6 learning

2
1 drawing (given)
2 playing
3 going
4 Watching
5 catching
6 cleaning

3
1 Seeing snakes is scary. (given)
2 Hurting animals isn't funny.
3 Eating good food keeps us healthy.
4 Watching birds is interesting.
5 Jason enjoys relaxing at home.
6 Collecting stamps isn't interesting.

4
Pupils' own answers

Lesson 3

1
4 didn't (given)
2 haven't
3 don't
4 can't
5 won't
6 isn't

2
1 is (given)
2 haven't
3 didn't
4 didn't
5 won't we
6 he

3
1 doesn't he (given)
2 mustn't we
3 haven't they
4 didn't they
5 can't I
6 have you

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

Unit 8

Lesson 1

1
1 leave (given)
2 ride
3 'll take
4 'll get
5 find
6 won't be

2
1 ✗ If I got to the forest, I will see lots of wild animals. (given)
2 ✓
3 ✗ If you don't hide in the bushes, they'll find you.
4 ✗ I'll show you the treasure if you find the torch.
5 ✓
6 ✓

3
1 If Graham opens this box, will he find some eggs inside? (given)
2 Will Dad be angry if I don't tidy my bedroom?
3 Will Susan go to the party if she isn't tired?
4 If we have time, will we go for a walk?
5 Will Mum and Dad take us to the beach if it's a nice day?
6 If Kate makes a cake, will we eat it after dinner?

4
1 b (given)
2 b
3 c
4 b
5 b
6 a

5
1 will you meet (given)
2 come
3 'll make
4 don't study
5 have

Lesson 2

1
1 didn't drive (given)
2 changed
3 didn't
4 let
5 cared
6 had

2
1 would give (given)
2 wouldn't get
3 wouldn't use
4 would recycle
5 wouldn't go
6 would buy

3
1 turned off your laptop (given)
2 would sit on the sand
3 collected the rubbish
4 planted trees in the garden
5 talked to the pupils/children/ students
6 would buy green products

4
1 If the rivers weren't full of rubbish, the fish wouldn't die. (given)
2 If I were you, I would study for the test.
3 If you sat in the shade, you wouldn't get sunburn.
4 We would save energy if we didn't use the washing machine.
5 You would write to the newspaper if you wanted to help.
6 If I didn't have time, I wouldn't cut the grass.

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

6
1 Would you go sailing if the sea were clean? (given)

2 Would we save water if we had a dishwasher?
3 Would you help Jamie if he had a lot of work?
4 Would you use a computer if you had one?
5 Would you visit China if you had the chance?

Review 4

1
1 am not going to waste (given)
2 Are you going to turn on
3 are going to sit
4 is going to give
5 isn't going to drive
6 Are they going on holiday

2
1 I won't help you feed the animals. (given)
2 Will you look after the baby?
3 Natalie won't drink this juice.
4 Will we go to the party?
5 I'm sure Ann will come swimming with us.
6 They'll throw away these bottles.

3
1 am going to recycle (given)
2 'll tidy
3 Are you going to buy
4 're going to fall over
5 'll drive
6 'll open

4
1 walking (given)
2 taking
3 collecting
4 sleeping
5 throwing away
6 spending

5
1 have you (given)
2 did
3 won't
4 aren't
5 can't

6
1 will wear (given)
2 put
3 won't walk
4 finds
5 doesn't visit

7
1 a (given)
2 c
3 a
4 c
5 b
6 a

8
1 asked (given)
2 would tell you
3 recycled
4 wouldn't waste
5 didn't recycle
6 would you feel
7 read
8 you would know

Writing Project

1 don't (given)
2 will love
3 visit
4 would feel
5 will
6 am going to

Unit 9

Lesson 1

1
1 have to (given)

2 don't have to
3 has to
4 don't have to
5 doesn't have to
6 have to

2
1 has to turn (given)
2 doesn't have to tidy
3 had to wait
4 has to wake up
5 had to move
6 have to go

3
1 Does the baby have to sleep at eight o'clock? No, it doesn't. (given)
2 Do they have to go on holiday with their parents? No, they don't.
3 Do I have to stop at the traffic lights? Yes, you do.
4 Do we have to visit Aunt Violet? No, we don't,
5 Does Kelly have to wear that dress? Yes, she does.

4
1 mustn't talk (given)
2 mustn't sit
3 must lock
4 must find
5 mustn't write
6 must go

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

6
1 b (given)
2 c
3 c
4 b
5 c
6 b

7
1 have to be (given)
2 must
3 mustn't
4 had to
5 have to
6 don't have to

Lesson 2

1
1 You can buy fruit and vegetables. (given)
2 You can't buy shoes.
3 You can't drive down the road.
4 You can go jogging in the park.
5 You can't go the café.
6 You can't take your dog for a walk in the park.

2
1 couldn't (given)
2 can
3 could
4 can't
5 couldn't
6 can

3
1 b (given)
2 a
3 c
4 a
5 b
6 c

4
1 could (given)
2 couldn't
3 Can
4 can't
5 couldn't
6 could

Lesson 3

1
1 might not (given)
2 might not
3 might
4 might not
5 might
6 might not

2
1 might go (given)
2 might not like
3 might find
4 might visit
5 might not be
6 might not take

3
1 You should (given)
2 shouldn't
3 should
4 shouldn't
5 Should he
6 shouldn't

4
1 Should I go, you should (given)
2 Should we try, No, we shouldn't.
3 Should they take, Yes, they should.
4 Should Dad paint, No, he shouldn't.
5 Should I learn, Yes, you should.
6 Should we buy, No, we shouldn't.

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5
1 should try (given)
2 should tidy
3 shouldn't spend
4 might get
5 might not be
6 should, buy

6
1 a (given)
2 c
3 a
4 a
5 b

Unit 10

Lesson 1

1
1 is (given)
2 are
3 am
4 are
5 is
6 is

2
1 is cleaned (given)
2 are asked
3 are written
4 are worn
5 are invited
6 is served

3
1 is spoken (given)
2 isn't fed
3 are recognised
4 are made
5 is drunk
6 isn't taught

4
1 Is the actor paid a lot of money? (given)
2 Are video games sold everywhere?
3 Is this advert disliked by lots of people?
4 Is your office tidied every day?
5 Are these flowers watered twice a week?
6 Is energy often wasted in the city?

5
1 aren't often eaten (given)
2 is driven
3 isn't used
4 is painted
5 are sent
6 is visited

Lesson 2

1
1 was (given)
2 were
3 was
4 were
5 were
6 was

2
1 were worn (given)
2 wasn't washed
3 was painted
4 was given
5 weren't invited
6 was hidden

3
1 was found (given)
2 was made
3 was painted
4 wasn't driven
5 was broken
6 wasn't drunk

4
1 Was the TV sold (given)
2 Were mobile phones used
3 Were the elephants taken
4 Was the soap opera watched
5 Was the castle built
6 Were we chosen

5
1 was taken to the radio station by Marcia. (given)
2 weren't entertained by the singer
3 was disliked by many students
4 Were, bought by Dad
5 was invented by Alexander Graham Bell
6 weren't informed by Mr Jones

6
1 was made (given)
2 Was it played
3 weren't owned
4 were invented
5 were sold
6 were used

Review 5

1
1 Will/Do, have to work (given)
2 didn't have to go
3 Do, have to walk
4 doesn't have to pay
5 had to stop
6 won't have to cross

2
1 mustn't (given)
2 Must
3 mustn't
4 have to
5 had to
6 must

3
1 can't (given)
2 couldn't
3 can
4 could
5 couldn't
6 can't

4
1 might not come (given)
2 Should, ask
3 shouldn't watch
4 might move
5 might not recognise

5
1 c (given)
2 a
3 b
4 b
5 b
6 c

6
1 is visited (given)
2 Are, spoken
3 'm not given
4 Is, stopped
5 are made
6 isn't seen

7
1 Six bagels were eaten in five minutes. (given)
2 Were lots of clothes collected?
3 The two last tickets were sold.
4 The visitors weren't taken on a tour.
5 Was this jewellery found in the park?
6 The article wasn't written on Sunday.

8
1 clothes were not washed in machines (given)
2 lots of letters were written
3 the radio was listened to by every family
4 mobile phones weren't used
5 computers are used
6 clothes aren't washed in buckets
7 text messages are sent
8 TV is watched every day

Writing Project

1 is visited (given)
2 was discovered
3 were built
4 is known
5 are played
6 were shown

Unit 11

Lesson 1

1
1 further/farther than (given)
2 dirtier than
3 more relaxing than
4 bigger than
5 more exciting than
6 more frightening than

2
1 a (given)
2 b
3 b
4 a
5 c
6 c

3
1 That was the loudest scream I've ever heard. (given)
2 This pool is the deepest in this town.
3 We saw the funniest film last night.
4 This city is the most polluted in the world.
5 I ate the chewiest bagel at the café
6 Is the plane the most comfortable means of transport?

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4
more awful, the most awful (given)
more careful, the most careful
colder, the coldest
more dangerous, the most dangerous
more, the most
sillier, silliest
thinner, thinnest
tidier, tidiest

5
1 the most expensive (given)
2 is worse than
3 the smallest
4 cleaner than
5 the oldest
6 cheaper than

Lesson 2

1
1 both (given)
2 either
3 Neither
4 Both
5 both
6 Neither

2
1 both (given)
2 either
3 neither
4 Neither
5 Both
6 either

3
1 both (given)
2 Neither
3 and
4 nor
5 both
6 both

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

Lesson 3

1
1 not clever enough (given)
2 too busy
3 aren't enough
4 too much
5 too tired
6 warm enough

2
1 too expensive (given)
2 enough fresh
3 enough people
4 too tiring
5 enough space
6 too high

3
1 enough food (given)
2 enough time
3 too loud
4 too cold
5 too late
6 wasn't big enough

Unit 12

Lesson 1

1
badly (given), specially, fast, sadly, noisily, thirstily

2
1 badly (given)
2 clearly
3 good
4 rudely
5 hard
6 late

3
1 slowly (given)
2 angrily
3 gently
4 lazily
5 happily
6 excitedly

4
1 early (given)
2 carefully
3 quickly
4 loudly
5 high
6 hungrily

Lesson 2

1
1 a (given)
2 c
3 a
4 c
5 b
6 c

2
1 who (given)
2 where
3 which
4 who
5 which
6 where

3
1 who (given)
2 where
3 which
4 which
5 where
6 who

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

5
1 who (given)
2 which
3 where
4 who
5 where
6 who

Review 6

1
1 b (given)
2 c
3 b
4 a
5 b
6 b

2
1 the worst (given)
2 kindest
3 as
4 funniest
5 nice

3
1 neither (given)
2 Both
3 either
4 Neither
5 either
6 Both

4
1 Both Jo and Betty slept on Kim. (given)
2 You can either take the lift or the stairs.
3 Both of the socks had holes in them.
4 Neither of the girls is winning the race.
5 Neither of the necklaces is cheap.
6 Neither London nor York is near here.

5
1 too (given)
2 enough
3 too
4 enough
5 too
6 enough

6
1 late (given)
2 hard
3 easily
4 well
5 happily
6 noisily

7
1 b (given)
2 d
3 e
4 c
5 a

8
1 where (given)
2 which
3 where
4 who
5 who
6 which

Writing Project

1 which are hard (given)
2 who are firefighters
3 who are new to the job
4 where they will work
5 which protect them
6 where there is a fire

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Unit Tests Key

Test 1

Vocabulary

A
1 laugh
2 hunt
3 grandparents
4 niece
5 chat

B
1 nephew
2 incredible
3 brother
4 grandchildren
5 only

C **1**b **2**c **3**a **4**b **5**a

Grammar

A
1 visits
2 Does
3 never
4 don't
5 play

B **1**d **2**e **3**a **4**c **5**b

C
1 live
2 are visiting
3 love
4 wants
5 is coming

Comprehension

B **1**K **2**J **3**H **4**J **5**K

Test 2

Vocabulary

A **1**e **2**c **3**a **4**b **5**d

B
1 balcony
2 washing machine
3 armchair
4 sink
5 fridge

C **1**F **2**B **3**F **4**F **5**B

Grammar

A
1 played
2 visited
3 didn't/did not tidy
4 Did … stay
5 didn't/did not need

B **1**b **2**c **3**a **4**a **5**c

C
1 went
2 had
3 came
4 took
5 saw

Comprehension

B **1**F **2**F **3**F **4**T **5**T

Test 3

Vocabulary

A
1 excited
2 wrong
3 homework
4 boring
5 safe

B **1**b **2**b **3**c **4**b **5**b

C
1 try
2 fall
3 turn
4 give
5 show

Grammar

A
1 were playing
2 was cooking
3 weren't/were not painting
4 Were … doing
5 wasn't/was not listening

B
1 saw
2 was relaxing
3 was reading
4 had
5 wasn't/was not riding

C
1 use
2 use to
3 used
4 used to go
5 use to be

Comprehension

B
1 evening
2 outside
3 lunch
4 relaxing
5 mums and dads

Test 4

Vocabulary

A **1**c **2**d **3**b **4**e **5**a

B
1 starving
2 idea
3 delicious
4 fried
5 Chickens

C
1 Slice the tomato.
2 Chop the onions.
3 Boil the water.
4 Fry the vegetables.
5 Mix the rice.

Grammar

A
1 many
2 much
3 a lot
4 a few
5 a little

B **1**a **2**a **3**c **4**c **5**c

C
1 any
2 some
3 every
4 anybody
5 lots of

Comprehension

B **1**F **2**F **3**F **4**T **5**F

Test 5

Vocabulary

A **1**c **2**d **3**e **4**b **5**a

B
1 term
2 time off
3 cheated
4 marks
5 strict

C
1 genius
2 canteen
3 uniform
4 report
5 guess

Grammar

A
1 have you been
2 written

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3 gone
4 have
5 haven't

B
1 yet
2 since
3 ever
4 for
5 never

C
1 The bell has already rung.
2 David has never cheated in exams.
3 Have they guessed the answer yet?
4 The police haven't/have not found any proof.
5 Has Molly ever had a bad report?

Comprehension

B **1**R **2**L **3**R **4**S **5**L

Test 6

Vocabulary

A **1**d **2**e **3**b **4**a **5**c

B
1 freezing
2 sore
3 searched
4 fell
5 ankle

C
1 stomach ache
2 sunburn
3 temperature
4 toothache
5 shoulder

Grammar

A
1 have had
2 have … checked
3 felt
4 didn't/did not go
5 has never hurt

B
1 John didn't/did not eat any vegetables last week.
2 Mary's ankle has hurt for two days now.
3 Rick broke his leg four days ago.
4 Cliff hasn't/has not washed his face yet.
5 Did you see the doctor yesterday?

C
1 theirs
2 his
3 yours
4 mine
5 ours

Comprehension

B
1 healthy
2 three years
3 sometimes
4 often
5 teeth

Test 7

Vocabulary

A
1 idiots
2 creature
3 massive
4 branch
5 farm

B
1 slippery
2 leaves
3 sip
4 curious
5 seed

C **1**d **2**a **3**e **4**b **5**c

Grammar

A **1**b **2**b **3**c **4**b **5**b
B
1 Yes, it is.
2 No, I won't.
3 No, they aren't.
4 No, she won't.
5 Yes, we are.

C
1 Will … water
2 isn't/is not going to rain
3 'm/am not going to do
4 will feed
5 'll/will take

Comprehension

B
1 It is sunny and warm.
2 You can go for a long walk on country paths.
3 Because protecting wildlife is important.
4 Taking pets into fields where there are farm animals.
5 You put it in a bag and take it with you.

Test 8

Vocabulary

A
1 litter bin
2 waste
3 pollute
4 destroy
5 oil

B **1**d **2**e **3**a **4**b **5**c

C **1**c **2**b **3**b **4**c **5**b

Grammar

A
1 have
2 will stay
3 becomes
4 will you tell
5 will burn

B
1 didn't/did not water
2 would pollute
3 wouldn't/would not be
4 took
5 would stink

C
1 put
2 would plant
3 bought
4 would pick up
5 won't/will not need

Comprehension

B **1**F **2**F **3**T **4**F **5**T

Test 9

Vocabulary

A **1**c **2**e **3**a **4**b **5**d

B
1 left
2 round
3 tried
4 bank
5 sleepy

C
1 Skyscrapers
2 exhibitions
3 sights
4 steps
5 activities

Grammar

A **1**c **2**b **3**b **4**c **5**b

B
1 Could people visit museums many years ago?
2 Jed couldn't/could not ride a bike when he was young.
3 Can we eat in this theatre?
4 Mark can speak five languages now.
5 Can Anna stay at my house tonight?

C
1 should
2 might
3 shouldn't
4 might not
5 should

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Comprehension

B **1**d **2**c **3**e **4**a **5**b

Test 10

Vocabulary

A
1 soap opera
2 radio station
3 documentary
4 commercial
5 watch

B
1 programme
2 channel
3 talent show
4 cartoon
5 reporter

C **1**b **2**b **3**c **4**b **5**b

Grammar

A
1 aren't
2 Are
3 in
4 Reporters are paid
5 were

B
1 was entertained
2 was invented
3 were filmed
4 are … sold
5 isn't/is not listened to

C
1 was threatened
2 were seen
3 is watched
4 was broken
5 are shown

Comprehension

B **1**F **2**B **3**R **4**R **5**F

Test 11

Vocabulary

A
1 get
2 timetable
3 display
4 traffic
5 ticket machine

B
1 scream
2 track
3 bus stop
4 luggage
5 journey

C
1 tyres
2 coach
3 caravan
4 escalator
5 motorbike

Grammar

A **1**b **2**c **3**c **4**c **5**b

B
1 or
2 Both
3 and
4 of
5 Neither

C **1**F **2**F **3**T **4**F **5**T

Comprehension

B **1**c **2**b **3**a **4**c **5**c

Test 12

Vocabulary

A
1 pilot
2 customer
3 prison
4 on a yacht
5 staff

B
1 artist
2 mechanic
3 detective
4 experience
5 photographer

C **1**c **2**a **3**c **4**b **5**b

Grammar

A
1 right
2 angrily
3 lazily
4 well
5 high

B **1**a **2**a **3**c **4**b **5**a

C
1 The singer sings beautifully.
2 This is not the place where I work.
3 Has Rima got a job which pays well?
4 Our staff learn things very easily.
5 He's the hairdresser who cuts my hair.

Comprehension

B
1 experience
2 Rescue Centre
3 customers
4 on Sundays
5 part-time

End-of-Year Test

Vocabulary

A
1 tram
2 artist
3 mark
4 branch
5 exhibition

B
1 explore
2 hide
3 disappear
4 fry
5 catch

C **1**a **2**b **3**c **4**c **5**b

D
1 wardrobe
2 ankle
3 timetable
4 traffic lights
5 pollution

Grammar

A
1 will
2 don't you
3 like
4 could
5 Helping

B
1 was watching
2 She has worked
3 'm/am studying
4 took
5 hasn't/has not visited

C
1 most
2 slower
3 than
4 worst
5 as

D **1**b **2**c **3**c **4**a **5**c

Comprehension

B **1**G **2**K **3**G **4**F **5**K

Writing

Model Composition
There are many different kinds of TV programmes. Choosing a favourite programme isn't easy because I like lots of different kinds of programmes.
If I had to choose a favourite programme, it would be a documentary about nature. I love seeing wild animals in nature. The only bad thing about this kind of programme is when the animals are hurt by other animals or by people.
I think the worst programme is a talent show. I don't like it when people are rude to each other on these shows.

The only good thing is when there is someone on the show who has a lot of talent.

In conclusion, I think documentaries are the best shows because you can learn something about the world.

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1 Relationships

Vocabulary

A Write the missing letters.

1 You do this when someone tells a joke. l _ _ _ _
2 Animals do this because they want food. h _ _ _
3 Your dad's mum and dad are these. g _ _ _ _ _ _ _ _ _ _ _
4 This is your brother or sister's daughter. n _ _ _ _
5 You have this when you talk to a person. c _ _ _

/ 5

B Complete the sentences with these words.

brother grandchildren incredible nephew only

1 This is my _____ , Jack. He's my sister's son.
2 'My grandad is 102.' 'Wow! That's _____ !'
3 Carl is my _____ , and our parents are Lisa and John.
4 How many _____ has your grandma got?
5 Mary isn't my sister. I'm a(n) _____ child.

/ 5

C Choose the correct answers.

1 People think Teresa is my sister, but _____ fact, she's my aunt.
a with b in c of
2 Oh no, _____ the time! We must meet Dad at the airport.
a waste b have c look at
3 Look! The cub is _____ away from its father.
a running b fighting c enjoying
4 My brother Oliver sleeps all day. He's very _____ .
a rude b lazy c frightened
5 I'm staying with my grandparents this week. They're looking _____ me.
a after b at c for

/ 5

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Grammar

A Circle the correct words.

1 Karen visits / visit her nephew every week.
2 Is / Does your mum work as a teacher?
3 My sister is late again. She's always / never on time!
4 'Do you have any brothers or sisters?' 'No, I don't / doesn't.'
5 How often do your nephews play / plays football together?

/ 5

B Match.

1 Is your little brother wasting your time?	a No, you aren't.
2 Are Helen and Grant watching TV?	b No, it isn't.
3 Am I cooking dinner for the family tomorrow?	c Yes, she is.
4 Is the lioness looking after her cubs?	d Yes, he is.
5 Is this a picture of your uncle?	e No, they aren't.

/ 5

C Complete the paragraph using the Present Simple or the Present Continuous of the verbs in brackets.

Hi! My name's Joe and I'm twelve years old. I (1) _____ (live) in Oxford with my mum and my sister Diana. We (2) _____ (visit) my uncle in London today. Diana and I (3) _____ (love) it there. She (4) _____ (want) to ride on the London Eye this evening. You can see the lights of the whole city! My Uncle Trevor (5) _____ (come) with us on the ride, too, so I'm really excited!

/ 5

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Reading

A Read the text about relationships.

My family is my mum, my dad and my grandparents. I love them all very much, but I want a brother or sister. My dad has got three brothers and sisters and they all have many children. They have great fun together. I have fun with my parents, but I still want a brother or sister so I can play with him or her!

My name's Katie and I'm eight years old. I've got a brother and a sister. Their names are Andrew and Lisa. Andrew's fifteen and Lisa's twelve. We always fight about things like TV shows and computer games. I sometimes play with Lisa, but we don't really like the same things.

I'm Heather and I'm eleven years old. I have a brother, Aidan, and he's fantastic! He's three years old and he's very funny. He always makes me laugh! My mum and dad are happy that we are good friends. I'm really happy that I have a brother. He's the best brother in the world!

Comprehension

B Write J (Josh), K (Katie) or H (Heather).
Who …

1 is in a family with three children? ☐
2 has many cousins? ☐
3 has got a little brother? ☐
4 hasn't got any brothers or sisters? ☐
5 doesn't enjoy the same things as his or her sister? ☐

/ 10

Total / 40

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2 Homes

Vocabulary

A Match.

1 kind ☐
2 modern ☐
3 large ☐
4 rich ☐
5 lucky ☐

/ 5

B Circle the correct words.

1 Let's sit outside on the balcony / sitting room.
2 Please put your dirty clothes in the vacuum cleaner / washing machine.
3 The armchair / sofa is for one person only.
4 There are lots of dirty cups in the sink / shower.
5 There's cold water in the oven / fridge.

/ 5

C Write F (Furniture) or B (Building).

1 wardrobe ☐
2 cottage ☐
3 coffee table ☐
4 bookcase ☐
5 hospital ☐

/ 5

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Grammar

A Complete the sentences with these verbs in the Past Simple.

not need not tidy play stay visit

1 The children _____ football in the garden.
2 We _____ Aunt Mary at her new house yesterday.
3 Rea _____ her bedroom on Saturday.
4 _____ you _____ in a hotel for your holiday?
5 They _____ a new fridge.

/ 5

B Choose the correct answers.

1 _____ the strange man to his home last night.
a Did they follow b They followed c They follow
2 'Did you stay in a villa last year?' 'No, I _____ .'
a didn't stay b did c didn't
3 Why did she _____ the armchair to the balcony?
a move b moved c moves
4 We visited her parents' home last _____ .
a month b week ago c in February
5 'Did Jason work in the local hospital?' 'Yes, he _____ .'
a worked b did work c did

/ 5

C Complete the dialogue with the Past Simple of the verbs in brackets.

Mary: Fran, tell me about your holiday last summer.
Fran: Well, my husband John and I (1) _____ (go) to our cottage outside the city.
Mary: Oh, that sounds relaxing!
Fran: Yes, we (2) _____ (have) great fun. Our baby daughter (3) _____ (come) with us.
Mary: Did she enjoy it?
Fran: Yes, she did. John and I (4) _____ (take) her for walks in the garden. We (5) _____ (see) lots of beautiful flowers and three grey kittens!
Mary: That's lovely! I'm glad you all enjoyed it.

/ 5

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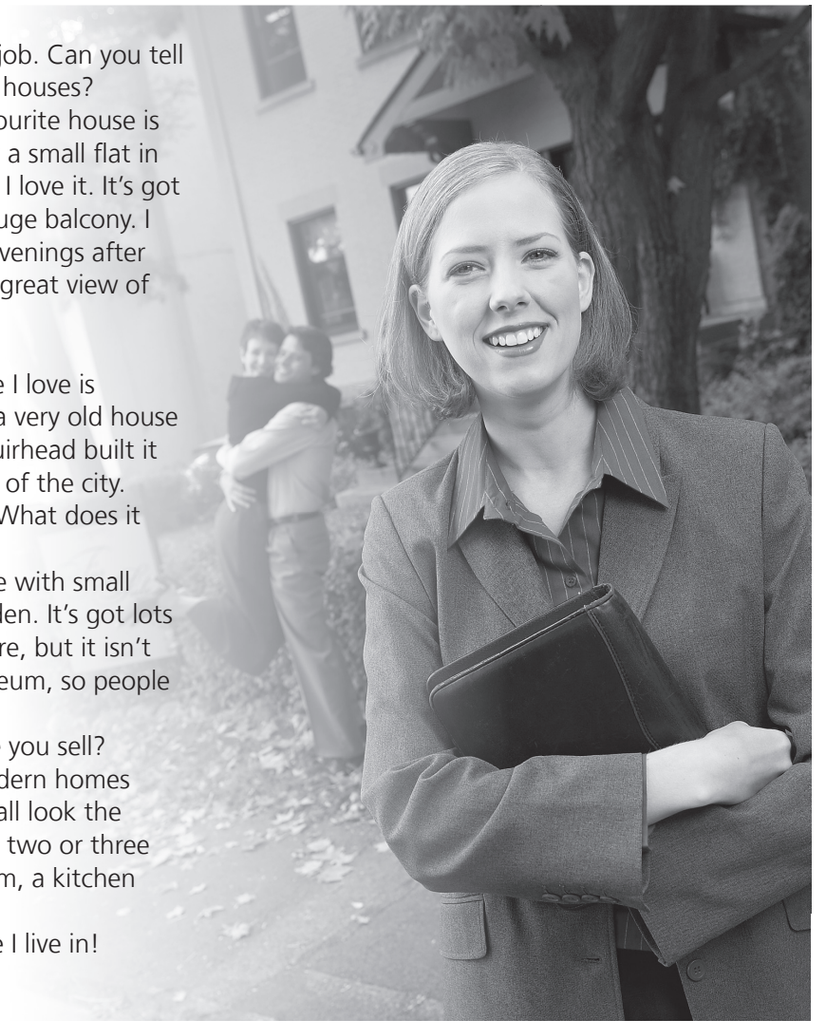
Reading

A Read the interview about favourite houses.



Interviewer: Jo, you sell houses as a job. Can you tell us about your favourite houses?

Jo: Of course. Well, my favourite house is my own house! It's only a small flat in the centre of town, but I love it. It's got beautiful floors and a huge balcony. I always sit there in the evenings after work because it's got a great view of the town.

Interviewer: That sounds nice!

Jo: Yes, it is. Another house I love is Provand's Lordship. It's a very old house in Glasgow. Andrew Muirhead built it in 1471 near the centre of the city.

Interviewer: 1471? That is very old. What does it look like?

Jo: Well, it's a big old house with small windows and a big garden. It's got lots of incredible old furniture, but it isn't a house now. It's a museum, so people can visit it at any time.

Interviewer: Is this the kind of house you sell?

Jo: Oh no! I usually sell modern homes for small families. They all look the same really. They've got two or three bedrooms, a sitting room, a kitchen and a bathroom.

Interviewer: That's the kind of house I live in!

Comprehension

B Write T (true) or F (false).

1 Jo lives in a house with many bedrooms. ☐
2 Provand's Lordship has got a huge balcony. ☐
3 Andrew Muirhead lives in Glasgow now. ☐
4 People don't live in Provand's Lordship. ☐
5 Jo doesn't usually sell old houses. ☐

/ 10

Total / 40

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3 Free Time

Vocabulary

A Circle the correct words.

1 Jan's really exciting / excited about going ice skating.
2 What's wrong / sure with this computer game? It isn't working.
3 I'm not going out tonight because I have a lot of homework / free time.
4 This book is really bored / boring. I don't want to read it.
5 Don't cross the bridge. It isn't deep / safe!

/ 5

B Choose the correct answers.

1 Rachel was _____ while she was watching TV. She was very tired.
a reading b yawning c standing up
2 They walked down the _____ in the snow.
a rope b hill c air
3 Please don't _____ . I can hear you.
a slide b pull c shout
4 Don't be _____ ! You can't go swimming in the rain!
a funny b silly c sad
5 Colin's _____ in many sports, but football is his favourite.
a relaxed b interested c tired

/ 5

C Complete the sentences with these words.

fall give show try turn

1 I want to _____ out this new game. It looks fun!
2 Be careful. Don't _____ in the swimming pool!
3 Can you _____ on the light, please? I want to read this book.
4 I _____ up! I'm no good at football.
5 You always _____ off when you're dancing!

/ 5

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Grammar

A Complete the sentences with these verbs in the Past Continuous.

cook do not listen not paint play

1 We _____ chess at this time last week.
2 Dad _____ dinner at 6 o'clock.
3 They _____ pictures this morning.
4 _____ you _____ your homework all afternoon?
5 I _____ to the radio yesterday morning.

/ 5

B Complete the sentences with the correct form of the verbs in brackets.

1 They were crossing the bridge when they _____ (see) Mike and Joseph.
2 Vicky _____ (relax) in the park when the rain started.
3 Hanan was playing a game and her mum _____ (read) the newspaper.
4 He _____ (have) an accident while he was playing basketball.
5 James _____ (not ride) his bike when he saw Tony.

/ 5

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

1 Did you **used** to have tennis lessons? _____
2 Mara didn't **to use** like board games. _____
3 Claire **use** to collect stamps. _____
4 We **used going** bungee jumping every month. _____
5 Did Mina **use be** good at painting? _____

/ 5

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Reading

A Read the information leaflet about a free time club.

Free Time Club

Do you get bored in the evenings and at the weekends? Are school holidays just not interesting? Then come to the Free Time Club!

Monday to Friday evenings:

Come to the club and play football, basketball or tennis outside. There's also a quiet room for playing board games like chess. The room has also got a huge bookcase with books and magazines for children aged 5 to 15.

Weekends and school holidays:

We have lots of exciting lessons and games on weekends and school holidays. In the mornings there are tennis lessons, football and basketball matches and many other games.

At noon we make lunch in the kitchen. We make delicious meals and all the kids help. They can learn a lot about cooking!

After lunch we do relaxing things. We draw and paint, sing songs, read books and make our own magazine. It's great fun!

Who works at the club?

We are a group of mums and dads with children aged 0 to 16. We want kids to come to the club in their free time so they can do lots of fun things in a safe place!

Visit now or call
787236
for information.

Comprehension

B Change the words in bold to make the sentences true.

1 The club is open in the **morning** every Monday to Friday. _____
2 Children can play tennis **inside**. _____
3 The kids make **dinner** at the club. _____
4 Drawing and painting are **tiring**. _____
5 A group of **teachers** work at the club. _____

/ 10

Total / 40

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4 Food and Drink

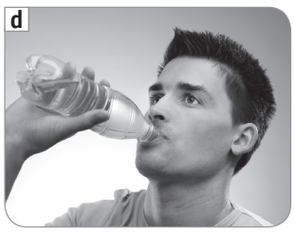
Vocabulary

A Match.

a

b

c

d 

e

1 Let's have a snack. ☐
2 I'm thirsty. ☐
3 Make it quick! ☐
4 Hang on! ☐
5 I don't believe it! ☐

/ 5

B Circle the correct words.

1 Please give me lots of chips because I'm full / starving.
2 I've got a great chance / idea. Let's eat out tonight.
3 I really like chips. They're disgusting / delicious!
4 I never eat raw / fried food because it's got lots of oil.
5 Chickens / Bees are birds, but they can't fly.

/ 5

C Look at the pictures and write the correct phrases.

Boil the water. Chop the onions. Fry the vegetables. Mix the rice. Slice the tomato.

1

2

3

_____ _____ _____

4

5

_____ _____

/ 5

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Grammar

A Complete the sentences with these words.

a few a little a lot many much

1 How _____ packets of spagetti are there?
2 We haven't got _____ milk.
3 There are _____ of doughnuts in the box.
4 Can I have _____ apples, please?
5 I've only got _____ cheese.

/ 5

B Choose the correct answers.

1 I didn't buy _____ sugar.
a any b some c no
2 Is there a good restaurant _____ in town?
a anywhere b anything c anybody
3 There is _____ soup for dinner.
a any b every c no
4 The meal was fantastic! _____ enjoyed it.
a Someone b Nobody c Everyone
5 We didn't have _____ chocolate today.
a some b every c any

/ 5

C Circle the correct words.

1 You don't need any / no eggs for this recipe.
2 Jane wants a few / some cold water.
3 There are no biscuits. You ate every / all one.
4 Is everybody / anybody using this seat?
5 There are lots of / much fresh vegetables in this market.

/ 5

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Reading

A Read the article about Helena Baker.

One of the most famous people on TV is Helena Baker. People all over the world know and love her because of her TV programmes *The Best Kitchen* and *Delicious!*. She has also written nine books about food and cooking.

Baker, however, isn't a cook. Other people do the cooking and she watches. In the programme *Delicious!*, she travels all round the UK and even to other countries and she finds delicious local recipes. She collects recipes from famous chefs in expensive restaurants, but she also goes into the homes of ordinary people and watches them prepare food too.

Baker likes recipes using fresh food and she always shows tasty meals and delicious desserts on her programmes. You can almost smell the food as you watch! You will definitely feel hungry at the end of the programme.

Comprehension

B Write T (true) or F (false).

1 Helena Baker is a famous chef. ☐
2 Helena Baker travels only in the UK. ☐
3 Famous chefs collect recipes from Helena Baker. ☐
4 The food programmes show recipes for sweet dishes. ☐
5 You will feel full when the programme finishes. ☐

/ 10

Total / 40

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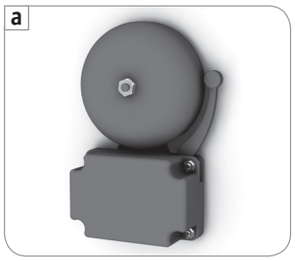
5 Education

Vocabulary

A Match.



1 article ☐
2 library ☐
3 police ☐
4 pocket ☐
5 bell ☐

/ 5

B Circle the correct words.

1 I always like the first education / term at school.
2 My teacher is taking some time off / break time this week.
3 I can't believe he pushed / cheated in the test!
4 Were your marks / exams good in the last test?
5 Our teacher always shouts at us. She's very strict / fair.

/ 5

C Write the missing letters.

1 This person is very clever. g _ _ _ _ _
2 You can have lunch here. c _ _ _ _ _ _
3 Some students must wear this at school. u _ _ _ _ _ _
4 This shows how you did in school. r _ _ _ _ _
5 You do this on a test when you aren't sure about an answer. g _ _ _ _

/ 5

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Grammar

A Circle the correct words.

1 How long you have been / have you been in school?
2 Jack has just written / wrote an article.
3 The whole class has went / gone to the library.
4 'Have you made any friends at your new school?' 'Yes, I did / have.'
5 We haven't / have learnt anything new today. It's been a waste of time.

/ 5

B Complete the sentences with these words.

ever for never since yet

1 Have you finished the test _____?
2 Lana hasn't been to school _____ last Wednesday.
3 Has your teacher _____ written an article for the school magazine?
4 The head teacher has taught here _____ ten years.
5 They've _____ worn school uniforms.

/ 5

C Write sentences or questions using these words. Use the Present Perfect Simple.

1 the bell / already / ring
_____

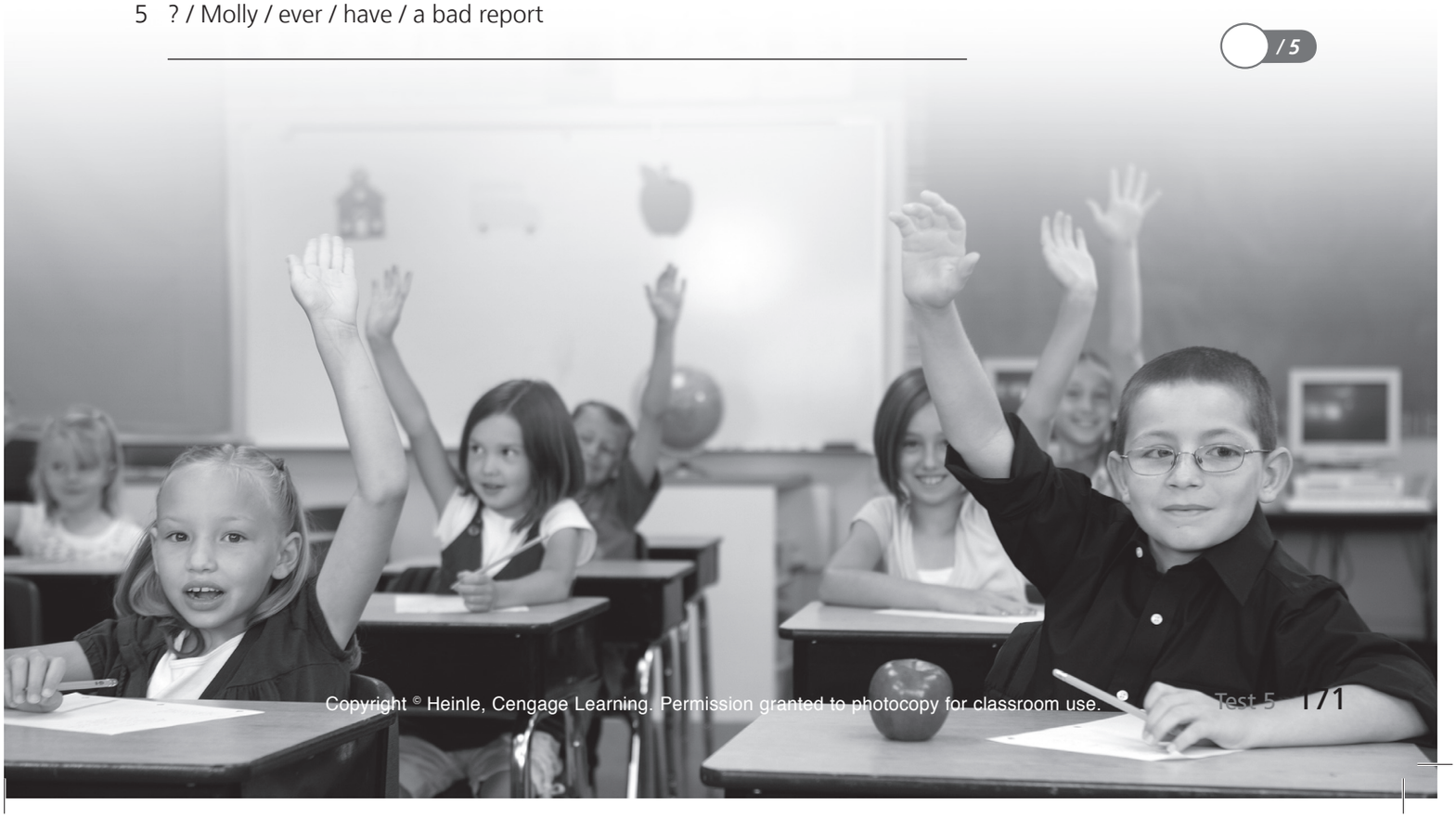
2 Fadi / never / cheat / in exams
_____

3 ? / they / guess / the answer / yet
_____

4 the police / not find / any proof
_____

5 ? / Molly / ever / have / a bad report
_____

/ 5



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Reading

A Read about these teachers and their jobs.

Mrs Long, Science teacher

I've taught science for 35 years and I love every day. The kids really enjoy class and they learn a lot about science. They don't always get good marks on their exams, but good marks are not the only important thing about education. At school children can also make friends and have a good time. That's important!

Mr Roberts, French teacher

This is my first term as a French teacher. I usually enjoy some things about teaching, but it can be very tiring! A lot of my students have had problems learning the language, and some students don't do their homework. Many of them don't speak any French in class. A few students are even rude! I don't think that many of them will pass their exams.

Mrs Smith, Maths teacher

I've been the maths teacher at Castle Street High School for seven years. I enjoy my job, but I sometimes have a difficult day. My students are good kids, but some of them want to learn and others just want the bell to ring for break time! But that's OK - I keep them busy in class with lots of exercises.

Comprehension

B Write L (Mrs Long), R (Mr Roberts) or S (Mrs Smith).
Who...

1 hasn't been a teacher for very long? ☐
2 thinks friends are important in school? ☐
3 doesn't think his or her students are nice? ☐
4 gives students a lot of work? ☐
5 always enjoys his or her job? ☐

/ 10

Total / 40

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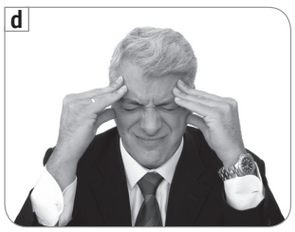
6 The Body

Vocabulary

A Match.



1 headache ☐
2 cough ☐
3 tail ☐
4 necklace ☐
5 hands ☐

/ 5

B Circle the correct words.

1 Your hands are ancient / freezing. Take my gloves.
2 Mary's arm has been ill / sore for a week.
3 The doctor searched / stole everywhere for the medicine.
4 Billy fell / shook off his horse and hurt his head.
5 I can't walk because I've broken my ankle / elbow.

/ 5

C Complete the sentences with these words.

shoulder stomach ache sunburn temperature toothache

1 I ate a lot of ice cream and now I have a _____ .
2 Mary was at the beach. Now she's got _____ .
3 Jack is coughing and he looks sick. He's got a _____ .
4 Cathy's at the dentist's because she's got _____ .
5 I've got a sore _____ so I can't play tennis today.

/ 5

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Grammar

A Complete the dialogue with the Present Perfect Simple or the Past Simple of the verbs in brackets.

Doctor: What's the matter, Julie?

Julie: Well, my eyes are sore and I (1) _____ (have) a bad cough for three days.

Doctor: (2) _____ you _____ (check) your temperature yet?

Julie: No, I haven't but I (3) _____ (feel) a bit hot last night, so I (4) _____ (not go) to school this morning.

Doctor: Let me have a look at your throat. Open your mouth please.

Julie: OK. My throat really hurts. It (5) _____ (never hurt) like this before.

Doctor: Don't worry. It isn't very serious. You've got a cold!

/ 5

B Write sentences and questions using the Present Perfect Simple or the Past Simple.

1 Adel / not eat / any vegetables / last week

_____

2 Mary's ankle / hurt / for two days now

_____

3 Rick / break / his leg / four days ago

_____

4 Cliff / not wash / his face / yet

_____

5 ? / you / see / the doctor / yesterday

_____

/ 5

C Complete the second sentence in each pair with a possessive pronoun.

1 These are their socks. These socks are _____ .

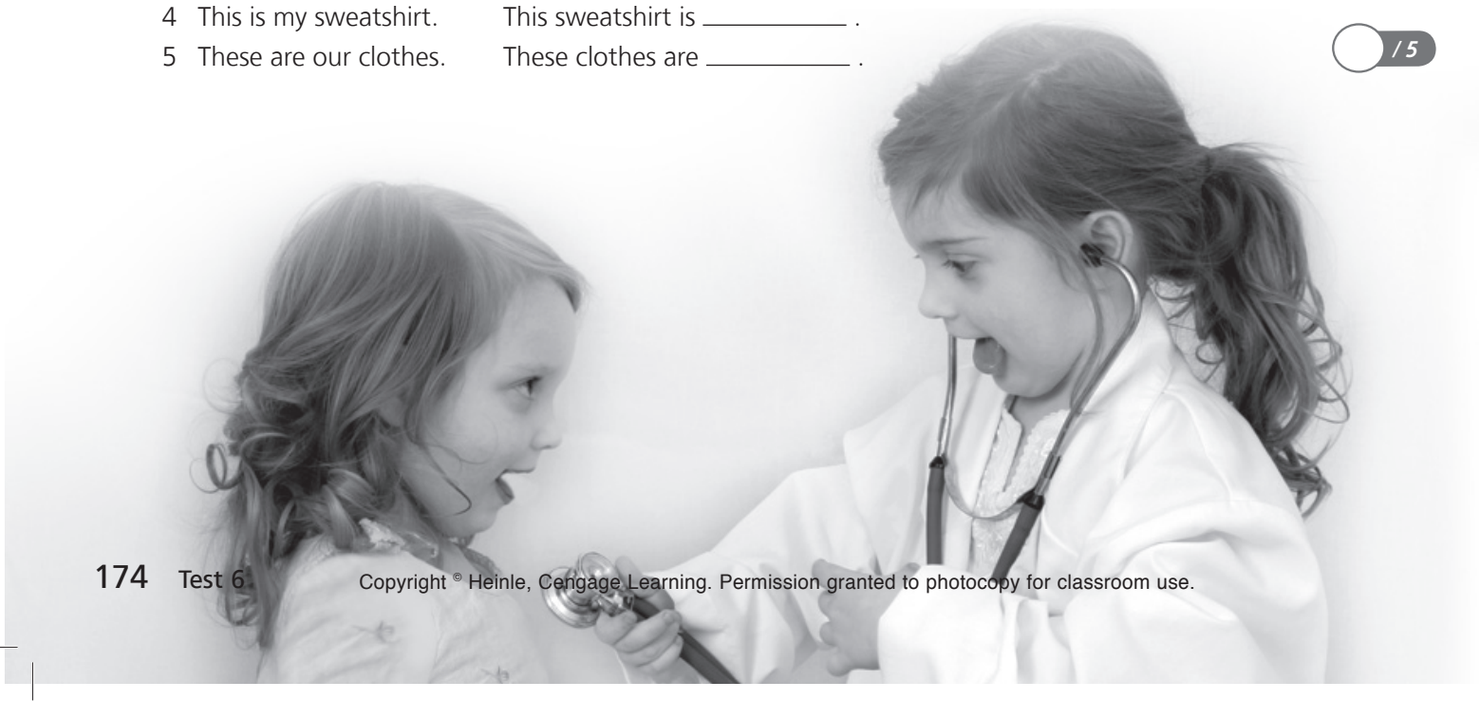
2 This is his medicine. This medicine is _____ .

3 These are your shoes. These shoes are _____ .

4 This is my sweatshirt. This sweatshirt is _____ .

5 These are our clothes. These clothes are _____ .

/ 5



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Reading

A Read the article about teeth.

Teeth are a very important part of our body. We need them for eating, so we must keep them healthy all our lives.

Babies usually get their first tooth when they are six months old. Before they are three years old they have all their baby teeth. The baby teeth usually start falling out at five or six years, and they have usually all gone before a child's twelfth birthday. A person will keep the adult teeth for all of his or her life. There are usually 32 teeth in an adult person's mouth, but we have sometimes got only 28.

Of course, animals have got teeth too, but not all animals keep their teeth for a long time. Some animals lose their teeth often. Sharks get new teeth every two weeks because they use them on the bones of other fish. In fact, there are two or three teeth behind every tooth in a shark's mouth, ready to take its place when it falls out!

Comprehension

B Change the words in bold to make the sentences true.

1 We must keep our teeth **important** all our lives. _____

2 Babies have all their baby teeth before they are **six months** old. _____

3 An adult has **usually** got only 28 teeth. _____

4 Some animals **never** lose their teeth. _____

5 A shark has got two or three more **bones** behind every tooth. _____

/ 10

Total / 40

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7 Nature

Vocabulary

A Circle the correct words.

1 Only idiots / lives hurt animals.
2 The poor little wildlife / creature has hurt its leg.
3 That's a massive / suitable plant! It must need lots of water.
4 Let's climb this tree and sit on that big branch / soil.
5 The people at this farm / nest sell eggs.

/ 5

B Write the missing letters.

1 A floor is this when it's wet. s _ _ _ _ _ _ _
2 These grow on trees. l _ _ _ _ _
3 This is a small drink of water. s _ _
4 You are this when you are interested in something. c _ _ _ _ _ _
5 This becomes a plant when you put water on it. s _ _ _

/ 5

C Match.

a

b

c

d

e

1 stone ☐
2 pond ☐
3 flower ☐
4 trap ☐
5 pot ☐

/ 5

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Grammar

A Choose the correct answers.

1 Monkeys like eating bananas, _____ ?
a aren't they b don't they c they don't

2 The rescue centre isn't open this evening, _____ ?
a has it b is it c does it

3 Everyone is at the meeting, _____ ?
a isn't they b aren't we c aren't they

4 I remember _____ a squirrel in the park last week.
a see b seeing c saw

5 _____ the hot springs is a fantastic idea.
a Visit b Visiting c Visited

/ 5

B Write short answers.

1 Is the bird going to build a nest? _____ (✓)
2 Will you look after my plants next week? _____ (✗)
3 Are Jack and Gary going to buy ten kilos of soil? _____ (✗)
4 Will Jenny call the vet? _____ (✗)
5 Are you and Nabil going to work on a farm? _____ (✓)

/ 5

C Complete the sentences with these verbs using the Future Simple or be going to.

feed not do not rain take water

1 _____ you _____ my garden, please?
2 It _____ this afternoon. I heard it on the news.
3 I _____ any work this weekend. I have other plans.
4 I'm sure Mike _____ your birds while you are away.
5 Don't worry. I _____ your dog for a walk.

/ 5

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Reading

A Read the leaflet about walking in the country.

Back to nature!

It's spring again and the days are getting sunny and warm. Many people love being close to nature so they can enjoy the fresh air. Walking in country areas and parks is wonderful at the weekend. Lying on the grass under a tree or going for a long walk on country paths is very relaxing. You can smell the flowers, watch the animals or have a picnic. But remember – you must look after country areas. Protecting wildlife there is important.

Here is some advice for country visitors:

Before you go:

- check the weather and wear suitable clothes.
- take water and snacks with you.

While you are there:

- don't take your pet into fields with farm animals. This can be very dangerous.
- don't drive or cycle through farm lands.
- don't leave any rubbish – it will hurt wildlife. Put rubbish and food into a bag and take it with you.

Follow this advice and you will have a fantastic time!

Comprehension

B Answer the questions.

1 What is the weather like in spring?

_____

2 Where can you go for a long walk?

_____

3 Why must you look after country areas?

_____

4 What can be dangerous in the country?

_____

5 What must you do with your rubbish when you leave?

_____

/ 10

Total / 40

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8 The Environment

Vocabulary

A Circle the correct words.

1 Please put the rubbish in the money box / litter bin.
2 We mustn't waste / breathe energy.
3 I never recycle / pollute the environment.
4 The fire is going to throw away / destroy the trees!
5 We get oil / batteries from the earth.

/ 5

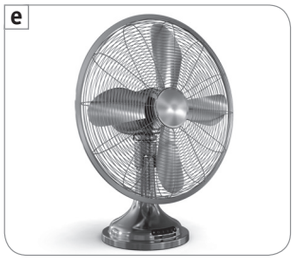
B Match.

a

b

c

d

e


1 products ☐
2 fan ☐
3 bush ☐
4 rubbish dump ☐
5 weather forecast ☐

/ 5

C Choose the correct answers.

1 Things you don't need can be _____ to someone else.
a empty b happy c useful
2 We can use glass _____ more than once.
a cans b bottles c taps
3 Don't throw away that _____ . Read it and then put it in a recycling bin.
a plastic bag b newspaper c pollution
4 The trees haven't had a drop of _____ all summer.
a shade b climate c water
5 This rubbish really _____! I'm going to be sick.
a hides b stinks c plants

/ 5

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Grammar

A Complete the first conditional sentences with the verbs in brackets.

1 If I _____ (have) the time, I'll recycle those plastic bottles.
2 If we plant more trees in the garden, our house _____ (stay) cool.
3 I will use the air conditioning if the weather _____ (become) hot.
4 If you see anyone polluting the river, _____ (you/tell) the police?
5 The trees _____ (burn) if you start a fire in the park.

/ 5

B Complete the second conditional sentences with the correct form of these words.

not be not water pollute stink take

1 If you _____ the plants, they would die.
2 He _____ the environment if he travelled by car.
3 If they looked after their home, it _____ dirty.
4 Would she waste a lot of water if she _____ long showers?
5 If we didn't throw away the rubbish, the house _____ .

/ 5

C Complete the first and second conditional sentences with the correct form of the verbs in brackets.

1 I'll take the newspapers to the recycling bins if you _____ (put) them in bags.
2 If John had a garden, he _____ (plant) lots of trees.
3 If I _____ (buy) a fan, I would use it every day.
4 If you paid me, I _____ (pick up) the leaves in your garden.
5 We _____ (not need) so much space for rubbish dumps if we recycle all of our plastic products.

/ 5

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Reading

A Read the web page about an environmental group.

Internet

Back Forward Stop Refresh Home Search

Address: www.greenshopping.org

Earth in danger

www.greenshopping.org

Many people know that wasting energy is putting the Earth in danger. We help the environment by recycling paper, plastic and glass, but that's not all we can do. Here at *Green Shopping*, we believe that we can do other useful things for our environment. Here are some examples.

Don't buy a lot of products!

We use a lot of energy when we make products. We also make a lot of waste, and this pollutes the environment. If we only bought necessary things, we would help our world.

Buy local products!

If we buy local products, we won't waste energy. Many things like fruit and vegetables travel a long way before they reach our shops. These products travel on planes, ships and lorries, and they use a lot of energy! If we bought fruit and vegetables from local farms, we wouldn't waste energy.

Think before you buy!

We pollute our environment in many ways every day. When we choose products, we must think about some important questions. Do we really need this product? Has it travelled a long way? Will we pollute the environment if we use it? If the answer is 'no' to the first question and 'yes' to the others, then don't buy it!

Comprehension

B Write T (true) or F (false).

1 Recycling paper, plastic and glass wastes energy. ☐
2 We help the environment when we buy many products. ☐
3 Fruit and vegetables sometimes travel a long way. ☐
4 Travelling by lorry doesn't use a lot of energy. ☐
5 We must ask three questions about every product we want to buy. ☐

/ 10

Total / 40

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9 In Town

Vocabulary

A Match.

1 Can you lead the way?
2 Where is the library?
3 What can we do now?
4 Can I cross the road here?
5 Is the café near here?

a We can explore the area.
b No. Go to the traffic lights.
c OK. Follow me.
d No. It's on King Street.
e It's on Jepp Street.

/ 5

B Circle the correct words.

1 Turn left / past at the school.
2 When you get to the sandwich shop, go straight / round the corner.
3 Amal tried / turned on ten dresses at the shopping centre.
4 I must go to the bank / shopping centre. I need some money.
5 The tour guide was very original / sleepy after a long tour of the city.

/ 5

C Complete the sentences with these words.

activities exhibitions sights skyscrapers steps

1 _____ are very high buildings with many windows.
2 You can see _____ at museums.
3 We must visit the two famous _____ in town – the park and the bridge.
4 Pat fell down the _____ outside the building and broke her leg.
5 What kind of _____ can you do in your town?

/ 5

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Grammar

A Choose the correct answers.

1 She will _____ go into town later.
a has to b must c have to

2 You _____ wait for the bus because I can drive you to the library.
a mustn't b don't have to c have to

3 'Must we go through the park?' 'Yes, _____ .'
a must we b we must c we have

4 _____ to cross at the traffic lights?
a Must they b They have c Do they have

5 '_____ take the stairs to the top of the building?' 'No, we don't.'
a Must we b Do we have to c Does she have to

/ 5

B Write sentences or questions using can or could.

1 ? / people / visit / museums / many years ago
_____

2 Tariq / not ride / a bike / when he was young
_____

3 ? / we / eat / in this theatre
_____

4 Mark / speak / five languages / now
_____

5 ? / Anna / stay / at my house / tonight
_____

/ 5

C Circle the correct words.

1 George should / shouldn't take the train. There's a lot of traffic on the road.
2 They should / might go to Morecombe, but they haven't decided yet.
3 They shouldn't / might not go to the shopping centre. There's a fire near the building.
4 Take your key. I might not / shouldn't be home before you.
5 You should / might take warm clothes to New York. It'll be cold.

/ 5

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Reading

A Read this letter about Bridget's holiday.

Hi Julie,

How are you? (1) _____ I'm on holiday here with my grandma and my Uncle William.

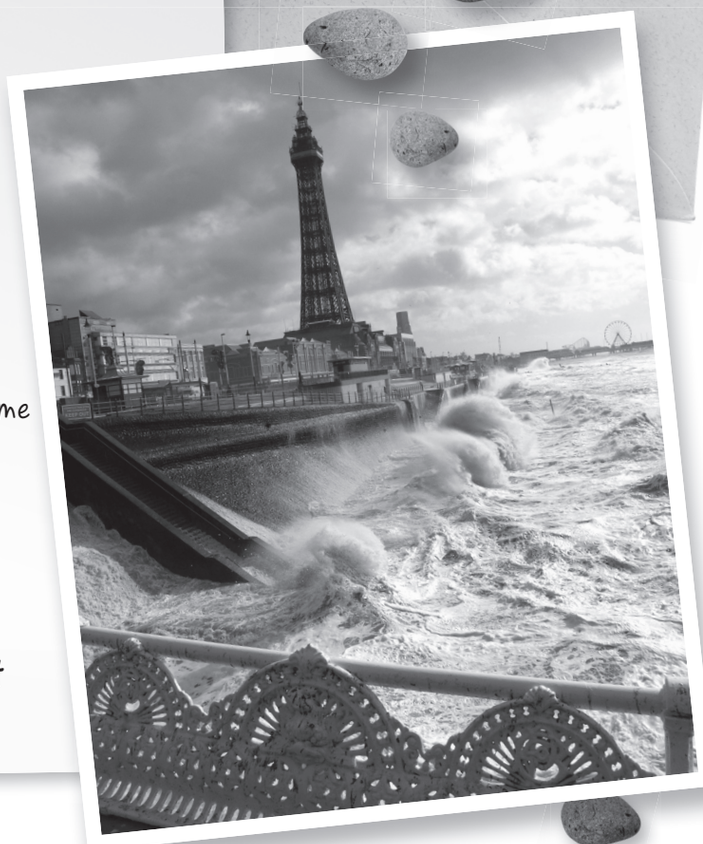
It's fantastic here and I'm having a great time. There's a huge beach opposite the hotel and we go swimming there every day. (2) _____ I couldn't swim when I came here, but Uncle William gave me lessons!

I love going shopping in Blackpool. (3) _____ There are also many cafés and nice restaurants. The food is tasty and you can order many different kinds of meals. (4) _____ I can eat her meals all the time!

The best thing about Blackpool is the amusement park. Uncle William has taken me on all the rides. My favourite ride is the roller coaster because it's very scary. My grandma doesn't like it though. (5) _____

See you when I get back home!

Bridget



Comprehension

B Complete the letter with these sentences.

a But I really enjoy my grandma's cooking.
b She can't stand being frightened!
c The sea's a bit cold, but I like it.
d I'm sending you a letter from Blackpool.
e The shops are great and you can buy lots of interesting things.

/ 10

Total / 40

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10 TV and Radio

Vocabulary

A Write the missing letters.

1 This is a kind of TV show. s _ _ _ o _ _ _ _
2 A DJ works in one. r _ _ _ _ s _ _ _ _ _ _
3 This is a film about things in real life. d _ _ _ _ _ _ _ _ _ _
4 This is an advert on TV. c _ _ _ _ _ _ _ _ _
5 You can wear this around your wrist. w _ _ _ _

/ 5

B Complete the sentences with these words.

cartoon channel programme reporter talent show

1 I haven't got a favourite TV _____ because I like lots of shows.
2 Which _____ is *Pop Star Dreams* on?
3 Do you think Maria will win the _____ ?
4 A _____ is a show for children.
5 The _____ wrote an article about our neighbourhood.

/ 5

C Choose the correct answers.

1 This is a really funny _____ .
a technology b comedy c advertising
2 This programme doesn't _____ us, but it entertains us.
a lock b inform c recognise
3 The _____ will be cold and windy tomorrow.
a news b nature c weather
4 The two friends _____ the movie for an hour.
a threatened b discussed c afforded
5 Can you _____ a world without TVs?
a invent b imagine c make

/ 5

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Grammar

A Circle the correct words.

1 The studio doors aren't / weren't locked at the moment.
2 Is / Are all kinds of music played by this radio station?
3 This TV show was first broadcast in / by 1999.
4 Are reporters paid / Reporters are paid twice a month.
5 The children were / weren't not entertained by the cartoon yesterday.

/ 5

B Complete the sentences with the correct passive form of these verbs.

entertain film invent not listen to sell

1 Nobody _____ by the stupid programme on TV last night.
2 My grandad remembers when television _____ .
3 In the past, most movies, adverts and TV programmes _____ in studios.
4 Where _____ plasma TVs _____ in this shop?
5 Jack's radio programme _____ by many people at the weekends.

/ 5

C Complete the second sentences in each pair using the passive.

1 The angry man threatened the reporter.
The reporter _____ by the angry man.
2 They saw the actors at the supermarket this morning.
The actors _____ at the supermarket this morning.
3 Many young people watch the talent show.
The talent show _____ by many young people.
4 A boy in my class broke my MP3 player.
My MP3 player _____ by a boy in my class.
5 They show lots of reality shows on this station.
Lots of reality shows _____ on this station.

/ 5

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Reading

A Read the magazine article about television.

Is TV really bad for us?

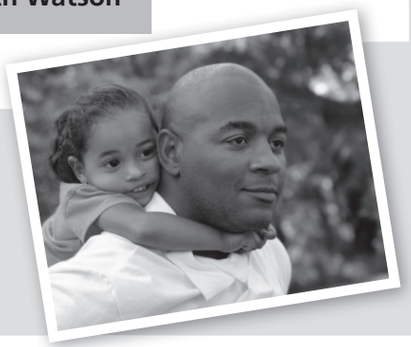
The reporters at our magazine asked a group of people about TV. Do they think it's good or bad? Here's what they said.

I'm not crazy about TV and I don't think it's good for families. There is one family in my street with three teenage kids. The kids watch TV all day and the parents don't talk to their children because they watch TV too. There are four TV sets in the house and they are on all the time! The kids stay in their bedrooms watching TV and the mother and father do the same thing in the living room. It's really awful!

Dr Ruth Watson

What do I think about TV? I can't live without it! I've got four children under six and there are lots of things I have to do every day. If they sit on the sofa for a few hours and watch cartoons, I can wash clothes, clean the house and make dinner. So I enjoy having TV in my house.

Felicity Jones



My three-year-old daughter has never watched a TV programme in her life. I don't think TV is very good for a young child. Many shows are for adults and they are not suitable for my daughter. Commercials are broadcast on every channel too. If she saw all the silly products in the commercials, she'd want them. I think I'll keep her away from TV for a long time.

Brian Gates

Comprehension

B Write R for Ruth, F for Felicity and B for Brian.
Who...

1 thinks TV is useful? ☐
2 is worried about advertising on TV? ☐
3 lives near a home with many TV sets? ☐
4 thinks TV isn't good for families? ☐
5 is very busy? ☐

/ 10

Total / 40

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11 Transport

Vocabulary

A Circle the correct words.

1 You can't get / catch on the bus at the traffic lights.
2 Do you have a timetable / street sign for the trains to London?
3 You must kidnap / display your ticket to the driver.
4 There isn't very much luggage / traffic on the road.
5 This inspector / ticket machine doesn't work. We'll have to pay on the train.

/ 5

B Complete the sentences with these words.

bus stop journey luggage scream track

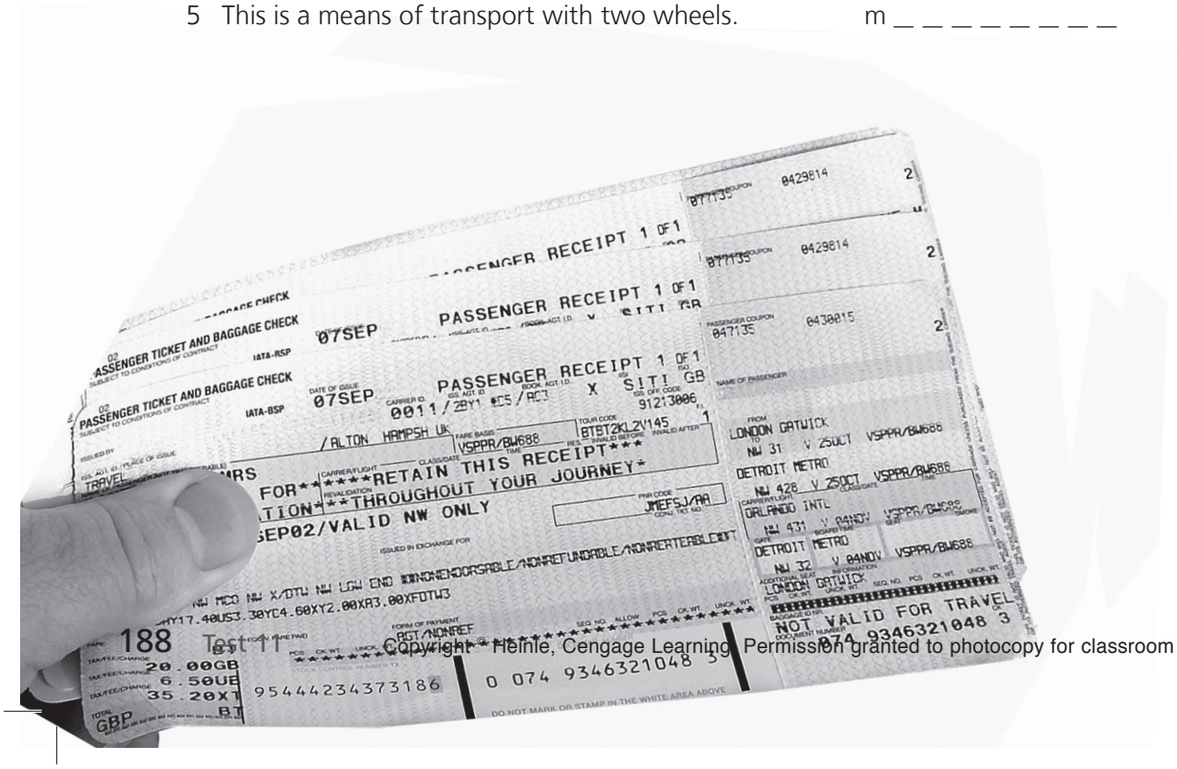
1 Did you hear that loud _____ ? I think someone's in trouble.
2 The subway in this city has got 100 kilometres of _____ .
3 I'll meet you at the _____ and then we can travel together.
4 My _____ is very heavy. I can't carry it.
5 Our _____ to Scotland took five hours.

/ 5

C Write the missing letters.

1 A car has got four of these. t _ _ _ _
2 This is like a bus. c _ _ _ _
3 You can live in this means of transport. c _ _ _ _ _ _
4 This has got moving steps. e _ _ _ _ _ _ _ _
5 This is a means of transport with two wheels. m _ _ _ _ _ _ _ _

/ 5



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Grammar

A Choose the correct answers.

1 Carl is _____ driver in the family.
a worse b the worst c worst

2 His bicycle _____ hers.
a older than b is older c is older than

3 Travelling by boat isn't _____ travelling by plane.
a as quick b quick as c as quick as

4 Is this ferry _____ ?
a the cheaper b cheapest c the cheapest

5 This train is _____ than the one we took yesterday.
a most comfortable b more comfortable c the most comfortable

/ 5

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

1 You can take either the bus **nor** the metro to the airport. _____
2 **Either** Helen and Fred got on at Tower Bridge. _____
3 She loves travelling by both boat **or** train. _____
4 Neither **and** these escalators is working. _____
5 **Both** the tram nor the bus are running today. _____

/ 5

C Look at the pictures and write T (true) or F (false).

1 He can't drive a car. He's too young. ☐
2 There aren't enough seats on this plane. ☐
3 The metro station is too busy. ☐
4 The car isn't big enough for four people. ☐
5 Driving on this road is too dangerous. ☐

/ 5

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Reading

A Read the interview about a famous person's most frightening journey.

Interviewer: Tonight on *Travel Watch* we've got singer Joyce Vision. Joyce, welcome to the show!

Joyce: Thanks!

Interviewer: Joyce, you have to travel a lot, don't you?

Joyce: That's right, Simon. I spend a lot of time in airports and train stations.

Interviewer: You recently had a very nasty journey. What happened?

Joyce: It was the most frightening journey I've ever had. We were in Dublin and we had to fly to London for a concert. We got to the airport and we left on time.

Interviewer: OK. That sounds fine.

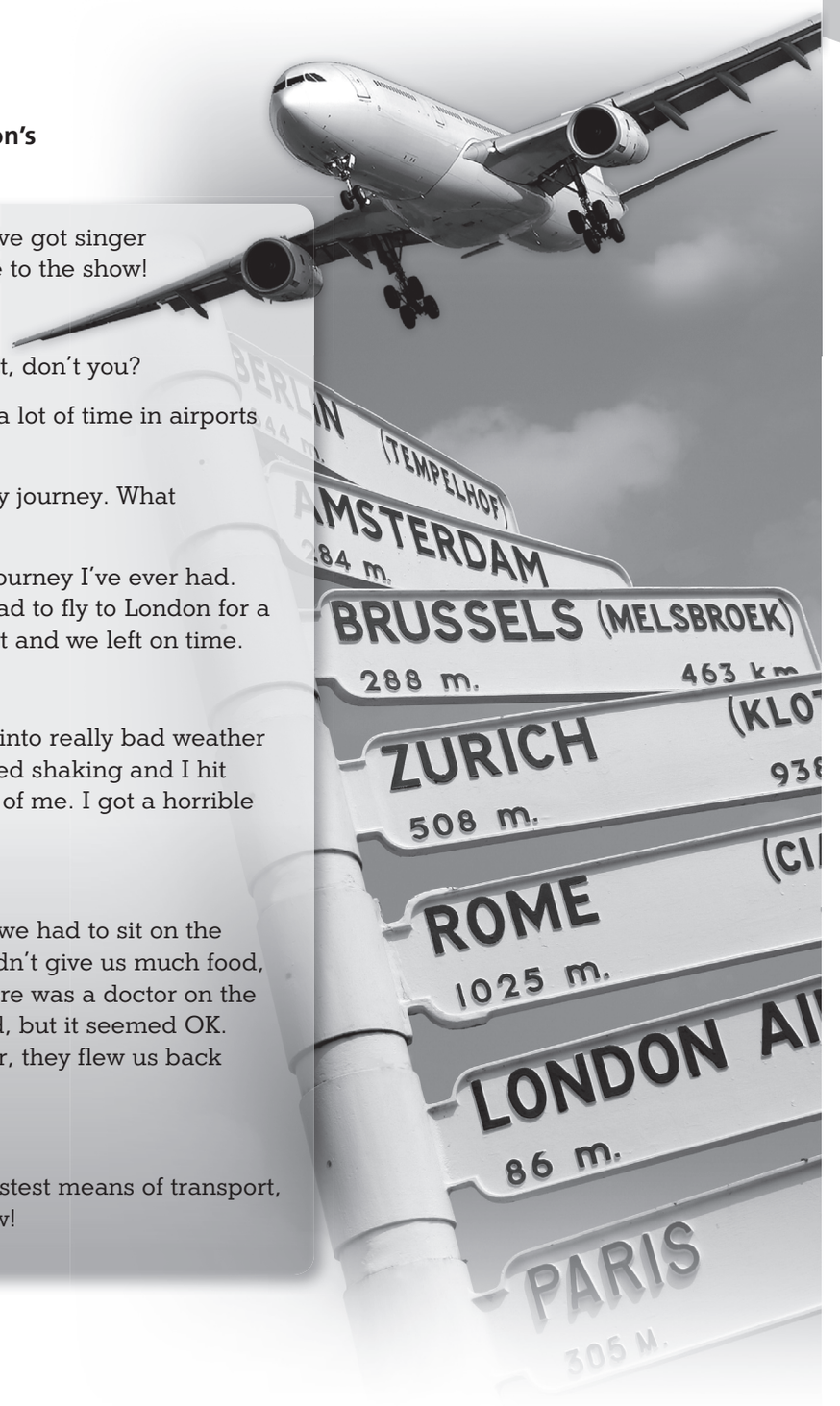
Joyce: Yes, but then the plane flew into really bad weather over London. The seats started shaking and I hit my head on the seat in front of me. I got a horrible headache!

Interviewer: What happened then?

Joyce: We flew back to Dublin, but we had to sit on the plane for five hours. They didn't give us much food, and we were all hungry. There was a doctor on the plane. He looked at my head, but it seemed OK. When the weather was better, they flew us back to London.

Interviewer: It sounds scary!

Joyce: It was! I know flying is the fastest means of transport, but I think I prefer trains now!



Comprehension

B Choose the correct answers.

1 The interviewer is speaking to Joyce
   a at a concert. b in a train station. c on a TV programme.
2 Joyce
   a doesn't travel often. b travels all the time. c likes airports and train stations.
3 The plane from Dublin to London left
   a at the correct time. b five hours late. c in bad weather.
4 What happened at Dublin Airport?
   a Everyone had a big meal. b Joyce hurt her head. c Nobody could leave the plane.
5 What is true of Joyce now?
   a She enjoys flying. b She's scared of trains. c She likes trains more than planes.

/ 10

Total / 40

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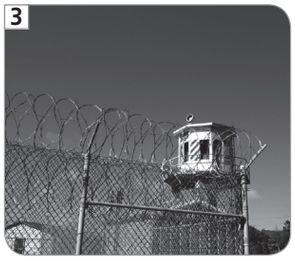
12 Jobs

Vocabulary

A Circle the correct words.



1 Michelle has been a sailor / pilot for 5 years.
2 This manager / customer is in a supermarket.
3 A prison / station is a very scary place.
4 Rachel has got a job on a yacht / in an office.
5 The employee / staff will take care of you.

/ 5

B Write the missing letters.

1 This person can paint pictures. a _ _ _ _ _
2 This person fixes your car. m _ _ _ _ _ _ _
3 This person catches criminals. d _ _ _ _ _ _ _ _
4 You get this when you work at a place for some time. e _ _ _ _ _ _ _ _ _
5 This person takes pictures of people. p _ _ _ _ _ _ _ _ _ _ _

/ 5

C Choose the correct answers.

1 I didn't _____ that John works in the new shopping centre.
a return b earn c realise
2 My mum makes a _____ as a reporter.
a living b distance c duty
3 That _____ works in a restaurant in Queen Street.
a career b police c chef
4 Katie has got a _____ job and she works four hours a day.
a full-time b part-time c self-employed
5 I want to _____ for a job at your company.
a suggest b apply c take

/ 5

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Grammar

A Complete the sentences with adverbs formed from these adjectives.

angry good high lazy right

1 The teacher didn't spell my name _____ .
2 The policeman spoke _____ to the criminal.
3 Paul was lying _____ on his bed while the rest of the family was cleaning the house.
4 Jack's a taxi driver but he can't drive very _____ .
5 The photographer climbed up _____ to take the picture of the parade.

/ 5

B Choose the correct answers.

1 That's the manager _____ always gives me lots of work.
a who b where c which
2 This is the restaurant _____ Jill works.
a where b which c who
3 Karen works for a company _____ makes microwave ovens.
a who b where c which
4 There's a new employee _____ is very clever.
a which b who c where
5 Is this the office _____ your dad works?
a where b who c which

/ 5

C Put the words in the correct order to make sentences.

1 sings / the / beautifully / singer
_____
2 where / place / I / this / work / is / the / not
_____
3 ? / has / Rima / got / which / a / well / job / pays
_____
4 learn / our / easily / things / staff / very
_____
5 cuts / he's / my / who / hairdresser / hair / the
_____

/ 5

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Reading

A Read the job adverts below.

Small Ads

Vet

Are you a vet who is looking for a good job? Then please apply to us. At our Rescue Centre we are looking for someone who can be on duty in the evenings and at weekends. You don't need a lot of experience, but you must work well with others and learn from our staff.

Hours:
5 pm – 9 pm weekdays,
9 am – 5 pm weekends

Pay: £500 a week

Call 0389 334892
for an interview.

Hairdresser

Heads You Win is Fulham's biggest hairdresser's. We want new staff with great ideas and plenty of experience. You must have the right qualifications and skills. You must be good with customers so they will feel comfortable in our shop.

Hours:
9 am – 6 pm
Monday to Saturday

Pay: £180 a week

Email us at
headsyouwin@cropmail.com

Dog walker

Do you:

- want to earn some extra money?
- not want to work very hard?
- love animals?

Then this is the best job for you! We're looking for a kind person who can help us look after our dog, Einstein. He's a very friendly pet! We need someone who can take him for walks between 5.30 am and 7 am and between 9 pm and 10.30 pm.

Call Bob at 1819 22200.

Comprehension

B Circle the correct words.

1 The Rescue Centre isn't looking for someone with a lot of experience / qualifications.
2 You can earn more money at the Rescue Centre / hairdresser's.
3 The hairdresser's wants staff who work well with employees / customers.
4 You don't have to work at the weekends / on Sundays in the hairdresser's.
5 The job as a dog walker is full-time / part-time.

/ 10

Total / 40

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End-of-Year Test

Vocabulary

A Complete the word groups.

artist branch exhibition mark tram

1 coach, motorbike, _____
2 chef, inspector, _____
3 report, exam, _____
4 flower, leaf, _____
5 museum, collection, _____

/ 5

B Complete the sentences with these words.

catch disappear explore fry hide

1 Why don't we _____ the old part of the town tonight?
2 Here comes your mum! Quick, _____ her birthday present.
3 Do you think theatres will _____ because DVDs are becoming so popular?
4 Did you _____ the vegetables in oil? They're very tasty.
5 Do you know where we can _____ the bus into town?

/ 5

C Choose the correct answers.

1 Boil the pasta in a _____ of water.
a litre b sip c drop
2 I've been on the beach all day and now I've got _____ .
a pain b sunburn c temperature
3 Are you _____ you know where the restaurant is?
a silly b safe c sure
4 Look at that tall skyscraper! It's _____ .
a useful b important c massive
5 Many beautiful statues are _____ in this museum.
a afforded b displayed c entertained

/ 5

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D Write the missing letters.

1 You keep your clothes in this. w _ _ _ _ _ _ _
2 This is between your leg and your foot. a _ _ _ _
3 This gives the times when buses or trains leave. t _ _ _ _ _ _ _ _
4 Drivers must stop when these are red. t _ _ _ _ _ _ l _ _ _ _ _
5 This hurts the environment. p _ _ _ _ _ _ _ _

/ 5

Grammar

A Circle the correct words.

1 I'm sure Michael will / is going to like the new yacht.
2 You earn a living as a pilot, didn't / don't you?
3 If you like / liked reality shows, this programme will really entertain you.
4 My grandma could / can fly a plane when she was 19 years old.
5 Helping / Help the environment is something we must all do.

/ 5

B Complete the sentences with the correct form of the verbs in brackets.

1 Thomas _____ (watch) TV when the phone rang.
2 _____ (she/work) at this restaurant since 1992?
3 I can't meet you at the café. I _____ (study) for exams at the moment.
4 Jane checked her temperature, _____ (take) her medicine and went to bed.
5 He _____ (not visit) France yet.

/ 5

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

1 This restaurant is the **more** expensive place in town. _____
2 Travelling by train is **slow** than travelling by plane. _____
3 I think statues are more beautiful **as** paintings. _____
4 That was the **bad** holiday I've ever had! _____
5 This chair isn't **most** comfortable as the sofa. _____

/ 5

D Choose the correct answers.

1 The employees _____ to drive to their jobs because there's a special bus for them.
a mustn't b don't have c might not
2 The first TV set _____ in 1928.
a is made b has made c was made
3 They _____ go to the park yesterday because it was raining.
a can't b could c couldn't
4 That's the girl _____ had an accident on her motorbike.
a who b where c which
5 The sights in Rome _____ by millions of people every year.
a have visited b are visiting c are visited

/ 5

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Reading

A Read the magazine article about different types of holidays.

We always fly to Màlaga in Spain for our summer holidays. It's great there! We usually stay in a fantastic hotel near the beach. It's got a huge swimming pool and a playground for children. My little sister and I never get bored there. We're going again this September, but we might go to a villa this year. I hope it'll have a swimming pool which we can use too!

George, 10

Kevin, 12

Going on holiday can be very expensive these days. That's why my parents bought a caravan a few years ago. I hated it at first because all of us had to sleep in one room. But I soon realised that we could visit more places this way and we could travel anywhere at any time. Now I think our caravan is fantastic. It's better than travelling by plane or train. We don't have to wait for hours at airports and train stations!

We always go on holiday on my grandparents' yacht. Last year, we sailed to 10 different islands in the Mediterranean. It does get tiring at times when you're sailing for hours and hours, but I really enjoy the adventure. I love waking up in a different place every week. And the first thing I do every morning is dive into the sea!

Fraser, 9

Comprehension

B Write G (George), K (Kevin) or F (Fraser).

Who …

1 doesn't visit lots of different places? ☐
2 travels by road? ☐
3 mentions the month when he will be travelling? ☐
4 mentions becoming tired while travelling? ☐
5 didn't like something at first? ☐

/ 10

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Writing

Write an article for your school magazine about the best and worst kinds of TV programme. Use the plan to help you.

Paragraph 1
Introduction: write two sentences to introduce the topic.

Paragraph 2
The best kind of programme.
Explain why this is the best kind of programme.
Say if there's anything bad about it.

Paragraph 3
The worst kind of programme.
Explain why this is the worst kind of programme.
Say if there's anything good about it.

Paragraph 4
Conclusion: write one sentence to conclude your article.

/ 10

Total / 60

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