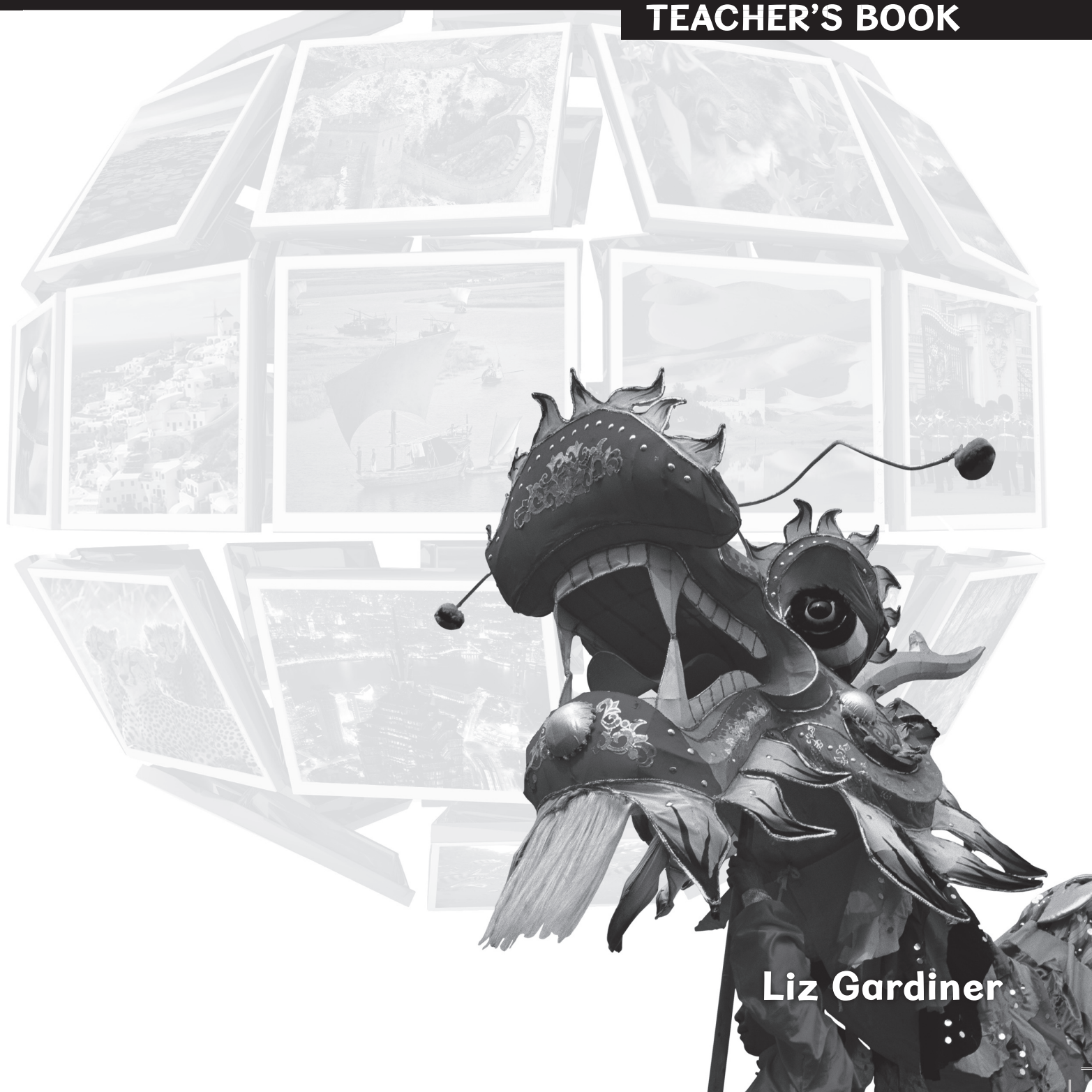




Wonderful WORLD 5

TEACHER'S BOOK



Liz Gardiner

Wonderful World 5 Teacher's Book

Liz Gardiner

Publisher: Jason Mann
 Director of Content Development: Sarah Bideleux
 Commissioning Editor: Carol Goodwright
 Development Editor: Lynn Thomson
 Assistant Editor: Manuela Barros
 Project Editor: Amy Smith
 Production Controller: Tom Relf
 Art Director: Natasa Arsenidou
 Cover designer: Tania Diakaki
 Text designer: Ioanna Ioannidou
 Composer: Rouli Manias

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 Produced by Antonis Tectonidis

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 Andover
 Hampshire
 SP10 5BE
 United Kingdom

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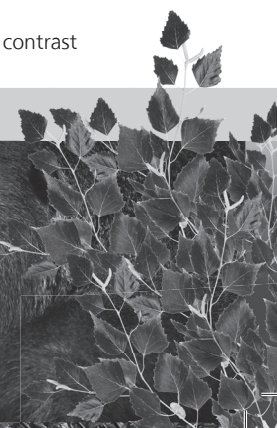
Contents

Contents of Pupil's Book	4
Introduction to Wonderful World	6
Introduction	8
Unit 1	11
Unit 2	18
Review 1	25
Unit 3	27
Unit 4	33
Review 2	40
Unit 5	42
Unit 6	49
Review 3	56
Unit 7	58
Unit 8	65
Review 4	72
Unit 9	74
Unit 10	81
Review 5	88
Unit 11	90
Unit 12	97
Review 6	104
Notes on the National Geographic DVD Worksheets	106
Notes on the Play - The Surfing Contest	114
Listening script	116
Photocopiable Extra Class Activity Songs	125
Photocopiable Extra Tasks (for early finishers)	131
Extra Tasks Key	143
Workbook Key	146
Project Book Key	156
Grammar Book Key	161
Unit Tests Key	170
Photocopiable Unit Tests	174

Contents of Pupil's Book

Unit	Reading	Vocabulary	Grammar
Introduction p 4-7			Adverbs of frequency; Possessive pronouns; <i>Much/many; Too/enough; Both/either/neither; Some/any/every/no; A lot of/a few/a little</i> Question tags; Adverbs of manner
1 Fascinating Places p 8-15	My travels! The Grand Canyon Secret Destinations	Description of places Landmarks	Present Simple and Present Continuous Stative verbs; <i>See</i> and <i>think</i> Relative clauses
2 Amazing Science p 16-23	Inventions Life Beyond Earth? Science and technology: how much do you know?	Invention-related words Space-related words Technology-related words	Past Simple and Past Continuous Present Perfect Simple and Past Simple
Review 1 p 24-25	Vocabulary and Grammar tasks / Song		
3 The Natural World p 26-33	The Cortuga wildfires Creatures from the past The Greenest School in Britain	Natural disasters Animal-related words Environment-related words	Present Perfect Continuous Present Perfect Simple and Present Perfect Continuous Comparatives and superlatives
4 Myths and Legends p 34-41	The Minotaur The Mystery of the Missing Pilot Once upon a time ...	Myths and legends Flight-related words	Past Perfect Simple Past Simple and Past Perfect Simple
Review 2 p 42-43	Vocabulary and Grammar tasks / Song		
5 Ambitions p 44-51	The Perfect Job? Challenges In Your Dreams!	Career-related words Gadgets and equipment	Future Simple; <i>Be going to</i> Future Continuous Future Perfect Simple
6 Remarkable People p 52-59	People who changed the World The Girl in the Photo Amazing Kids	Nature-related words Jobs	Gerunds; Infinitives Gerunds and infinitives
Review 3 p 60-61	Vocabulary and Grammar tasks / Song		
7 Mind and Body p 62-69	Health Matters The Power of Perfume What's your problem?	Health-related words and expressions	<i>Can</i> and <i>could</i> ; <i>Be able to</i> <i>May</i> and <i>might</i> ; <i>Must</i> and <i>can't</i> <i>Must</i> ; <i>Have to</i> ; <i>Should</i> and <i>ought to</i>
8 The Arts p 70-77	What's in a picture? Hip hop Show Time!	Art-related words	Present Simple passive; Past Simple passive Passive voice: other tenses and modals
Review 4 p 78-79	Vocabulary and Grammar tasks / Song		
9 Extreme Sports p 80-87	Adventure on the cliff Dangerous Fun! Weird Sports	Sports-related words	Zero Conditional; First Conditional; <i>Unless</i> Second Conditional Third Conditional
10 Crime p 88-95	The Boy on the Bus The Iceman Crime and Punishment!	Crime-related words	Wishes Reflexive pronouns
Review 5 p 96-97	Vocabulary and Grammar tasks / Song		
11 Communication p 98-105	In Touch with the World Animal Talk Getting the message across!	Communication-related words	Reported Speech: Statements Questions; Commands; Requests Changes in time and place
12 Shopping p 106-113	Who needs Money? More than a Shoe? Live to Shop?	Shopping-related words	The Causative Clauses of purpose; Clauses of contrast
Review 6 p 114-115	Vocabulary and Grammar tasks / Song		

National Geographic DVD Worksheets	p 116-127
Irregular verbs	p 128-129
Speaking cards	p 130-133
Play	p 134-135



Listening	Speaking	Phrasal Verbs/ Prepositions	Functional language	Writing
Characters				
Complete notes Number pictures	Talk about a famous landmark	Phrasal Verbs	Using time expressions	<i>There is/There are vs It is/They are</i> Description of a famous place or landmark
Number pictures Two-option lozenges Multiple matching	Talk about an invention Describe a picture of an invention	Prepositions	Emphasising with <i>so</i> and <i>such</i>	Ordering ideas Email
Complete notes True or False	Talk about natural disasters	Phrasal Verbs	Talking about what <i>is</i> or <i>isn't worth doing</i>	Giving your opinion Letter
Number pictures Complete a table Multiple choice	Talk about expressions from Greek mythology Talk about books suitable for various people	Prepositions	Talking about plans that change	Showing narrative sequence Story
Complete adverts Tick correct pictures	Talk about your future career	Phrasal Verbs	Using <i>be about to</i> for immediate future plans	Topic sentences Article
Multiple choice Two-option lozenges Multiple matching	Talk about a famous person Speaking cards	Prepositions	Explaining with <i>too</i> and <i>enough</i>	Linking ideas Email
Tick the correct pictures True or False	Talk about health and fitness	Phrasal Verbs	Asking for and giving advice	Expressions asking for or giving advice Letter of advice
Tick correct boxes Multiple choice True or False	Talk about a poster, photo, picture, card or postcard Speaking cards	Prepositions	Asking for opinion	Organising information Review
True or False Multiple choice	Talk about extreme sports	Phrasal Verbs	Using adjectives with numbers	Using informal language Email
Tick the correct pictures Complete a police report Number the stories	Talk about crime in your area Describe a picture of crimes	Prepositions	Expressing disbelief	Ordering events in a story Story
True or False Tick the correct boxes	Talk about ways of communicating	Phrasal Verbs	Showing that something is true for someone else with <i>so</i> and <i>neither</i>	Discussing advantages and disadvantages Article
Multiple choice Change words in bold Complete an advert	Speaking cards	Prepositions	Clothes shopping	Using headings in reports Report

Introduction to Wonderful World

Course Components

Wonderful World 5 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 read, and can listen to, a text written by one of the characters, Jake, Kate, Robbie and Mandy, on a variety of interesting topics. 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 section that focuses on either prepositions or phrasal verbs to help pupils practise more idiomatic language.
- 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 elementary level and introduces the main characters. *Wonderful World 5 Pupil's Book* also contains six reviews, one after every two units, that consolidate vocabulary and grammar taught within those units and also include a song.

At the back of the pupil's book, there are six DVD worksheets that accompany the National Geographic video clips on *Wonderful World 5 DVD*, a play that can be performed by pupils and an irregular verbs list.

Wonderful World 5 Workbook

The workbook accompanies *Wonderful World 5 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 5 Grammar

The grammar progression in *Wonderful World 5 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 5 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. There is also an answer key. The class may do the tests at home and check their own answers as a pupil-based resource.

Wonderful World 5 Project Book

Project Book

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

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, 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 Key and teacher's notes are on pages 156–160 of the Teacher's Book

Wonderful World 5 Teacher's Book

Wonderful World 5 Teacher's Book provides objectives boxes, clear lesson plans with detailed instructions. Tips for teachers on how to make best use of the material 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 six songs for Extra Class Activities. Listening scripts with justification for the answers to listening tasks underlined and the key to *Wonderful World 5 Workbook* are also included.

Wonderful World 5 Interactive Whiteboard Software

Wonderful World 5 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 5 Interactive Whiteboard* is compatible with any interactive whiteboard hardware.

Wonderful World 5 CD-ROM

Wonderful World 5 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 5 DVD

Wonderful World 5 DVD contains six 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 pre-intermediate level. There are photocopiable worksheets in *Wonderful World 5 Teacher's Book* for classroom use, and there are DVD worksheets for use with the National Geographic videos at the back of *Wonderful World 5 Pupil's Book*.

Wonderful World 5 Audio CDs

Wonderful World 5 Class Audio CDs contain the listening tasks, the songs and the play found in *Wonderful World 5 Pupil's Book*. Professional actors are used in all recordings to ensure clarity and accurate intonation and pronunciation.

Introduction

Objectives

- Revising adverbs of frequency
- Revising possessive pronouns
- Revising much and many
- Revising too and enough
- Revising both, either, neither
- Revising some, any, every, no
- Revising a lot, a few, a little
- Revising question tags
- Revising adverbs of manner
- Meeting the characters

Way in

- Greet pupils and welcome them to the new school year. Introduce yourself, if the pupils don't know you already, and go round the class asking each pupil to say their name and to tell you something about themselves (eg where they live, how old they are, what their hobbies are).
- Explain to pupils that the course book you will be using is *Wonderful World 5*.
- Explain to pupils that the introductory lesson will revise English that they should already know from elementary level, and that they will meet the main characters who appear in the first lesson of each unit.

Quiz

- Ask the class to look at the picture on page 4. Ask what animal is in the photo (*koala*) and where pupils think they come from (*Australia*).
- Read the paragraph about koalas to the class and explain any vocabulary they don't understand. Ask pupils if there is anything they hear that surprises them (eg *the fact that koalas can be dangerous if you scare them*).
- Explain to pupils that each unit begins with a quiz like this one and that they are not expected to know the answers. Ask them to discuss the options in pairs or small groups and decide what they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information on koalas using the information in the Background Information box.

Background Information

After the joey comes out of its mother's pouch, it holds onto its mother's back or stomach, and she carries it everywhere until it is about a year old. Koalas live up to 20 years in the wild. They spend most of their lives in eucalyptus trees, which they hang onto with their sharp claws. They sleep in the trees for up to 18 hours a day. Koalas are only 60-80 cm long and they weigh about 9 kilos, but they eat one kilo of leaves a day. They even store snacks of leaves in their cheeks. Koalas eat so many leaves that they smell like eucalyptus trees. So many koalas were killed by hunters during the 1920s and 1930s that they are an endangered species. Another problem is that every koala needs about 100 trees to find enough food, and these days there are fewer trees in Australia than there were in the past. For further information, go to www.nationalgeographic.com and look up *koalas*.

Answer

b

Extra Class Activity

Divide the class into two teams to play a guessing game. Each team has to describe a wild animal without saying what it is, and the other team has to ask questions to guess what it is. The teams should take turns at describing and guessing the animals. Tell them they could describe the animal's size, where it comes from, where it lives, what it eats, what it looks like and whether it is dangerous. Award each team one point for each correct guess they make.

Teaching Tip

Using team games is a fun way to encourage pupils to practise speaking. This allows pupils to use their energy to participate in learning activities, so they are more likely to take an interest in the lessons and learn more easily as a consequence.

Adverbs of frequency

- Write *always, usually, often, sometimes* and *never* on the board. Remind pupils that these words are adverbs of frequency. Ask pupils whether adverbs of frequency usually go before or after the main verb in a sentence (*before*) and whether they go before or after the verb *be* (*after*).
- 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.
- 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.

Answers

- 1 We often play football.
- 2 Does Jim sometimes cook fish for dinner?
- 3 I usually go skiing in winter.
- 4 They are always late for class.
- 5 She is never rude to her teachers.
- 6 He often wears that silly hat.

Possessive pronouns

- Hold up your book and say *This is my book. It's mine*. Write this on the board underlining the possessive pronoun *mine*. Ask pupils what *mine* refers to in the example (*my book*). Remind pupils that we use a possessive pronoun instead of a possessive adjective (eg *my*) and a noun when we have already mentioned the person and the object that belongs to them.

A

- If necessary remind pupils that possessive adjectives appear before nouns and tell us who something belongs to. Ask

pupils to do the task individually, but check the answers as a class.

Answers

mine	hers
yours	ours
his	theirs

B

- Ask the pupils to read through the sentences and the options to decide whether the correct word is about something that has already been mentioned and belongs to somebody, or whether it tells us who something belongs to.
- Tell pupils to use the table of possessive pronouns and possessive adjectives to help them find the correct answers. Ask them to do the task individually, but check the answers as a class.

Answers

1 ours	4 yours
2 her	5 mine
3 theirs	6 their

Much and many

- Write *How much* and *How many* on the board and ask pupils to make questions with these words. Remind them that we use *many* with countable nouns and *much* with uncountable nouns, and that we can use *How much ...?* to ask about prices.
- Ask pupils to read the sentences to decide which word fits in each case. Tell them to check whether the words after each gap in questions 1-5 are countable or uncountable. Then ask them why it is unnecessary to do this for question 6 (*because we use How much ...? to talk about prices*).
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

Too and enough

- Remind pupils that we use *too* **before** an adjective to say that there is more of something than we want or need (eg *This box is too heavy for me to carry*), and that we use *enough* **after** an adjective to show that we have as much of something as we need (eg *The cinema is big enough to hold 300 people*).
- Ask pupils how we say that there is less of something than we need (*not enough*: eg *There are not enough apples for everybody*). Remind them that we use *enough* before uncountable nouns and plural countable nouns.
- Ask pupils to read the sentences to decide which word is appropriate in each case.
- Tell them to look at the word before or after the gap and decide if it is an adjective or a noun.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 enough	4 enough
2 enough	5 too
3 too	6 too

Both, either, neither

- Remind pupils that we use *both*, *either* and *neither* to talk about two people, animals or things. Remind them as well that *both* always goes with a plural verb, whereas *either* and *neither* can go with either a singular or a plural verb.
- Write *either/both/neither* in a column and *and/nor/or* in another column and ask pupils which word in column A goes with which word in column B (*either/or*, *both/and*, *neither/nor*). Remind them that *neither* has a negative meaning.
- Remind pupils that we can use affirmative verbs with *both*, *either* or *neither* and that we can also use *either* with negative verbs.
- Ask the pupils to read through the sentences and options and to find out whether the verbs are affirmative or negative. Then tell them to look for other words in the sentence that we can use after *either*, *neither* or *both*.
- 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 Neither	4 both
2 either	5 neither
3 either	6 both

Some, any, every, no

- Remind pupils that we use *some* and *any* when it isn't important how many people, things or places there are. Ask pupils which word we use for affirmative sentences (*some*) and which we use for negative sentences and questions (*any*). Remind them that *any* is used with uncountable nouns and countable nouns in the plural.
- Remind pupils that we can also use *somebody*, *something* and *somewhere* to talk about a person, thing or place in affirmative sentences, and we can use *anybody*, *anything* and *anywhere* in negative sentences and questions.
- Remind pupils that *every* has a positive meaning and we use it with a singular verb form. Remind pupils that we can use *everybody*, *everything* and *everywhere* to talk about all people, things or places.
- Remind pupils that *no* has a negative meaning, but we use it with an affirmative verb. Remind them that we use *nobody*, *nothing* and *nowhere* to talk about no person, thing or place, and that we also use an affirmative verb with these words.

A

- Explain that the 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. Point out that each phrase 1 to 6 ends with *some*, *any*, *every* or *no*. Tell them to see whether the first half of the sentence is affirmative, negative or a question form and whether the first word in the second half is a singular or plural countable noun or an uncountable noun.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

B

- Ask pupils to read each sentence to decide which word fits the meaning, by deciding whether the missing word is about a person, thing or place and whether each sentence is

affirmative, negative or a question. As an example, ask pupils why *somewhere* is not the correct answer to question one.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|--------------|
| 1 anywhere | 4 somewhere |
| 2 Everybody | 5 Everything |
| 3 nobody | 6 anything |

A lot of, a few, a little

- Write *a lot of*, *a few* and *a little* on the board. Ask pupils which phrase means a large amount of something (*a lot of*) and which mean a small amount (*a few*, *a little*). Remind them that we use *a few* with countable nouns (eg *a few books*), and *a little* with uncountable nouns (eg *a little milk*)
- Ask pupils to read the sentences to decide which words are appropriate in each case.
- Tell them to look at the words after each gap and decide if they are countable or uncountable to help them find the correct phrase.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------|------------|
| 1 a few | 4 a few |
| 2 a lot of | 5 a lot of |
| 3 a little | 6 a little |

Question tags

- Remind pupils that we use question tags to confirm our opinion or when we are sure what we say is true.
- Remind pupils question tags are always in the same tense as the main verb. Write on the board *They didn't want to go shopping,?* and ask pupils what tense this is (Past Simple) and whether it is affirmative or negative (*negative*). Then write the question tag *did they*.
- Remind pupils that when the sentence has an affirmative verb, we use a negative question tag and when the sentence has a negative verb, we use an affirmative question tag. When the sentence has the verb *be*, we make the question tag with the same verb.
- Ask pupils to read each sentence and to underline the verb. Tell them to see which tense the verb is and whether it is affirmative or negative.
- 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

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

Adverbs of manner

- Remind pupils that adverbs of manner describe the way we do an action. Tell them that we make most adverbs by adding *-ly* to the adjective, but if the adjective ends in *-y*, we take off the *-y* and add *-ily*.
- Remind pupils that some adjectives are irregular and ask them to recall as many as they can. Write the irregular adverbs on

the board as they say them. If necessary, add any irregular adverbs they don't remember so that the list includes: *hard*, *fast*, *high*, *late*, *right*, *wrong* and *well*.

A

- Tell them to decide whether the adverbs from these adjectives are regular or irregular and to make any necessary changes to the adjectives to form the adverbs.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------------|----------------|
| <i>nicely</i> | <i>easily</i> |
| <i>fast</i> | <i>well</i> |
| <i>carefully</i> | <i>high</i> |
| <i>late</i> | <i>quickly</i> |

B

- Ask pupils to read each sentence to decide which adverb fits the meaning. Explain that they should use the adverbs in the same form shown in the wordbank.
- Check the answers as a class and explain the meanings of any words which pupils don't know, where necessary.

Answers

- | | |
|-------------|--------|
| 1 well | 4 late |
| 2 quickly | 5 high |
| 3 carefully | |

The Characters

- If pupils have completed *Wonderful World 4*, ask them what they can remember about the cartoon story called *The Cortuga Adventure*.
- Explain that the first lesson in every unit of *Wonderful World 5* starts with something written by one of these characters.
- Tell pupils to look at the cartoon on page 7 and ask them where they think the characters are.
- Ask pupils to read the speech bubbles on their own and find out where the characters are (*London*), where they met (*Cortuga Island*), what the relationships are between them (*Mandy and Jake are brother and sister*, *Kate and Robbie are cousins*, *Oliver is Jake and Mandy's uncle*), and who goes to the same school (*Robbie and Kate*).
- Assign roles to pupils and ask them to read their parts out loud. If you have a large class, you can repeat this task 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 recording.

1

Fascinating Places

Way in

- Explain that this unit is all about interesting places around the world. Ask pupils to tell you the names of any interesting places they know about, anywhere in the world. Then ask which places they have been to or heard about in their own country.
- Ask pupils to open their books and look at the photo on pages 8 and 9. Ask them if they have heard of Sana'a. Ask pupils to say as many words as they can think of to describe the place in the photo. Write their ideas on the board as they say them. Ask pupils to write three sentences of their own about another place they know using some of these words. Ask some pupils to read out their sentences to the class. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 8 and teach any vocabulary which pupils are unfamiliar with.
- Explain that UNESCO means the United Nations Educational, Scientific and Cultural Organisation, and that they choose different places in the world as World Heritage Sites because they are very beautiful or of special importance to a country's culture.

Quiz

- Remind pupils that each unit begins with a quiz like this one and that they are not expected to know the answers. Ask them to discuss the question and the options in pairs or small groups and decide what they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information about Sana'a using the information in the Background Information box.

Background Information

Sana'a, the capital city of Yemen, is one of the oldest continuously inhabited towns in the world. Built in the desert mountains of Southern Arabia, the city is 2,300 metres (7,500 ft) above sea level. The current fortified old city is 2,600 years old.

Sana'a was an important trading city from the earliest times. The famous town houses with many floors were originally built as stores for merchants. The decorated windows are traditionally made of alabaster, though many are now filled with coloured glass. The city has many famous markets. The way of life in Sana'a is very traditional and the people there are proud of their history.

Answer

b

Lesson 1

Objectives

Reading	travel diary – multiple matching
Vocabulary	text-related words; place-related words
Grammar	present simple and present continuous
Listening	completing notes
Speaking	asking and answering questions about a famous landmark in your country
Writing	writing sentences about a famous landmark in your country

Teaching Tip

You might find it useful to have a world map or a globe in the classroom to show the locations of the places mentioned in this and other units. Ask pupils to come up and point to where they think each place is on the map. Correct them where necessary. This will give them a clearer picture of where places are in relation to their own country, thus expanding their knowledge and awareness of the world around them.

Reading

- Ask pupils what they remember about Jake and Mandy from the Introduction on page 7. Explain that they are going to read a page from Jake's travel diary about a trip he made to some famous landmarks in Britain with Mandy and Uncle Oliver. Draw pupils' attention to the map of Great Britain next to the diary and ask pupils if they can match the landmarks in the photos to the places on the map.
- Ask pupils to read the diary on their own to find out which place Uncle Oliver likes most (*Stonehenge*).

Comprehension

- Tell pupils to read the questions before they read the diary page again so that they know what information to look for.
- Ask pupils to underline the words that gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries.

Answers

- 1 S (a prehistoric circle ... about 5,000 years old)
- 2 H (Visitors walk around it and usually get lost!)
- 3 A (It's on a hill ...)
- 4 A (Some people say it's ugly ...)
- 5 A (... which was finished in 1998.)

Vocabulary

- Explain that the answers all appear in Jake's travel diary. Tell pupils to read the meanings and to write as many of the

answers as they can on the lines before they read the diary again. Then, tell them to read the diary again to find the words and underline them.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|---------------|---------------|
| 1 monument | 4 sculpture |
| 2 prehistoric | 5 border |
| 3 massive | 6 destination |

Grammar

Present Simple and Present Continuous

- Read the grammar box to the class. Write *I walk* on the board and write *he/she/it* below *I*. Ask pupils how we make the Present Simple for the third person singular (we add *-s* to the end of the verb) and write *walks* on the board next to *he/she/it*. Then elicit the words we use with the main verb in the negative form (*don't/doesn't*) and in the question form (*do/does*).
- Ask pupils how we make the Present Continuous (we use *be* and the main verb with *-ing*). Remind them that when a verb ends in *-e*, we take off the *-e* before adding *-ing* (*drive – driving*).
- Write the following sentences on the board:
Today we're visiting Stonehenge.
Nobody knows what the stones were for.
Ask pupils to explain why the different tenses are used here (*the first is in the Present Continuous because it describes something that is temporary and is happening around now; the second is in the Present Simple because it describes a general truth*).
- Elicit the adverbs of frequency and time expressions that we normally use with Present Simple (*always, usually, often, sometimes, never, every day/night/week/month/year, at the weekend, on Fridays, etc*) and time expressions with the Present Continuous (*now, at the moment, today, this morning, tomorrow*).
- Ask pupils to work in pairs to talk about things they do. Tell them to make three sentences each using the Present Simple and three sentences using the Present Continuous, with a different time expression in each sentence. Ask them to write down their sentences, and then ask pupils to read out one sentence for each tense until every pupil has had a chance to speak. Correct any structural errors where necessary.

A

- Ask pupils to read each sentence to decide what it is about. Ask them which tense we use for general truths, things we do regularly, permanent states or timetabled and programmed events in the future (*Present Simple*), and which we use to talk about things that are temporary or are happening now, or for fixed plans, or to say what is happening in a picture (*Present Continuous*).
- Remind them to think about what words they need to form the Present continuous.
- Tell them to decide whether each sentence is affirmative, negative, or a question and which tense fits the situation. Remind them to change the verb for the third person singular in the Present Simple and to use the correct form of *be* and add *-ing* to the main verb for the Present Continuous.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------------|---------------------|
| 1 're/are going | 4 'm/am not sending |
| 2 arrives | 5 Do ... drink |
| 3 are ... laughing | 6 doesn't use |

B

- Ask pupils to read each sentence of the dialogue to see what it is about. Remind them to think about what words they need to form the Present Continuous.
- Refer pupils to the Grammar box and tell them to think carefully about which tense is correct in each case.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------------|---------------------|
| 1 are you doing | 5 leave |
| 2 'm/am looking | 6 are you switching |
| 3 has got | 7 're/are meeting |
| 4 does it say | 8 leaves |

Vocabulary

- Explain to pupils that they have to match the photos a to f with the words 1 to 6. Ask them to match the ones that they can, then get them to think about the words they don't know or are unsure of. For example, did any of them (eg *palace*) appear in the Reading? Then, explain any vocabulary that pupils still don't know.
- Ask pupils to work in pairs to do the task, but check the answers as a class.

Answers

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

Listening

- Explain that the photo shows the London Eye and ask pupils what they think it is, and why people might go on a ride like this (*a big wheel/a ferris wheel; to get a good view of the city, because it's exciting, etc*).
- Explain to pupils that they are going to listen to some information about the London Eye 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 or prices. Give pupils a few minutes to read the notes and then ask them what kind of information is missing from each one (1 *place*, 2 *time*, 3 *price*, 4 *place*, 5 *number*).
- 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. Check the answers as a class.

Turn to page 116 for the listening script.

Answers

- 1 South
2 8
3 £15.50
4 Internet
5 30/thirty

Extra Class Activity

Ask pupils to work in pairs to find out how many London landmarks they can find in this lesson (*Buckingham Palace, Hyde Park, London Underground, Tower Bridge, the London Eye*). Ask them whether they know any other famous landmarks in London and which ones they would like to see.

Speaking

- Explain to pupils that they are going to work in pairs to ask and answer questions about a famous landmark in their country.
- Tell pupils to take it in turns to ask and answer the questions, and to make sure they use the adjectives in the box.
- 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

Writing

- Explain to pupils that they are going to write five sentences about the landmark they talked about. Ask them to look back at Jake's diary on page 10, and the Vocabulary tasks, to remind them of the sentence structures and different kinds of landmarks.
- Ask pupils to write their sentences. 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 131.

Lesson 2

Objectives

Reading	article – right, wrong or doesn't say statements
Vocabulary	text-related words; place-related adjectives
Grammar	stative verbs; see and think
Listening	numbering pictures
Phrasal Verbs	break down/into; check in/up; come back/across; get in/on/over; set about/off; take after/off;

Way in

- If you assigned the writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's sentences.
- Check pupils have learnt the vocabulary for different landmarks by asking them to come up and write words for types of landmarks on the board. Elicit *bridge, fountain, market, palace, tunnel*.
- Tell pupils that they are going to learn more words about travel in this lesson. Explain that the landmarks they learnt about in Lesson 1 were things that people built and now they will learn words for natural features. Ask pupils to tell you words they already know for natural features and write their answers on the board as they say them. Accept any relevant answers, but don't teach any new vocabulary at this point.

Reading

- Tell pupils to look at the photo and the title of the article and ask them where they think the Grand Canyon is (*in Arizona, which is a state in the USA*) and what they already know about it.
- If there is a world map in the classroom, invite a pupil to come up and point to the location. Then ask them to read the article on their own to find out what you should wear when you visit the Grand Canyon (*a strong pair of walking boots*).

Comprehension

- Ask pupils to read the sentences so that they know what information to look for when reading the text again.
- Ask them to read the text again to find out if sentences 1 to 5 are right or wrong, or whether the article doesn't say, and to write *R*, *W* or *DS* in the boxes provided. Tell them to underline the information in the text that helps them to find the answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation if necessary.
- If pupils are interested, give them further information about the seven natural wonders of the world using the Background Information box.

Answers

- 1 DS
- 2 R (...you can look down and see the bottom of the canyon about 1,200 metres below!)
- 3 W (Anyone who thinks it's an easy ride, though, is wrong. The river is fast and powerful.)
- 4 W (About five million people visit the Grand Canyon safely every year.)
- 5 DS
- 6 DS

Extra Class Activity

Before reading the Background Information to the class, ask pupils to work in pairs to write down the names of as many natural wonders as they can think of. Then ask each pair to name one of the wonders and write their answers on the board. Give each pair a point for each correct answer.

Background Information

There is no general agreement on a list of seven natural wonders of the world, as there has been debate over how many places should be on the list. The list mentioned in the article, which includes the Grand Canyon, was made by the TV channel CNN. The seven wonders on this list were: the Grand Canyon (USA), the Great Barrier Reef (Australia), the harbour of Rio de Janeiro (Brazil), Mount Everest (Nepal), the Aurora Borealis (lights seen in the sky around areas near the North Pole), Paricutin volcano (Mexico) and Victoria Falls (between Zambia and Zimbabwe). An organisation called the New Open World Corporation (NOWC) started a campaign in 2007 to create a new list of natural wonders chosen by people around the world, the Official Declaration of the New 7 Wonders of Nature, published in 2011. For further information, go to www.nationalgeographic.com and look up *the Seven Natural Wonders of the World*.

Guess what!

- Ask pupils to read the information in the Guess what! feature. Ask them what they know about Native Americans and how they found out about them.

Vocabulary

A

- Ask pupils to work in pairs to read the sentences and decide which words fit the meaning. Explain that the words appear in the article. Ask pupils to find the words in the text and underline them. Again, encourage pupils to guess the meaning of unfamiliar words from the context.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|-----------|------------|
| 1 rocky | 4 point |
| 2 past | 5 gorge |
| 3 Rafting | 6 powerful |

B

- Ask pupils to work in pairs to read each sentence and the options and to decide which option fits the meaning. 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.
- Check the answers as a class and explain the meanings of the words where necessary.

Answers

- 1 steep
- 2 muddy
- 3 flat
- 4 bare
- 5 wide

Grammar

Stative verbs

- Read the grammar box to the class. Explain that we use stative verbs in the Present Simple even when things are happening at the time of speaking. Explain the meanings of any words that pupils don't know.
- Ask pupils to read the postcard to decide whether they need to use the affirmative, negative or question form of the Present Simple or the Present Continuous of the verbs in brackets. Tell them to think about whether the verbs are stative and what other words they need to use with the main verb for the negative and question forms. Tell them to pay attention to any spelling changes necessary at the end of some verbs.
- Remind pupils to look back at the grammar box if they aren't sure which verbs are stative.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 're/are having
- 2 think
- 3 Do you remember
- 4 want
- 5 doesn't like
- 6 don't know
- 7 prefers
- 8 're/are going

Grammar

See and think

- Read the grammar box to the class. Emphasise the different meanings of *see* and *think*.
- Ask pupils to read each sentence to decide whether they need to use the Present Simple or the Present Continuous of the verb in brackets. Tell them to pay attention to the meaning to decide which tense to use. Tell them to think about what other words they need to use with the main verb to form the negative form and questions.
- 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 thinking
- 2 Do ... see
- 3 don't think
- 4 's/is seeing
- 5 Is ... thinking
- 6 see

Listening

- Ask pupils to look at pictures a to f and to tell you what they show (*a girl drinking a bottle of water, someone holding a map, a girl sitting on something on a rock, someone holding a camera, a girl pointing at a rock, a wristwatch*).
- Explain to pupils that they are going to listen to a girl called Ellie talking to her dad while they are on a long walk and that they are going to note down the order in which the events take place. Tell pupils that they have to listen for the words that talk about the things in the pictures.
- Play the recording and ask pupils to fill in their answers. Ask them to work with a partner to check the answers and to justify any answers they have that are different.
- As an example, ask pupils what helped them to find the first answer. (*The picture of the watch showing the time at 11 o'clock and Ellie saying 'Yeah, and look at the time. It's only 11 o'clock.'*)
- Play the recording again and ask pupils to check the answers and to fill in any missing answers. Check the answers as a class.

Teaching Tip

Encourage pupils to number each object as they hear about them rather than trying to find the answers from a to f respectively. Do the first one together as a class so they understand how to number the objects.

Turn to page 116 for the listening script.

Answers

- 1f ('Yeah, and look at the time. It's only 11 o'clock.')
- 2a ('Can I have some water?' 'Yes, but don't drink too much.')
- 3e ('What's that under that rock?')
- 4b ('Have you got the map?' 'Yes, here it is.')
- 5d ('...there are some amazing prehistoric drawings on those rocks. I want to take a photo.')
- 6c ('I'm sitting on my sandwiches. Look at them now!')

Phrasal Verbs

- Explain that we often use phrasal verbs instead of longer, more formal verbs in everyday language. Tell pupils that phrasal verbs are formed by a verb followed by one or more prepositions (or particles). Explain that the meaning of a phrasal verb cannot be guessed from the individual meanings of the verb and particles (eg *to come up with* an answer, means *to find* an answer).
- Tell pupils they will learn new phrasal verbs in Units 1, 3, 5, 7, 9 and 11 of Wonderful World 5, and that they should make a list of these with their meanings in their notebooks for reference and revision.
- Ask pupils to work in pairs to read each sentence and the options, and to decide which option completes the phrasal verb to fit the meaning.
- Check the answers as a class and explain the meanings of the phrasal verbs where necessary.
- Ask pupils to make sentences of their own using each of the phrasal verbs. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- 1 down
- 2 back
- 3 off
- 4 on
- 5 off
- 6 away
- 7 in

Extra Task (for early finishers)

See photocopiable material on page 131.

Lesson 3

Objectives

Reading	descriptions – open ended questions
Say it like this!	using time expressions
Grammar	relative clauses
Writing	There is / There are vs It is / They are; writing a description of a famous place or landmark

Way in

- Ask pupils to write down the adjectives they learnt to describe natural features, then to work in pairs to compare answers and check each other's spelling.
- Ask pupils what kind of verbs we don't usually use in the Present Continuous (*stative verbs*) and ask them to give some examples of the stative verbs they learnt in Lesson 2.
- Ask different pupils to come up and write two sentences on the board for each of the stative verbs *see* and *think*. Tell them to write one sentence in the Present Simple and one in the Present Continuous for each verb. Elicit the different meanings of *see* in each tense (*understand* – Present Simple; *have an appointment with* – Present Continuous) and *think* (*have an opinion* – Present Simple; *consider* – Present Continuous).
- Ask pupils if they know about any unusual places to visit in India, New Zealand and Greece. If there is a world map in the classroom, invite pupils to come up and point to the locations on the map.

Reading

- Tell pupils that they are going to read three descriptions of amazing places in different parts of the world. Ask them to read the descriptions on their own to find out which country is famous for its fiords (*New Zealand*).

Comprehension

- Ask pupils to read the questions before they read the descriptions 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 descriptions so they can justify their answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking up the words in their dictionaries. Correct their pronunciation if necessary.

Answers

- 1 the 'toy train' (*There's a special train which uses the railway called the 'toy train'....*)
- 2 because the mountains are steep and narrow (*The journey ...is very slow because the route through the mountains is steep and narrow.*)
- 3 because the film *The Lord of the Rings* was made there (*... some tourists already know about fiordland because they made the film 'The Lord of the Rings' there.*)
- 4 ancient monuments and sandy beaches (*Greece is famous for its ancient monuments and sandy beaches ...*)
- 5 in Epirus (*Zagori, in Epirus ...*)

Say it like this!

Using time expressions

- Ask pupils to work in pairs to read through the phrases and example sentences. Then tell them to take turns to talk about their holidays. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- Ask each pupil to tell the class about their partner's holidays until all pupils have had the chance to speak.

Teaching Tip

Walk around the classroom to monitor pupils as they practise the time expressions. Don't correct them at this stage. When pupils give their feedback to the class, encourage the others to listen and to correct each other's mistakes.

Answers

Pupils' own answers

Grammar

Relative clauses

- Read the theory in the grammar box to the class up to the example sentence with the defining clause (*Japan is ... very interesting.*). Write on the board: *This is the journey I want to go on.* Ask pupils what words can go in the gap (*which* or *that*). Then ask them if the sentence makes sense without the relative pronoun (*yes*). Then write: *Japan is a country which/ that is interesting.*

Ask pupils if this sentence would make sense without *which* or *that* (*no*). Tell pupils that in this example we cannot omit *which/that* because it is the subject of this clause. Ask them to compare this with the first example on the board, and explain that we can omit the relative pronoun or adverb here because it is the object of the clause (ie it tells us *what* I want to go on).

- Read the rest of the grammar box to the class. Point out that we don't use *that* in non-defining clauses and we can't omit the relative pronoun or adverb from the clause. Explain that, as the non-defining clause gives extra information, we can leave it out and the sentence will still make sense. Ask pupils at random to read out the example sentences without the relative clauses. Explain that we often use non-defining relative clauses to join two sentences which give information about the same thing. Ask pupils to look at the example sentence about *Crete*.

Extra Class Activity

Ask pupils to look back at the descriptions on page 14 and to find and underline the relative clauses. Ask them to say whether each clause is defining or non-defining.

Pupils should underline:

There's a special train which uses the railway called the 'toy train' because it's so small. (defining)

Some of the fiords, which are deep lakes between high mountains, are over 200 metres deep. (non-defining)

The people who know about it want to keep it a secret, though. (defining)

Zagori, in Epirus, where I'm going this spring, is a fantastic mountain area in the north of Greece. (non-defining)

There are also others which you can take to hike to the tops of the mountains. (defining)

A

- Ask pupils to read the sentences to find the relative clauses. Ask them to think about whether each relative clause gives extra information and to prove this to themselves by testing whether the sentence would make sense without the clause. Remind them that there are no commas in defining relative clauses, but they should add commas where they think they are necessary in sentences with non-defining relative clauses.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- ✓
- ✗ Reykjavik, which is the capital of Iceland, is clean.
- ✗ My mum, who loves ancient monuments, wants to go to Rome.
- ✓
- ✗ My friend Jane, whose dad is a pilot, gets free plane tickets.

B

- Ask pupils to look at the example sentence about *Crete* in the grammar box. Point out that this is made from two sentences. Write on the board: *Crete is in Greece. It is an island.* Ask pupils what word we use to begin the relative clause when we combine these sentences (*which*) and what word this replaces from the second sentence (*It*). Point out that we put the relative clause after *Crete* because that is what it gives us extra information about.
- Ask pupils to read the sentences to find the words in the first sentence that the relative clause gives us extra information about. Remind them to use the pronoun or adverb in bold, to

take out any words this replaces from the original sentences, and to use commas where necessary.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- The Taj Mahal, which is a famous building, is in India.
- It was Friday when we met our new friends.
- Sabina, who is my penfriend, lives in Spain.
- Amsterdam, where most people use bicycles, is very flat.
- Paul, whose sister is in my class, is travelling around the world.

Writing

There is / There are vs It is / They are

A

- Ask pupils to read about the difference in use between *There is / There are* and *It is / They are*.
- Explain that we use *There is / There are* to talk about something which exists in a place we are talking about or describing, while *It is / They are* refer back to things mentioned before. eg *There is a big old castle on the island. It is over 200 years old.*

B

- Ask pupils to read the description and to see whether the missing word is about something that has already been mentioned or is being talked about now to help them decide whether *there*, *it* or *they* is required.
- Ask pupils to do the task individually, but check the answers as a class. When you have checked the answers, ask pupils whether they would like to visit Pembrokeshire.

Answers

- There
- There
- It
- There
- They

Task

C

- Ask pupils to work in pairs to ask and answer the questions about the landmark they are going to write about.
- Ask pupils to use their answers to the questions to write a description like the one in Writing B. They can also draw a picture or stick on a photo of their landmark.
- Alternatively, you could assign this task as homework.
- Draw pupils' attention to the tip on the right. Tell them to look back at the adjectives they learnt to describe places in Vocabulary in Lessons 1 and 2.

D

- Remind pupils that they should include defining and non-defining relative clauses in their description and that they should also use *There is* or *There are* and *It is* or *They are*.
- When pupils have finished, ask them to proofread their descriptions and to make sure they have included enough details about the place to make it sound interesting.
- When you have marked their descriptions, choose some to stick on the wall so that they can read them 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.

Suggested Answer**Memphis**

Memphis, which is beside the river Nile, is a famous landmark in my country. There is an ancient palace at Memphis. It is the place where the pharaohs lived thousands of years ago. You can go on a tour around Memphis with a guide who tells you about the history of the palace. You can see the buildings where people lived and worked. There are also massive statues of kings and other important people. The ancient city is an open-air museum and you can learn about life thousands of years ago.

I think it is an interesting place because you can see wonderful statues and pictures on the walls. Memphis is a World Heritage site. It's an amazing place and I recommend a visit there.

Extra Task (for early finishers)

See photocopiable material on page 131.

Extra Class Activity: Song

As well as the songs in each Review unit, there are six extra songs (see photocopiable material on pages 125-130) for you to use in the classroom.

These songs accompany Units 1, 3, 5, 8, 9 and 11. These extra songs can be used as an entertaining way to practise the grammar and vocabulary of the units they go with. The matching artwork is designed to help pupils understand the meaning of the songs. This can be exploited as a means of checking pupils' understanding and used as a basis for class discussion.

- Tell pupils they are going to listen to a song about a journey that somebody is getting ready to go on. Write the following questions on the board:
Where are they going?
How are they travelling to England?
Why are they going to England?
Where are they going by train?
What's the weather like in Scotland?
What are they hoping to see in Scotland?
What's on there in August?
Ask pupils to read and listen to the song and to answer the questions. Play the song once and check answers as a class.
- Play the song again and ask pupils to sing along. You could do this verse by verse and then play it once again all the way through.
- To finish, ask pupils to look at the pictures and to see how many things they can find from the song. Ask pupils whether they would like to go to the places in the song and which way they like travelling.

Project Book

The pupils may do project 1 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

2 Amazing Science

Way in

- If you assigned the Unit 1, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their descriptions and to check they've used defining and non-defining relative clauses correctly. When you have marked their descriptions choose some to stick on the wall so they can read them when they have time.
- Write the following sentences on the board and ask pupils to tell you the correct form of the Present Simple or the Present Continuous to complete each sentence and to say why this tense is correct.

John (read) a newspaper every day. (Present Simple - reads; things we do regularly)

Oh, look! It (rain) again. (Present Continuous - is raining; things that are happening now)

The ship (sail) at ten o'clock on Friday morning. (Present Simple - sails; timetabled or programmed events in the future)

..... (you/go) by plane tomorrow? (Present Continuous - Are you going; fixed future plans)

Elicit the other uses of the Present Simple (*general truths, permanent states*) and the Present Continuous (*talking about what is happening in a picture*) and ask pupils to make sentences to give examples of these uses.

- Ask pupils what kind of verbs we don't use with continuous tenses (*stative verbs*). Ask them what stative verbs they remember. Elicit *know, like, love, think, understand* and *want*. Ask pupils to make sentences with *see* and *think* in both tenses and to tell you how their meaning changes from one tense to the other.
- Tell pupils that this unit is about science and technology.

Quiz

- Ask the class to look at the picture on pages 16 and 17 and to say what they can see in the photo. Ask them what they think the machines are and what they might be doing. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 16 and teach any vocabulary which pupils don't know (eg *swarm, underwater exploration*). Ask pupils what kinds of jobs they think robots can do for us.
- Ask pupils to look at the information about s-bots again to find a clue about the kind of animals that make a swarm (*ants*).
- Remind pupils that they are not expected to know the answer and ask them to discuss the question and the options in pairs or small groups and decide what they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information about s-bots using the information in the Background Information box.

Background Information

The s-bot is a mobile robot about 15 cm wide and 15 cm high. It weighs only 660 g. It was developed at the LIS (Laboratory of Intelligent Systems) in Lausanne, Switzerland between 2001 and 2004 as part of the Swarm-bots



project. Built by a small team of engineers, it was considered to be one of the most complex robots ever for its size. The s-bot was ranked at position 39 in the list of "The 50 Best Robots Ever" (fiction or real) by Wired magazine in 2006. The s-bot runs on 2 batteries and can move by itself for an hour. S-bots can connect together using their grippers and then they can do things which would be difficult for one robot to do, for example, passing over gaps and steps. For further information, go to www.nationalgeographic.com and look up s-bots.

Answers

C

Lesson 1

Objectives

Reading	interview – right, wrong or doesn't say statements
Vocabulary	text-related words, phrases with make or do
Grammar	past simple and past continuous, used to
Listening	numbering pictures
Speaking	talking about inventions
Writing	writing a paragraph about an invention

Reading

- Ask pupils what they remember about Kate from the Introduction on page 7. Explain that they are going to read Kate's interview with Sally Jarvis about an unusual invention. Draw pupils' attention to the picture next to the interview and ask them to describe what they see and to tell you what they think this invention is.
- Ask pupils to read the interview on their own to find out what Sally spends less on now (*electricity*).

Comprehension

- Tell pupils to read the questions before they read the interview again so that they know what information to look for.
- Ask pupils to underline the words that give them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.

Answers

- DS
- W (... I did some research and I made my own!)
- W (The oven, which must be outside, ...)
- DS
- R (I was expecting it to be tasteless and watery ...)
- W (... but they work on cloudy days too.)

Vocabulary

A

- Ask the pupils to read through the sentences and options.
- Explain that the words in the exercise appear in the interview in the Reading task. Ask pupils to find the words in the interview and underline them. Ask pupils to guess the meaning of any unfamiliar words from the context. When they have done as much as they can, explain any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 power
- 2 Follow
- 3 reflects
- 4 rays
- 5 create
- 6 temperature

B

- Ask pupils to work in pairs to read the words in the wordbank and to decide whether we use *make* or *do* with these words. Tell them to write the words in the table below the correct verb. As most of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- Check the answers as a class and explain the meanings of any words they don't know. Accept the correct words in each column in any order when checking pupils' answers.

Answers

make	do
a decision	a favour
a difference	a job
a mistake	an experiment
a sound	homework
an effort	research

Grammar

Past Simple and Past Continuous

- Read the rules in the grammar box to the class for using the Past Simple and the Past Continuous. Ask pupils to look at the example sentences using the Past Simple and to tell you how we make the Past Simple affirmative of regular verbs (by adding *-ed* to the main verb) and to say which verbs in the examples are irregular and which main verb they come from (*thought – think; found – find; wrote – write*). Draw pupils' attention to the list of Irregular verbs on pages 128-9 and tell them to refer to the list whenever they need to use them.
- Remind pupils that we often use *when* before the Past Simple because this talks about a specific time. Then remind them that we often use *while* before the Past Continuous because this talks about a period of time when an action was still in progress.
- Remind pupils of the spelling changes that 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, that verbs that end in *-e* drop the *-e* in the *-ing* form and that verbs ending in *-ie* change the *-ie* to a *-y* in the *-ing* form.
- Draw pupils' attention to the time expression we use with the Past Simple and the Past Continuous. Explain that *ago* means

before now and that this word always comes after period of time to show how long it is since an action happened.

- Ask pupils to look at the exercise and to read the paragraph to see what it is about. To help them decide whether to use the Past Simple or the Past Continuous, tell them to look out for *when*, *while* and time expressions. Remind them to think about what words they need to form the Past Continuous and, if necessary, to look at the list of Irregular verbs on pages 128-9 to find the Past Simple forms.
- Explain that the answers include both affirmative and negative forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 didn't want
- 2 was hoping
- 3 got
- 4 was working
- 5 thought
- 6 put
- 7 was writing
- 8 disappeared

Extra Class Activity

Ask pupils to write three sentences of their own (one affirmative, one negative and one question) using the Past Simple. Write some prompts on the board: eg

Last summer, my family and I

Because it was raining we

..... last night?

Ask pupils to read out their sentences to the class.

Grammar

Used to

- Read the uses of *used to* in the grammar box to the class and ask pupils to read the example sentences. Explain all the grammar terms used, if necessary. Remind pupils that the forms of *used to* are the same for all subjects (ie *I/you/he/she/it/we/etc used to*).
- Draw pupils' attention to the fact that we take off the *-d* from *used to* in the negative and question forms.
- Write the example sentence *Televisions used to be very small.* on the board and ask a pupil to come up and write the negative (*Televisions didn't use to be very small.*) and question and short answer on the board (*Did televisions use to be very small? Yes, they did.*).
- Explain that pupils should use the prompts to make sentences with *used to*. Point out that the answers include affirmative, negative and question forms and they need to remember the correct spelling for each form.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 The Internet used to be very slow.
- 2 Mobile phones didn't use to have cameras.
- 3 Did cyclists use to wear helmets?
- 4 People didn't use to send emails.
- 5 MP3 players didn't use to exist 20 years ago.
- 6 Did she use to listen to the radio every day?

Teaching Tip

Make sure pupils use question forms correctly when they ask questions in class. Remind pupils of question forms on a regular basis by asking them to change sentences into questions. As the structures are often different from question forms in their own language, they may have difficulty remembering them.

Listening

- Explain to pupils that they are going to listen to part of a radio programme about inventions. Tell them that they have to note down the order in which they hear about each invention.
- Tell pupils that they have to listen for the words that describe the things in the photos.
- Remind pupils to number each picture as they hear about them rather than trying to answer the questions in order, a to e.
- 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. Check the answers as a class.

Turn to page 116 for the Listening script.

Answers

- a2** (*This is something else that you wear – a seat.*)
b5 (*This is another one to do with food. It's a fork that helps you eat the right way.*)
c3 (*... this invention's really funny. ... It's some steps for spiders to help them get out of the bath.*)
d1 (*The first one is the umbrella hat.*)
e4 (*This is useful for meal times. It's a small electric fan ...*)

Speaking

- Explain to pupils that they are going to work in pairs to talk about one of the inventions in the pictures. Tell pupils to choose one of the pictures and to take turns to ask and answer the questions about it.
- 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 different pairs to ask and answer the questions about each of the pictures. If any pairs have chosen the same picture, ask them if they have anything to add to the answers already given.
- 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**Electric Light Bulb**

We use them to give us enough light to see at night or in a dark room.
 People used candles or gas lamps before they had electric lights. They used to go to sleep earlier, and get up when the sun came up in the morning.
 People can do things more easily at any time of the day or night. They don't have to go to bed early. They can travel at night because there are lights in the streets.

Clock

We use clocks to tell the time.

In the past, people used the position of the sun in the sky to tell the time: they built a kind of clock, a round table with lines around it to show the hours and a piece of metal that made shadows which showed them what time it was. They also used candles with marks on them, like a ruler, that showed how much time had passed.

People could make plans for things to happen at a certain time, eg meeting someone, and when things are going to happen, eg what time a film starts, when a train or aeroplane leaves, etc.

Coins

We use coins (money) to buy and sell things.

In the past, people used to swap things. For example, they swapped something they made for crops someone else had grown. Some strange things had been used as money: shells, flowers, etc.

Instead of swapping particular things, people could now choose what they wanted to buy. People could now do different kinds of jobs for money, jobs where they didn't make things, but did things for other people.

Key

We use it to lock doors, to keep things safe or stop people going into houses or rooms which are private.

People used a long piece of wood or metal placed across the door on the inside.

People could lock things from both the inside and outside to keep things safe or private.

Writing

- Explain to pupils that they are going to write a paragraph about one of the inventions they talked about in the Speaking task. Ask them to look back at the Grammar tasks to remind them of the sentence structures we use to talk about the past.
- Ask pupils to write down their paragraphs and then get them to swap books with a partner 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 132.

Lesson 2**Objectives**

Reading	article – missing sentences
Vocabulary	text-related words; choosing the odd word out
Grammar	present perfect simple and past simple
Listening	two-option lozenges
Prepositions	verbs + for, in, on or with

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraph.

Then ask some pupils to read their paragraphs 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: *electricity, power, expect, follow, save, reflect, rays, lid, create, degree, temperature*. Ask them to swap notebooks with a partner to check each other's spelling. Then check that they remember the meanings by asking them to make sentences with each of these words.
- Write the verbs *make* and *do* on the board and ask pupils to tell you the phrases they learnt which we use with each verb.

Reading

- Tell pupils that they are going to read an article about whether there is life on other planets. Ask pupils whether they have seen any films or have read about other planets and whether they think there could really be any sort of life on other planets – plants, insects or animals. Then ask pupils to read the article on their own to find out what scientists really think about the possibility of life on other planets.

Comprehension

- Ask pupils to read the missing sentences before they read the article again. This way they will have more of an idea about what information is missing and where it might be likely to go.
- Encourage pupils to guess the meaning of unfamiliar words from the context before using their dictionaries. Correct their pronunciation where necessary.
- 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.
- If pupils are interested, give them further information about the Hubble Space Telescope using the information in the Background Information box.

Answers

1b 2c 3d 4a

Background Information

The Hubble Space Telescope (HST) is named after the American astronomer Edwin Hubble. Although it wasn't the first space telescope, the Hubble is one of the largest and most useful, and is an important research tool for astronomers. The HST was built by NASA and the European Space Agency working together. It was carried into orbit by a space shuttle in April 1990. It had some faults at first, but these were corrected during a special mission in 1993. The Hubble is the only telescope ever designed to be repaired in space by astronauts. Hubble's orbit outside Earth's atmosphere allows it to take extremely sharp images with almost no background light. Many Hubble observations have led to discoveries in astrophysics, such as finding out how fast the universe is growing. For further information, go to www.nationalgeographic.com and look up *Hubble Space Telescope*.

Guess what!

- Ask pupils to read the information in the Guess what! feature. Ask them if they are surprised by this fact, and if they know how many planets there are in our solar system and what their

names are (8: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune).

Vocabulary

- Ask the pupils to read through the words and the two possible meanings.
- Explain that the words in the exercise appear in the article in the Reading text. Ask pupils to find the words in the text and to underline them and then to circle the answer which gives the correct meaning of the word in the text.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

Grammar

Present Perfect Simple and Past Simple

- Read the first part of the grammar box to the class and ask pupils which words we use to make the Present Perfect Simple (*have/has* + the past participle of the main verb). Remind pupils of the list of Irregular verbs on pages 128-9 and explain that this shows the past participles as well as the Past Simple.
- Read the note explaining the use of *have gone* and *have been*. Ask pupils to write two sentences each, one with *have gone* and one with *have been*. Ask some pupils to read out their sentences to the class.
- Draw pupils' attention to the time expressions we use with the Present Perfect Simple. Ask them which time expressions we use with the Past Simple (eg *last night/week, two months ago, in 2008, yesterday*).

A

- Ask pupils to look back at the article in Reading and the missing sentences. Explain that they are going to look for verbs in the Past Simple and underline them, then they are going to look for verbs in the Present Perfect Simple and circle them.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

Pupils should underline:
said, was, discovered

Answers

Pupils should circle:
has ... developed
have shown
haven't discovered
have made
have ... been discovered
have ... been
have tried (d in *Comprehension* task)

B

- Ask the pupils to read through the sentences to decide which verb fits the meaning. Tell them to look for any time expressions which match the Past Simple or the Present Perfect Simple and to compare each sentence with the uses 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 wanted
- 2 have visited
- 3 watched
- 4 Have ... been
- 5 ate
- 6 has gone
- 7 Have ... contacted
- 8 haven't existed

Vocabulary

- Explain to pupils that they have to look at the groups of words and decide which word in each set of three is different in some way from the other two. Ask them to look back at the Reading text and find the words that occur in the Vocabulary exercise, as this will help them find some of the answers (*observatory, telescope, planet, tool, sign*). As some of the vocabulary is new, encourage pupils to use dictionaries as well if they have them.
- 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 rocket (A *telescope* is used in an *observatory*, but a *rocket* travels in space.)
- 2 astronomer (You can see a *planet* or a *star* in space, but astronomers are people who study planets and stars.)
- 3 guess (You *measure* or *weigh* things to find out exactly how big or how heavy they are, but you *guess* something when you don't know the exact answer.)
- 4 sign (A *tool* and a *gadget* are things that help you do a job, but a *sign* shows us information about something.)
- 5 tiny (*Massive* and *enormous* mean very *big*, but *tiny* means very *small*.)
- 6 calculator (You use a *dishwasher* or an *iron* to do housework, but you use a *calculator* to do maths.)

Listening

- Ask pupils if they know when the first man walked on the moon (1969). Ask them how long they think the journey took (*Apollo 11 launched on 16th July, 1969, and the lunar module landed on the moon 20th July, 1969*). Tell them that Neil Armstrong, the first man to walk on the moon, said *That's one small step for man... One giant leap for mankind*. Ask them what they think he meant when he said this.
- Ask the pupils to read through the sentences and possible options.
- Explain to pupils that they are going to listen to someone talking about the moon.
- 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 the answers they have if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing answers.

Turn to page 116 for the listening script.

Answers

- 1 13 (*It only takes 13 hours to travel to the moon by rocket.*)
- 2 reflects (*The moon doesn't make its own light, however – it reflects light from the sun.*)
- 3 bigger (*The moon looks big, but it is actually about four times smaller than the Earth.*)
- 4 sunlight (*... the sun's rays are dangerous to human beings.*)
- 5 won't (*If people go to live on the moon one day, it won't be easy.*)

Prepositions

A

- Explain that there are exercises with prepositions at the end of every second unit in this book. The prepositions we use in English are often difficult to translate into other languages which don't have so many prepositions. Tell them that if they think of a preposition they use in their own language and look up the English word in a dictionary they will often find more than one translation. We often use different prepositions before or after different words or phrases and the way to remember them is to learn these two words together instead of translating the two separately.
- Ask pupils to work in pairs to read the verbs and to decide which preposition goes after each one. Explain that they will have to use one of the prepositions more than once. As most of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- Check the answers as a class and explain the meanings of any words they don't know.

Answers

- | | |
|--------|-------|
| 1 on | 4 on |
| 2 on | 5 for |
| 3 with | 6 in |

B

- Ask pupils to read the sentences to decide which words from A fit the meaning.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 deal with
- 2 search for
- 3 succeed in
- 4 concentrate on
- 5 depend on
- 6 congratulates ... on

Teaching Tip

Encourage pupils to get into the habit of taking notes in class. Tell them to start their own list of verbs with the prepositions that go with them in their notebooks. Ask them to write down new words and expressions and their meanings and to revise their notes on a regular basis to help them remember new vocabulary.

Extra Task (for early finishers)

See photocopiable material on page 132.

Lesson 3

Objectives

Reading	article and quiz – open ended questions
Say it like this!	emphasising with so and such
Listening	multiple matching
Speaking	talking about an invention in a picture
Writing	ordering ideas; writing an email about a new gadget

Way in

- Write the following words from Lesson 2 on the board: *being, contact, discover, distance, exist, space*. Ask pupils to say what they mean.
- Check pupils remember how to form the Present Perfect Simple, and elicit the time expressions we use with this tense (*ever, never, already, just, for, since, yet*). Make sure they remember the differences in the use of *have been* and *have gone*.
- Write *for, in, on* and *with* on the board and ask pupils to come up and write the verbs from Lesson 2 which come before each preposition.

Reading

- Tell pupils that they are going to read an article about science and technology. Ask them to read the article and the quiz on their own to find out which two people created the first aeroplane (*the Wright Brothers*).
- Ask pupils to do the quiz individually, and then to discuss their answers in pairs. Tell them to reach an agreement on the answers.
- Check the answers as a class awarding one point to each pair for each correct answer they have chosen.

Science and technology quiz

Answers

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

Comprehension

- Ask pupils to read the questions before they read the article and the quiz 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 the words which gave them the answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before using their dictionaries. Correct their pronunciation if necessary.

Answers

- 1 batteries or electricity (... *most gadgets that use batteries or electricity*)
- 2 thousands of years ago (*Science and technology have existed for a very long time ... Even thousands of years ago, people were looking for ways to make their lives better ...*)
- 3 the methods of doing experiments (*The methods have changed over the years, but the ideas are the same.*)
- 4 3 and 5 (*send an email; world wide web*)
- 5 4 (*Lesson 2, Reading, paragraph 2: the Hubble Space Telescope*)

Say it like this!

Emphasising with so and such

- Read through the grammar rules for *so* and *such* and the example sentences to the class. Explain that we use *so* and *such* to emphasise the meaning of adjectives or adverbs.
- Ask pupils to work in pairs to read the dialogue. Then tell them to change the words in red to make a new dialogue using some of the adjectives and adverbs given. After they have completed the dialogue, ask them to take turns to role play the parts of Fiona and Greg 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

Pupils' own answers

Listening

- Explain to pupils that they are going to listen to five children talking about mobile phones and that they have to match the speakers 1 to 5 with the statements a to e. Tell pupils that they have to listen for the words that give the information in the statements.
- Tell pupils to read through the statements to underline the key words to help them work out what information to listen for when they hear the recording.
- Encourage pupils to match each speaker to the statement as they hear about them rather than trying to remember the answers at the end.
- Play the recording all the way to the end. Then play the recording a second time and ask pupils to check their answers or to fill in any missing answers.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 116 for the listening script.

Answers

- 1b (*I'm one of those people who talks on their phone all the time. ... they're always telling me that I use my phone too much.*)
- 2a (*I don't make a lot of phone calls, but I send about 100 text messages a month!*)
- 3d (*... gave me a mobile phone for my birthday a month ago so I haven't had it for long.*)
- 4e (*A lot of the time I forget where I've put it.*)
- 5c (*People my age need mobile phones so they can contact their friends easily.*)

Speaking

- Explain that pupils are going to work in pairs to talk about the invention in the picture and to say how it has helped the boy to do his homework.
- Remind pupils to use the Past Simple, the Past Continuous and the Present Perfect Simple, and tell them to use the prompts.
- 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.

Suggested answer

The music has helped to relax him and the orange juice has given him energy.

He has used the pens and pencils to write his homework and has used the liquid paper to correct his mistakes.

When he has fallen asleep, a loud sound from the wake up button has woken him up.

Writing

Ordering ideas

A

- Ask pupils to read the words and phrases we use to organise our ideas when we're writing an email or a letter.
- Explain that we can use these words and phrases at the beginning of a sentence to introduce a new idea. Draw pupils' attention to the positions of *also* and *too* in the example sentences. Explain that *also* usually goes before the main verb or after the verb *be*, and that *too* goes at the end of the sentence.

B

- Ask pupils to read the email and to see whether the gap is at the beginning of a sentence or in different positions in a sentence. Explain that there may be more than one correct word or phrase for some of the gaps.
- Ask pupils to do the task individually, but check the answers as a class. When you have checked the answers, ask pupils what they think of Jason's trainers.

Answers

- 1 Firstly/First of all/To start with
- 2 too
- 3 Secondly/In addition
- 4 also
- 5 Finally

Task

C

- Ask pupils to work in pairs to discuss what gadget they are going to write about and to say why.
- Make sure pupils understand the paragraph plan. Explain that each paragraph adds a different piece of information to the email to make it easy to follow.
- Draw pupils' attention to the Tip! on the right. Remind them we use *Hi* followed by our friend's first name in an email (eg *Hi Jason*). Explain the meaning of *formal* (if necessary).
- Ask pupils to use the plan to write an email like the one in B. They can also draw or stick on a picture of their new gadget.
- Alternatively, you could assign this task as homework.

Extra Class Activity

- Ask pupils to read the email in B again and to find and underline other examples of informal writing. The main examples they should underline are:
I'm, They're, I've, It's (the use of contractions ie short forms of verbs)
kids, cool, great, Bye for now (informal language)
Ollie (he ends the email with his first name only)
- Ask pupils to do the task individually, but check the answers as a class.

Teaching Tip

Pupils may feel short of ideas if a writing task is about something they haven't got or haven't done personally. Explain to pupils that they can use their imagination to think of something another person has got, or something they have read about on the Internet or seen on TV, and then they can write about it as if it were their personal experience.

Suggested Answer

Hi Tracy,

How are you? I'm OK and I've just used a new gadget to read a book.

I want to tell you about my new e-book reader. It's a library with a difference! Have you heard of it? I used to have too many books for my room, but now I can read thousands of new books on this! It's great and I love it.

Let me describe it to you. First of all, it's white with a grey six-inch screen which has a keyboard below it. It's small and thin, so it's easy to carry wherever you go. In addition, I can read magazines and newspapers on it, but I prefer books. They're more interesting.

Finally, it was a little expensive, but my aunt gave it to me for my birthday. She found it on a website which she buys books from. Do you want me to send you the address of the website?

Write soon and tell me your news. Bye for now!

Joan

D

- Remind pupils that they should use the correct words and phrases to put their ideas in order for each part of the email.
- Ask pupils to proofread their emails to double check they have used the correct words and phrases and that their main points are in a logical order.
- When you have marked their emails choose some to stick on the wall and ask pupils to read each other's when they have time. If you assign this task as homework, give pupils a few minutes before they do Review 1 to proofread their emails.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 132.

Project Book

The pupils may do project 2 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

Review 1

Objectives

- To revise vocabulary and grammar from Units 1 and 2
- Song

Revision

- Explain to pupils that there will be a review after every two units in *Wonderful World 5*. 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 words they remember related to travel and different types of landmarks. Try to elicit *sculpture, border, destination, bridge, fountain, market, palace and tunnel*. Ask pupils to make sentences using each of these words or to explain the meaning in English.
- Ask pupils to tell you as many adjectives as possible to describe places. Try to elicit *prehistoric, massive, powerful, rocky, deep, steep, muddy, sandy, shallow, flat, unspoilt, bare, wide and narrow*. Ask pupils to tell you about different places using these adjectives.
- Check that pupils remember the travel-related phrasal verbs *break down, come back, set off, get on, take off, go away, check in and get in*. Say each phrasal verb and ask pupils to give you a sentence with each one in turn.
- Check that pupils remember words related to science and technology. Try to elicit *solar power, electricity, rays, degree, temperature, being, contact, discover, distance, exist, space* and as many words from the odd one out task from Unit 2, Lesson 2 as possible. Ask pupils to make sentences using each of these words or to explain the meaning in English.
- Ask pupils to tell you the phrases they remember beginning with *do* and the phrases beginning with *make*. Make two columns on the board with the titles *do* and *make* and ask pupils to put the phrases into each column.
- Ask pupils to tell you which prepositions go with *concentrate, congratulate, deal, depend, search* and *succeed*. Ask pupils to make sentences using each of these verbs and prepositions.

Grammar Revision

- Check that pupils remember when to use the Present Simple and when to use the Present Continuous. Ask pupils to give you example sentences with each form.
- Ask pupils to tell you some verbs that we don't use with continuous tenses and remind them that we call these stative verbs.
- Ask pupils to give you two sentences using *see* and two using *think*, one in the Present Simple and one in the Present Continuous. Ask them to explain the differences in meaning.

- Write *This is the town where we live.* and *My favourite city is Vienna, which is the capital of Austria.* on the board. Ask individual pupils at random to come up and underline the relative clauses in each sentence. Then ask pupils which sentence has a non-defining relative clause and which has a defining relative clause.
- Check that pupils remember when to use the Past Simple and when to use the Past Continuous. Ask pupils to give you example sentences with each form. Ask pupils to tell you the time expressions we use with the Past Simple and the time expressions we use with the Past Continuous (Past Simple: last night/week, two days/weeks ago, in 1999. Past Continuous: all day yesterday, all morning, at 4 o'clock).
- Write *Computers used to be enormous.* on the board. Ask pupils to come up and write a sentence with *used to* in the negative form and a sentence with *used to* in the question form.
- Check that pupils remember when to use the Present Perfect Simple and when to use the Past Simple. Ask pupils to give you example sentences with each tense.
- Write *The astronauts have gone to the moon.* and *The astronauts have been to the moon.* on the board and elicit the difference in the meanings.
- Check that pupils remember the time expressions that we use with the Present Perfect Simple. Try to elicit *for, since, already, just, never, ever* and *yet*, and then ask pupils to make sentences with each of these words.
- Ask pupils *How long have you been at this school?* and elicit pupils' own answers.

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 what 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 *Appliances*, *Landmarks* and *Space*. Tell them to look back at Unit 1, Lessons 1 and 2 and Unit 2, Lessons 1 and 2 for a reminder if they need to.
- Accept the correct words in each column in any order when checking pupils' answers.

Answers

Appliances

dishwasher
iron
oven

Landmarks

bridge
palace
tunnel

Space

alien
star
universe

C

- 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 shallow
- 2 temperature
- 3 muddy
- 4 make
- 5 doing
- 6 telescope

D

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

Answers

- 1 Save
- 2 set
- 3 discover
- 4 do
- 5 on
- 6 off

Grammar**A**

- Explain to pupils that they should read the paragraph before trying to write the answers to decide whether they need to use the Present Simple or the Present Continuous and whether the verb in brackets is regular or irregular. Tell them to look for any time expressions which match either tense.

Answers

- 1 live
- 2 go
- 3 are planning
- 4 want
- 5 don't think
- 6 doesn't like
- 7 is trying
- 8 is looking

B

- Tell pupils to read the sentences and the possible options before trying to choose the answer.
- Tell them to look back at the grammar boxes in Unit 1, Lesson 3 and Unit 2, Lesson 2 for a reminder if they need to.

Answers

- 1b 2b 3a 4a 5b

C

- Explain to pupils that they should read the sentences before trying to fill in the gaps to decide which of the verbs in the box matches the context. Tell them to look for time expressions in the sentences to decide whether to use the Past Simple or Past Continuous of the verb from the box.

- Tell pupils to look back at Unit 2, Lesson 1 grammar box and to look at the list of Irregular verbs on pages 128-9 for a reminder if they need to.

Answers

- 1 wasn't doing
- 2 Did ... see
- 3 didn't have
- 4 was driving
- 5 broke down
- 6 Was ... working

D

- Tell pupils to read the sentences and the possible options before trying to choose the answer. Tell them to look for time expressions in the sentences to decide whether the option in the Present Perfect Simple or the Past Simple is correct.
- Tell them to look back at Unit 2, Lesson 2 grammar box for a reminder if they need to.

Answers

- 1 didn't have
- 2 Have you found
- 3 were
- 4 went
- 5 has visited

Song

- Tell pupils they are going to listen to a song about a robot. Ask them to read and listen to the song and to find out how the robot discovered Earth and what he thinks about Earth now.
- 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 robot and Earth and to see how many 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.

3 The Natural World

Way in

- If you assigned Unit 2, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their emails and to check they've used the words and phrases to put their ideas in order, and they've followed the paragraph plan. When you have marked their emails choose some to stick on the wall so pupils can read them when they have time.
- Ask pupils to think of as many words as they can to describe different gadgets. Write their answers on the board as they say them. Encourage them to find the adjectives or adverbs they used in their emails and to recall the words they used in the Say it like this! dialogues in Unit 2, Lesson 3 (*amazing, clever, easily, fascinating, fast, fun, great, small, useful, well*).

Quiz

- Ask the class to look at the picture on pages 26 and 27 and to say what they can see in the photo. Ask them to say what other words they know for things they might see in the sea and write their answers on the board as they say them. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 26 and teach any vocabulary which pupils don't know.
- Ask pupils whether they have ever seen fish like the ones in the photo before. Tell them to look at the information about these fish again to find clues about where they live and what they eat. Explain that this kind of fish was the main character of a popular cartoon film which they might have seen a few years ago, but don't tell them the name of the film (*Finding Nemo*) until they have done the quiz.
- Remind pupils that they are not expected to know the answer to the quiz, and ask them to discuss the question and the options in pairs or small groups and decide what they think is the most likely answer.
- If pupils are interested, give them further information about clown fish using the information in the Background Information box.

Background Information

There are many different types of clown fish. The fish in the photo are actually called *orange clown fish* or *anemone fish*. They can grow to be 11 cm in length, but the average is 8 cm, and both male and female clownfish can be recognized by three white lines across their bright orange bodies. There are different theories about how clown fish can live among poisonous anemones without being harmed. One study showed that the clownfish produces a liquid that stops the anemone from poisoning it. Another idea is that the fish has become immune to the sea anemone's toxins. As well as plankton, the clown fish eats almost anything, including algae (sea plants), worms, and small crustaceans (crabs, prawns etc). Although people like to see these fish in aquariums, it is not easy for them to live in captivity. For further information, go to www.nationalgeographic.com and look up *clown fish*.

Answer

c

Extra Class Activity

Ask pupils to work in pairs to make a list of all the kinds of fish and other animals that they can think of that live in the sea, rivers or lakes. After they have completed their list, ask each pupil to come up and write the name of one animal on the board. Continue until every pupil has had a turn to write at least one answer and all their ideas are included on the list on the board.

Lesson 1

Objectives

Reading	email – open-ended questions
Vocabulary	text-related words, environment-related words
Grammar	present perfect continuous
Listening	completing notes
Speaking	asking and answering questions about natural disasters
Writing	writing a paragraph about a natural disaster

Reading

- Ask pupils what they remember about Robbie from the Introduction on page 7. Explain that they are going to read an email Paolo sent to Robbie about wildfires in Cortuga.
- Ask pupils to read the email on their own to find out how the volunteers at the Forest Information Centre get around the island (*by bicycle*).

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.
- Encourage pupils to guess any unfamiliar words from the context before using their dictionaries. Explain any vocabulary pupils don't know and correct their pronunciation if necessary.

Answers

- 1 because the winds were blowing at high speeds and changing direction all the time (*The weather was hot and the winds were blowing at high speeds and changing direction all the time, so the fire spread quickly ...*)
- 2 buy the land where the fire was and build a hotel (*A big company wanted to buy the land where the fire was ...*)
- 3 children and teachers from the local schools (*Children and teachers from the local schools have volunteered and we have all been planting new trees ...*)
- 4 over a thousand (*So far we've planted over a thousand trees.*)
- 5 at the Forest Information Centre (*I've also been working as a volunteer at the Forest Information Centre.*)
- 6 leaflets (*... we give out leaflets that encourage people to look after the forest.*)

Vocabulary

- Ask the pupils to read through the sentences and options.
- Explain that the words in the exercise appear in the email in Reading. Ask pupils to find the words in the text and underline them. Before you explain any words they don't understand, ask them to guess what the words mean from the context.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------|-------------|
| 1 build | 5 damage |
| 2 put | 6 leaflet |
| 3 prevent | 7 volunteer |
| 4 spread | 8 axe |

Grammar

Present Perfect Continuous

- Read the first part of the grammar box to the class and ask pupils to look at the example sentences of the Present Perfect Continuous. Explain that the Present Perfect Continuous is formed with *have/has been* and the *-ing* form of the main verb. Point out that we make the question with *have/has* followed by the subject, then *been* and then the *-ing* form of the main verb.
- Draw pupils' attention to the time expressions we can use with the Present Perfect Continuous and to the note about the use of *How long ...?* Explain that we use *How long ...?* to ask how much time something has been happening.

A

- Ask pupil to look back at the email in Reading. Explain that they are going to look for verbs in the Present Perfect Continuous and to underline them.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

Pupils should underline:
 what's been happening
 we've been doing
 has been improving
 have ... been planting
 I've ... been working
 There are 5 verbs in the Present Perfect Continuous.

B

- Ask the pupils to read through the sentences to decide which verbs fit the meanings. Tell them to find the subject of the missing verb, and to check whether each sentence is affirmative, negative or a question. Remind them to use the Present Perfect Continuous and to look back at the examples in the grammar box to help them.
- Give pupils a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Check the answers as a class.

Answers

- 1 have been planting
- 2 haven't been watching
- 3 Has ... been burning
- 4 hasn't been raining
- 5 have been building
- 6 Have ... been working

Vocabulary

- Explain to pupils that they have to match the pictures a to h with the words 1 to 8. Encourage pupils to use their dictionaries to look up any words they 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

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

Teaching Tip

When pupils have completed a vocabulary task by matching words to pictures, get them to practise the vocabulary with their books closed. Hold up your book, then point to the pictures at random and ask pupils to say what they are. Pupils can also practise in pairs in the same way.

Listening

- Explain to pupils that they are going to listen to a smokejumper called Alex, talking about his job and that they are going to complete the notes. Explain that for questions 1 to 5 the answers need only one word. For question six they must tick the correct box. Give pupils a few minutes to read the notes and then ask them what kind of information is missing from each one (1 *job*, 2 *country*, 3 *means of transport*, 4 *equipment*, 5 *verb*, 6 ✓).
- 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. Check the answers as a class.

Turn to page 117 for the listening script.

Answers

- 1 firefighter (*I'm a special kind of firefighter – a smokejumper.*)
- 2 Russia (*In Russia, where I usually work ...*)
- 3 plane/aeroplane (*When there's a forest fire in an area that is difficult to get to, we fly to the area by plane or helicopter.*)
- 4 shovels (*... some basic equipment, especially shovels and axes.*)
- 5 survive (*You also need to know how to survive in the forest ...*)
- 6 men and women (*most of us are men, but some women have started doing this job recently.*)

Speaking

- Explain that pupils are going to work in pairs to ask and answer the questions about natural disasters.
- Tell pupils to look back at Paolo's email in Reading and the Vocabulary tasks and to use the disaster-related words they have learnt 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 different pairs to ask and answer the questions about each of the pictures. If any pairs have chosen the same natural

disaster, ask them if they have anything to add to the answers already given.

- 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

Writing

- Explain to pupils that they are going to write a paragraph about the natural disaster they talked about in the Speaking task. Ask them to look back at the Grammar tasks to remind them of the sentence structures.
- Ask pupils to write down their paragraphs and then get them to swap books with a partner 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 133.

Lesson 2

Objectives

Reading	article – multiple choice questions
Vocabulary	text-related words; animal-related words
Grammar	present perfect simple and present perfect continuous
Listening	true or false statements
Phrasal Verbs	answer for; cut down on; die out; get across; look into; run out of

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraphs.
- Write the following anagrams on the board:

<i>currineah</i>	<i>locnova</i>
<i>dofol</i>	<i>morst</i>
<i>fledwiri</i>	<i>mansuit</i>
<i>hotdrug</i>	<i>quartheake</i>

Ask pupils to work in pairs to find the words for natural disasters that they learnt in Lesson 1, and then ask them to come up and write the words next to their anagram (*hurricane, flood, wildfire, drought, volcano, storm, tsunami, earthquake*).

Reading

- Ask pupils to read the title of the article and to look at the photos next to it to decide what this lesson is about.
- Tell pupils that they are going to read an article about dinosaurs. Ask pupils what they already know about dinosaurs. Then ask pupils to read the article on their own to find out what scientists found in the 1960s (*a pair of giant dinosaur arms*).

Comprehension

- Ask pupils to read the questions and possible answers before they read the article again so that they know what information to look for. Ask them to read the article to find the answers and to underline the information in the article that helps them find the answer. Ask them to explain why the two options they haven't chosen are incorrect.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess any unfamiliar words from the context before using their dictionaries. Then, explain any vocabulary pupils still don't know and correct their pronunciation where necessary.

Answers

- 1b (... *their appearance was very strange*)
 2a (... *palaeontologists found a pair of giant dinosaur arms in Mongolia.*)
 3a (Previous sentence: *For over 40 years scientists have been looking for answers to these question.*)
 4b (... *they've found only a few other bones of this dinosaur.*)
 5a (*Until someone finds new evidence – fossils or bones – there will be many unanswered questions ...*)

Guess what!

- Ask pupils to read the information in the Guess what! feature. Ask them if they find the information surprising and if they know anything else about *Tyrannosaurus rex* which they can tell the class.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.
- If pupils are interested, give them further information about the *Tyrannosaurus rex* using the information in the Background Information box.

Background Information

Tyrannosaurus rex was a meat-eating animal that lived on Earth over 65 million years ago. It was one of the largest meat-eating land animals, measuring 12.8 metres long and about 4 metres tall. Its arms were short and had only two fingers with claws, but its back legs were extremely long. It had a long heavy tail in order to balance its massive head and body. For further information on *Tyrannosaurus rex* and other dinosaurs, go to www.nationalgeographic.com and look up *dinosaur*.

Vocabulary

- Tell pupils to read the meanings and to write as many of the answers as they can before they read the article again. Then tell them to read the article again to find the words and underline them. Encourage pupils to guess the meaning of unfamiliar words from the context before they use their dictionaries to look up any words they don't know.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|------------|
| 1 reptiles | 4 estimate |
| 2 appearance | 5 bones |
| 3 enormous | 6 evidence |

Extra Class Activity

Ask pupils to write six sentences of their own using each of the words from Vocabulary. Ask them to proofread each other's sentences to check that they have used the words correctly. Then ask each pupil to read out one of their sentences to the class. Alternatively, this could be set as homework.

Grammar

Present Perfect Simple and Present Perfect Continuous

- Read the grammar theory to the class and ask individual pupils to read out the examples. Write on the board: *Have you ever seen a wildfire?* underlining *ever*. Ask pupils which other time expressions we often use with the Present Perfect Simple (*already, just, for, never, since, (not) yet*).
- Remind pupils that we use *How many ...?* with the Present Perfect Simple to ask how many times an action happened.
- Write on the board: *How long have you been studying English?* and ask pupils to answer this question using *for* or *since*. Remind pupils that we use *How long ...?* with the Present Perfect Continuous to ask how much time something has been happening. Make sure they remember the structures to use with *for* and *since*. Elicit the other time expressions we can use with the Present Perfect Continuous (*all day/night/week, lately, recently*).

A

- Ask the pupils to read through the sentences and options and to find any time expressions which go with the Present Perfect Simple or the Present Perfect Continuous. 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's. Ask them to justify their answers if they are different.
- Check the answers as a class.

Answers

- | | |
|------------------|-----------------|
| 1 met | 4 read |
| 2 been searching | 5 been learning |
| 3 watched | 6 found |

B

- Ask pupils to read each sentence to decide whether they need to use the Present Perfect Simple or the Present Perfect Continuous of the verb in brackets. Tell them to check whether they need to use the affirmative, negative or question form. Tell them to think about what other words they need to use to form the Present Perfect Simple (*have/has/haven't/hasn't + past participle*) and the Present Perfect Continuous (*have/has/haven't/hasn't + been + main verb with -ing*).
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------------------|---------------------|
| 1 have you been doing | 6 haven't printed |
| 2 have been working | 7 has used |
| 3 haven't finished | 8 have just bought |
| 4 have been searching | 9 have been looking |
| 5 Have ... found | 10 haven't started |

Vocabulary

- Explain to pupils that they have to match the pictures a to h with the words 1 to 8.
- Ask pupils to work in pairs to do the task and to match the words and pictures they already know and then to use their dictionaries to look up any words that are unfamiliar. Check the answers as a class and correct pronunciation where necessary.

Answers

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

Listening

- Explain to pupils that they are going to listen to Jane and Ben talking while on a visit to the Natural History Museum.
- Ask pupils to read through all of the sentences quickly to see what information they have to listen for. Make sure that they understand that they have to write *T* if the sentence is correct or *F* if it is incorrect.
- Play the recording to the end and ask pupils to write *T* or *F* in the boxes.
- 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 make sure pupils can justify their answers.

Turn to page 117 for the listening script.

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 key words they wrote down can sometimes help to identify misunderstandings which led to their mistakes.

Answers

- T (... about 240 million years ago. At that time the Earth's climate was quite warm ...)
- F (What is it? A Tyrannosaurus rex? ... No, it's a model of a ... Masiakasaurus.)
- F (It's a dinosaur egg, silly!)
- T ('They were hunted by humans and dogs because they couldn't fly.')
- T (Some people say it was because the temperature on Earth got colder. Others say a big rock from space hit the Earth and killed them.)

Phrasal Verbs

- Ask pupils to refer back to the information given in Unit 1, Lesson 2, about phrasal verbs and their structure. Remind them that the meaning of phrasal verbs cannot be guessed from the individual meanings of the verb and particle(s), but that the context gives them an idea of what the meaning should be.
- Ask them to find the phrasal verb that occurs in the Reading text about dinosaurs (*die out*).
- Ask pupils to work in pairs to read the sentences and decide which phrasal verb fits the meaning. Explain that they should use the 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 die out | 4 get ... across |
| 2 look into | 5 answer for |
| 3 run out of | 6 cut down on |

Extra Class Activity

Ask pupils to write six sentences of their own using each of the phrasal verbs in the wordbank. Ask them to proofread each other's sentences to check that they have used the phrasal verbs correctly. Then ask each pupil to read out one of their sentences to the class. Alternatively, this could be set as homework.

Extra Task (for early finishers)

See photocopiable material on page 133.

Lesson 3

Objectives

Reading	leaflet – multiple matching
Say it like this!	talking about what is or isn't worth doing
Grammar	comparatives and superlatives
Writing	giving your opinion; writing a letter giving your opinion about recycling

Way in

- Check pupils have learnt the vocabulary for different parts of animals' bodies by asking them to come up and write the words they remember on the board. For those words they don't remember, give a definition (eg an animal's foot: answer *paw*) to elicit *beak, claw, horn, scales, tail, wing, paw* and *fur*.
- Write the phrasal verbs: *answer for, cut down on, die out, get across, look into* and *run out of* on the board. Ask pupils to make sentences with each of these phrasal verbs. Alternatively, if the extra class activity from Lesson 2 was assigned for homework, ask each pupil to read out one of the sentences they have written.
- Ask pupils which tense we use to say *how much* or *how many times* an action has happened (Present Perfect Simple) and which tense we use to ask or say *how long* an action has been happening (Present Perfect Continuous). Ask them to give one example sentence for each of these tenses.
- Explain that this lesson is about how we look after the world around us.

Reading

- Tell pupils that they are going to read about what some teachers and pupils are doing to help the environment. Ask pupils whether the teachers and pupils at their school have done anything to help the environment, and what other things they do personally. Then ask pupils to read the article on their own to find out who gets a prize every month (*The pupil who's tried the hardest to recycle.*).

Comprehension

- Tell pupils to read the questions before they read the diary page again so that they know what information to look for.
- Ask pupils to underline the words that gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.

- Encourage pupils to guess the meaning of unfamiliar words from the context before they use their dictionaries. Correct their pronunciation where necessary.

Answers

- 1** B (*Both children and teachers plant and water the seeds, then they pick the vegetables ...*)
- 2** B (*... they can all enjoy healthy food at lunchtime. 'School dinners are tastier than ever before!'*)
- 3** P (*... pupils don't just bring their books to school – they bring their rubbish too!*)
- 4** T (*The teachers give a prize every month ...*)
- 5** P (*Now every child has planted their own tree ...*)
- 6** B (*Everyone walks or cycles to Fairfield School!*)

Say it like this!

Talking about what is or isn't worth doing

- Ask pupils to work in pairs to read through the structures and example sentences with *It's worth* and *It's not worth*. Then tell them to use the phrases given to talk about what is or isn't worth doing when you want to look after the environment. Remind them 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.

Teaching Tip

Encourage pupils to give their own opinions when there is a Say it like this! section or whenever a topic comes up for discussion. Explain that there are no right or wrong answers to the discussion topics, but the important thing is to practise using the language correctly to express their own ideas.

Answers

Pupils' own answers

Grammar

Comparatives and Superlatives

- Read the information and the examples in the grammar box to the class.
- Ask pupils to look back at the Reading text on page 32 and to find the comparatives (*tastier than, much better, faster*). Remind pupils that these adjectives or adverbs are used to compare two or more things or actions. Then ask them to find the superlatives (*the hardest, the least beautiful*). Remind them that this form is used because they are talking about more than two things or actions.
- Remind pupils that another way of making comparisons is with *as ... as*. In the affirmative we use *as ... as* to compare things that are the same, eg Jane is *as tall as* Peter. In the negative it is used to show a difference, eg Peter isn't *as tall as* his father. Point out that when we use *as ... as* the adjective or adverb doesn't change form.
- Draw pupils' attention to the list of irregular adjectives and adverbs and tell pupils that they need to learn these comparatives and superlatives by heart.
- Ask pupils to read each sentence to decide whether they need to use the comparative or the superlative of the adjective or adverb in brackets. Tell them to pay attention to any spelling changes necessary at the end of some words. Tell them to

use the list of irregular adjectives and adverbs in the grammar box to decide whether the words in brackets are regular or irregular.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------------|----------------------|
| 1 harder | 5 cheaper |
| 2 the biggest | 6 the nearest |
| 3 more frequently | 7 further |
| 4 faster | 8 the most beautiful |

Writing

Giving your opinion

A

- Ask pupils to read the words and phrases we use to give our opinion about something. Explain that we usually use expressions like these in formal letters or emails.
- Explain the meanings of any words that pupils don't know. Draw their attention to the use of *really*, explaining that we can use adverbs like this (eg *honestly, truly, strongly*) to emphasise what we think or believe.

B

- Ask pupils to read the letter and to see which words come after each gap to help them decide which words fit the meaning.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|-----------------|
| 1 believe | 3 In my opinion |
| 2 it is true | 4 I agree |

Extra Class Activity

Point out that the letter in B is an example of a formal letter, because Kim is writing to somebody she hasn't met and she wants to express her opinion about a serious subject. Tell pupils to compare this letter with the email in Unit 2, Lesson 3, Writing B and ask them to read the letter in B again and to find and underline examples of formal writing. The main examples they should underline are:

Dear Sir or Madam (the way we begin a letter when we don't know the person's name)

Yours faithfully (the usual way to close the letter when we begin with *Dear Sir or Madam*)

Kim Connelly (she ends the letter with her full name)

Plus the words and phrases they learnt in Writing A.

Ask pupils to do the task individually, but check the answers as a class. Point out that we don't usually use contractions (short forms of verbs: eg *They don't understand...*, *I think it's terrible.*) in formal letters.

Task

C

- Ask pupils to work in pairs to discuss their opinions about recycling. Tell them to use the phrases from Say it like this! and their own ideas about recycling.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph adds a different piece of information to the letter to make it easy to follow.
- Ask pupils to use the plan to write a letter and that they can use the letter in task B as a model if they like.
- Alternatively, you could assign this task as homework.

Suggested answer

Dear Sir or Madam,

I read the article about recycling in the school magazine last week and I agree with what it said. I really believe that recycling is important for our environment.

Unfortunately, people in our country don't recycle enough. In my opinion, they don't understand that recycling bottles, cans and paper can save energy and help our environment. I use recycled paper for school. I never throw away pages in my notebooks that I haven't written on. I also use the back of old test papers to write notes on.

Teachers should encourage pupils to recycle paper and schools should also give pupils school books made from recycled paper. Some people say teachers should tell pupils not to write on these books so that another class can use them the next year. I agree with that. I think it will save a lot of trees.

Fortunately, some people have started to recycle things, but everybody should do it. What do other pupils think?

Yours faithfully,
Steven Turpin

D

- Remind pupils that they should use the words and expressions from Writing A to give their opinions.
- Ask pupils to proofread their letters and to pay attention to the ordering of the points mentioned.
- When you have marked their letters, choose some to stick on the wall so they can read them when they have time.
- If you assign the task as homework, give pupils a few minutes at the beginning of the next lesson to proofread their letters.

Extra Task (for early finishers)

See photocopiable material on page 133.

Extra Class Activity: Song

See photocopiable material on page 126.

- Tell pupils they are going to listen to a song about what we're doing to our planet. Write the following questions on the board:

What has the person been thinking about?

Why do we rely on trees?

What have we been doing to the land and sea?

What two animals are in the song?

Who is the world for?

What is worth doing?

Ask pupils to read and listen to the song and to answer the questions. Play the song once and check answers as a class.

- 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 and to see how many things they can find from the song. Ask pupils what people are doing in this country to help the planet.

Project Book

The pupils may do project 3 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

4 Myths and Legends

Way in

- If you assigned Unit 3, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their letters and to check they've used the words and expressions correctly to give their opinions. Then when you have marked their letters choose some to stick on the wall so they can read them when they have time.
- Tell pupils to work in pairs. Tell them to ask and answer a question beginning with *How long ...?* Check their answers as a class and write some of the pupils' sentences on the board:
eg *How long have you been working on your project?*
I've been working on it for three weeks.

Remind pupils that we usually use the Present Perfect Continuous to ask or say how long something has been happening, and remind them that we make this with *have/has + been + the main verb with -ing*.

Write on the board: *I've done six school projects this year.*
How many projects have you done?

Ask pupils to compare the verb tense in these sentences with the first examples and to say which tense is used (*Present Perfect Simple*) and why we don't use Present Perfect Continuous in these sentences (*because it's about a completed action and we are interested in the result; we use Present Perfect Simple to say how many times something has happened*)

- Write on the board:

Paper bags are (cheap) than plastic bags.
This is (old) transport system in the world.

Remind pupils that we use the comparative to compare two or more people, animals or things; and the superlative to compare one person, animal or thing with several other similar things. Ask which sentence has an adjective describing two different types of thing (*the first – paper bags, plastic bags*), then elicit the correct form of *cheap* (*cheaper*). Remind them that we make the comparative form by adding *-er* to the adjective or adverb. Point out that in the next sentence more than two things are compared (ie one transport system is compared to all the other transport systems in the world) and elicit the correct answer and form (*the oldest, superlative*).

- Ask pupils to write the following adjectives and adverbs in their notebooks: *good/well, bad/badly, far, many/much and little* and to write the comparative and superlative forms of these. Tell pupils to swap books with their partner to check each other's answers using the grammar box on page 33 of the Pupil's Book.

Quiz

- Ask the class to look at the picture on pages 34 and 35 and to say what they can see in the photo. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 34 and teach any vocabulary which pupils don't know. Ask pupils whether they have ever heard of the Giant's Causeway before. If there is a world map in the classroom, ask pupils to come up and point out where Northern Ireland is.
- Ask pupils to look at the stones in the photo of the Giant's

Causeway. Explain that the stones are made of a sort of volcanic rock called basalt.

- Remind pupils that they are not expected to know the answer and ask them to discuss the question and options in pairs or small groups and decide which they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information about Finn MacCool using the information in the Background Information box.

Background Information

Another legend says that Finn went to live on the Isle of Man (between Ireland and Scotland), where an ogre came to fight against him. The ogre was very strong so Finn didn't want to fight with him. He dressed up like a baby and lay in the cradle and his wife pretended that he was the baby. Then she gave the ogre a cake which had an iron pan hidden in it and told him that her husband always ate cakes like these. The ogre couldn't eat the cake. Then Finn's wife gave another cake without an iron pan to Finn, and he ate it easily. The ogre believed that if the baby was so strong, his father would be too strong to fight, so he left quickly. Years later, Finn had a fight with the ogre. The legend says Finn's feet made two channels in the sea between Ireland and the Isle of Man, and the ogre's feet made the opening for the port at Port Erin. When the ogre started to win the fight, Finn ran away. He could walk on the sea, but the ogre couldn't, so the ogre threw a tooth at Finn. It hit him and fell into the sea to become the place called Chicken's Rock. People say that Finn put a magic spell on the rock, and that's why it is dangerous for sailors. For further information, go to www.nationalgeographic.com and look up *Finn MacCool*.

Answer

b

Lesson 1

Objectives

Reading	story – multiple matching
Vocabulary	text-related words, character-related adjectives, prefixes and suffixes
Grammar	past perfect simple
Listening	numbering pictures
Speaking	discussing expressions from myths or legends
Writing	writing a paragraph about myth or legend

Reading

- Ask pupils what they remember about Oliver from the Introduction on page 7. Explain that they are going to read the story which Oliver told the children about the Minotaur.
- Ask pupils to read the story on their own to find out who Aegeus was and why he killed himself (*the king of Athens; because he thought his son had died*). Ask pupils whether they have read this story before and if so, what else they know about Theseus and the Minotaur.

Teaching Tip

Use the pictures around reading texts as a basis for class discussion. For example, in this Reading, encourage pupils to discuss whether they have visited an ancient historical site and if so, what they remember about it.

Comprehension

- Tell pupils to read the questions before they read the story again so that they know what information to look for.
- Ask pupils to underline the parts of the story which gave them their answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before using their dictionaries. Correct their pronunciation where necessary.

Answers

- 1 M (*These poor people were eaten by the Minotaur.*)
- 2 T (*Theseus, the brave son of the king of Athens.*)
- 3 A (*... Ariadne decided to help Theseus.*)
- 4 M (*... to help him find his way out of the labyrinth, where the Minotaur lived.*)
- 5 A (*Ariadne and her sister Phaedra also went back with them.*)
- 6 T (*Theseus had forgotten to put up a white sail before they left Crete.*)

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that the words appear in the story. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning of words from the context before checking the meanings in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|-------------|---------|
| 1 legend | 4 brave |
| 2 labyrinth | 5 war |
| 3 bull | 6 sails |

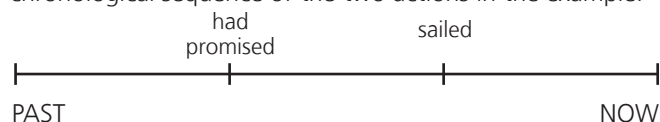
Grammar

- Read the first part of the Grammar box to the class. Write on the board:

Before he sailed for Crete, Theseus had promised his father to put up a white sail on his return.

Underline the verbs in the Past Perfect and Past Simple in this example (*had promised, sailed*).

Ask pupils to tell you whether Theseus promised to put up a white sail or sailed to Crete first (*he promised to put up a white sail*). Explain that the Past Perfect Simple is used because it is about something that happened before another action in the past. Draw the time line below on the board to show the chronological sequence of the two actions in the example.



- Explain that we can also use the Past Perfect Simple to talk about something that happened before a specific time in the past. Write on the board: *Theseus had killed the Minotaur by the end of the day*. Underline *had killed* and elicit the specific time this action happened (*by the end of the day*). Add this example to the time line on the board, by writing *had killed* below the time line at the same point as *had promised*, then add *by the end of the day* below *came*.
- Point out that we make the Past Perfect Simple with *had* + the past participle of the main verb. Draw pupils' attention to the list of Irregular verbs on pages 128-9 and tell them to look back at this list to remind them of the past participles.
- Ask pupils to read the forms of the Past Perfect Simple and the time expressions. Ask them to work in pairs to make one example sentence using the Past Perfect Simple with each of the time expressions. Ask some pupils to read their sentences to the class, and correct where necessary.

A

- Ask the pupils to read through the sentences and options. Tell them to compare each sentence with the example sentences and the affirmative, negative and question forms of the Past Perfect Simple in the grammar box and to read through the time expressions to see which option is correct.
- Give pupils a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Check the answers as a class

Answers

- | | |
|----------------|----------------|
| 1 lost | 4 by |
| 2 had visited | 5 existed |
| 3 Robbie heard | 6 hadn't heard |

B

- Remind pupils that we make the Past Perfect Simple with *had* + the past participle of the main verb, and that this is the same for all subjects.
- Ask pupils to read each sentence to decide which verb fits the situation.
- Tell them to decide whether each sentence is affirmative, negative or a question and whether each verb is regular or irregular. Remind them to use the list on pages 128-9 to help them find the past participles of irregular verbs.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|----------------------|--------------------------|
| 1 had left / 'd left | 4 had pulled / 'd pulled |
| 2 Has ... heard | 5 Had ... studied |
| 3 hadn't read | 6 hadn't seen |

Vocabulary**A**

- Explain to pupils that we can give some adjectives a negative meaning by adding *dis-*, *im-*, *ir-* or *un-* at the start of the word. Write on the board: *happy, satisfied, regular* and *possible* and ask pupils if they can make the opposites of any of these adjectives. Add the prefixes in front of each word on the board to show the answers (*unhappy, dissatisfied, irregular, impossible*).
- Explain that we can also change the ending of some adjectives that end with *-ful* to *-less* to give a negative meaning.
- Ask pupils to work in pairs to read the adjectives and to decide which letters they need to add to or change to make the opposites. As most of the vocabulary is new, encourage pupils to use dictionaries if they have them.

- Check the answers as a class and make sure that pupils understand the meanings of the words.

Answers

- | | |
|-------------|-----------------|
| 1 careless | 4 impatient |
| 2 dishonest | 5 unpleasant |
| 3 unkind | 6 irresponsible |

B

- Explain to pupils that they have to match the adjectives 1 to 5 with the adjectives a to e that have the opposite meaning. Tell pupils to match the words that they already know first and then to use their dictionaries to look up any words they 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

- 1c 2e 3d 4a 5b

Extra Class Activity

Ask pupils to write three sentences about a character they have read a myth or legend about. Tell them to use as many of the adjectives as they can from Vocabulary A and B to describe them and to give reasons to show why this describes them. Ask them to work in pairs and then ask different pupils to read some of their sentences to the class.

Listening

- Explain to pupils that they are going to hear the story of the legendary King Arthur and his parents. Tell them that they are going to note down the order in which they hear about each event.
- Tell pupils that they have to listen for the words that refer to what they see in the photos.
- Remind pupils to number each picture as they hear about them rather than trying to find the answers in order from a to f.
- 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 117 for the listening script.

Answers

- a4 (*Many years later King Uther became ill and died.*)
 b6 (*Arthur, who was then 15 years old, saw the sword in the stone and pulled it out.*)
 c2 (*They got married and had a baby son called Arthur.*)
 d3 (*Merlin took baby Arthur and gave him to another family ...*)
 e1 (*Uther loved a woman called Igraine, who was kind and pleasant.*)
 f5 (*Many people tried to pull the sword out of the stone ...*)

Speaking

- Explain that pupils are going to work in pairs to talk about myths and legends. Tell pupils to read the expressions which come from Greek mythology, and then to discuss the expressions with their partner. Tell them to talk about which myths or legends they came from and what they think they mean.

- 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 different pairs to ask and answer the questions about each of the expressions. If any pairs have chosen the same expression, ask them if they have anything to add to the answers already given.
- 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 answers

Herculean task: This comes from the Greek legend of Hercules, who was very strong and did a lot of difficult tasks that the Gods told him to do. It means that a job is very difficult or needs a lot of strength.

Achilles' heel: This comes from the legend of Achilles, who died when an enemy's arrow hit him on his heel. It means a person's weakest point.

Pandora's box: This comes from the Greek myth about Pandora, who was the first woman made by the Gods. The Gods gave her a box which she opened up to see what was inside, and all the evil things in the world came out of the box and she couldn't close it in time to stop them. Only Hope was left behind in the box. It might mean something that looks harmless can cause a lot of problems which can get out of control quickly.

The Midas touch: This comes from the legend of King Midas, who made a wish for everything that he touched to turn to gold. It means that somebody can make a lot of money easily.

Writing

- Explain to pupils that they are going to write a paragraph about one of the myths or legends that they talked about in the Speaking task. Ask them to look back at the Grammar and Vocabulary tasks to remind them of the sentence structures for talking about actions in the past and the adjectives to describe people.
- Ask pupils to write down their paragraphs and then get them to swap books with a partner so that they can proofread what each other has written.
- Alternatively, you could set this task for homework if you are short of time.

Teaching Tip

Remind pupils to revise new vocabulary on a regular basis. Tell them to use as many of the new words as they can when they do their writing tasks.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 134.

Lesson 2

Objectives

Reading	article – missing sentences
Vocabulary	text-related words; expressions with get
Grammar	past simple and past perfect simple
Listening	completing a table
Prepositions	adjectives + at, for, in or of

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's sentences to check they have used the sentences structures for talking about actions in the past and adjectives for describing people correctly.
- Write the following anagrams on the board:

nilthbary lulb
glende raw
words

Ask pupils to work in pairs to find the words that they learnt in Lesson 1, and then ask them to come up and write the words next to their anagram (*labyrinth, legend, sword, bull, war*).

- Ask pupils to write down the opposites of the adjectives *careful, honest, kind, patient, pleasant, responsible, brave, generous, miserable, weak and wise*.
- Ask pupils to read the title of the Reading text and to look at the photo next to it to decide what this lesson is about.

Reading

- Tell pupils that they are going to read an article about a woman who disappeared over the Pacific Ocean in 1937. Ask pupils to look at the photo of the woman and to guess her job (*pilot*). Then ask pupils to read the article on their own and to say what they think happened to her (*Pupils' own answers*).

Comprehension

- Ask pupils to read the missing sentences before they read the article again. This way they will have more of an idea about what information is missing and where it might be likely to go. Ask pupils to look at the sentences before and after the gap to find clues and references (eg *linking words, pronouns, similar vocabulary, etc*) that will help them fill the gap correctly.
- Once they have filled the gaps, tell pupils to read through the article again with the sentences they have chosen to make sure that it makes sense.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.

Answers

1d 2c 3a 4e 5b

Guess what!

- Ask pupils to read the information in the Guess what! feature. Ask them whether they have travelled by plane or helicopter and how many different types of aircraft they have been in.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.

Extra Class Activity

Ask pupils to work in pairs to talk about what they think is good or bad about travelling by plane. Tell them to think of at least two good things and two bad things and to give reasons. Then encourage them to discuss their ideas as a class.

Vocabulary

- Tell pupils to read the meanings and to write as many of the answers as they can before they read the article again. Then tell them to read the article again to find the words and underline them. Encourage pupils to guess the meanings of the words from the context before they use their dictionaries to look up any words they don't know.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|--------------|
| 1 land | 4 headed for |
| 2 navigator | 5 fuel |
| 3 took off | 6 crashed |

Grammar

- Read the Grammar box to the class. Ask pupils to underline the verbs in the example sentence. Ask pupils to tell you which tenses these verbs are (*crashed* = Past Simple; *had run out of* = Past Perfect Simple).

Draw the time line below on the board:



Ask pupils to come up and write the verbs in the correct position on the time line (*had run out of* = above mark left of centre; *crashed* = above the mark right of centre).

- Ask pupils to work in pairs to write two sentences about what they think happened to Amelia Earhart, the woman that they read about on page 38. Tell them to write one verb in the Past Simple and the other in the Past Perfect Simple to show which action happened before the other. Ask pupils to read one of their sentences to the class until every pupil has had a chance to speak.
- Ask pupils to read the paragraph and to decide whether the verb in brackets is about an action that happened before another action mentioned in the same sentence. Tell them to think about what words they need to use to form the Past Perfect Simple (*had* + the past participle of the main verb) and the Past Simple (the main verb + *-ed*). Remind them that they can use the list of Irregular verbs on pages 128-9 to find the Past Simple and past participle of any irregular verbs.
- Explain that the answers include affirmative and negative sentences.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|----------------------|----------------|
| 1 was | 6 noticed |
| 2 had/'d just said | 7 hadn't seen |
| 3 had/'d invited | 8 didn't know |
| 4 left | 9 disappeared |
| 5 had/'d already got | 10 had/'d gone |

Vocabulary

- Explain that we use the verb *get* in a lot of everyday expressions in English. Ask pupils to work in pairs to read the sentences and decide which words fit the situation. Explain that they should use the verbs in the same form shown in the wordbank.
- Tell pupils to write the answers they are sure about on their own and then to work in pairs to discuss their answers and complete the task. Encourage pupils to look up the meanings of any words they don't know in their dictionaries.
- Check the answers as a class and explain the meanings of the expressions where necessary.

Answers

- | | |
|----------------|----------------------|
| 1 got a job | 4 got a surprise |
| 2 get a reply | 5 get the impression |
| 3 get a chance | 6 get home |

Listening

- Explain to pupils that they are going to hear a person talking about two mysteries. Ask them to look at the table to work out what information they need to listen out for.
- Tell pupils that they will hear the information in the order it appears on the table and that they should write a word or short phrase in each gap.
- Play the recording 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 and to fill in any missing information.

Turn to page 117 for the listening script.

Answers

- Atlantic Ocean (... *the Bermuda Triangle is an area in the Atlantic Ocean* ...)
- disappearances (... *there have been many disappearances of ships and planes.*)
- 1945 (... *began in 1945* ...)
- Texas, USA (*Another place where unusual things happen is Texas in the USA.*)
- in the 1940s / many years ago (... *many years ago. Many pilots trained in this area in the 1940s* ...?)
- yes (*Seventy years later, no-one can explain what the lights are and why they exist. The mystery continues* ...)

Prepositions**A**

- Ask pupils to work in pairs to read the adjectives and to decide which preposition goes after each one. Explain that they will have to use some of the prepositions more than once. As most of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- Check the answers as a class and explain the meanings of any words they don't know.

Answers

- | | |
|------|---------|
| 1 of | 5 of |
| 2 of | 6 for |
| 3 at | 7 for |
| 4 in | 8 about |

B

- Ask pupils to read the sentences to decide which words from A fit the situation.
- Ask pupils to do the task individually, but check the answers as a class.
- Ask pupils to make sentences of their own using each of the adjectives and prepositions from the task. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- | | |
|-------------------|-----------------|
| 1 responsible for | 5 capable of |
| 2 afraid of | 6 suitable for |
| 3 jealous of | 7 interested in |
| 4 worried about | 8 good at |

Extra Task (for early finishers)

See photocopiable material on page 134.

Lesson 3**Objectives**

Reading	story – open ended questions
Say it like this!	talking about plans that change
Listening	circling the correct words
Speaking	talking about which books are suitable for different people
Writing	words and expressions to show narrative sequence; writing a story or a myth that you know

Way in

- Write *land, navigator, take off, head for, crash* and *fuel* on the board and ask pupils to tell you the meanings they learnt in Lesson 2.
- Ask pupils to tell you sentences using the different expressions they learnt with *get* (*get a chance, get a reply, get home, get the impression, get a job, get a surprise*).
- Write the prepositions *about, at, for, in* and *of* on the board and elicit the adjectives that go with each of these (*worried about, good at, responsible/suitable for, interested in, afraid/capable/jealous of*).
- Ask pupils to read the phrase 'Once upon a time ...' that introduces the Reading text and to say what kind of text often begins with these words (*a children's story or a fairy tale*).

Reading

- Tell pupils that they are going to read a story from Africa. Ask pupils whether they have read any stories from Africa before. Then ask pupils to read the story on their own to decide which is the best title (c).

Comprehension

- Ask pupils to read the questions before they read the story 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 them to underline the parts of the text which justify their answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation if necessary.

Answers

- 1 He was clever, but not wise. (*Anansi the spider knew that he was very clever, but he also knew that he wasn't wise.*)
- 2 the people of the village (*He went around the village and asked each person to give him some of their wisdom.*)
- 3 because they knew he needed wisdom the most (*The people laughed at Anansi because they knew that, of all the creatures, he needed wisdom the most.*)
- 4 because he had tied it to the front part of his body (*When he had tied the basket to the front part of his body, he tried to climb the tree, but it was too difficult.*)
- 5 because his baby son was wiser than him (*I walked all over the village and collected so much wisdom that I am the wisest person ever, but my baby son is still wiser than me.*)
- 6 It went all over the world. (*... he threw the basket of wisdom into the air ... that's how wisdom went all over the world.*)

Say it like this!

- Ask pupils to work in pairs to read through the structures and example sentences. Then tell them to take turns to talk about themselves and things they were or weren't supposed to do, or were or weren't going to do. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask each pupil to say one thing they were/weren't supposed to do and one thing they were/weren't going to do, until all pupils have had the chance to speak.

Answers

Pupils' own answers

Listening

- Explain to pupils that they are going to listen to a conversation in a bookshop.
- Ask the pupils to read through the sentences and possible options so that they know what information to listen out for.
- 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 the answers they have if they are different.
- Play the recording again and ask pupils to check their answers and to circle in any missing answers.

Turn to page 118 for the listening script.

Teaching Tip

Remind pupils that, in this type of task, for some questions they will hear all the options mentioned in the recording, but they will have to listen carefully to what exactly is said about each option in order to choose the correct answer. Tell them to underline the key words in the question before they listen to help them focus on the information they need to listen out for.

Answers

- 1b (*... she'll be twelve in a few days*)
- 2c (*... her mum told me she's read them all.*)
- 3b (*... this one might be suitable for her. And it isn't expensive ... This book's a bit dirty, though.*)
- 4c (*Now this is the kind of book I love! Ancient Greek Myths and Legends.*)
- 5a (*That one isn't very popular with kids these days. They usually prefer more modern books ... Oh, I'm not worried about that. It's an amazing book.*)

Speaking

- Explain that pupils are going to work in pairs to talk about the books in the pictures and to say which ones are suitable for themselves, their family members, and their best friends.
- Remind pupils to give reasons for their answers.
- 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.

Suggested answer

The best book for my little sister is 'The Silly Princess', because she likes fairy stories and she is a happy person who likes to laugh a lot.

I think the most suitable book for my mum is 'Fascinating Places' because she likes to travel.

'The Truth about Space' is the most suitable book for my brother, because he is interested in space travel.

'Legends from around the World' is the perfect book for my best friend, because she's very interested in old myths and legends.

For my dad, the most suitable book is '101 Silly Jokes' because he's always telling jokes.

For me the best book is the Harry Potter book, because I like fantastic stories with adventure and magic.

Extra Class Activity

Have a class discussion about the books that pupils read. Ask pupils what their favourite books are and ask them to describe the story and say why they enjoyed reading them. Ask them when they read books and where they get the books from (eg *bookshop, library, friends*). Tell them about a book that you enjoyed reading and say why.

Writing

Showing narrative sequence

A

- Ask pupils to read the list of words and phrases. Then tell them to look back at the Reading text on page 40 to find and underline the words and phrases from the list that were in the story of Anansi (*One day, Soon, Then*).
- Explain that we use the words and phrases on this list to show the order that things happened in a story. Draw pupils' attention to the positions of the phrases in the example sentences.

B

- Ask pupils to read the story and the possible options and to look for clues to decide which option fits the situation. For example, does the word or expression introduce an event that comes before other events or one that follows other events. Check also to see whether the word/phrase needs the continuous or the simple form of the past.
- Ask pupils to do the task individually, but check the answers as a class. When you have checked the answers, ask pupils whether they have heard this story before.

Answers

- | | |
|--------------|--------------|
| 1 Once upon | 5 A few days |
| 2 While | 6 Then |
| 3 one day | 7 In the end |
| 4 As soon as | |

Task**C**

- Ask pupils to work in pairs to discuss what story or myth they are going to write about and to say why.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph adds a different piece of information to the story to make it easy to follow.
- Ask pupils to use the plan to write a story like the one in Writing B. Tell them to look back at the Vocabulary tasks in Lesson 1 and Lesson 2 and the adjectives with prepositions in Lesson 2 to describe people and their feelings in the story. They can also draw or stick on a picture to show a scene from their story.
- Alternatively, you could assign this task as homework.

Suggested answer

Once upon a time, there was a boy called Aladdin. He lived with his mother. His father was dead and the family had no money.

One day, a mysterious man visited Aladdin. He said that he was Aladdin's uncle. He said that he would make Aladdin a millionaire! The man took him into the desert and showed him a cave. He gave him a ring and asked him to find an old lamp.

Aladdin went into the cave. He found the old lamp but he was trapped inside the cave. He rubbed his hands together and a genie appeared. It was the genie of the ring. The genie took Aladdin home.

As soon as he got home, Aladdin cleaned the lamp. Another genie appeared. This genie said he could help Aladdin. Soon, Aladdin became a rich man. A few months later, he married the king's daughter.

The mysterious man was very angry when he heard about Aladdin's success. He pretended to be a poor man. He offered the princess a new lamp and took away the old one with the genie inside. He told the genie to take Aladdin's palace and the princess to his own country.

The genie of the ring helped Aladdin to travel to the mysterious man's country to find the princess. He fought the man and rescued the princess. The genie of the lamp moved the palace again and Aladdin and the princess had a happy life together.

D

- Remind pupils that they should use the correct words and phrases to show the narrative sequence in their story.
- Draw pupils' attention to the Tip! on the right. Remind them that we use the Past Simple, Past Continuous and Past Perfect

Simple to describe actions that happened in the past. Remind them to use the list of Irregular verbs on pages 128-9 to find the Past Simple and past participles of irregular verbs where necessary.

- Ask pupils to proofread their stories and to pay attention to the ordering of the points mentioned.
- When you have marked their stories or myths, choose some to stick on the wall so that pupils can read them when they have time.
- Alternatively, if you are short of time, you could assign this task as homework.
- If you assign this task as homework, give pupils a few minutes before they do Review 2 to proofread their stories.

Extra Task (for early finishers)

See photocopiable material on page 134.

Project Book

The pupils may do project 4 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

Review 2

Objectives

- To revise vocabulary and grammar from Units 3 and 4
- Song

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.
- 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 write sentences with the words *build, put out, prevent, spread, damage, leaflet, volunteer* and *axe*.
- Write the headings *Natural disasters* and *Parts of an animal* on the board and ask pupils to come up and write the words they remember related to these headings (Natural disasters: *wildfire, hurricane, flood, earthquake, drought, storm, tsunami*. Parts of an animal: *beak, claw, horn, scales, tail, wing, paw, fur*).
- Check that pupils remember the phrasal verbs *answer for, cut down on, die out, get across, look into* and *run out of*. Say each phrasal verb and ask pupils to give you a sentence with each one in turn.
- Write *careful, honest, kind, patient, pleasant* and *responsible* on the board and ask pupils to tell you how to make the opposite of each adjective.
- Ask pupils to tell you the opposite of *strong, foolish, cowardly, cheerful* and *mean*.
- Check that pupils remember the mythology-related words from Unit 2, Lesson 1. Try to elicit *bull, labyrinth, legend, sails, sword* and *war*. Ask pupils to make sentences using each of these words.
- Check that pupils remember the words related to flying a plane from Unit 2, Lesson 2. Try to elicit *land, navigator, take off, head for, crash* and *fuel*. Ask pupils to make sentences using each of these words or to explain the meanings in English.
- Ask pupils to tell you the phrases they remember beginning with *get*. Try to elicit *get home, get a reply, get a chance, get the impression, get a job* and *get a surprise*.
- Ask pupils to tell you which prepositions go with *afraid, capable, good, interested, jealous, responsible, suitable* and *worried*. Ask pupils to make sentences using each of these phrases.

Grammar Revision

- Write *I* and *She* on the board and ask pupils to come up and write the affirmative, negative and question forms of the

verb *work* in the Present Perfect Continuous in the first and third person. Check that pupils remember when to use the Present Perfect Continuous form and ask them to tell you the time expressions we use with this tense (*all day/night/week, for years/a long time/long, lately, recently, since, how long*). Then ask pupils to make sentences using the Present Perfect Continuous with these time expressions.

- Ask pupils to tell you which tense we use to say *how much* or *how many times* something has happened (Present Perfect Simple).
- Write
good/well
bad/badly
far
many/much
little
on the board and ask pupils to come up and write the comparative and superlative forms.
- Write *Mary had finished her homework by 7 o'clock in the evening*. and ask pupils what tense the verb is. Check that pupils remember when to use the Past Perfect Simple and which words we use to make this tense. Ask pupils to tell you the time expressions we use with the Past Perfect Simple (*after, already, before, by, never*) and to give you example sentences using them.
- Check that pupils remember when to use the Present Perfect Simple and when to use the Past Simple. Ask pupils to give you example sentences with both tenses.

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 what 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 the words 1 to 6 and the words a to f.
- Ask pupils to tell you whether these phrases have a positive or a negative meaning.

Answers

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

C

- Tell pupils to think about how the words in each group relate 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 the words they have chosen are the odd ones out.

Answers

- 1 cowardly (*Kind* and *generous* have positive meanings, but *cowardly* has a negative meaning.)
- 2 wisdom (A *legend* and a *myth* are kinds of stories from the past, but *wisdom* is knowledge gained with time and experience.)
- 3 damage (A plane *takes off* and *lands*, but to *damage* something means you do something bad to it or break it.)
- 4 brave (*Careless* and *irresponsible* have negative meanings, but *brave* has a positive meaning.)
- 5 drought (A *hurricane* is a kind of *storm*, but a *drought* happens when it hasn't rained for a long time and there isn't enough water.)
- 6 fur (A *bone* and a *horn* are both very hard parts of an animal, but *fur* is soft animal hair.)

D

- Explain to pupils that they should write the missing nouns and adjectives to complete the table.

Answers

- | | |
|-------------|------------------|
| 1 poisonous | 4 responsibility |
| 2 flight | 5 appearance |
| 3 wise | 6 courage |

Grammar**A**

- Explain to pupils that they should read the sentences before trying to fill in the gaps to decide which of the verbs in the box matches the context. Tell them to look for time expressions in the sentences to decide whether to use the Present Perfect Simple or Present Perfect Continuous of the verbs from the box.
- Tell pupils to look back at Unit 3, Lesson 2 grammar box and to look at the list of Irregular verbs on pages 128-9 for a reminder if they need to.

Answers

- | | |
|----------------------|------------------------|
| 1 have ... finished | 5 has been recycling |
| 2 hasn't given out | 6 hasn't put out |
| 3 have been cleaning | 7 Have ... been doing |
| 4 Has ... caught | 8 haven't been working |

B

- Tell pupils to read each sentence to decide whether to change the word in bold to an adjective or an adverb and whether it should be comparative or superlative.
- Tell pupils to look back at Unit 3 Lesson 3 grammar box for a reminder if they need to.

Answers

- | | |
|-------------|-------------|
| 1 longer | 5 quickly |
| 2 less | 6 strangest |
| 3 better | 7 least |
| 4 healthily | 8 well |

C

- Tell pupils to read each sentence before trying to write the answer to see whether they need to write the affirmative, negative or question form of the Past Perfect of the verb in brackets to make sure they get the correct word order.

- Remind pupils to use the list of Irregular verbs on pages 128-9 to find the past participle and tell them to look back at Unit 4 Lesson 1 grammar box for a reminder if they need to.

Answers

- | | |
|--------------------|------------------|
| 1 had woken up | 4 Had you learnt |
| 2 had forgotten | 5 had built |
| 3 had already read | 6 had never been |

D

- Explain to pupils that they should read the story before trying to fill in the gaps to decide which of the verbs in the box matches the context. Tell them to look for time expressions in the sentences to decide whether to use the Past Simple or the Past Perfect Simple of the verbs from the box.
- Remind pupils to use the list of Irregular verbs on pages 128-9 to find the past participles and tell them to look back at Unit 4, Lesson 2 grammar box for a reminder if they need to.

Answers

- | | |
|-------------------|----------------|
| 1 had ... gone | 5 got |
| 2 heard | 6 saw |
| 3 had forgotten | 7 had ... been |
| 4 Had ... climbed | 8 ran |

Song

- Tell pupils they are going to listen to a song about the giant, Finn MacCool. Ask them to read and listen to the song and to find out why the giant made the causeway.
- 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 giant that goes with the song and to see how many 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.

5 Ambitions

Way in

- If you assigned Unit 4, Lesson 3 Writing task for homework, then give pupils a few minutes to proofread each other's stories and myths and check that they've used the past tenses and phrases that show narrative sequence correctly. When you have marked their work, choose some to stick on the wall so pupils can read them when they have time.
- Write *get* on the board and ask pupils to tell you the expressions with *get* they learnt in Unit 4, Lesson 2 (*get a chance/a reply/home/the impression/a job/a surprise*), then ask them to write sentences using these expressions. Ask pupils to check each other's sentences to see that the expressions have been correctly used, and ask individual pupils to read out their sentences to the class.
- Tell pupils that this lesson is about ambitions people have for a job or career in the future.

Quiz

- Ask the class to look at the picture on pages 44 and 45 and to say what they can see in the photo.
- Read the information about the photo on page 44 and teach any vocabulary which pupils don't know. Ask pupils whether they would like to climb a mountain like the one in the photo. If there is a map in the classroom, ask pupils to find the places mentioned (*Alaska, the North Pole, Antarctica and the Himalayan mountains*).
- Ask pupils whether they have heard or read about any explorers who were the first people to get to remote parts of the world.
- Remind pupils that they are not expected to know the answers to these general knowledge questions, but ask pupils to work in pairs or small groups to discuss what they think might be the right answer to the quiz.
- If pupils are interested, give them further information about these explorers using the information in the Background Information box.

Background Information

Robert Falcon Scott was an officer in the British Navy who tried twice to be the first person to get to the South Pole. On his second attempt, he arrived there on 17 January 1912, but he found out that Roald Amundsen had got there before him. Scott and the four people who were travelling with him all died on the way back from the South Pole because of tiredness and the freezing cold, and they had also run out of food.

Roald Amundsen was an explorer from Norway. At first, he wanted to be the first person to get to the North Pole, but when he heard that two other explorers had already done this, he decided to go to the South Pole. When he left Norway on his ship, he had only told his brother and one other person about his new plan because he didn't want Scott to know that he was also going to the South Pole. He arrived at the South Pole on 14th December, 1911, which was 34 days before Scott.

Ernest Shackleton, an Irishman, went to Antarctica in 1909,

but didn't reach the South Pole. He made two more trips to Antarctica, in 1914-17 and 1921. He died of a heart attack there during the 1921 trip. For further information, go to www.nationalgeographic.com and look up *Antarctica*.

Answer

C

Lesson 1

Objectives

Reading	dialogue – right, wrong or doesn't say statements
Vocabulary	text-related words, occupations and qualifications
Grammar	future simple, be going to
Listening	gap-filling job advertisements
Speaking	talking about future careers
Writing	writing a paragraph about the perfect job

Reading

- Explain to pupils that they are going to read dialogues involving Jake, the school careers officer and a girl called Lucy.
- Ask pupils who they think Lucy is and what she does (possible answers: *another pupil at the school, the editor of the newspaper*).
- Ask pupils to read the dialogues on their own to find out why Jake goes to see the careers officer again (*to interview him/her*).

Comprehension

- Tell pupils to read the questions before they read the dialogues again so that they know what information to look for.
- Ask pupils to underline the words which gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context, then to use their dictionaries if they have one. Explain any vocabulary pupils still don't know and correct their pronunciation where necessary.

Answers

- 1 W (... *what will this glamorous, well-paid job be?* ... *Er, I'm not sure yet.*)
- 2 DS
- 3 R (*Have you thought about becoming a journalist?* ... *No. What qualifications do you need?*)
- 4 R (*Can you interview someone with an unusual job and write an article about it?*)
- 5 DS

Vocabulary

- Ask the pupils to read through the sentences and options.

- Explain that the words in the exercise appear in the dialogues in Reading. Ask pupils to find the words in the dialogues and underline them. Encourage pupils to guess the meaning of unfamiliar words before they use their dictionaries to look up any words they don't know.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------------|---------------|
| 1 ambitious | 4 experienced |
| 2 qualifications | 5 well-paid |
| 3 police | |

Extra Class Activity

Ask pupils to write sentences using the five incorrect options from the Vocabulary task. Then ask each pupil to read out one of their sentences to the class to check their understanding of each word.

Grammar

Future Simple

- Read the uses and examples of the Future Simple in the grammar box to the class. Remind pupils that we make the Future Simple with *will/won't* + the infinitive without *to* of the main verb (bare infinitive), and that this is the same for all subjects.
- Ask pupils to work in pairs to make one new example sentence for each of the uses a-e. Ask pupils to read out their examples to the class for each use. Correct any structural errors where necessary.

Be going to

- Read the uses and examples of *be going to* in the grammar box to the class. Remind pupils that *be going to* is followed by the bare infinitive of the main verb and that we only change the verb *be* to match the subject.
- Ask pupils to work in pairs to make one new example sentence for each of the uses a and b. Ask pupils to read out their examples to the class for each use. Correct any structural errors where necessary.

A

- Ask pupils to read through the dialogues on page 46 again to find and underline the examples of the Future Simple.
- Ask pupils to work in pairs to decide which of the uses of the Future Simple match each sentence which they underlined.
- Check the answers as a class and ask pupils to justify the answers they give.

Answers

And what will this glamorous, well-paid job be? (a)
I'll go to their offices straight away ... (b)
I hope you'll give me a chance. (e)
Will you answer a few questions for me? (d)
 Use not included: c

B

- Ask pupils to read through the dialogues on page 46 again to find and underline the examples of *be going to*.
- Ask pupils to decide which of the meanings of *be going to* match the sentences which they underlined.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

... you're going to do ...
I'm going to earn ...
We're going to do ...
 Meaning: a

C

- Ask pupils to read the email to decide whether they need to use *will* or *be going to* with the verb in brackets. Tell them to look back at the examples in the grammar boxes to see which rule matches each situation.
- 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 'm/am going to work | 4 will have |
| 2 is going to open | 5 'm/am going to study |
| 3 won't be | 6 Are you going to go |

Vocabulary

- Remind pupils that they have to look at the groups of words and decide which word in each set of three is different in some way from the other two. Tell them that some of the words are in the Reading text (*career, course, criminal, degree, interview, journalist and university*). Ask them to find these words in the text and underline them, as this will help them do the odd-word-out exercise. Encourage pupils to guess the meaning of unfamiliar words from the context. As some of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- Ask pupils to work in pairs to encourage discussion, but check the answers as a class. Ask pupils to explain why the words they have chosen are the odd ones out.

Answers

- 1 criminal (A *journalist* and a *gardener* do regular paid jobs, but a *criminal* is a person who does something illegal.)
- 2 business (A *degree* and a *diploma* are types of qualifications, but *business* is work that produces, buys and sells goods and services.)
- 3 interview (An *interview* is a type of meeting where somebody answers questions about something, but a *university* and a *college* are places where people go to study.)
- 4 career (People do *training* or go on a *course* to learn how to do a job, but a *career* is the type of work they choose to do.)
- 5 worker (An *employer* and a *boss* are the people who tell a *worker* what to do.)
- 6 writer (*Occupation* and *profession* refer to types of work that people do (eg doctor, lawyer), but *writer* is a specific job.)
- 7 advert (An *advert* tells people about a product, an event, or a job and can be found in newspapers, on TV, on posters, etc, but *salary* and *pay* are the money that people get for doing their job.)
- 8 application (*Knowledge* and *skill* are what people know or can do, but you make an *application* telling an employer what knowledge and skills you have in order to get a job.)

Extra Class Activity

To practise the vocabulary pupils have just learnt and to check that they have understood the meanings and use of the words, ask pupils to write their own sentences with the odd words out. Tell them to swap books with a partner and to proofread each other's sentences, then go round the class asking individual pupils to read out a sentence until everyone has had a turn. As an alternative, you could ask pupils to choose two words from the list and to write one sentence which uses both words, eg After university I want a *career* in *business*.

Answers

Pupils' own answers

Listening

- Explain to pupils that they are going to listen to a boy and a girl talking about job adverts. Give pupils a few minutes to read the adverts and to see what kind of information they need to listen out for.
- 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 jobs.

Turn to page 118 for the listening script.

Answers

- 1 evenings (... *someone to look after a young child one evening a week ... And you're free in the evenings.*)
- 2 skills (*Do you need any special skills? ... No, it says they aren't necessary.*)
- 3 experienced (*They want someone experienced.*)
- 4 well-paid (... *it's well-paid and exciting.*)
- 5 meals (*You don't pay for meals or transport ...*)
- 6 application (... *send an application to this email address.*)

Speaking

- Explain to pupils that they are going to work in pairs to talk about their future careers. Tell pupils to take turns to ask and answer the questions about it.
- 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 different pairs to ask and answer one of the questions about their future career. If any pupils have chosen the same career, ask them if they have anything to add to the answers already given.
- 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.

Teaching Tip

As some pupils might find it difficult to decide on a future career, you might like to vary this speaking task. Ask them to take turns at playing the role of a careers officer to ask their partner questions about their skills and abilities and to make suggestions about possible careers for each other.

Answers

Pupils' own answers

Writing

- Explain to pupils that they are going to write a paragraph about their perfect job. Tell them to use the answers to the questions about their future career in the Speaking task. Ask them to look back at Vocabulary for words related to jobs and the Grammar tasks to remind them of the verb tenses to talk about the future.
- Ask pupils to write down their paragraphs and then get them to swap books with a partner to proofread what each other has written. Then ask some pupils to read their paragraphs to the class.
- 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 135.

Lesson 2**Objectives**

Reading	extract from web page – open-ended questions
Vocabulary	text-related words; travel-related equipment
Grammar	future continuous
Listening	ticking the correct pictures
Phrasal Verbs	get by/over; give off/up; keep up/out; put on/off/up to/up with; turn down/up

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraphs. Then ask some pupils to read their paragraphs to the class.
- Ask pupils to write down as many job related words as they can from Lesson 1. Tell them to swap books with a partner to compare and proofread their words. Then ask them to look back at the Vocabulary tasks on pages 46 and 47 and to give each other one point for each word that they wrote correctly.
- Ask pupils what different uses of the Future Simple they can remember (*for predictions; for decisions we make now for the future; for offers, promises and warnings; to ask someone or something to do something or ask for help; for opinions about the future*). Ask different pupils to make one sentence for each of the uses.
- Ask pupils when we use *be going to* (*to talk about future plans and intentions; to predict something when we have proof or information*). Ask different pupils to make one sentence for each of the uses.
- Ask pupils to look at the photo next to the text and to say where they think the man is and what he is doing there.

Reading

- Explain that the man in the photo is an explorer called Ed Stafford. Tell pupils that they are going to read an extract from his website. Ask them to read the extract on their own to choose which word best describes him (c).

Comprehension

- Ask pupils to read the questions before they read the extract 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 them to underline the words that gave them the answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before they look them up in their dictionaries. Explain any vocabulary pupils still don't understand, and correct their pronunciation if necessary.

Answers

- 1 to find out how their lives are being affected as a result of climate change (... *I will be interviewing people who live in the rainforest. I want to find out how their lives are being affected as a result of climate change.*)
- 2 by raising money (*I want to raise money for some very important charities which I support.*)
- 3 people who live in the rainforest (*I'm more worried about human beings than animals, though. The people who live in the rainforest aren't always friendly to strangers!*)
- 4 a set of dry clothes, a hammock, a first aid kit, his GPS unit, a few clothes, a very big knife, a toothbrush (... *I've just got the necessary things all in waterproof bags: a set of dry clothes, a hammock, a first aid kit, his GPS unit, a few clothes and a very big knife ... the only other luxury I have is my toothbrush!*)
- 5 spare clothes (... *it was too heavy so I had to take out my spare clothes!*)
- 6 to learn Portuguese and listen to his favourite singer (*I'm using it to learn Portuguese because I'll be going to Brazil soon, and to listen to my favourite singer, Kate Nash.*)

Background Information

Ed Stafford was born in England on 26th December, 1975. He trained to become an army officer before he became an explorer. Now he uses his expeditions to discover more about the effects of climate change, and to raise money for different charities. He supports some of the charities which help people in the areas he is exploring: for example, Rainforest Concern, Project Peru and Action for Brazil's Children. He also supports charities which raise money for research into various illnesses. For further information about Ed Stafford, go to www.walkingtheamazon.com

Teaching Tip

Encourage pupils to discuss the Reading text to check their understanding. Ask them whether or not they would like to go on an expedition like the one that Ed Stafford is on. Encourage them to give reasons for their answers. Ask them to describe the kind of person they think Ed is.

Guess what!

- Ask pupils to read the information in the Guess what! feature. Ask them whether they are surprised at this fact and whether there are people in their own country who have no contact with the outside world.
- Explain any vocabulary pupils don't know and correct their pronunciation where necessary.

Vocabulary

- Ask the pupils to read through the words and the two possible meanings.
- Explain that the words in the exercise appear in the Reading text. Ask pupils to find the words in the website extract and underline them and then to circle the answer which gives the correct meaning of the word in the text. Encourage pupils to guess the meaning of unfamiliar words from the context.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

Grammar

Future Continuous

- Write on the board: *During this lesson, we'll be practising the Future Continuous.*
Ask pupils which words tell us when the action will take place (*During this lesson*). Explain that this shows a specific time in the future which is not only one moment, but it is a longer period of time. Explain that the verb is in the Future Continuous to show us that the action will be in progress at that time.
- Read the rules and the examples in the grammar box and the forms of the Future Continuous. Point out that we make the Future Continuous with *will + be + the main verb with -ing*, and for the negative, we change *will* to *won't (will not)*. Draw pupils' attention to the word order for the question form (*will* goes before the subject, followed by *be + the main verb with -ing*), and to short answers. Explain that, like the Future Simple, the forms of the Future Continuous are the same for all subjects.
- Draw pupils' attention to the time expressions we often use with the Future Continuous.

Extra Class Activity

Ask pupils to look back at the Reading text on page 48 and to find verbs in the Future Continuous (*I will be interviewing, I'll be going, What will I be doing ...?, I'll be telling*). Ask them which time expressions show us when these actions will be in progress (*During the expedition, soon, this time next year*). Ask pupils to choose three different time expressions from the grammar box and to tell you three things they will be doing in the future (eg *In a few hours, I'll be playing basketball.*).

- Ask pupils to read each sentence to decide whether they need to use the affirmative, negative or question form of the Future Continuous of the verb in brackets. Tell them to think about what words they have to add (*will/won't + be*) and what changes they need to make to the main verb (add *-ing*). Tell them to pay attention to any spelling changes necessary at the end of some verbs and the word order in the questions.
- 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 will not/won't be taking
- 2 Will ... be leaving
- 3 will be writing
- 4 will not/won't be affecting
- 5 will be travelling
- 6 Will ... be interviewing

Vocabulary

- Ask pupils to work in pairs to read the sentences and decide which words fit the situation. Explain that some of the words appear in the Reading text. Ask pupils to find the words which are in the text and underline them. Ask them to guess from the context what the words mean. If there are any words they still don't understand, encourage pupils to look them up in their dictionaries.
- Check the answers as a class and explain the meanings of any words that pupils still don't know where necessary.

Answers

- 1 sleeping bag
- 2 first aid kit
- 3 mosquito net
- 4 GPS unit
- 5 hairdryer
- 6 MP3 player
- 7 hammock
- 8 fishing rod

Listening

- As a lead-in, ask the class if any of them have been camping, and what they thought of it. Ask pupils what they would, and wouldn't pack if they were going on a camping trip and write their suggestions on the board. When they have finished the listening, ask them to say how many of the items they suggested were mentioned in the listening.
- Explain to pupils that they are going to listen to Vicky and Roy talking about a camping trip.
- Ask pupils to read the questions and to find the differences between the three pictures below each question.
- Play the recording and ask pupils to tick the correct answers.
- Give pupils a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to tick any missing answers.
- Check the answers as a class and ask pupils to justify their answers.

Turn to page 118 for the listening script.

Answers

- 1c (*My rucksack is full already and I haven't put my sleeping bag in yet!*)
- 2c (*I've got three pairs of trousers, five t-shirts, ...*)
- 3b (*Have you got your MP3 player? No, I haven't ...*)
- 4c (*I can't find my hat. ... Well, I've got a spare one if you want.*)
- 5a (*... the weather forecast for this weekend said it will be warm and windy, but it probably won't rain.*)

Phrasal Verbs

- Ask pupils to work in pairs to read each sentence and the options and to decide which option best fits the situation. As most of the phrasal verbs are new, encourage pupils to use dictionaries if they have them as well as looking for clues in the rest of the sentence.
- Check the answers as a class and explain the meanings of the words where necessary.
- Ask pupils to make sentences of their own using each of the phrasal verbs. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

- Ask pupils to copy the phrasal verbs into a notebook, and to do this each time they come across a phrasal verb. Tell them it is most useful to write them out in full sentences so they can see how and when they are used. Remind them that phrasal verbs have to be learnt by heart because even though the verbs and particles are recognisable individually they change their meaning when put together to make a phrasal verb.

Answers

- 1 up
- 2 with
- 3 up
- 4 over
- 5 off
- 6 down

Extra Task (for early finishers)

See photocopiable material on page 135.

Lesson 3

Objectives

Reading	descriptions of ambitions – multiple matching
Say it like this!	talking about future plans
Grammar	future perfect simple
Writing	topic sentences; writing an article about someone you know who has got an ambition

Way in

- Write on the board: *tough, purpose, damp, mature and spare*. Ask pupils to tell you the meaning of each word that they learnt in Lesson 2 Vocabulary and to make a sentence with each word to show this meaning.
- Write *travel* on the board and ask pupils to tell you the affirmative, negative, question and short answer forms of the Future Continuous (*will be travelling, won't be travelling, Will (you) be travelling? Yes, I will./No, I won't.*). Remind them that we use the Future Continuous to talk about things that will be in progress at a specific time in the future. Ask pupils to recall the time expressions we can use with the Future Continuous (eg *in a few hours/days/etc, this time tomorrow/next week/etc, during, soon*).
- Ask pupils to work in pairs to list the different kinds of equipment they learnt in Lesson 2 Vocabulary. Ask a pupil from each pair to come up and write one item on the board to check the answers as a class (*first aid kit, fishing rod, GPS unit, hairdryer, hammock, mosquito net, MP3 player, sleeping bag*).
- Ask pupils to say a sentence with each phrasal verb from Lesson 2 after you say each one. Say the phrasal verbs *keep up with, put up with, give up, get over, put off* and *turn down*.
- Explain that this lesson is about what ambitions other pupils like themselves have for the future.

Reading

- Tell pupils that they are going to read about what three teenagers say they will have done by the age of 25. Ask pupils what kind of things most teenagers dream of doing before they are 25. Then ask pupils to read the three teenagers' answers on their own to decide who they think will probably succeed in what they want to do (*pupils' own answers*).

Comprehension

- Tell pupils to read the questions before they read the texts again so that they know what information to look for.
- Ask pupils to underline the words in the texts that gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before they look them up in their dictionaries. Explain any vocabulary pupils still don't understand and correct their pronunciation where necessary.

Answers

- 1 C (*Maybe I will have moved to a foreign country.*)
- 2 L (*I'm going to start my own company and be my own boss!*)
- 3 T (... *people say we've got talent. By the time I'm twenty five, I hope we will have made two or three CDs and will have been on a world tour!*)
- 4 L (... *maybe I'll be lucky and be wealthy ...*)
- 5 L, C (*I'm about to apply to university for courses in computer science; ...I want to study for a degree in languages ...*)

Extra Class Activity

Divide the class into two teams to play a guessing game. Ask each team to think of a job and to write the job on a piece of paper without showing it to the other team. Then ask each team in turn to ask the other team questions about the job until they can guess what it is. Teams can ask up to ten questions about each job and, if they haven't guessed the correct answer, the other team shows the answer on the paper and then takes a turn to ask questions. Repeat this until both teams have asked and answered about three or more jobs. Award one point to each team which guesses each job correctly.

Tell pupils that they cannot ask what the job is, but must ask questions about what the job might be: eg 'Do you wear a uniform?' 'Do you work in an office?' etc, until they have enough information for them to guess what the answer is.

Say it like this!

- Ask pupils to work in pairs to read through the advice and example sentence with *be about to*. Then tell them to use the phrases given and their own ideas to take turns to talk about things they are about to do. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- Ask each pupil to say one thing they are about to do, until all pupils have the chance to speak.

Answers

Pupils' own answers

Grammar

Future Perfect Simple

- Draw pupils' attention to the question at the beginning of the Reading text on page 50 (*What will you have done by the age of 25?*). Explain that *by the age of twenty five* means at some time between now and the time they become twenty five.
- Ask pupils to read the rule in the grammar box, and to read the forms of the Future Perfect Simple. Draw their attention

to the time expressions beginning with *by*, which we can use with the Future Perfect Simple.

- Ask pupils to tell you one thing they hope they will have done by the age of twenty five.

A

- Explain to pupils that they should only write one word to replace the word in bold. Tell them to look back at the examples in the grammar box to find out why the words in bold are wrong.
- Remind pupils to use the list on pages 128-9 to find the past participles of irregular verbs if they need to.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 have
- 2 grown
- 3 have
- 4 have
- 5 found

B

- Ask pupils to look at the pictures of Billy and then to read the prompts. Tell them to write complete sentences using the prompts. Remind them to use the Future Perfect Simple to say what will have happened.
- Ask a pupil to come up and write the first answer on the board, then ask the class whether the sentence on the board is correct or not. Make any corrections necessary on the board.
- Ask the pupils to do the rest of the task individually and then to swap books with a partner so that they can check each other's answers. Check the answers as a class, correcting errors where necessary.

Answers

- 1 He won't have passed his exams.
- 2 He will have become a footballer.
- 3 He will have played for Manchester United.
- 4 He will have scored a goal in the World Cup final.
- 5 He won't have got married.
- 6 He will have bought a sports car.

Writing

Topic sentences

- Ask pupils to read about topic sentences.
- Remind pupils that we organise our writing in paragraphs to make it easier to understand. Explain that the topic sentence tells us what the paragraph is about and the sentences after this should give us more details about this topic.

A

- Explain that pupils are going to read an article about the career that a girl called Penny wants, and that the first paragraph tells us something about Penny. Explain that they are going to choose one of the topic sentences *a* or *b*, which are below, to complete the paragraph.
- Tell pupils to read the paragraph and then read the two topic sentences to decide which one matches the information in the rest of the paragraph. Tell them to make sure that the other sentences in the paragraph follow logically from the topic sentence they have chosen, and they have to say why the other topic sentence doesn't fit.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1b (Sentence *a* doesn't fit because the next sentence says *she doesn't have many friends* so we can't say *she is very popular*.)

B

- Explain that pupils are going to read the middle and end paragraphs of the article about Penny, which began in B. Explain that they are going to choose one of the topic sentences *a* or *b* for gaps 2 and 3 to complete the paragraphs.
- Tell pupils to read each paragraph and then read the two topic sentences to decide which one matches the information in the rest of the paragraph. Remind them that the other sentences in the paragraph must follow logically from the topic sentence they have chosen, and ask them to justify why the other topic sentence doesn't fit.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 2a (*b* doesn't fit as the paragraph tells us she is already working in an animal shelter.)
- 3a (*b* doesn't fit as the paragraph says *In a few years*. Also she wants to go to university next year and she'll have to study more than a couple of (two) years to become a vet.)

Task**C**

- Ask pupils to work in pairs to discuss who they are going to write about and to say what their ambition is.
- Make sure pupils understand the paragraph plan. Remind them that each paragraph must begin with a topic sentence which tells us what the paragraph is about.
- Ask pupils to use the plan to write an article like the one in A and B. Tell them to look back at Lesson 1 Reading and Vocabulary tasks and Lesson 3 Reading to find ideas for different careers and ambitions. Remind them to use the correct future tenses.
- Alternatively, you could assign this task as homework.

Teaching Tip

Explain that pupils can write about any person they know or have heard about if they want to, or that they can write about an imaginary character. Explain that the article can be about a teenager, or about an older person who has an ambition to do something new.

Suggested answer

Sean's Dream

Sean, who is 17 years old, is very ambitious. He is a good pupil, but he doesn't want to go to university. He prefers playing football!

Sean has always dreamed of becoming a goalkeeper. Now he's determined to make it come true. He has got a lot of talent and he is training very hard because he wants to play for his club in the under-21s team this year. He is also good at foreign languages which will be helpful when his team plays in other countries.

I believe that Sean will succeed in getting his dream job. I'm sure he'll get a place in the under-21s team, become a great goalkeeper and help his team to win matches. In fact, I think that in the future he will have a very successful career as a footballer.

D

- Remind pupils that each paragraph in the article should begin with a topic sentence.
- Remind pupils that we use the Future Continuous to talk about actions that will be in progress at a specific time in the future, and that we use the Future Perfect Simple to talk about actions that will be completed before a specific time in the future. Remind them to use the list of Irregular verbs on pages 128-9 for the past participles of irregular verbs where necessary.
- Ask pupils to proofread their articles and to pay attention to the topic sentences.
- When you have marked their articles, choose some to stick on the wall so that they can read them 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 articles.

Extra Task (for early finishers)

See photocopiable material on page 135.

Extra Class Activity: Song

See photocopiable material on page 127.

- Tell pupils they are going to listen to a song about ambitions. Ask pupils to read and listen to the song and to find out what people ask questions about, how many jobs they hear about and what the singer's answer is. Play the song once and check answers as a class.
- 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 and to see how many things they can find from the song. Ask pupils if they would like to do any of the jobs in the song and what they think is the best kind of job for them.

Project Book

The pupils may do project 5 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

6 Remarkable People

Way in

- If you assigned Unit 5, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their articles and to check they've used topic sentences correctly to introduce a new topic. When you have marked their articles, choose some to stick on the wall so they can read them when they have time.
- Ask pupils which tense we use to talk about something that will be completed before a specific time in the future (*Future Perfect Simple*). Then ask them to tell you something they will have done by a specific time in the future.

Quiz

- Ask the class to look at the picture on pages 52 and 53 and to say what they can see in the photo. Ask them what they think the person in the photo is doing. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 52 and teach any vocabulary which pupils don't know. Ask pupils whether they have ever seen a real volcano and what volcanoes they have heard about and what countries they are in.
- Ask pupils to choose the group of European countries which they think has the most active volcanoes.
- Remind pupils that they are not expected to know the answer and ask them to read the question and the options in pairs or small groups and discuss which they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information about volcanoes using the information in the Background Information box.

Background Information

There are around 1,510 active volcanoes in the world and about 80 of these are under the oceans. The Earth's top layer, or crust, is made up of huge slabs or plates, which are a bit like gigantic jig-saw pieces and can either pull apart or crash into each other. When this occurs, magma (hot liquid rock) is forced up through the spaces and erupts from volcanoes as lava.

Iceland is one of the most active volcanic regions in the world. Volcanoes there erupt about once every five years. The main reason for this is that Iceland is on top of the Mid-Atlantic Ridge where two tectonic plates, the Eurasian and North American, are moving apart.

Greece and Italy are both on the line where the Eurasian Plate and the African Plate are moving against each other. Italy has three active volcanoes. Mount Etna, in Sicily, which erupts almost every year, Stromboli, on an island north of Sicily and Mount Vesuvius, near Naples.

There are four active volcanoes in Greece, but they don't erupt as often as the Italian volcanoes. They are Nea Kameni, which is part of Santorini, an island in the Aegean Sea; Nisyros, a Greek island near the coast of Turkey; Milos, a central Aegean island and Methana, which is on the north east coast of the Peloponnese. For further information, go to www.nationalgeographic.com and look up *volcanoes*.

Answer

a

Lesson 1

Objectives

Reading	Jake's project about Charles Darwin – multiple choice
Vocabulary	text-related words, job-related words
Grammar	gerunds, infinitives
Listening	two-option quiz
Speaking	asking and answering questions about a famous person
Writing	writing a paragraph about a famous person

Reading

- Ask pupils what they remember about Jake from the Introduction on page 7. Explain that they are going to read Jake's project about Charles Darwin. Ask pupils whether they have heard of Charles Darwin before and, if so, what they already know about him.
- Ask pupils to read the project on their own to find out what Darwin did on the expedition to South America (*He collected many fossils as well as animal and plant specimens.*).

Comprehension

- Ask pupils to read the questions and possible answers before they read the project again so that they know what information to look for. Ask them to read the project and to underline the parts which gave them their answers. Ask them to say why the options they haven't chosen are wrong.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any vocabulary pupils still don't understand and correct their pronunciation where necessary.

Answers

- 1b (... he didn't do well at school and got poor marks.)
- 2b (He went on to study religion at Cambridge University ... There he started collecting beetles ...)
- 3b (... the things he saw ... changed his life. He collected many fossils as well as animal and plant specimens. He spent the rest of his life studying what he had seen ...)
- 4a (He was a loving father and enjoyed family life, which was always more important to him than his research.)
- 5a (These ideas were not popular at first, but now most people agree with them ...)

Vocabulary

- Tell pupils to read the meanings and to write as many of the answers as they can before they read the project again.

Then tell them to read the project again to find the words and underline them. Encourage pupils to guess the meaning of any unknown words from the context before using their dictionaries to look up any words they don't know.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|------------|
| 1 observing | 5 beetles |
| 2 species | 6 voyage |
| 3 shell | 7 specimen |
| 4 religion | 8 admire |

Teaching Tip

Dictionaries can be a useful tool, not only in the classroom but as a general learning aid. However, it is important that pupils understand exactly how to use their dictionaries. They should be aware that, if they are using a bilingual dictionary, this may give more than one translation of an English word in their own language, and similarly, if they translate from their native language to English, they may find more than one English word with this meaning. In such cases, they have to decide which word is appropriate to the context. To ensure that pupils understand the correct meaning, encourage them to write their own examples using new vocabulary, and to ask you for help when in doubt about different meanings.

Extra Class Activity

Ask pupils to work in pairs to choose four more words from the text and to write the meaning of each word in English. Ask a pupil from each pair to give their words and say the meanings. Write the words pupils have chosen on the board. If other pupils have chosen the same words, ask them whether they have given a different meaning.

Grammar

Gerunds

- Explain to pupils that we make gerunds by adding *-ing* to verbs after making any necessary spelling changes to the verb before adding this ending.
- Read the uses of the gerund to the class and ask the pupils to look at the examples in the grammar box. Explain the meanings of any words that pupils don't know. Tell pupils to learn the verbs and phrases which we use with the gerund.
- Ask the class to think of sentences for each of the uses. Select pupils to come up and write their sentences on the board. Correct any errors as you go along.

Infinitives

- Read the grammar box to the class. Explain the meanings of any verbs that pupils don't know. Tell pupils to learn the verbs which we use with the full infinitive.
- Ask the class to think of sentences with each of the verbs and select pupils to write them on the board. Correct any grammatical errors as required.
- Draw pupils' attention to the difference between *be used to* + gerund and *used to* + infinitive. Write on the board:
He is used to doing experiments.
Explain that we use *be used to* to talk about something that is familiar to someone. Then write:
Darwin used to do experiments.
Remind pupils that we use *used to* + infinitive to talk about

something that someone did in the past, which they don't do now. Explain that this sentence is about something Darwin did as part of his everyday work in the past.

A

- Ask pupils to read through the sentences and options to find any words or phrases which go with either the gerund or the infinitive, and whether the option is the subject or object of a sentence. Tell them to compare each sentence with the examples in the grammar boxes to see which grammar rule it matches.
- Give pupils a few minutes to compare their answers with a partner's. 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 to read | 4 to become |
| 2 running | 5 climbing |
| 3 Writing | 6 to be |

B

- Ask pupils to read the paragraph to decide whether they need to use the gerund or the infinitive of the verb in brackets. Tell them to find any words or phrases which go with the gerund or the infinitive by referring to the grammar box.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------|------------|
| 1 doing | 4 to enter |
| 2 to send | 5 breaking |
| 3 training | 6 to get |

Vocabulary

- Explain to pupils that they have to match the pictures a to f with the words 1 to 6. Encourage pupils to use their dictionaries to look up any words they 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

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

Listening

- Explain to pupils that they are going to do a quiz and then listen to a TV quiz show.
- Ask the pupils to read through the questions and possible options. Explain that they should choose the answer they know or think is correct before listening. Ask pupils to do the quiz individually, and then to listen for the correct answers.
- 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 any answers they have which 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 make sure pupils can justify their answers.

Turn to page 118 for the listening script.

Answers

- 1a (It was a 'The Birds' ... You're right, Jenny, 'The Birds' was written by Aristophanes not Shakespeare.)
 2b (It was the Beatles ... Another correct answer!)
 3b (Picasso was from Spain.)
 4a (The correct answer is Melina Mercouri.)
 5b (It's b tennis players ... Yes, that's the correct answer...)

Speaking

- Explain that pupils are going to work in pairs to talk about a famous person. Tell pupils to choose a famous person (either alive or dead) from their own country and to take turns to ask and answer the questions about this person.
- 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 different pairs to ask and answer the questions about famous people. If any pairs have chosen the same person, ask them if they have anything to add to the answers already given.
- 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

Writing

- Explain to pupils that they are going to write a paragraph about a famous person from their country. Ask them to use the questions in the Speaking task and to look back at Grammar B to remind them of the language and structures they need to talk about a successful person.
- Ask pupils to write down their paragraphs and then get them to swap books with a partner so they can 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 136.

Lesson 2**Objectives**

Reading	article – missing sentences
Vocabulary	text-related words; expressions with give or take
Grammar	gerunds and infinitives
Listening	changing words in bold to correct statements
Prepositions	expressions with by, for, in, on or out

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraphs.

- Ask pupils to write the words *observe, species, shell, religion, beetle, voyage, specimen* and *admire*. Tell them to swap books with a partner to check each other's spelling. Then ask them to tell you what each word means.
- Ask pupils to come up and write the jobs that they learnt in Lesson 1, Vocabulary on page 55. Then ask them to say what people do in these jobs.
- Make sure that pupils remember the uses of the gerund. Ask them to tell you which verbs and phrases are followed by the gerund and which are followed by the full infinitive.
- Tell pupils that they are going to read about a girl in a famous photo and ask them to describe the person in this photo.

Reading

- Tell pupils that they are going to read about the girl in the photo. Ask pupils to look at the photo of the girl and to guess where she is from (*Afghanistan*). Then ask pupils to read the main text on their own and to find three examples of difficulties the girl has faced in her life (*her parents died, she left her country because of a war there, she never finished school*).

Extra Class Activity

If you have a world map in the classroom, you might like to invite pupils to come up and point to the locations of Afghanistan and Pakistan on the map. Ask pupils what recent news they have heard or read about either of these countries. Encourage them to share their opinions on these news items.

Teaching Tip

Add to the lesson by occasionally bringing along copies of articles from newspapers or magazines on current affairs which are related to the topic of the lesson. Read out the articles that you think pupils might find interesting, paraphrasing as necessary to suit the language level. Encourage pupils to discuss their opinions and to ask questions about the news items. Then stick the articles on the wall for pupils to read when they have time.

Comprehension

- Ask pupils to read the missing sentences before they read the article again. This way they will have more of an idea about what information is missing and where it is 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.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any vocabulary pupils still don't understand and correct their pronunciation where necessary.

Answers

1e 2d 3a 4b 5c

Guess what!

- Read the information to the class and ask pupils whether they like taking photographs, and if so, what they like to take photos of. Ask them to describe the camera in the picture and ask them to compare this with the camera they use now.

If pupils are interested, give them further information about Niépce using the Background Information box.

Background Information

Joseph Niépce took a photograph of a view from a window at Le Gras, in France, in 1826. He had taken photographs before that time, but the images did not last long. It is the oldest photograph that people can still see today and it is now in a special collection at the University of Texas. Joseph Niépce also invented other types of machines, although none of them are famous today. One of the craters on the moon is called Niépce to remember him. For further information, go to www.nationalgeographic.com and look up *Joseph Niépce*.

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that the words all appear in the article. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning of the words from the context, before looking up the meanings in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|-----------------|----------|
| 1 unforgettable | 4 appear |
| 2 crowded | 5 escape |
| 3 serious | |

Grammar

Gerunds and Infinitives

- Remind pupils that there are some verbs which can only be followed by gerunds, and others that can only be followed by the full infinitive. Explain that they are going to learn about other verbs which can be followed by either a gerund or an infinitive.
- Read the Grammar box to the class pausing after each set of example sentences to check that pupils understand the difference in meaning when the gerund or infinitive is used. Ask pupils to underline the gerund or infinitive in each example sentence. Ask pupils to work in pairs to write sentences with *go on, remember, forget, stop* and *try*. Tell them to write one sentence with a gerund and one with a full infinitive for each verb. Check their answers as a class.
- Explain that we use the full infinitive after some adjectives which express how we feel about something.

A

- Ask pupils to read the sentences to decide whether they need to use the gerund or the infinitive of the verb in brackets. Tell them to see whether the word before the gap is a verb and to think about the meaning of these sentences. Remind them that if the verb in brackets follows one of the adjectives in the grammar box, they have to use the full infinitive.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------|-------------|
| 1 reading | 4 to listen |
| 2 to buy | 5 playing |
| 3 seeing | |

B

- Ask pupils to read through the sentences and options and to find any words or phrases which go with the gerund or the infinitive. Tell them to think about the meaning of these sentences and to compare each sentence with the examples in the grammar boxes to see which meaning or grammar rule it matches.
- Give pupils a few minutes to compare their answers with a partner's. 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

- 1b 2c 3a 4a 5b

Vocabulary

- Ask pupils to work in pairs to read each sentence and the options and to decide which option fits the meaning. As most of the phrases with *give* or *take* are new, encourage pupils to use dictionaries if they have them as well as looking for clues in the rest of the sentence.
- Check the answers as a class and explain the meanings of the words where necessary. Ask pupils to learn the phrases by heart.

Answers

- | | |
|----------|--------|
| 1 take | 5 give |
| 2 give | 6 give |
| 3 taking | 7 took |
| 4 takes | 8 Take |

Listening

- Explain to pupils that they are going to listen to an interview with Paul, who has done something amazing to help someone else.
- 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 Paul says and that they have to write the correct word.
- Play the recording to the end and ask pupils to write their answers. Ask them to work with a partner to check their answers.
- Play the recording again and ask pupils to check their answers again and to fill in any missing information.
- Check the answers as a class and ask pupils to give reasons for their choices.

Turn to page 119 for the listening script.

Answers

- two sisters (... *my mum was driving us – me and my two little sisters*)
- deep (... *the car went straight into some deep water*)
- windows (*I opened one of the car windows and climbed through it onto the roof of the car. Then I helped my sisters and my mum to climb onto the roof too.*)
- five (*I swam for only about five minutes ...*)
- hospital (*They took us all to hospital ...*)

Prepositions

- Ask pupils to work in pairs to read the sentences and to decide which preposition goes with the words after the gap in each

one. As some of the vocabulary is new, encourage pupils to use dictionaries if they have them.

- Check the answers as a class and explain the meanings of any words they don't know.
- Ask pupils to make sentences of their own using each of the phrases formed with prepositions from the task. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

1 in 2 for 3 by 4 out 5 At 6 on

Extra Task (for early finishers)

See photocopiable material on page 136.

Lesson 3

Objectives

Reading	website page – open-ended questions
Say it like this!	explaining with too and enough
Listening	multiple matching
Speaking	using speaking cards to ask and answer questions about a talent competition and a football event
Writing	linking ideas; writing an email to the Amazing Kids website describing a friend of yours who has done something amazing

Way in

- Write on the board:
I love taking photos.
I love to take photos.
Ask pupils whether there is a difference in meaning (*no*). Ask pupils which other verbs can be followed by a gerund or an infinitive without a change of meaning (*begin, continue, hate, like, start*).
Write on the board:
Dan stopped running and sat down.
Dan stopped to have a drink of water.
Ask pupils the difference in meanings (*he ended an activity; he stopped doing one thing so that he could do something else*). Ask pupils which other verbs can be followed by a gerund or an infinitive with a change of meaning (*go on, remember, stop, try*), and then ask them what the two different meanings are for each verb.
- Ask pupils to tell you phrases beginning with *take* which they learnt in Lesson 2, and then ask them the phrases they learnt which begin with *give*.
- Write in a column on the board: *ages, chance, comparison, her sixties, of work, purpose*. Write in another column the prepositions *on, out, in, by, in, for*. Ask pupils to match the prepositions with the words/phrases, then to make a sentence with each phrase.
- Ask pupils to read the heading of the Reading text and to say what kind of children they think this is about.

Reading

- Ask pupils to read the website on their own to decide who they think should be 'Amazing Kid of the Month', and to say why (*pupils' own answers*). Ask pupils to find the names of the people in each of the photos next to the text (*Brendan Butler – left; Gina Loletti – top right; Helga Borgen – bottom right*).

Comprehension

- Ask pupils to read the questions before they read the website again so that they know what information to look for.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any vocabulary pupils still don't understand and correct their pronunciation where necessary.
- Ask pupils to do the task individually, but check the answers as a class. Ask them to underline the parts of the text which gave them their answers.

Answers

- 1 the 'Young Cook of the Year' competition (*Gina ... got first prize in the 'Young Cook of the Year' competition.*)
- 2 by writing a recipe book for children (*... writing her own recipe book for kids. 'I want it to be fun to read and easy enough for children to use ...'*)
- 3 Because he's lost part of one leg and he didn't expect to walk again. (*He lost part of one leg and didn't even expect to walk again.*)
- 4 He wanted to give up. (*'After my accident, I wanted to give up ...'*)
- 5 When she heard about an accident in her town. (*... she heard about an accident that had happened when a car crashed into a train in her town. 'That gave me an idea ...'*)
- 6 It tells car drivers when a train is coming. (*... a special gadget that tells car drivers when a train is coming.*)

Say it like this!

Explaining with too and enough

- Ask pupils to work in pairs to read through the structures and example sentences. Then tell them to take turns to talk about themselves, a friend or someone in their family using the adjectives given. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- Ask pupils to talk about one person until all pupils have had the chance to speak.

Answers

Pupils' own answers

Listening

- Explain to pupils that they are going to listen to two people talking about their children's hobbies and that they have to match the children's names 1 to 5 with the hobbies A to F. Tell pupils that they have to listen for the words that give the information about the hobbies. Point out that there is one extra hobby which they do not need to use.
- Tell pupils to read through the hobbies and to help them work out what information to listen for when they hear the recording.
- Play the recording all the way to the end and ask pupils to fill in their answers. Ask them to check their answers with a partner.
- Play the recording a second time and ask pupils to check their answers or to fill in any missing answers.
- Check the answers as a class.

Turn to page 119 for the listening script.

Answers

- 1 B (... my son, Finn. I've just given him a lift to his piano lesson ...)
- 2 F (... Poppy, is crazy about horse riding at the moment.)
- 3 A (... Sophie ... prefers painting now.)
- 4 E (... we think he'll probably become a writer. He spends all his time writing poems and stories.)
- 5 D (... Emily might become a photographer. She's taken some beautiful pictures of the family ...)

Speaking

- Explain that pupils are going to work in pairs and take turns to ask and answer questions about an event and a competition. Tell them that they are going to use the Speaking cards at the back of the Pupil's Book. Divide the class into pairs, and allocate the roles A or B.
- Tell Pupil Bs to use the words on the Speaking card for Unit 6 (Card 1B) on page 132 to ask their partner questions about a football event. Tell Pupil As to use the information on the Speaking card for Unit 6 (Card 1A) on page 130 to answer their partner's questions.
- Ask pupils to swap roles, with Pupil As asking the questions on Speaking card 2A on page 130 about the Kids' Talent Competition, and Pupil Bs using Speaking card 2B on page 132 to give them the answers.
- 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 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.

Speaking cards 1A and 1B**Suggested questions:**

Where is the football event? / Where does the event take place?
 What date is the event? / When is the event?
 What is the price of the tickets? / How much do the tickets cost?
 What do I bring to the event? / What must we bring to the event?
 When does the event start and end? / How long is the event?

Suggested answers:

The event/It is at Wrigley Park.
 It is/takes place on February 21st.
 The price of the tickets is £8/eight pounds. / The tickets cost £8/eight pounds.
 You should/must bring a football with you.
 The event starts at noon and ends at 4 pm.

Speaking cards 2A and 2B**Suggested questions:**

Where is the Kids' Talent Competition? / Where will the Kids' Talent Competition be?
 When will it happen?
 How old/ What age should/will the competitors be?
 How much does/will it cost to take part? / What's the cost of taking part?
 What's the prize? / What prize will the winner get?

Suggested answers:

It is/will be at Clearwater Shopping Centre.
 On 6th August at 2pm.
 The competitors must/will be ten to sixteen years old/ between ten and sixteen years old.
 It is/will be free/doesn't cost anything (to take part).
 The prize is a trip to New York.

Teaching Tip

Encourage pupils to work with different partners when they work in pairs. Make sure pupils of different ability levels work together so that stronger pupils can help the weaker pupils. Pupils will also find it more interesting to share ideas with different partners as a new partner's responses may be less predictable than those of a partner that they are used to working with. This in turn will make the lesson more fun and make the pupils less likely to feel bored.

Writing**Linking Ideas****A**

- Explain that we can use linking words to join our ideas when we are writing and this is better than writing a lot of short sentences about the same idea. Ask pupils to read the sentences in groups a and b and to think about whether the second part of the sentence gives us more information about the same idea as the first part, or whether it shows a different idea to the first part.
 Explain any vocabulary pupils don't know.
- Ask pupils to do the task individually, then give them a few minutes to compare their answers with a partner's. 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

1a 2b

Extra Class Activity

Divide the class into two groups. Ask one group to work in pairs to make sentences using *both ... and*, *apart from* and *in addition*. Then ask the other group to work in pairs to make sentences with *but*, *although*, *whereas* and *however*. Ask pupils from each group to give a sentence with one of the words or phrases, until all the words have been used and everyone has had a chance to speak. Correct any mistakes in the use of the linking words.

B

- Ask pupils to read the email and the possible options and to look back at the example sentences in Writing A to decide which option fits the situation.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|---------------|
| 1 Although | 4 In addition |
| 2 as well as | 5 and |
| 3 Apart from | |

C

- Explain to pupils that they are going to write an email to the *Amazing Kids* website about a friend or somebody they know who has done something amazing or is an amazing person.
- Ask pupils to work in pairs to discuss who they are going to write about and to say why.
- 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 Writing B. Tell them to look back at the Reading on page 58 for ideas about the kind of people they could write about. Tell them to look at the sentences with the linking words in Writing A for the kind of information to include and the kind of ideas they can use.
- Alternatively, you could assign this task as homework.

Suggested answer

Dear Amazing Kids,

I'm writing to tell you about my friend, Omar. I think he's amazing enough to be on your website and I'm sure you'll agree!

Omar is sixteen years old and he has always loved playing music. However, when his family came here from the country ten years ago, they didn't have enough money for music lessons. His mother started working as a cleaner in a musician's home, and she took him to work with her. Although he was only six years old, Omar learnt to play the 'oud by watching the musician.

Now, as well as being a great musician, Omar also teaches other people to play the 'oud. Some people charge for their lessons whereas Omar never takes money from his pupils. Apart from giving his parents money to help them, he always tries to help others.

Omar is both talented and generous. That's why I hope you will choose him to be an 'Amazing Kid of the Month'.

All the best,

Karim Adel

D

- Remind pupils to use the linking words from Writing A to add new information or contrast different ideas.
- Ask pupils to proofread their emails and to pay attention to the linking words and expressions.
- When you have marked their emails, choose some to stick on the wall so that pupils can read them when they have time. If you assign this task as homework, give pupils a few minutes before they do Review 3 to proofread their emails.

Extra Task (for early finishers)

See photocopiable material on page 136.

Project Book

The pupils may do project 6 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

Review 3

Objectives

- To revise vocabulary and grammar from Units 5 and 6
- Song

Revision

- Tell them that *Review 3* revises 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.
- Ask pupils not to leave any questions 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 following anagrams on the board:

bitamious
filationsqualic
reecar
pexeriecned
llew-adip
viewterin
fesspronio
redgee
vertad
subnessi

Ask pupils to find the words related to jobs (*ambitious, qualifications, career, experienced, well-paid, interview, profession, degree, advert, business*). Then ask them to tell you as many other work-related words as they can. Check that they remember the words from the odd one out task in Unit 5, Lesson 1. Ask pupils to make sentences using some of these words.

- Write the words *tough, purpose, damp, mature* and *spare* on the board. Ask pupils to make sentences using each of these words or to explain the meaning in English.
- Ask pupils to tell you the words for equipment that explorers use. Try to elicit *first aid kit, fishing rod, GPS unit, hairdryer, hammock, mosquito net, MP3 player* and *sleeping bag*. Ask pupils to tell you what an explorer would use each of these things for.
- Check that pupils remember the phrasal verbs *keep up with, put up with, give up, get over, put (somebody) off* and *turn down*. Say each phrasal verb and ask pupils to give you a sentence with each one in turn.
- Write the words *observe, species, shell, religion, beetle, voyage, specimen, admire, appear, crowded, escape, serious* and *unforgettable* on the board. Ask pupils to tell you sentences using each of these words or to explain the meaning in English.
- Ask pupil to tell you the phrases they remember beginning with *give* and the phrases beginning with *take*. Make two

columns on the board with the titles *give* and *take* and ask pupils to put the phrases into each column.

- Ask pupil to tell you which prepositions go before *his eighties, ages, chance, of work, comparison* and *purpose*. Ask pupils to make sentences using each of these prepositional phrases.

Grammar Revision

- Check that pupils remember how to make the Future Simple and when to use it. Ask pupils to give you example sentences for each use. Ask pupils to tell you the time expressions we use with the Past Simple and the time expressions we use with the Past Continuous.
- Write on the board
She's going to go to university.
He's going to be a good teacher.
and ask pupils to tell you why we use *be going to* in these sentences.
- Check that pupils remember how to make the Future Continuous and when to use it. Ask pupils to give you example sentences for each use. Ask pupils to tell you the time expressions we use with the Future Continuous.
- Check that pupils remember how to make the Future Perfect Simple and when to use it. Ask pupils to give you example sentences for each form. Ask pupils to tell you the time expressions we use with the Future Perfect Simple.
- Check that pupils remember when to use the gerund form and when to use the infinitive. Ask pupils to tell you the verbs that are followed by gerunds and verbs that are followed by infinitives.
- Ask pupils to tell you some verbs that can be followed by either a gerund or an infinitive. Ask which of them have no change in meaning (elicit *begin, continue, hate, like, love* and *start*) and which have a change in meaning (elicit *go on, remember, forget, stop* and *try*). Ask pupils to make example sentences with the verbs which have a change in meaning when they are followed by a gerund or an infinitive, and to explain the difference.

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 groups of words 1-5 to see what the words in each group have in common and then to write the words from the wordbank that match each group.

Answers

- 1 politician
- 2 sleeping bag
- 3 profession
- 4 skill
- 5 hairdryer

C

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

Answers

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

D

- Explain to pupils that the first letter of each word is given and that they must complete the word.
- Tell pupils to look back at Unit 5, Lesson 1 for a reminder if they need to.

Answers

1 degree	4 advert
2 employer	5 training
3 salary	6 business

Grammar**A**

- Tell pupils to read the sentences and the possible options before trying to choose the answer. Tell them to decide whether the option in the Future Simple or the option with *be going to* matches the context.
- Tell them to look back at Unit 5 Lesson 1 grammar box for a reminder if they need to.

Answers

1 she'll	4 will
2 Will you	5 I'll
3 isn't going to	6 is going to

B

- Explain to pupils that they should read the whole dialogue before trying to write the answers and to decide whether they need to use the Future Continuous or the Future Perfect Simple of the verb in brackets. Tell them to look for any time expressions which match either tense.
- Tell pupils to look back at the grammar boxes in Unit 5, Lessons 2 and 3 for a reminder if they need to.

Answers

1 will be feeling
2 have passed
3 will be studying
4 will have left
5 will be enjoying
6 will have made

C

- Explain to pupils that they should read the whole paragraph before trying to write the answers and to decide whether they need to use the gerund or the infinitive of the verb in brackets. Tell them to decide whether the words/phrases before the gaps go with the gerund or the infinitive or both. If both go, tell them think about the meaning the context needs.
- Tell pupils to look back at the grammar boxes in Unit 6, Lessons 1 and 2 for a reminder if they need to.

Answers

1 bringing	5 coming
2 growing up	6 to see
3 living	7 to bring
4 to move	8 to rescue

Song

- Tell pupils they are going to listen to a song about people living in a city. Ask them to read and listen to the song and to find out where the people used to live and how their life is different now.
- 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 and to see how many 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.

7 Mind and Body

Way in

- If you assigned Unit 6, Lesson 3 Writing task as homework, give pupils in pairs a few minutes to proofread each other's emails and to check they've used the linking words and expressions to add new information or contrast different ideas. When you have marked their emails, choose some of them to stick on the wall so pupils can all read them when they have time.
- Write on the board *a lift, part, a photo, an idea, time, a ring (telephone call) and advice*. Then make two columns, one with the heading *give* and the other *take*. Ask pupils to put the words in the list under the correct headings and then to write their own sentences using the expressions with *give* and *take*. (*give a lift/an idea/a ring/advice, take part/a photo/time/advice.*)

Quiz

- Ask the class to look at the photo on pages 62 and 63 and say what they can see in the photo.
- Read the information about the photo on page 63 and teach any vocabulary which pupils don't know. Ask pupils whether they would like to visit a desert like the one in the photo.
- Ask pupils whether they have heard or read about the Namib Desert before.
- Remind pupils that they are not expected to know the answers to these general knowledge questions, but ask pupils to work in pairs or small groups to discuss what they think might be the correct answer to the quiz.
- If pupils are interested, give them further information about the Namib Desert using the information in the Background Information box.

Background Information

The Namib Desert is in the countries of Namibia and Angola in western Africa and it is part of the Namib-Naukluft National Park. At about 55 million years old, it is said to be the oldest desert in the world. The desert is about 1,600 kilometres from north to south, along the coast of Namibia, and it is between 50-60 kilometres wide from east to west. A lot of unusual plants grow only in this desert. Snakes, spiders, beetles, lizards and other desert animals live there too. For further information, go to www.nationalgeographic.com and look up *deserts*.

Answer

C

Lesson 1

Objectives

Reading	email – missing sentences
Vocabulary	text-related words, health-related words and phrases
Grammar	can and could, be able to
Listening	ticking correct pictures
Speaking	asking and answering questions about young people and their health
Writing	writing a paragraph about young people and their health

Reading

- Explain that pupils are going to read an email which Kate sent to Jake. Ask them to look at the pictures next to the email and to describe what is happening in them.
- Ask pupils to read the email on their own to find out what joke Robbie played on Kate (*He pretended he'd brought her the maths test that she missed.*)

Comprehension

- Ask pupils to read the missing sentences before they read the email again. This way they will have more of an idea about what information is missing and where it might be likely to go.
- Once they have filled the gaps, tell pupils to read back through the email to make sure that they have chosen the correct sentences.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning any vocabulary they don't know from the context before using their dictionaries. Correct their pronunciation where necessary.

Answers

1d 2c 3b 4e 5a

Vocabulary

- Ask the pupils to read through the words and the two possible meanings.
- Explain that the words in the exercise appear in the email in the Reading text. Ask pupils to find the words in the text and underline them and then to circle the answer which gives the correct meaning of the word as it is used in the text.
- Ask pupils to do the task individually, but check the answers as a class.
- Ask pupils to write their own sentences using the six words from the Vocabulary task, to show they know how to use the words in context. Go round the class asking pupils to read one of their sentences until everyone in the class has had a turn.

Answers

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

Grammar

Can and could

- Read the uses of *can* and the examples in the grammar box to the class. Explain the terms used if necessary.
- Explain that we can use *could* as the Past Simple of *can* to talk about ability in the past. Explain that we don't use *could* to talk about present ability.
- Remind pupils that we use the bare infinitive of the main verb after *can* and *could*.

Be able to

- Read the first part of the Grammar box about *be able to* to the class. Write the names of the verb tenses which can be used with *be able to* (Present Simple, Past Simple, Present Perfect Simple and Future Simple). Ask pupils to make sentences about their own abilities using *be able to* in each of these different tenses.
- Read the rest of the Grammar box to the class. Explain that, when we talk about the past, we use *could* for general ability: for example, *My grandma could play tennis very well when she was younger*. But when we talk about a specific occasion, we use *be able to*; for example, *My grandma was able to play tennis with me yesterday*.
- Ask pupils to talk about things they weren't able to do in the past.

A

- Ask pupils to look at the prompts for each sentence to find the subject, the main verb and the modal verb (*can/could/be able to*) that goes with it. Tell them to look back at the examples in the Grammar box to help them find the correct word order.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 I can't relax before an exam.
- 2 We shouted because he couldn't hear us.
- 3 Can we visit Jodie in hospital?
- 4 Were you able to go to the doctor's?
- 5 I wasn't able to sleep last night.

B

- Ask the pupils to read through the sentences and options and decide whether each sentence talks about general or specific ability in the present or the past, asks for or gives permission, talks about what is possible or asks somebody to do something. Tell them to compare each sentence with the examples in the grammar box to see which grammar rule applies.
- Give pupils a few minutes to compare their answers with a partner's. 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 was able to
- 2 couldn't
- 3 Can I
- 4 isn't able
- 5 Were you able to

Vocabulary

- Explain to pupils that they have to match the verbs 1 to 6 with the words a to f. Tell pupils to match the words that they

already know first and then to use their dictionaries to look up any words they 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

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

Extra Class Activity

Ask pupils to work in pairs to make sentences of their own with each of the phrases from Vocabulary. Ask a pupil from each pair to read out one of their sentences, until everyone has had a chance to speak. Correct any mistakes in structure, use and pronunciation where necessary.

Listening

- Explain to pupils that they are going to listen to five short conversations about health matters.
- Ask pupils to read the questions and to find the differences between the three pictures below each question.
- Play the recording and ask pupils to tick the correct answers.
- Give pupils a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to tick any missing answers.
- Check the answers as a class and ask pupils to justify their answers.

Turn to page 119 for the listening script.

Answers

- 1b (*I think I'm going to join a gym. ... I want to do something with other people ...*)
- 2c (*I've got a doctor's appointment later.*)
- 3c (*I can't eat things with cow's milk in them because they make me feel ill. ... Well, I'd like a lemonade please.*)
- 4a (*... I've started taking vitamin pills.*)
- 5c (*I think it's because of the computer ... I bet you've been playing too many games on it.*)

Speaking

- Explain to pupils that they are going to work in pairs to talk about young people and their health. Tell pupils to take turns to ask and 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 different pairs to ask and answer one of the questions about young people and their health. If any pupils have chosen the same question, ask them if they have anything to add to the answers already given.
- 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

Teaching Tip

Handle the subject of diet and exercise with care! Take care not to upset or embarrass any pupils, if they are over or underweight, when discussing this subject. Stress the importance of a healthy diet, but point out that this doesn't mean that it's good to eat too little, as eating too little can cause as many health problems as eating too much.

Writing

- Explain to pupils that they are going to write a paragraph about young people and their health. Tell them to use the answers to the questions in the Speaking task. Ask them to look back at Vocabulary for words related to health and the Grammar tasks to remind them of the uses of *can*, *could* and *be able to* to talk about ability or possibility.
- Ask pupils to write their paragraphs and then get them to swap books with a partner to proofread what each other has written. Then ask some pupils to read their paragraphs to the class.
- 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 137.

Lesson 2**Objectives**

Reading	article – right, wrong, doesn't say
Vocabulary	text-related words; adjectives describing people's state
Grammar	may and might; must and can't
Listening	true or false statements
Phrasal Verbs	bring out; catch on; put on; take off; try on

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils in pairs a few minutes to proofread each other's paragraphs, and to check that they have used *can/could/be able to* and the health-related vocabulary they learnt in Lesson 1.
- Ask different pupils to come up and write the words *chemist's*, *stressed*, *combination*, *physical*, *sore* and *energy* on the board. Then ask them to explain the meanings of these words in English by using them in complete sentences.
- Ask pupils to make a sentence about an ability they have using *can*. As an example, write *I can run fast*. Ask them what other ways we use *can* (*to ask for and give permission*, *to talk about what is possible*, *to ask somebody to do something*). Tell pupils to look at the example on the board and ask them how to change this into a sentence about a past ability (*I could run fast*.)
- Ask pupils which other words they can use instead of *can* to talk about ability (*be able to*). Ask which kind of tenses we can't use with *be able to* (*continuous tenses*).

Reading

- Explain that pupils are going to read an article about perfume. Ask pupils what perfumes they have heard of, and ask them to think of words that describe the smells of these perfumes. Write their ideas on the board as they say them.
- Tell pupils that they are going to read about the effects perfume has on us and why people will pay a lot of money for it. Ask pupils to look at the photo next to the text and to say what the photo suggests about the kind of smell the perfume has and what kind of person would buy this perfume. Then ask pupils to read the article on their own and to find three words that mean perfume (*aroma*, *fragrance*, *scent*).

Comprehension

- Tell pupils to read the sentences before they read the article again so that they know what information to look for.
- Ask pupils to underline the words in the text that gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.

Answers

- 1 R (*The truth is that fragrance has a powerful effect on our thoughts and emotions.*)
- 2 DS
- 3 R (*The promise might be beauty, happiness or style ...*)
- 4 W (*... only about one in ten new fragrances is successful ...*)
- 5 W (*A fragrance that suits your friend may not suit you.*)

Guess what!

- Read the information to the class and ask them if they find any of the information surprising (for example, that the Egyptians invented glass). Give pupils, in pairs or small groups, five minutes to list as many uses for glass as they can think of. Ask each pair/group to read out their list to see who has found the most.

Teaching Tip

To encourage pupils to relate this topic to their own lives, you might like to ask them to find any types of perfumes (including colognes and body sprays) that any of their family members use and to find out what information is on the bottles about what is in them. They might also like to search the Internet to find articles about how perfume is made to learn more about the best or worst companies.

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that all the words appear in the article. Ask pupils to find the words and underline them. Encourage pupils to guess the meaning from the context before they look up the meanings in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|-----------|-----------|
| 1 style | 4 beauty |
| 2 aware | 5 fashion |
| 3 willing | 6 model |

Extra Class Activity

Ask pupils to work in pairs. Tell each pair to choose one of the words from the Vocabulary task to make a sentence of their own, but not to show their sentence to other pupils. Ask one pupil from each pair to come up and write their sentence on the board and tell them to leave a gap for the class to guess the word that fits from the wordbank in Vocabulary. Repeat until all the pairs have had a turn at writing their sentences.

Grammar**May and might**

- Read the grammar box to the class. Write on the board: *This perfume might suit your mother.* Explain that this suggests that something is a possibility, but we aren't sure about it.
- Tell pupils that *may* and *might* have almost the same meaning and point out that we don't use short forms of *may not* or *might not* for the negative. Remind them that *may* and *might* are followed by the bare infinitive of the main verb.

Must and can't

- Read the grammar box to the class. Write on the board: *There's mum's bike. She must be in that shop.* Explain that we use *must* here because we are certain that this is true.
- Ask pupils to look at the second example sentence in the grammar box. Explain that we use *can't* and not *mustn't* to show that there's a reason why something isn't true or possible. Ask them what the reason is in the example sentence (*she never wears red*).

A

- Ask the pupils to read through the sentences and options and to decide which option matches the situation. Tell them to compare each sentence with the examples in the grammar box to see which grammar rule applies.
- Give pupils a few minutes to compare their answers with a partner's. 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 must | 4 may |
| 2 might | 5 can't |
| 3 can't | |

B

- Ask pupils to read the first sentence of each pair to see whether it is about a possibility, something we are sure is true, or something we are sure isn't true. Tell them to underline the main verb in the first sentence. Explain that they have to complete the second sentence with the modal verb which fits the situation, and that they have to write the bare infinitive of the main verb after the modal verb.
- Tell them to decide whether each sentence is affirmative or negative, and remind them to look back at the examples in the grammar box to see which rule the sentence matches.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | |
|-----------------|
| 1 can't be |
| 2 might not buy |
| 3 must be |
| 4 might open |

Vocabulary

- Explain to the class that the words in bold to be replaced are all 'gradable' adjectives. That is, they can be made stronger or weaker by adding adverbs such as *very/not very*, *extremely*, etc. For example, *I'm very/not very tired*. The words in the word bank, however, are not gradable in this way. You cannot be *very starving*, or *not very starving*.
- Ask pupils to work in pairs to read each sentence and the words and to decide which word from the list means the same as the word in bold. As some 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.
- Check the answers as a class and explain the meanings of the words where necessary.

Teaching Tip

Encourage pupils to write down the meanings of new words using words they already know in English instead of translating into their own language. Explain that this will help them move on to 'thinking in English'. Ask them to look back at Reading to see how many words they can find that they can think of synonyms for in English (eg *tiny/small*, *smell/aroma/fragrance*, *fantastic/great*, *enormous/big*, etc).

Answers

- | | |
|-------------|-------------|
| 1 exhausted | 4 terrified |
| 2 starving | 5 skinny |
| 3 furious | |

Listening

- Explain to pupils that they are going to listen to an interview with a model. Ask pupils to describe the model in the photo, and then ask what they think might be good or bad about being a model.
- Ask pupils to read through all of the sentences quickly to see what information they have to listen for. Remind them that they have to write *T* if the sentence is correct or *F* if it is incorrect.
- Play the recording to the end and ask pupils to write *T* or *F* for each sentence.
- 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 make sure pupils can justify their answers.

Turn to page 120 for the listening script.

Answers

- 1 F (*So you hadn't always wanted to be a model?... I hadn't really thought about it.*)
- 2 F (*... it's given me the chance to see the world. I love travelling ...*)
- 3 T (*... of course, it's well-paid ...*)
- 4 T (*They make me look so different. Sometimes I feel it isn't really me in the photos! ... I usually look much more beautiful than I do in real life!*)
- 5 F (*... I miss my family a lot when I'm away from home. My mum often travels with me, which is nice, but I still miss my dad ...*)
- 6 T (*Most of my friends are going to university next year and that's something I'd like to do. ... So you might give up life as a model and continue your studies later? ... Yes, I might.*)

Phrasal Verbs

- Ask pupils to look back at the article in Reading to see if they can find any of these phrasal verbs (*bring out: When Calvin Klein brought out 'CK One' ...*). Explain that this means that this company put this item on sale for the first time. Write examples for the other phrasal verbs on the board and explain the meanings where necessary:
Paper clothes will never catch on in Britain because of the rainy weather. (= become popular)
It's cold so I'm going to put on a scarf. (= pick it up and wear it)
I always take off my coat when I go into my house. (= take the coat from your body)
You must try on the shoes in the shop before you buy them. (= put them on to see how they feel or look)
- Ask pupils to work in pairs to read each sentence and the phrasal verbs and to decide which option fits the situation. Encourage them to look for clues in the rest of the sentence using the examples on the board.
- Check the answers as a class and explain the meanings of the words where necessary. Ask pupils to learn the phrasal verbs by heart.
- Ask pupils to make sentences of their own using each of the phrasal verbs. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- | | |
|-------------|------------|
| 1 bring out | 4 put on |
| 2 Take off | 5 catch on |
| 3 try on | |

Extra Task (for early finishers)

See photocopiable material on page 137.

Lesson 3**Objectives**

Reading	problem page – multiple matching
Say it like this!	asking for and giving advice
Grammar	must; have to; should and ought to
Writing	letters of advice; writing a letter giving advice to somebody

Way in**Teaching Tip**

Using a variety of different activities will help hold pupils' interest and help them remember new vocabulary or grammar points. For example, use anagrams or a game like 'Hangman' to test spelling, or other guessing games where you or the pupils themselves mime the words.

- Write the phrasal verbs: *bring out, catch on, put on, take off* and *try on* on the board. Do a mime to show the meaning of *take off* (eg by taking off a jacket or scarf) and ask pupils to guess the phrasal verb. Then repeat for *put on*. Ask pupils to either explain the meanings of the other phrasal verbs in English or to make a sentence to show the meanings. Also, you can ask pupils to look back to Lesson 2, Units 1, 3 and 5 where phrasal verbs have been introduced and ask them in pairs or small groups to choose two or three phrasal verbs and mime them for the rest of the class to guess.
- Tell pupils that this lesson is about asking for and giving advice about problems. Ask them what kind of problems people their age might ask for advice about.

Reading

- Tell pupils that they are going to read a problem page from a magazine for young people. Explain that they have to read the three letters on the left, A to C, which teenagers have sent to Jenny to ask for advice, and then they have to match these with Jenny's replies, 1 to 3. Make sure that pupils can justify their answers.

Answers

- 1 C (*... on the internet ... on the computer*)
- 2 B (*... haven't got the energy ... will also give you energy*)
- 3 A (*Some of my friends laugh at me and say I haven't got style ... You should find some real friends who care about you, not your clothes.*)

Comprehension

- Tell pupils to read the questions before they read the problem page again so that they know what information to look for.
- Ask pupils to underline the parts of the letters or replies which gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any vocabulary pupils still don't know and correct their pronunciation where necessary.

Answers

- 1 T (*My parents are always telling me that I spend too much time on the Internet ... 4-5 hours a day ...*)
- 2 L (*... I haven't got the energy to study.*)
- 3 C (*Some of my friends laugh at me ...*)
- 4 T (*They are threatening to take away my computer.*)
- 5 C (*Some of my friends ... say I haven't got style.*)
- 6 L (*I'm always exhausted.*)

Say it like this!

Asking for and giving advice

- Ask pupils to work in pairs to read through the expressions we use to ask for and give advice. Ask them to underline the expressions that Dan uses to ask for advice and the expressions that Tom uses to give advice.
- Tell pupils to fill in the gaps in the dialogue with the appropriate phrases and to take it in turns to read the completed dialogue.

Answers

Dan: ... Do you think I should ...

Tom: ..., you'd better not ...

Dan: What do you think I should do?

Tom: Why don't you ...

- Tell pupils to make their own dialogues about the other two problems and to take turns asking for and giving advice. Remind them to practise the language given. Go round the class listening to their dialogues and helping as required. Correct their pronunciation and intonation pattern if necessary.
- Ask each pair to repeat one of their dialogues for the class until all pupils have had the chance to speak.

Answers

Pupils' own answers

Extra Class Activity

Write each of the following modal verbs on pieces of paper and ask pupils to select one at random and to work in pairs to write sentences using the modal verb they have chosen (*must, have to, mustn't, don't/doesn't have to, should and ought to*). Then go round the class asking each pair to read out their sentences. Alternatively, stick their sentences on the wall for the rest of the class to read when they have time.

Grammar

Must

- Write on the board: *Pupils must turn off their mobile phones before they come to class.* Explain that *must turn off* is something that they have no choice about. This is an obligation.
- Read the grammar box to the class and explain that we can use *mustn't* to say that it would be wrong for us to do something. Tell pupils that we don't use *must* to talk about obligation in the past. Ask pupils to tell you one thing that they must do and one thing that they *mustn't* do. Remind them that we use the bare infinitive of the main verb after *must*.

Have to

- Read the grammar box to the class. Explain that we can use *have to* instead of *must* to talk about something that is necessary or right to do in the present.
- Write on the board:
We have to study for the test.
We will have to study a lot more next year.
We had to study for the test.
Explain that this is how we use *have to* to talk about the present, the future and the past.
- Draw pupils' attention to the note about *mustn't* and *doesn't/don't have to*. Ask them to work in pairs to talk about other things they *mustn't* do and things they *don't have to* do.

Should and ought to

- Read the Grammar box to the class. Explain that we use both *should* and *ought to* to give advice, but we don't usually use *ought to* to ask a question or give a short answer. Write on the board:

You should ask somebody for advice. = You ought to ask somebody for advice.

Should I ask my teacher for advice?

Yes, you should./No, you shouldn't.

- Explain to pupils that they are going to complete the sentences 1 to 6 with the verbs from the list by looking at the pictures. Tell them that they don't need to make any changes to these verbs because they are in the correct form.
- Tell pupils to look at each of the pictures to decide whether it shows that something isn't necessary, talks about an obligation in the present or future, or shows that it is right or wrong to do something. Then tell them to read the sentence with the same number to decide which word fits the situation. Tell them to look back at the grammar rules to remind themselves which of the options includes to (*have to, ought to*).
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 ought

2 must

3 doesn't have

4 shouldn't

5 should

6 oughtn't

Writing

Letters of advice

A

- Explain that we can use different expressions to ask for or give advice. Ask pupils to read the expressions in Writing A and then to look back at the letters on the problem page in Reading to see if these expressions were in the letters asking for advice or in the replies giving advice (letter A: *What do you think I should do?*, reply 2: *Why don't you walk or cycle ...*)
- Ask pupils to do the task individually, and then give pupils a few minutes to compare their answers with a partner's. 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

1G 2G 3A 4A

B

- Explain that we use these expressions to end letters, and ask pupils to decide which kind of letters we use them for.
- Ask pupils to do the task individually, and then check the answers as a class.

Answer

b

C

- Ask pupils to read the questions before they read the extract from Andy's letter to the problem page so that they know what information to look for when they are reading.
- Ask pupils to make their notes in answer to the questions individually, and then give them a few minutes to compare

their answers with a partner's. Go round the class checking pupils' answers. Ask them to justify their answers if they are different.

Answers

- 1 He's shy and can't make friends at his new school.
- 2 Pupils' own answers (eg *He shouldn't feel bad about being shy – it's natural when you don't know people. He shouldn't worry about what other people think. He shouldn't wait for others to talk to him, but ask them questions about themselves. etc*)
- 3 Pupils' own answers (eg *He will feel better/happier./ He will soon make friends.*)

Task

D

- Ask pupils to work in pairs to discuss what advice they will give to Andy and to say why.
- Make sure pupils understand the paragraph plan. Remind them that this paragraph plan will make the letter easy to follow.
- Ask pupils to use the plan to write a letter giving advice. Tell them to look back at the Reading text on page 68 for ideas about the kind of advice they could give. Tell them to look at the expressions in Writing A and B and to find ways to give advice and to end their letter.
- Alternatively, you could assign this task as homework.

Suggested answer

Dear Andy,

I'm sorry to hear that you're having problems at your new school. I get a lot of letters about this kind of problem because almost everybody feels lonely and nervous about meeting new people when they move to a different place.

First of all, you must stop worrying about what other people think. You don't have to talk about anything special to make friends. When people talk to you, they probably want to make friends with you. Why don't you ask them about the things they like doing? This way they will see that you are interested in them and want to make friends. You should just be yourself and tell them about things you're good at or things you like doing after school. Then you'll find things to do and talk about together.

Good luck with making new friends. I'm sure you'll find a few kids that will be good friends very soon.

All the best,
Elizabeth

E

- Remind pupils to check that they have used the correct expressions for giving advice from A and the expressions used for ending a letter from B.
- Stick pupils' letters on the wall and ask them to read them 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 letters.

Extra Task (for early finishers)

See photocopiable material on page 137.

Project Book

The pupils may do project 7 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

8 The Arts

Way in

- If you assigned Unit 7, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their letters and to check they've used the expressions for giving advice and ending their letter correctly. When you have marked their letters, select some to stick on the wall so pupils can read them when they have time.
- Write the following words on the board: *must, have to, should and ought to*. Ask pupils which words we can use to ask for and give advice (*should, ought to*), and then ask them which words we use to talk about obligation (*must, have to*). Write on the board:
We mustn't eat too many cakes.
We don't have to study this weekend.
Ask them to tell you the difference between the meanings of *mustn't* and *don't have to* in these examples (*mustn't* = it is wrong to do something; *don't have to* = it isn't necessary to do something).

Quiz

- Ask the class to look at the picture on pages 70 and 71 and to say what they can see in the photo.
- Read the information about the photo on page 70 and teach any vocabulary which pupils don't know. Ask pupils whether they like the painting in the photo and to say why or why not.
- Explain that the photo shows examples of traditional European art. Tell pupils to read the information about the gallery in the photo again and to try to answer the question.
- Remind pupils that they are not expected to know the answer to these general knowledge questions, but that pupils in pairs or small groups should discuss which answer they think is correct.
- If pupils are interested, give them further information about art galleries in their own country, and/or give them more information about the Tate Modern gallery in London using the Background information.

Background Information

The Tate Modern gallery is the most important museum of modern and contemporary art in England. It has a famous collection of paintings, sculptures and installations, from the 19th century to the present day and is housed in an old power station. The museum organises educational programmes for children so that they can learn about the art there. It also offers guided tours for visitors. There is also an art shop which sells books and magazines about art for both adults and children as well as works of art, jewellery designed by artists, educational CD-ROMs, music CDs, posters, cards, and other gifts. For further information, go to the museum's website <http://www.tate.org.uk/modern>. You can also explore other world-famous galleries by visiting <http://www.googleartproject.com>.

Answer

a

Lesson 1

Objectives

Reading	competition entries – multiple matching
Vocabulary	text-related words, art-related adjectives
Grammar	passive voice; present simple passive; past simple passive
Listening	ticking the correct boxes
Speaking	describing a picture you like
Writing	writing a paragraph about a picture you like

Reading

- Explain that pupils are going to read about photos that Mandy, Kate and Jake have taken which are in a national photography competition. Ask pupils whether they take photos, and if so, what they usually take photos of.
- Ask pupils to read what the children and the judges say about the photos, and then to decide which photo is the best entry. Ask different pupils to tell the class which photo they have chosen and why they prefer it. (*Pupils' own answers*).

Comprehension

- Tell pupils to read the questions before they read the competition entries again so that they know what information to look for.
- Ask pupils to underline the parts of the texts which gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.

Answers

- 1 K (*I took this picture on my mobile phone ...*)
- 2 M (*It's of my best friend, Holly ...*)
- 3 K (*The group was expected on stage at any moment ...*)
- 4 J (*... I was reminded of when I was six years old.*)
- 5 J (*This photo was taken at just the right moment.*)

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that the words all appear in the competition entries. Ask pupils to find the words in the texts and underline them. Encourage them to guess the meaning of unknown words from the context before looking up the meanings in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|------------|-------------|
| 1 contrast | 4 Childhood |
| 2 remind | 5 mood |
| 3 share | 6 crowd |

Grammar**Passive Voice**

- Write on the board:
Children eat ice cream in summer.
Ice cream is eaten in summer.
Explain that the first sentence is in the active voice because it tells us that the subject of the sentence (*Children*) do the action (*eat*). Explain that the object in the active voice becomes the subject in the passive voice, then ask pupils to tell you the object of the first sentence and the subject of the second sentence (*ice cream*).
- Read the grammar box to the class. Draw pupils' attention to the negative form of the passive voice in the second example, and write the question form on the board (eg *Are computers sold in that shop?*) underlining the verb.
- Tell pupils that in the passive sentence, we don't have to write the person or thing that does the action. If we want to say who does an action we use *by* (eg *My camera was broken by my cat.*).

Present Simple passive

- Read the grammar box to the class. Ask pupils to give you affirmative sentences in the Present Simple passive voice. Write their examples on the board. Change some of their sentences into the negative and question forms to remind pupils how to form these.

Past Simple passive

- Read the grammar box to the class. Ask pupils to change the sentences they wrote in the Present Simple passive into the Past Simple passive voice. Write their sentences on the board.

A

- Ask pupils to read each sentence in the paragraph to decide whether they need to use the Present Simple or the Past Simple passive of the verb in brackets. Tell them to think about what words they need to use with the main verb to form the passive voice of the Present Simple (*am, are or is*) and the Past Simple (*was or were*). Remind them to use the past participle of the main verb. Explain that some of the verbs in brackets are irregular, and that pupils can use the Irregular verb list on pages 128-9 to find the past participles of any irregular verbs where necessary.
- Explain that the answers include affirmative and negative forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------------|----------------|
| 1 was interviewed | 5 aren't put |
| 2 was asked | 6 aren't shown |
| 3 wasn't expected | 7 are left |
| 4 isn't liked | 8 is written |

B

- Tell pupils to underline the main verb in the first sentence of each pair. Explain that they have to complete the second sentence with the passive voice of the main verb from the first sentence.
- Tell them to decide whether each sentence is about something

in the present or the past, and whether the negative or question form is required. Remind them to look back at the examples in the grammar box to see which rule applies for each sentence.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------------|-----------------|
| 1 are sold | 4 Was ... taken |
| 2 are often sent | 5 isn't used |
| 3 was painted | |

Vocabulary

- Ask pupils to work in pairs to read each sentence and the options and to decide which option fits the meaning. Ask pupils to look back at the Reading task on page 72 and find as many words from the Vocabulary task on page 73 as they can (*atmosphere, background, competition, contrast and scene*). As some 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.
- Check the answers as a class and explain the meanings of the words where necessary.

Answers

- | | |
|------------|--------------|
| 1 frame | 5 exhibition |
| 2 portrait | 6 atmosphere |
| 3 scene | 7 flash |
| 4 graffiti | 8 copy |

Extra Class Activity

Ask pupils to work in pairs to make sentences with the incorrect answers from the Vocabulary task. Ask each pair to read one of their sentences to the class. Correct their use of vocabulary where necessary.

Listening

- Tell pupils to look at the picture above the Listening task and ask them what word is written in it (*graffiti*). Ask them whether or not they like this kind of art.
- Explain to pupils that they are going to hear Emma and Lawrence talking about art and that they have to tick the things that each of them like. Explain that they should listen for words expressing a liking for something (eg *like, love, prefer, great, fantastic, favourite, etc*) or agreement and to tick the things that Emma and Lawrence each like.
- Tell pupils to read the questions to help them work out what information to listen for when they hear the recording.
- Encourage pupils to tick the answers to the questions as they hear about them rather than trying to remember the answers at the end.
- Play the recording all the way to the end. Then play the recording a second time and ask pupils to check their answers or to tick any missing answers.
- Check the answers as a class and make sure pupils can justify their answers.

Turn to page 120 for the listening script.

Answers

Emma: black and white photos, art galleries, landscape paintings

(E: *I love black and white photos* L: *Me too.* ; E: *I think they're great places – so quiet and relaxing.* ; E: *... my favourite painter is van Gogh. His paintings of nature are fantastic.*)

Lawrence: black and white photos, modern art, graffiti
(E: *I love black and white photos* L: *Me too.* ; L: *I'm not a big fan of landscape paintings. I prefer more modern things ...* ; L: *Some graffiti artists are very talented Some amazing things are drawn by them.*)

Speaking

- Explain to pupils that they are going to work in pairs to describe a piece of artwork. Tell them to decide which of the four kinds of artwork they want to talk about and then to take turns to tell each other about the one of their choice and why they like it.
- 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 different pupils to describe the piece of artwork of their choice to the class and to say why they like it.
- 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

Writing

- Explain to pupils that they are going to write a paragraph about their chosen piece of artwork from the Speaking task. Ask them to look back at Vocabulary for words related to art and the Grammar section to remind them of the passive voice.
- Ask pupils to write their paragraphs and then get them to swap books with a partner so that they can proofread what each other has written. Then ask some pupils to read their paragraphs to the class.
- 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 138.

Lesson 2**Objectives**

Reading	article – open-ended questions
Vocabulary	text-related words; music-related words
Grammar	passive voice
Listening	multiple choice questions
Prepositions	nouns + for, of, on, to

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraphs to check that they have used the vocabulary for talking about art correctly. When you have marked their paragraphs, select some to stick on the wall so that pupils can read them when they have time.
- Ask pupils to work in pairs to write down as many of the art-related words that they learnt in Lesson 1 they can and then to compare their list with another pair's. (Suggested list: *sculptor, sculpture, gallery, portrait, landscape, painting, frame, exhibition, graffiti, scene, contrast, atmosphere.*)
- Make sure that pupils remember the uses of the passive voice. Write on the board: *Young people loved disco music in the 1980s.* Ask pupils to change this sentence into the passive voice (*Disco music was loved by young people in the 1980s.*)
- Explain that pupils are going to read about how a certain kind of music is used in some schools. Ask pupils to describe the people in the photos.

Reading

- Tell pupils that they are going to read about hip hop music and how some schools are using it to help pupils learn. Ask pupils what they know about hip hop music and whether they enjoy listening to it. Then ask pupils to read the text on their own and to find out what one teacher says is unbelievable (*how pupils remember what he/she teaches*).

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 them to underline the parts of the text which gave them their answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context. Correct their pronunciation if necessary.

Answers

- 1 speaking to the rhythm of the music (*Rapping, which means speaking to the rhythm of the music ...*)
- 2 to help teach school subjects (*There is a new school programme called 'Flocabulary' where teachers use text books and hip hop records to help teach a variety of school subjects.*)
- 3 exam marks are better, pupils remember the lesson better (*... the positive effect it has had on exam results ... It's unbelievable how pupils remember what I teach!*)
- 4 flow and vocabulary (*The word 'Flocabulary' comes from the words 'flow' and 'vocabulary'*)
- 5 the lyrics of hip hop songs are easy to remember (*... he realised he could remember the lyrics of a hip hop song very easily.*)

Guess what!

- Read the information to the class and ask pupils to look at the picture and say what they think termites are. Explain that they are small insects which eat dead plants and wood. Ask them if they find this information surprising and why they think anybody would try to find out this information, and how they did it.
- If pupils are interested, give them further information about rap and hip hop music using the information in the Background Information box.

Background Information

The terms rap and hip hop are often used to mean the same thing, but rap has a much longer history than hip hop. Rap is the rhythmical spoken delivery of rhymes, wordplay and poetry and can be traced back to Africa. Hundreds of years before hip hop, the 'griots' of West Africa travelled from place to place reciting stories and legends, accompanied mainly by drums and perhaps one or two other musical instruments. In some areas they still do this.

Hip hop began in the Bronx in New York in the 1970s, mainly among African-Americans, with some influence from Jamaica. The music is used to express political, social and personal issues. As with rap, the hip hop artist speaks lyrically in rhyme and verse, but usually to an instrumental or synthesized beat. DJ Kool Herc, a Jamaican born DJ living in New York in the 1970s, is considered by most people to be the godfather of hip hop.

Vocabulary

- Ask the pupils to read through the sentences and options.
- Explain that the words in the exercise appear in the article in the Reading text. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning of unfamiliar words from the context before explaining any words they don't understand.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 variety
- 2 lyrics
- 3 results
- 4 inspired
- 5 literature

Grammar

Passive voice

- Elicit from pupils how we form the Present Simple passive (*am/are/is + past participle*) and Past Simple passive (*was/were + past participle*).
- Read the first sentence in the grammar box to the class. Ask different pupils to read out the example sentences for each tense. Ask pupils which word is the same in all the examples (*played*). Explain that we make each tense by using the correct form of the verb *be* in each tense and the past participle always follows this. Write another example on the board:
Rap is used for teaching maths. Ask pupils to come up and write the sentence in each of the four tenses in the grammar box.
Rap is being used for teaching maths.
Rap was being used for teaching maths.
Rap has been used for teaching maths.
Rap will be used for teaching maths.
- Explain that we can make the passive form of modal verbs by writing *be + the past participle of the main verb* after the modal.

A

- Ask the pupils to read through the sentences and options and to decide which option is correct in each case. Tell them to compare each sentence with the examples in the grammar box to remind them how the passive voice is formed for the tenses and modals given.

- Give pupils a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Check the answers as a class.

Answers

- 1 being written
- 2 be
- 3 was
- 4 performed
- 5 be heard

B

- Ask pupils to read the paragraph to see which tense of the passive voice matches the situation. Remind them to use the past participle of the main verb. Explain that some of the verbs are irregular, and that pupils can use the Irregular verb list on pages 128-9 to find the past participles of any irregular verbs where necessary.
- Explain that the answers include affirmative and question forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 must be admired
- 2 have been enjoyed
- 3 can be heard
- 4 are being made
- 5 Will ... be known

Vocabulary

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

Answers

- 1 tune (A *band* and an *orchestra* are both groups of musicians, but a *tune* is a piece of music.)
- 2 classical (*Rap* and *reggae* are modern types of music, but *classical* music is pre-modern and officially covers the period 1730-1820.)
- 3 microphone (A *drum* and a *xylophone* are musical instruments, but a singer sings into a *microphone*.)
- 4 loud (The adjectives *soft* and *gentle* describe quiet music, but *loud* is the opposite of quiet.)
- 5 instrument (An *instrument* is something a musician uses to play music on, but *beat* and *melody* refer to the rhythm of the music.)
- 6 pianist (A *pianist* is a musician who plays an instrument, but a *composer* and a *songwriter* write music and song lyrics.)

Listening

- Explain to pupils that they are going to listen to a documentary about Michael Jackson. Ask them what they know about Michael Jackson and whether they like his music.
- Ask the pupils to read through the sentences and possible answers so they know what information to listen out for.

- 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 the 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 120 for the listening script.

Answers

- 1b (... sold more than 750 million albums during his career.)
 2a (His 'moonwalk' dance, which looked as if he was being pulled backwards, has become legendary.)
 3b (... he gave millions of dollars to charity ... [He] wrote the song 'Heal the World' – a song he was very proud of.)
 4b (... he was in the Guinness Book of World Records many times – eight times in 2006 alone.)
 5b (... his album 'Thriller' is still the biggest selling album ...)
 6a (He has waxwork figures in five Madame Tussauds museums across the world. Only Elvis Presley and Madonna have more – six.)

Extra Class Activity

Divide the class into small groups of three or four. Ask pupils to choose another musician or a band they know about and to make a quiz about them. Tell them to write four questions with two possible answers for each question in their quiz. Once they have made their quizzes, ask groups to tell the class who their quiz is about then to take turns at asking questions for the other groups to guess the answers.

Prepositions

- Ask pupils to work in pairs to read the sentences and to decide which preposition is appropriate in each case. As the vocabulary is new, encourage pupils to use dictionaries if they have them. Remind pupils that English prepositions are often used differently from prepositions in other languages so pupils might choose the wrong English preposition if they try to use direct translation.
- Check the answers as a class and explain the meanings of any words they don't know.
- Ask pupils to make sentences of their own using each of the phrases formed with prepositions from the task. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- 1 on
 2 to
 3 for
 4 of
 5 on

Extra Task (for early finishers)

See photocopiable material on page 138.

Lesson 3

Objectives

Reading	interview – right, wrong, doesn't say statements
Say it like this!	asking for opinions
Listening	true or false statements
Speaking	using speaking cards to ask and answer questions about a magic show and an exercise class
Writing	organising information; writing a review of a show you have seen

Way in

- Write the headings: *kind of music, musical equipment, sound-related words, groups of musicians, jobs*. Ask pupils to come up and write the music-related words that they learnt in Lesson 1 under each category.
 kind of music: *rap/hip hop, classical, reggae*
 equipment: *drum, xylophone, instrument, microphone*
 kind of sound: *soft, gentle, loud, beat, melody, tune*
 groups of musicians: *band, orchestra*
 jobs: *pianist, composer, songwriter*
- Write the words: *expert, attitude, no need, lover and effect* on the board and ask pupils to tell you the prepositions which follow each of these nouns. Write their answers as they say them, and then ask pupils to give a sentence for each of the nouns and prepositions.
- Explain that this lesson is about different kinds of performances. Ask pupils what kinds of performances they like to watch. Write the words for different performances on the board as they say them, but don't teach any new words at this stage.

Reading

- Tell pupils that they are going to read an interview with a young actor. Ask them to describe the picture of the actor and to say what they think he is doing in the photo. Then ask pupils to read the interview on their own and to find out what ability was useful to Sam when he was preparing for his role in the play *Billy Elliot* (*he was good at gymnastics*).

Comprehension

- Tell pupils to read the sentences before they read the interview again so that they know what information to look for.
- Ask pupils to underline the parts of the interview which gave them their answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context and correct their pronunciation where necessary.

Answers

- 1 W (... it wasn't planned ... I wasn't very interested in the theatre before this happened.)
 2 DS
 3 R (Do you feel nervous when you're on stage? ... No, not really.)
 4 W (The role of Billy's best friend Michael is played by me.)
 5 DS

Extra Class Activity

Ask pupils whether they have seen the film *Billy Elliot*. If they have, ask them to describe what happened in the film and to say how it ended. Ask them whether or not they liked the film, and why or why not.

If none of the class has seen the film, explain that Billy's family didn't want him to be a dancer at first, so he had to practise dancing in secret. In the end, he gets a place in the Royal Ballet School. He becomes a successful dancer and his family are very proud of him.

Say it like this!

Asking for opinions

- Ask pupils to work in pairs to read through the expressions we use to ask for opinions. Then tell them to take turns to read the example questions.
- Tell pupils to take turns at asking for and giving opinions about the other four topics. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask pairs to repeat one of their dialogues until all pupils have had the chance to speak.

Answers

Pupils' own answers

Listening

- Explain to pupils that they are going to listen to a teacher talking to some pupils about a school play. Ask pupils to describe the picture. Then ask whether they have ever taken part in a school play and, if so, what role they played and what they liked or didn't like about it.
- Ask pupils to read through all of the sentences quickly to see what information they have to listen for. Remind them that they have to write *T* if the sentence is correct or *F* if it is incorrect.
- Play the recording to the end and ask pupils to write *T* or *F*.
- 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 make sure pupils can justify their answers.

Turn to page 121 for the listening script.

Answers

- 1 F (*There were a few problems last week – lots of people were forgetting their lines.*)
- 2 T (*What about the costumes? Katie, your mum's making them, isn't she?*)
- 3 F (*Mum says they'll be finished by Friday.*)
- 4 F (*Now, the posters. Have they been put up yet? ... Not yet.*)
- 5 F (*I must ask Mr Marston in the art department to thank his pupils for making those.*)
- 6 T (*The girl who was going to play the piano can't do it now ... Yes, Sir, I've found a girl. Her name's Wendy Shaw and she's in class 5F.*)

Speaking

- Explain that pupils are going to work in pairs and take turns to ask and answer questions about an exercise class and a magic show. Tell them that they are going to use the Speaking cards

at the back of the Pupil's Book. Divide the class into pairs, and allocate the roles A or B.

- Tell Pupil Bs to use the words on the Speaking card for Unit 8 (Card 1B) on page 133 to ask their partner questions about a hip hop class. Tell the Pupil As to use the information on the Speaking card for Unit 8 (Card 1A) on page 131 to answer their partner's questions.
- Ask pupils to swap roles, with Pupil As asking the questions on Speaking card 2A on page 131 about Glenn's Amazing Magic Show, and Pupil Bs using Speaking card 2B on page 133 to give them the answers.
- 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 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.

Speaking cards 1A and 1B

Suggested questions

Where is the exercise class? / Where does the class take place?

What do you do at the class?

Do they play/Do you exercise to other kinds of music?

When are the classes?

How much do the classes cost?

Suggested answers

The class is at the Fullerton Community Centre.

You do exercises to hip hop music.

Yes, there's also disco and funk music.

The classes are on Tuesday and Thursday evenings from 7 to 8 o'clock.

It costs/They cost 30 euros a month.

Speaking cards 2A and 2B

Suggested questions

Who is in / is doing the Magic Show?

What will he do in the show?

Where is the Magic Show? / Where will the Magic Show be?

When is it/ will it be?

How much are the tickets/ do the tickets cost?

Suggested answers

A famous magician / Glenn Falk

He will do lots of unbelievable magic tricks.

At the Princes Theatre.

On Saturday 9th October.

20 euros for adults and 15 euros for children

Writing

Organising information

A

- Remind pupils that we usually organise our writing in paragraphs to keep the information in a logical order that is easy to follow. Tell pupils that it is useful to make a plan with notes of what they will write in each paragraph to help them remember what to include in their writing.
- Explain to pupils that they have to match the notes a to h with the paragraph headings 1 to 4. Tell pupils to match the notes that they are sure about first and then to discuss the other answers with their partners.

- Ask pupils to work in pairs to do the task, and check the answers as a class after pupils have read the review in task B.

Answers

a4 b2 c1 d3 e2 f4 g3 h1

B

- Ask pupils to read the review and to find out which paragraphs the information from the notes a to h in task A are in. Check their answers as a class.
- Ask pupils to read through the review again and to say why paragraph 2 is written in the present tense. Check the answer as a class.

Answer

Because it's describing the plot/story and we usually use the Present Simple for this.

Task

C

- Ask pupils to work in pairs to talk about a show that they have seen and to discuss their opinions about it.
- Explain that pupils have to make a paragraph plan with some notes first to organise the information they want to use in their review.
- Ask pupils to use their plan to write a review like the one in B giving their opinions about the show they have seen. Tell them to look back at the Reading text on page 76 for ideas about the kind of opinions they could include. Tell them to use the phrases given in task C to give information about the show and give their opinions and recommendations.
- Alternatively, you could assign this task as homework.

Suggested answer

Review

Last summer, I went to see the play 'King Lear' at the Swan Theatre. It was performed by the Royal Shakespeare Company.

King Lear is set in ancient Britain and it is about a king who decides to divide his kingdom between his daughters. He asks each of them to tell him how much they love him. Two of his daughters say that they love him more than anyone else but his youngest daughter, Cordelia, will only say that she loves him as a daughter should love her father. King Lear is surprised and very angry. He sends Cordelia away with nothing. Then his other daughters treat him very badly and he wishes to see Cordelia again.

The best thing about the play was that it was performed in Stratford-upon-Avon on a warm summer night, which made us feel just like an audience in Shakespeare's time. There was a lot of action in the final scene and the play had a sad ending. All the actors were good, but the role of Lear's fool was played very well by Tom Wells.

I recommend 'King Lear' to anybody who wants an exciting evening at the theatre. It's a great drama.

D

- Remind pupils to use the phrases from C to give information and their opinions and recommendations about the show.
- Ask pupils to proofread their reviews and to make sure they have included all the information from their paragraph plan.
- Stick pupils' reviews on the wall and ask them to read each other's when they have time. If you assign this task as

homework, give pupils a few minutes before the next lesson to proofread their reviews.

Answers

Pupils' own answers

Extra Task (for early finishers)

See photocopiable material on page 138.

Extra Class Activity: Song

See photocopiable material on page 128.

- Tell pupils they are going to listen to a song about rap. Write the following questions on the board:
When did the singer first go to a rap concert?
What does the singer write songs about?
How does the singer make rap songs?
What don't rap singers have to do and what mustn't they do?
What problem do many children have?
Who loves rap?
Ask pupils to read and listen to the song and to answer the questions. Play the song once and check answers as a class.
- 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 and to see how many things they can find from the song. Ask the class what they think of rap music.

Project Book

The pupils may do project 8 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

Review 4

Objectives

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

Revision

- Tell the pupils that *Review 4* revises the material they saw in Units 7 and 8.
- 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

- Write *aware, chemist's, model, stressed, combination, physical, sore, energy* and *willing* on the board. Ask pupils to tell you the meanings of these words in English or to make sentences with them.
- Write on the board:
a cold
a gym
pills
weight
fit
a diet
Ask pupils to tell you the verbs that can go with these words to make phrases (*catch, join, take, lose, keep, go on*). Ask pupils to make sentences with these phrases.
- Write the anagrams:
hododilch
dowrc
trascont
domo
minerd
rashe
abutey
onshafi
lyste
Ask pupils to find the words related to photographs and fashion (*childhood, crowd, contrast, mood, remind, share, beauty, fashion, style*). Ask pupils to make sentences using some of these words.
- Check that pupils remember the phrasal verbs *bring out, catch on, put on, take off* and *try on*. Say each phrasal verb and ask pupils to give you a sentence with each one in turn.
- Check that pupils remember words related to music and art. Write the headings *Music* and *Art* on the board and ask pupils to tell you as many words as they can for each heading. Write their answers under each heading as they say them. Ask pupils to make sentences using some of these words or to explain the meaning in English.
- Ask pupils to tell you which prepositions go after *expert,*

attitude, no need, a lover and *effect*. Then ask them to make sentences using each of these words and prepositions.

Grammar Revision

- Ask pupils to give sentences with *can, could, may, might* and *should* in the affirmative and negative. Check that pupils remember to use the bare infinitive with these modal verbs. Write *You ought to take more exercise.* on the board and ask pupils which other modal has the same meaning as *ought to* (*should*).
- Write *I'll be able to go to the gym when I feel better.* on the board. Ask pupils which tenses we can't use with *be able to* (Continuous tenses).
- Ask pupils to give sentences with *must* in the affirmative, negative and question forms. Write on the board *You mustn't eat fast food.* and *They can't be your shoes because they're too small.* Check that pupils remember the difference in meaning between *can't* and *mustn't* and that we use *can't* when we are sure something isn't true. Ask pupils to make sentences with *have to* and *don't have to*. Check that they remember the difference between *mustn't* and *don't have to*.
- Write on the board *Nina took this photo in the park.* Ask a pupil to come up and rewrite this sentence in the passive. Check that pupils remember when to use the passive. Ask a pupil to write a sentence on the board using the Present Simple passive, and ask other pupils to come up and write sentences using the passive of the Present Continuous, Past Continuous, Present Perfect Simple and Future Simple.

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 think about how the words in each group relate 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 is the odd one out.

Answers

- 1 loud (*Hip-hop* and *classical* are different kinds of music, but all kinds of music can be *loud* when you turn up the sound.)
- 2 beauty (*Fashion* and *style* are the shapes and colours of clothes and shoes, but *beauty* describes any person, thing or place that looks good.)
- 3 fit (You feel *stressed* or *exhausted* when you are very tired, but you feel *fit* when you are well.)
- 4 tiny (*Enormous* means *very big*, but *tiny* means very small.)
- 5 vitamin (A *portrait* and a *landscape* are kinds of paintings, but a *vitamin* is something we need in our food to be healthy.)
- 6 fragrance (*Art* and *literature* are both subjects, but *fragrance* is a nice smell.)

C

- Explain to pupils that they should only write one word to replace the word in bold.
- Tell pupils to decide which preposition goes with the words before or after the gaps.

Answers

- | | |
|--------------|-------------|
| 1 on | 5 of |
| 2 off | 6 on |
| 3 to | 7 in |
| 4 out | 8 to |

- To finish, ask pupils to look at the pictures and to match them to the verses in the song. Ask pupils whether they like taking photos and what they like to take photos of.

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.

Grammar**A**

- Explain to pupils that they should read the sentences before trying to fill in the gaps and to decide which of the verbs in the box matches the context. Tell them to use the Present Simple passive of the verb from the box.
- Tell pupils to look back at Unit 8, Lesson 1 grammar box and to look at the list of Irregular verbs on pages 128-9 for a reminder if they need to.

Answers

- are sold
- aren't/are not allowed
- is played
- are invited
- are worn

B

- Explain to pupils that they should look at the prompts for each sentence to find the subject and the words that make the passive of a verb.
- Tell pupils to look back at the grammar boxes in Unit 8, Lessons 1 and 2 for a reminder if they need to.

Answers

- The doctor was called last night.
- A concert will be given here next week.
- Yoga exercises can be done anywhere.
- A photo of her is being taken at the moment.
- The exhibition has been visited by thousands of people.
- Fast food shouldn't be eaten by young children.

C

- Tell pupils to read the sentences and the possible options before trying to choose the answer to see what kind of word comes after each gap and to decide which option matches the context.
- Tell them to look back at the grammar boxes in Unit 7, Lessons 1, 2 and 3 for a reminder if they need to.

Answers

- 1b 2c 3a 4c 5b 6a 7a 8b 9a 10c**

Song

- Tell pupils they are going to listen to a song about photographs. Ask them to read and listen to the song and to find out which photographs the song is about.
- 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.

9 Extreme Sports

Way in

- If you assigned Unit 8, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their reviews and to check they've included all the information using the paragraph plan. When you have marked their work ask them to read each other's reviews, or choose some of them to stick on the wall so pupils can read them when they have time.
- Ask pupils to write down the words they can remember related to music. Tell them to swap books with a partner to compare words and to check each other's spelling.
- Explain that this unit is about extreme sports. Ask pupils as a class what they understand by the phrase 'extreme sports' and to name as many as they can. Write their suggestions on the board.

Quiz

- Ask the class to look at the picture on pages 80 and 81 and to say what extreme sport they can see in the photo. Ask them where they think the photo was taken. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 80 and teach any vocabulary which pupils don't know. Ask pupils whether they have ever tried surfing or whether they would like to surf in waves like the ones in the photo.
- Ask pupils to think about how many people could surf at the same time on a wave like the one in the photo.
- Remind pupils that they are not expected to know the answer to these general knowledge questions, but ask pupils to work in pairs or small groups to discuss what they think might be the answer to the quiz. Check the answer as a class.
- If pupils are interested, give them further information about surfing using the information in the Background Information box.

Background Information

Surfing is a sport that came from an ancient tradition in Hawaii. Europeans first saw surfers in 1767, when sailors on an English ship arrived in Tahiti. Surfing was also mentioned in the stories of Captain Cook who travelled all round the world before he died in 1779. The famous writer, Mark Twain, who wrote the *Tom Sawyer* books, visited Hawaii in 1866 and wrote about surfers. He described men, women and children all surfing together. Nowadays, people surf in many countries. Originally, surfboards were made of wood and were big and heavy, but now they are made of lighter, strong, man-made materials. For further information, go to www.nationalgeographic.com and look up *surfing*.

Answer

c

Lesson 1

Objectives

Reading	dialogue – open-ended questions
Vocabulary	text-related words, sport-related words
Grammar	conditional sentences; zero conditional; first conditional; unless
Listening	true or false statements
Speaking	asking and answering questions about extreme sports
Writing	writing five sentences about extreme sports

Reading

- Ask pupils to look at the photos a to d and match them with the names of the sports 1 to 4.
- Ask pupils to match the sports on their own. Check the answers as a class and then ask pupils to say which sport they would most like to try and why.
- Explain that Kate is telling Mandy, Robbie and Jake about an extreme sport that she has done. Tell pupils that they are going to read the children's dialogue.

Answers

1c 2a 3d 4b

Answers

Pupils' own answers

Comprehension

- Ask pupils to read the dialogue on their own to find out what happens if you don't lean out far enough when you do abseiling (*your feet slip*).
- Ask pupils to read the questions before they read the dialogue again so they know what information to look for.
- Ask pupils to do the task individually, and to underline the parts of the dialogue which gave them their answers. Check the answers as a class.

Answers

- 1 Kate's abseiling instructor (... *this was the instructor. Her name's Julie.*)
- 2 a harness, a helmet, special gloves, knee pads (*And here's me wearing my harness and helmet. I also had to wear special gloves ... You also have to wear knee pads...*).
- 3 absolutely terrified (*Were you feeling nervous at that moment? ... I was absolutely terrified!*)
- 4 very proud of herself (*I felt very proud of myself at that moment.*)
- 5 No, she doesn't. (... *but I won't go again unless you guys come with me next time!*)

Extra Class Activity

Pupils usually enjoy role-playing, and this can help them to remember functional language as well as build their confidence in speaking English. Divide the class into four groups, one each for Kate, Mandy, Robbie and Jake, and ask each group to decide who will play the character. The nominated pupils then act out the dialogue. If the class is interested, you can get them to repeat the dialogue with another four pupils.

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that the words all appear in the article. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning of unfamiliar words from the context before they look up the meanings in their dictionaries. 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 instructor | 3 slip | 5 edge |
| 2 get the hang of | 4 harness | 6 lean |

Grammar

Conditional sentences

- Go through the grammar box explaining the structure of conditional sentences to the class. Write on the board:
We will go windsurfing if the weather is nice.
Ask pupils how to rewrite the sentence so that it starts with the *if* clause. Write their answer on the board (*If the weather is nice, we will go windsurfing.*) Point out that when the sentence begins with the *if* clause there is a comma separating the two clauses.
(*If the weather isn't nice, we won't go windsurfing.*
If the weather is nice, will we go windsurfing?)

Zero Conditional

- Go through the use of the zero conditional in the grammar box with the class.
- Ask pupils to look back at the dialogue in Reading to find two examples of zero conditionals (*If you look down, you feel very scared.*; *If you don't lean back far enough, your feet slip.*). Then ask them to work in pairs to write two more zero conditional sentences. Check their answers as a class and correct any structural errors where necessary.

First Conditional

- Now go through the use of the first conditional in the grammar box with the class.
- Ask pupils to look back at the dialogue in Reading to find one example of the first conditional with *will* and one example with a modal verb (... *if you move around a bit, we'll all be able to see.*; *If you can do it, we can too.*). Ask different pupils to come up and write the negative and question forms of the two sentences. Then ask them to work in pairs to write two more first conditional sentences. Check their answers as a class and correct any structural errors where necessary.

Unless

- Now go through the use of *unless* in the grammar box with the class.
- Ask pupils to find the sentence with *unless* in the dialogue in Reading (... *I won't go again unless you guys come with me ...*). Ask pupils how to rewrite this sentence so that it has the same

meaning using *if* (*I won't go again if you guys don't come with me.*).

- Ask pupils to give you two more sentences using *unless*. Ask different pupils to read out their sentences to the class. Correct any structural errors where necessary.

A

- Explain that all the sentences in this task are first conditionals. Ask pupils which tense we use in the *if* clause of a first conditional (*Present Simple*) and which tense we use in the result clause (*Future Simple*).
- Ask pupils to read each sentence to find the *if* clause and the result clause to decide whether they need to use the *Present Simple* or the *Future Simple* of the verb in brackets.
- 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 go, will take | 4 takes, will feel |
| 2 eats, will be | 5 Will a snake bite, touch |
| 3 will bite, don't sleep | |

B

- Ask pupils to read each sentence to decide which word fits the situation.
- Tell them to decide whether the result clause of each sentence is a result of doing something or a result of not doing something. Remind them that *unless* has the same meaning as *if not*.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | | |
|----------|------|----------|
| 1 if | 3 if | 5 unless |
| 2 Unless | 4 If | |

Vocabulary

- Explain to pupils that they have to match the photos a to f with the words 1 to 6. One of the words occurs in the Reading text (*gloves*). Encourage them to use their dictionaries to look up any words they 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

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

Teaching Tip

Try to make pupils aware how important correct pronunciation is. Explain that, if we say words wrongly, people might not understand what we are trying to say. Write the words from this Vocabulary task on the board, and then ask different pupils to read each one and to come up and put a line above the part of the word that is stressed more.

Extra Class Activity

Ask pupils to tell you which sports the things in the vocabulary task are used for (eg *wetsuit, flippers, goggles* = *scuba diving*; *wetsuit, lifejacket, parachute* = *paragliding*; *gloves* = *abseiling, skiing*).

Listening

Turn to page 121 for the listening script.

- Explain to pupils that they are going to listen to someone talking about an activity holiday. Ask them to say what kind of activity holiday the photo shows. Then ask what they think might be good or bad about this kind of holiday and whether they would like to go on a holiday like this.
- Ask pupils to read through all of the sentences quickly to see what information they have to listen for. Remind them that they have to write *T* if the sentence is correct or *F* if it is incorrect.
- Play the recording to the end and ask pupils to write *T* or *F*.
- 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 make sure pupils can justify their answers.

Answers

- 1 T (*There will be an early start tomorrow morning – that's Friday ...*)
- 2 T (*Mountain bikes and helmets can be rented from the shop next door.*)
- 3 F (*... should we wear wetsuits? ... Yes, because it gets very cold out on the water.*)
- 4 F (*Unfortunately, there isn't much snow on the mountains at the moment. So, we won't be able to go skiing.*)
- 5 T (*... on Sunday morning, there will be a scuba diving trip to Beaker Island.*)
- 6 T (*... we've never had any accidents so far. And we've been offering activity holidays for over ten years now.*)

Speaking

- Explain to pupils that they are going to work in pairs to talk about extreme sports. Tell pupils to take turns to ask and answer the questions about them.
- 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 different pairs to ask and answer one of the questions about extreme sports for the class. If any pupils have talked about the same sports, ask them if they have anything to add to the answers already given.
- 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

Writing

- Explain to pupils that they are going to write five sentences about extreme sports. Tell them to use the answers to the questions about extreme sports in the Speaking task. Ask them to look back at Vocabulary for words related to sports.
- Ask pupils to write down their sentences and then get them to swap books with a partner to proofread what each other has written. Then ask some pupils to read their sentences to the class.
- 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 139.

Lesson 2

Objectives

Reading	article – missing sentences
Vocabulary	text-related words; some common verbs used in a sports context
Grammar	second conditional
Listening	multiple choice questions
Phrasal Verbs	catch up with; drop out of; warm up; work out

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's sentences.
- Ask pupils to give you an example of a zero conditional sentence. Write the sentence on the board and ask them which verb tense we use in both the *if* clause and in the result clause (*Present Simple*). Ask them to tell you when we use the zero conditional (to talk about facts and general truths).
- Ask pupils to give you examples of a first conditional sentence with *if* and another with *unless*. Ask them why we use the first conditional in these sentences (to talk about something which will probably happen (or not happen) in the future).
- Write on the board:

f	_____
g	_____
g	_____
l	_____
p	_____
w	_____

 Ask pupils to complete the words they learnt for things that are used in some extreme sports (*flippers, gloves, goggles, lifejacket, parachute, wetsuit*).
- Ask them to close their books and to tell you the extreme sports they remember from Lesson 1 (*surfing, paragliding, windsurfing, scuba diving, rafting, abseiling*). Write the words on the board as they say them, and then ask them to tell you any other extreme sports they know.

Reading

- Explain to pupils that they are going to read an article about another extreme sport. Ask them to decide which of the sports on the list are extreme sports, and to justify their answers.
- Ask them to look at the photo next to the text, then to read the text and to say which sport the person is doing (*land diving*), as well as ticking the two extreme sports that are mentioned (*volcano surfing, bungee jumping*).

Comprehension

- Ask pupils to read the missing sentences before they read the article again. This way they will have more of an idea about what information is missing and where it might 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.
- Encourage pupils to guess the meaning of unfamiliar words from the context and correct their pronunciation where necessary.

Answers

1a 2e 3d 4b 5c

Guess what!

- Ask pupils to read the information in the box. Ask pupils if they have ever seen anyone bungee jumping and, if so, where. Ask them how they think they would feel if they did a bungee jump from a helicopter into a volcano.

Vocabulary**A**

- Ask the pupils to read through the words and the two possible meanings.
- Explain that the words in the exercise appear in the article in Reading. Ask pupils to find the words in the text and underline them and then to circle the answer which gives the correct meaning of the word in the text.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

B

- Ask pupils to work in pairs to read the sentences and decide which word fits the situation. Explain that they should use the verbs in the same form shown in the wordbank. As most of the vocabulary is new, encourage pupils to use dictionaries if they have them as well as looking for clues in the meaning of the sentence.
- Check the answers as a class and explain the meaning of the verbs where necessary.

Answers

1 hit	3 land	5 score
2 come	4 aim	6 beat

Extra Class Activity

Tell pupils to imagine they are watching a sports match, game or competition and they are the commentators, who tell people what is happening. Ask them to work in pairs to write a paragraph about the sport that they are watching. Tell them to use the verbs from the Vocabulary task to describe what the players are doing. Once pupils have completed their paragraphs, ask for volunteers to come up and give their sports commentary.

Grammar

- Read the uses of the second conditional in the grammar box to the class. Ask pupils to read the example sentences. Then ask pupils to look back at the text in Reading to find a second conditional question (*If you had a choice between the two, would you prefer volcano surfing or the normal kind of*

surfing?). Ask them to give their own answer to this question in a second conditional sentence (eg *If I had a choice between the two, I would choose normal surfing*).

- Read the note about the use of *was/were* in conditional sentences and point out that we can use *were* after *he, she, it* and *I*; eg *If I weren't scared, I'd try bungee jumping*.

A

- Remind pupils that all the sentences in this paragraph are second conditionals. Ask pupils which verb tense we use in the *if* clause of a second conditional (Past Simple) and which structure we use in the result clause (*would* + bare infinitive).
- Ask pupils to read each sentence to find the *if* clause and the result clause to decide whether they need to use the Past Simple or *would* and the bare infinitive of the verb in brackets.
- Explain that the answers include affirmative and negative forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 had	6 wouldn't be
2 would love	7 saw
3 had	8 wouldn't believe
4 would tell	9 found
5 was/were	10 would be

B

- Explain to pupils that the task consists of both first and second conditional sentences. Ask them to read through the sentences and options and to find out which conditional is being used. Tell them to compare the verb tenses in each sentence with the examples in the grammar box to see whether they are second conditionals.
- Give pupils a few minutes to compare their answers with a partner's. 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 would	3 don't	5 were
2 like	4 found	6 go

Listening

- Explain to pupils that they are going to listen to a discussion about extreme sports. Ask them why they think people like extreme sports.
- Ask the pupils to read through the sentences and possible answers so that they know what information to listen out for. Point out that question 4 is about kite surfing, and ask pupils whether they have heard of this before and what they think kite surfing is.
- Play the recording to the end and ask pupils to choose the correct answers. Ask pupils to discuss their answers with a partner and to justify the 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 121 for the listening script.

Answers

- 1b (*Julia Knowles, the Olympic swimming champion ... And Dan Simpson, who's just written a book about his experiences as a climber.*)
- 2b (*Because they like a challenge. If you don't have challenges, life gets very boring.*)
- 3a (*... it's usually men who do them – because they want to show how powerful they are!*)
- 4a (*'Wouldn't you have to be very, very fit to do this sport? ... Yes, of course.'*)
- 5b (*Unfortunately, many people who organise these sports don't always follow all the Health and Safety rules. The equipment that you can rent isn't often as good as it should be.*)

Teaching Tip

Encourage a class discussion on the topic of the Listening task. Ask pupils whether people have accidents doing extreme sports in their country. Ask them what they think causes these accidents and what might stop them from happening.

Phrasal Verbs**A**

- Ask pupils to work in pairs to match the phrasal verbs 1 to 4 with the meanings a to d. As most of the phrasal verbs are new, encourage pupils to use dictionaries if they have them. Check the answers as a class.

Answers

1c 2b 3d 4a

B

- Ask pupils to read each sentence and to decide which phrasal verb from A fits the meaning.
- Ask pupils to do the task individually, but check the answers as a class. Ask them to learn the phrasal verbs by heart.
- Ask pupils to make sentences of their own using each of the phrasal verbs. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- 1 warm up 3 drop out of
2 catch up with 4 work out

Extra Task (for early finishers)

See photocopiable material on page 139.

Lesson 3**Objectives**

Reading	article – multiple matching
Say it like this!	adjectives with numbers
Grammar	third conditional
Writing	using informal language; writing an email to a friend about an activity or a sport that you enjoyed recently

Way in

- Write the words *aim, beat, come (first), hit, land* and *score* on the board and ask pupils to make second conditional sentences using these verbs.
- Ask pupils to tell you what the phrasal verbs *catch up with, drop out of, warm up* and *work out* mean. Ask them to give you a sentence for each of these phrasal verbs.
- Explain that this lesson is about very unusual sports. Ask pupils what the most unusual sport is that they can think of, and to describe how this sport is done.

Reading

- Tell pupils that they are going to read about three very unusual sports. Ask them to look at the photos in the article and to say what each photo suggests about each sport. Then ask pupils to read the article on their own and to find out which sport isn't always done in the same place (*extreme ironing*).

Comprehension

- Tell pupils to read the questions before they read the article again so that they know what information to look for.
- Ask pupils to underline the parts of the article which gave them the answers.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of any words they don't know and correct their pronunciation where necessary.

Answers

- 1 CR (... *but lots of people fall and get hurt.*)
- 2 MH, CR (*Lobb was the first person to get the prize of £25,000; ... the person who reaches the bottom of the hill first gets the cheese!*)
- 3 EI (... *isn't really taken seriously by most people ...*)
- 4 CR (... *has been a tradition in Brockworth since the 1800s.*)
- 5 EI (*All you need to do it is an iron and a board – an ironing board!*)
- 6 MH (*The race puts human contestants up against horses with riders.*)

Say it like this!

- Read the rules about how we use adjectives with numbers and read the examples in the box. Write on the board:
This piece of cheese is 10 kilos.
This is a piece of cheese.
- Ask pupils how we can complete the second sentence with an adjective that begins with the number 10 (we write 10 followed by a *hyphen* followed by *kilo*).
- Ask pupils to work individually to change the plural expressions to make expressions with adjectives that begin with numbers followed by nouns. Then ask them to compare answers with a partner and to justify their answers if they are different. Check the answers as a class.

Answers

- 1 a 5-kilometre walk 3 a 15-minute break
2 a 10-year-old athlete 4 a 35-euro ticket

Extra Class Activity

- Tell pupils to make some phrases of their own with adjectives that begin with numbers followed by nouns. Remind them to use a hyphen and to make the necessary changes to the noun which follows the hyphen.
- Ask pupils to read out their phrases, until all pupils have had the chance to speak. Correct their pronunciation and intonation pattern if necessary.

Grammar

Third Conditional

- Read the uses of the third conditional in the grammar box to the class. Ask pupils to read the example sentences. Explain that we use the Past Perfect Simple of the verb in the *if* clause in the third conditional, and remind pupils that we make the Past Perfect Simple with *had* + the past participle of the main verb.
- Then ask pupils to look back at the first part of the article in Reading to find a third conditional sentence (*If he had reached the finishing line just three minutes later, a horse would have won the race again.*).
- Remind pupils that all the sentences in this task are examples of the third conditional. Ask them which verb tense we use in the *if* clause of a third conditional (Past Perfect Simple) and what structure we use in the result clause (*would/wouldn't have* + past participle).
- Remind pupils that they can use the list of Irregular verbs on pages 128-9 to find the past participles of irregular verbs if necessary.
- Ask pupils to do the task individually, but check the answers as a class.
- Explain that pupils have to read the paragraph about Sam and then complete the third conditional sentences to talk about things that were possible but didn't happen in this story.
- Ask the pupils to read the paragraph on their own, and then ask them to complete the sentences in pairs. Check the answers as a class.

Teaching Tip

As pupils might find it difficult to understand how to do this task, you might find it appropriate to do the first answer with the class as an example to get them on the right track.

Answers

- 1 hadn't got, wouldn't have gone
- 2 hadn't cycled too fast down, wouldn't have lost control of
- 3 hadn't lost control of, wouldn't have hit
- 4 hadn't hit, wouldn't have fallen
- 5 hadn't forgotten to wear/had worn, wouldn't have hurt

Writing

Using Informal Language

A

- Explain to pupils that they have to match the informal phrases 1 to 8 with the meanings a to h. Tell pupils to match the phrases that they already know first and then to use their dictionaries to look up any words they don't know.
- Ask pupils to work in pairs to do the task. Check the answers as a class and correct pronunciation where necessary.

Answers

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

B

- Explain that pupils have to complete the email with the informal words and expressions 1 to 8 in A. Tell them to read through the email and to see what Suzie wrote about before and after each gap. Tell them to look back at the meanings of the words in A to find out which one matches the situation.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------------|----------------------------|
| 1 How's it going | 4 cool |
| 2 Guess what | 5 What have you been up to |
| 3 ages | 6 let me know |

Task

C

- Ask pupils to work in pairs to discuss an activity or sport they have enjoyed recently. Explain that if they haven't done any activity or sport recently, they can discuss an activity or sport that they enjoyed doing in the past and pretend that this is something they have just done.
- 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.

Answers

Pupils' own answers

Suggested answer

Hi Maria!

How are you? Did you enjoy yourself in London? I had a great holiday in Skye! We went to visit the waterfalls on the island and guess what? I went abseiling!

I had never tried abseiling before so I borrowed a harness, a helmet and special gloves from the instructor. I was excited at first, but I was terrified when I started to go down the rope. It was hard to go slowly and I thought I was going to fall on the rocks at the bottom of the waterfalls. But if I hadn't been climbing before, I would have found it much harder to do, I think.

Abseiling is really scary! You would have liked it if you'd come, because you like that kind of excitement!

What about you? What did you do in London? Send me an email and let me know!

Bye for now!
Peter

D

- Remind pupils that they should use the informal expressions from A.
- Ask pupils to proofread their emails and to pay attention to the use of informal language.
- When you have marked their emails, choose some to stick on the wall so pupils can read them 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 139.

Extra Class Activity: Song

See photocopiable material on page 129.

- Tell pupils they are going to listen to a song about extreme sports. Ask pupils to read and listen to the song to find out how many extreme sports they hear about and which sport the singer tried and how he/she felt about it. Play the song once and check answers as a class.
- 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 their answer to the question at the end of the song., and then ask them to look at the pictures and to see how many things they can find from the song. Ask whether they have tried any of these sports and, if so, how they felt about it or, if not, which ones they would like to try.

Project Book

The pupils may do project 9 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

10 Crime

Way in

- If you assigned Unit 9, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their emails and to check they've used the informal words and phrases they learnt, and followed the paragraph plan. When you have marked their emails, choose some of them to stick on the wall so pupils can read them when they have time.
- Write on the board:

I (go) surfing if I (know) the instructor.

Ask pupils to complete the sentence in the third conditional (*would have gone, had known*). Ask pupils when we use the third conditional (to talk about something that was a possibility in the past, but didn't happen).

Quiz

- Ask the class to look at the picture on pages 88 and 89 and to say what they can see in the photo. Ask them where they think the photo was taken. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 88 and teach any vocabulary which pupils don't know. Ask pupils what they would do if they found some lost treasure.
- Draw a picture of a flag with a skull and crossbones on the board. Explain that it is the kind of flag that we usually see on pirates' ships.
- Remind pupils that they are not expected to know the answer to the quiz and ask them to discuss the question and the options in pairs or small groups and decide what they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information about the *Jolly Roger* using the information in the Background Information box.

Background Information

There are different ideas about why the flag with a skull above two crossed bones on a black background is called the *Jolly Roger*. One theory is that it comes from the French words *jolie rouge*, meaning 'pretty red'. Some Dutch paintings from the seventeenth century show pirates with a red flag, and the first written report of it, in 1694, called it a *Red Jack*. Another theory is that it was taken from a name for the devil, 'Old Roger', who looked 'jolly' because of his smile.

Answer

C

Lesson 1

Objectives

Reading	email – right, wrong, doesn't say statements
Vocabulary	text-related words, crime-related phrases
Grammar	wishes
Listening	ticking pictures
Speaking	talking about crime where you live
Writing	writing a paragraph about the crime situation where you live

Reading

- Explain to pupils that they are going to read an email from Mandy to Kate about what happened to her on a bus. Ask pupils whether any of their friends or family has ever lost something important or been robbed and, if so, what was lost and how they felt about it.
- Ask pupils to read the email on their own to find out what Mandy had in her purse (*60 pounds and her front door key*).

Comprehension

- Tell pupils to read the questions before they read the email again so that they know what information to look for.
- Ask pupils to underline the parts of the email which gave them the answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before you explain any vocabulary pupils don't know. Correct their pronunciation where necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- R (*We got the bus into town and it was very crowded, so we had to stand all the way.*)
- R (*... I suddenly noticed that my bag was open ...*)
- W (*A policeman saw what was going on and managed to grab the boy.*)
- DS
- DS
- W (*Jake offered to lend me the money to buy the trainers*)

Vocabulary

- Ask the pupils to read through the sentences and options.
- Explain that the words in the exercise appear in Mandy's email. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|----------------|------------|
| 1 keeping | 4 guilty |
| 2 going | 5 grabbed |
| 3 embarrassing | 6 careless |

Grammar

Wishes

- Read the first part of the grammar box to the class about the uses of *wish* and *if only* in a present situation. Write on the board *My trainers aren't new.* and then ask pupils to write a sentence about the trainers beginning with *I wish* (eg *I wish my trainers were new.*). Explain that we can also start this sentence with *If only* instead of *I wish*. Ask pupils to make a sentence with *I wish* or *If only* about something they would like to be different in their lives.
- Read the second paragraph about *was* and *were* in the grammar box. Explain that the first example has the same meaning as *I wish I was rich.*
- Ask pupils to look back at Mandy's email to find a sentence that begins with *If only* and a sentence that begins with *I wish* (*If only we hadn't gone., I wish I hadn't been so careless ...*). Ask pupils to underline the verbs after *If only* and *wish* and to tell you what tense they are (Past Perfect Simple). Read the third paragraph of the grammar box to the class. Ask pupils to work in pairs to make their own sentences about past situations they would like to have been different.

A

- Explain to pupils that they should only change the words in bold and they mustn't change any other words. Tell them to read each sentence to decide whether it is a wish about a present situation or a past situation, and whether they have to write an affirmative or negative form. Tell them to compare the sentences with the examples in the grammar box to see which rule applies.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 had
- 2 hadn't
- 3 were
- 4 didn't
- 5 escaped

B

- Ask pupils to read each sentence in the letter to decide whether they need to use the Past Simple or the Past Perfect Simple of the verb in brackets. Remind them to use *had/hadn't* + the past participle of the main verb in the Past Perfect Simple. Explain that some of the verbs in brackets are irregular, and that pupils can use the list of Irregular verbs on page 128-9 to find the past participle of any irregular verbs if necessary.
- Explain that the answers include affirmative and negative forms.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|------------------|---------|
| 1 hadn't sent | 4 could |
| 2 were/was | 5 could |
| 3 didn't have to | |

Vocabulary

- Explain to pupils that they have to match the verbs 1 to 6 with the words a to f. Tell pupils to match the words that they already know first and then to use their dictionaries to look up any words they 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

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

Teaching Tip

As pupils often find it difficult to understand the difference between *rob* and *steal*, write on the board: *Somebody robbed the bank. They stole all the money.* Explain that we use *rob* + a person or place to show that somebody took something from there, and we use *steal* + something to show what the person took.

Extra Class Activity

Ask pupils to write three sentences of their own using *steal* and three sentences using *rob*. Ask some pupils to read their sentences to the class. Correct use of *rob* and *steal* where necessary.

Listening

- Explain to pupils that they are going to listen to five conversations about crimes.
- Ask pupils to read the questions and to find the differences between the three pictures below each question.
- Play the recording and ask pupils to tick the correct answers.
- Give pupils a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Play the recording again and ask pupils to check their answers and to tick any missing answers.
- Check the answers as a class and ask pupils to justify their answers.

Turn to page 122 for the listening script.

Answers

- 1c (... they're getting into a car. ... they were tall and wearing masks.)
- 2b (Because it's not a road – it's where people walk.)
- 3a (Didn't you lock it? ... No – I wish I had. It's so old I didn't think anyone would want to steal it.)
- 4a (The only things I've got in it are my purse and my sunglasses. ... I don't think you've paid for these.)
- 5c (That'll be 18 euros ... you'll have to pay the full price, then.)

Speaking

- Explain to pupils that they are going to work in pairs to talk about crime where they live. Tell pupils to take turns to tell each other what they would like to be different. Tell them to look back at the Grammar tasks to remember the sentence structures with *I wish* and *If only*.
- 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 say one of the things they would like to be different. If any pupils have chosen the same thing, ask them if they have anything to add to the answers already given.
- 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 answers

In my area there's a lot of rubbish on the streets. I know it's not a serious crime, but I wish people didn't just throw their rubbish on to the street.

I live in the centre of town and there's quite a lot of crime, such as robbery and people stealing cars. If only there were more policemen on the streets there would be less crime.

Writing

- Explain to pupils that they are going to write a paragraph about the situations they talked about in Speaking. Tell them to use the statements they made with *I wish* and *If only* in the Speaking task. Ask them to look back at Vocabulary for words and phrases related to crime and the Grammar tasks to remind them of the sentence structures for wishes.
- Ask pupils to write their paragraphs and then get them to swap books with a partner to proofread what each other has written. Then ask some pupils to read their paragraphs to the class.
- 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 140.

Lesson 2**Objectives**

Reading	article – open-ended questions
Vocabulary	text-related words, crime-related words
Grammar	reflexive pronouns
Listening	completing a report
Prepositions	nouns + about, of, with, for, into

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraphs.
- Write in a column on the board the words: *arrest, break, call, commit, rob* and *steal* and then in another column, *a bank, a crime, the law, the police, some money* and *a criminal*. Ask individual pupils to come up and match a verb from the first column with a word or phrase from the second column. Then ask other pupils in the class to say complete sentences using the phrases. Check the answers as a class.
- Explain that pupils are going to learn about different crimes in this lesson. Ask them to tell you any words for different crimes that they know in English. Write their suggestions on the board as they say them. Ask pupils to explain what these crimes involve.

Reading

- Explain that pupils are going to read about a crime which happened a very long time ago.
- Ask pupils to describe the man in the picture above the article and to skim the article to find the answer. Then ask pupils to

read the article on their own and to choose the best title for it (a).

Comprehension

- Ask pupils to read the questions before they read the article 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 them to underline the parts of the article which gave them the answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before you explain any vocabulary pupils still don't know. Correct their pronunciation if necessary.
- If pupils are interested, give them further information about the Iceman using the information in the Background Information box.

Answers

- 1 some hikers in the Italian Alps (*In 1991, some hikers in the Italian Alps found a dead body. ... He is now known as the Iceman ...*)
- 2 He had a copper axe. (*Among his weapons was a copper axe, which shows that he was wealthy.*)
- 3 an X-ray examination (*An X-ray examination of the body showed a small dark shape beneath the Iceman's shoulder. It showed that the stone head of an arrow had caused the injury that killed him.*)
- 4 the blood of four different people on the Iceman's clothes (*In 2003, an Australian scientist discovered the blood of four different people on the Iceman's clothes.*)
- 5 beneath his left shoulder and on his hand and head (*... a small dark shape beneath [his] left shoulder. ... This could also explain the injuries he had on his hand and head.*)

Background Information

Scientists have given the Iceman the name Otzi. He was around 45 years old when he died. Scientists from the Institute of Anatomy at the University of Zurich, Switzerland, and the General Hospital in Bolzano, Italy, used modern X-ray equipment to examine Otzi's body. They have managed to find out that Otzi probably spent his whole life within 60 kilometres of the place where he was found. They also discovered that his last meal before he died was venison, which is meat from deer. For further information, go to www.nationalgeographic.com and look up *iceman murder*.

Guess what!

- Read the information in the box to the class. Ask pupils why they think it is wrong to throw chewing gum on the pavement (eg *it can spread illnesses; it is very messy and difficult to clean off shoes*). Ask them whether there is a fine for throwing it on the pavement in their country or whether they think there should be.

Vocabulary

- Tell pupils to read the meanings and to write as many of the answers as they can before they read the article again. Then tell them to read the article again to find the words and underline them. Encourage pupils to guess the meaning of any unfamiliar words from the context before they use their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 proof
- 2 labourer
- 3 weapon
- 4 injury
- 5 victim
- 6 blood

Grammar**Reflexive Pronouns****Teaching Tip**

You might like to revise the subject and object pronouns at this point before teaching the use of reflexive pronouns. Ask pupils to close their books. Write on the board:

I like ... (they)
You like ... (he)
He/She likes ... (I)
We like ... (she)
You like ... (it)
They like ... (we)

Then ask pupils to come up and write the correct object pronouns (*them, him, me, her, it, us*).

- Explain that the words listed in the grammar box are called reflexive pronouns. Ask pupils to read the uses of reflexive pronouns and the examples in the grammar box.

- Write on the board:

I did it (by) ...
You did it (by) ...
He did it (by) ...
She did it (by) ...
We did it (by) ...
You did it (by) ...
They did it (by) ...

then ask individual pupils to come up and write the correct reflexive pronoun.

A

- Ask pupils to look at the prompts for each sentence or question to find the subject, the object and the verb. Tell them to look back at the examples in the grammar box to help them find the correct word order. Tell them to read the sentence they have written to check that it makes sense.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 She had a weapon to protect herself.
- 2 Don't go out at night by yourself.
- 3 We blamed ourselves for the robbery.
- 4 The thief hurt himself when he tried to escape.
- 5 The policeman told the boys to behave themselves.

B**Extra Class Activity**

Before pupils do the grammar task, ask them to describe the scene in the picture above the dialogue. You can prompt them with questions such as: *Who are the two men? Why is one of them writing in a notebook? What reason might there be for the suitcase in the room?* Ask them if they think a crime has been committed and what they think the crime is.

- Ask pupils to read the dialogue and to find the subject that comes before each gap, and to look out for when no subject is given, to decide which reflexive pronoun fits the situation.
- Tell them to look back at the list of subject pronouns and reflexive pronouns on the board and the grammar box to remind them if necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 yourselves
- 2 ourselves
- 3 myself
- 4 herself
- 5 yourself

Vocabulary

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

Answers

- 1 clue (A *clue* is something that helps us find out about something, but an *axe* and an *arrow* are types of weapons.)
- 2 handcuffs (The police put *handcuffs* on somebody they have arrested, but *murder* and *robbery* are crimes.)
- 3 judge (A *burglar* and a *robber* are thieves, but a *judge* is the person who decides whether or not somebody has committed a crime and what should happen to them if they have.)
- 4 punish (To *steal* means to take something that isn't yours and to *kidnap* means to take a person and keep them as a prisoner. To *punish* means to make somebody pay for a crime they have committed.)
- 5 prisoner (A *prisoner* is somebody who is locked up in a prison, but a *court* and a *police station* are places where somebody is taken after they have committed a crime.)
- 6 investigation (A *fine* and a *sentence* are types of punishment for committing a crime, but an *investigation* is what the police do to find out who committed a crime.)

Listening

- Ask pupils whether they know anything about Agatha Christie. If necessary, explain that she was a famous British writer who wrote detective stories in the twentieth century. Explain to pupils that they are going to listen to a police report about the disappearance of Agatha Christie and that they are going to complete the report.
- Remind pupils that they will write different kinds of information in each gap. Give pupils time to read the report and then ask them what kind of information is missing from each one (1 *date*, 2 *person*, 3 *place*, 4 *things*, 5 *number*, 6 *place*).
- 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.

- Check the answers as a class and ask pupils to justify their answers.

Turn to page 122 for the listening script.

Answers

- 1 December 8th (*On the evening of December 8th 1926, Agatha Christie, aged 36, disappeared.*)
- 2 a police officer (... *she left two notes – one to her secretary with details of her trip and another to a police officer.*)
- 3 pond (... *Christie's car was found at the bottom of a hill near a pond ...*)
- 4 clothes (*In it were bags of Christie's clothes and other personal things.*)
- 5 11/eleven (*Eleven days later ...*)
- 6 hotel (... *a woman who looked like Agatha Christie was staying at the hotel ... found that it was really her.*)

Prepositions

- Ask pupils to work in pairs to read the sentences and to decide which preposition matches the word that comes before it in each one. As some of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- Check the answers as a class and explain the meanings of any words they don't know.
- Ask pupils to make sentences of their own using each of the phrases formed with prepositions from the task. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- 1 about
- 2 of
- 3 with
- 4 for
- 5 into

Extra Task (for early finishers)

See photocopiable material on page 140.

Lesson 3

Objectives

Reading	newspaper reports – missing sentences
Say it like this!	expressing disbelief
Listening	matching exercise
Speaking	describing what is happening in a picture
Writing	ordering events in a story, writing a story

Way in

- Ask pupils to write down all the crime-related words that they can remember from Lesson 2 (*evidence, solve, investigation, murder, proof, weapon, victim, clue, handcuffs, robbery, burglar, steal, judge, punish, kidnap, prisoner, court, police (station), fine, sentence*), and then to swap books with a partner to compare and proofread each other's words.
- Write on the board:
We enjoyed ourselves yesterday. (underline *We* and *ourselves*)
Ask pupils to tell you how the sentence changes if it begins with *I, you* (singular/plural), *he, she, it* and *they*.

- Explain that this lesson is about different kinds of crimes and punishment. Ask pupils to name different kinds of crimes and to say what they think the punishment is for these crimes in their own country. Don't teach any new words at this stage.

Reading

- Tell pupils that they are going to read four newspaper reports. Ask pupils to read the reports on their own and to find out in which cities people have found an unusual way to prevent crime (*Naples and Madrid*). Then ask pupils to look at the picture on the right of the reports and to say which report is about a place where this object (*a gavel*) is used (*the report about the judge in court*).

Comprehension

- Ask pupils to read the missing sentences before they read the reports again so that they know what information to look for.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in the dictionary.
- Once they have filled the gaps, tell pupils to read back through the reports to make sure that they have chosen the correct sentences.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1a 2e 3d 4c 5b

Say it like this!

Expressing Disbelief

- Ask pupils to work in pairs to read through the expressions we use to express disbelief. Explain that we use the expressions on the left to describe something surprising, and the expressions on the right to show that we find something surprising or difficult to believe.
- Tell pupils to read the subjects and to think of some surprising things to say for each of them. Then tell them to take turns to tell their partner about these things. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask different pupils to repeat the things they said about one of the subjects, until each subject has been mentioned and all pupils have had the chance to speak.

Answers

Pupils' own answers

Listening

- Explain to pupils that they are going to listen to two people talking about different crimes. Tell them that they are going to note down the order in which they hear each story.
- Tell pupils that they have to listen for the words that match the titles of the stories. Tell them to read through the titles to underline the key words to help them work out what information to listen for when they hear the recording.
- Remind pupils to number each story as they hear about it rather than trying to find the answers from a to e respectively.
- Play the recording to the end and ask pupils to number the stories.
- Play the recording again and ask pupils to check their answers and to fill in any missing answers.

Turn to page 122 for the listening script.

Answers

- a2 (... he was wearing a Spiderman costume! ... I thought Spiderman was supposed to fight crime, not commit crimes!)
- b5 (He was hiding in a forest and the police couldn't find him until ... Guess what happened! His mobile phone started ringing!)
- c4 (He stole a necklace worth thousands of dollars from a jewellery shop and gave it to his girlfriend ... She recognised it because he had stolen it from the shop where she worked!)
- d3 (... someone had taken it while her daughter was swimming ... The police asked her to describe the towel and she said, 'It's white and it says Holiday Inn Hotel on it'.)
- e1 (... some robbers who stole what they thought was a suitcase full of money. They got a surprise when they opened the case ... it was a first aid kit.)

Speaking

- Explain to pupils that they are going to work in pairs to describe what is happening in the picture and what crimes are being committed.
- Remind pupils of the crime-related words that they learnt, and tell them to look back at the newspaper reports in the Reading task to find words to describe different crimes.
- 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 different pupils to describe one of the crimes in the picture and repeat until all the crimes have been described.
- 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

Two men have just robbed a bank and one of them is about to get into a car, but the other man has fallen over and dropped the money he stole. A policeman or a security guard is running after them.

Another crime being committed is a burglary. The burglar is climbing out of a window with a bag of stolen property, but he has been seen by a policeman down the road who is running after him.

There has also been a car crash and the two drivers are having a fight.

Two policemen have caught a man who stole a woman's handbag. One policeman is putting handcuffs on the thief and the other is giving the woman her bag back.

Extra Class Activity

Divide the class into teams to play a *Guess the crime* miming game. Give the teams a few minutes to decide which crimes they will mime, and then ask one member from each team in turn to mime somebody committing a crime. The team which guesses the most answers correctly is the winner.

Writing**Ordering Events in a Story****A**

- Remind pupils that we usually organise our writing in paragraphs so that it is easy to follow. Explain that when we

write a story, it should have a paragraph to begin the story, one or more paragraphs in the middle and a paragraph to end the story.

- Explain to pupils that they have to match the parts of the story 1 to 3 with the definitions a to c. Tell pupils to match the definitions on their own and then to discuss their answers with their partners.
- Ask pupils to work in pairs to do the task, and check the answers as a class.

Answers

1c 2a 3b

Teaching Tip

You might like to do a general revision of the past tenses that pupils have learnt so far before they go on to the next writing task. Write on the board:

Tim robbed the bank and went home.

Tim went home after he had robbed the bank.

We walked into the bank while Tim was robbing it.

Tim had just robbed the bank when the police arrived.

'If only I hadn't robbed the bank!' Tim said.

Ask pupils to say what verb tenses are used in each sentence and to explain why. Tell them to look back at the grammar rules in the previous units where necessary.

B

- Ask pupils to read the story to find the introduction, the middle and the ending. Then tell them to number the paragraphs in the correct order. Check their answers as a class.
- Ask pupils to read through the story again to find three tenses that are wrong and to correct them. Check the answers as a class.

Answers

Correct paragraph order: 4, 1, 3, 2

Wrong tenses

paragraph 1: *I walked home* should be *I was walking home*.

paragraph 2: *I had decided to* should be *I decided to*.

paragraph 4: *If only I remembered* should be *If only I had remembered*.

Task**C**

- Ask pupils to work in pairs to discuss their ideas for their stories.
- Explain that the story must end with the sentence given. Tell pupils to answer the questions and use the notes in the paragraph plan to order the events in their story.
- Ask pupils to use the plan to write a story like the one in Writing B. Tell them to think about the stories they heard about in the Listening task and to look back at the Reading texts on page 94 for ideas about the kind of crimes they could write about.
- Alternatively, you could assign this task as homework.

Answers

Pupils' own answers

Suggested answer

Last week, I had a terrible experience. I was going to take my bike and ride to school when I remembered something. I had left it at my friend's house the night before. I hadn't wanted to ride home at night so her mum brought me home in her car. I didn't know how to get to school quickly. It was a lovely day, but I didn't have time to walk.

Suddenly, I had an idea. My mum and dad had taken the bus to work so I decided to use Dad's bike. I opened the garage door and took out the bike. A few minutes later, I arrived at school. I locked the bike next to the other pupils' bikes. After school, I went to football training. I locked the bike again, inside the football club.

When I finished training, I rode home. I couldn't believe my eyes when I got there! There was a police car outside my house and Mum and Dad were talking to a police officer. 'What happened?' I said. 'Somebody stole Dad's bike,' Mum said. Then Dad saw his bike.

Everybody realised that I was the 'thief'! Dad was annoyed with me, but he was happy that his bike hadn't been stolen. If only I had called him on his mobile phone before I had taken the bike. I felt so embarrassed, but I'll never make the same mistake again.

D

- Remind pupils to use the paragraph plan from Writing C to make sure their story has a good beginning, middle and ending.
- Ask pupils to proofread their stories and to make sure they have included all the information from their paragraph plan.
- Stick pupils' stories on the wall and ask them to read each other's when they have time. If you assign this task as homework, give pupils a few minutes before the next lesson to proofread their stories.

Extra Task (for early finishers)

See photocopiable material on page 140.

Project Book

The pupils may do project 10 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

Review 5

Objectives

- To revise vocabulary and grammar from Units 9 and 10
- Song

Revision

- Tell pupils that *Review 5* revises 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.
- 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 write sentences using the words: *edge, get the hang of, harness, instructor, lean and slip*.
- Ask pupils to tell you the words for different things people wear or carry to do extreme sports. Try to elicit *flippers, gloves, goggles, lifejacket, parachute* and *wetsuit*. Ask pupils to tell you which sports we use these items for.
- Write the words *surf, wave, challenge, ceremony, strength, proof, labourer, weapon, injury, victim* and *blood* on the board. Ask pupils to tell you the meanings of these words in English.
- Ask pupils to tell you as many sports-related verbs as they can. Try to elicit *aim, beat, come, hit, land* and *score* and ask pupils to make sentences with these verbs.
- Check that pupils remember the phrasal verbs *catch up with, drop out of, warm up* and *work out*. Say each phrasal verb and ask pupils to give you a sentence with each one in turn.
- Ask pupils to write sentences using the words: *keep an eye on, be going on, embarrassing, guilty, innocent, grab, careless* and *fair*.
- Write on the board:
 - arrest* (a criminal)
 - break* (the law)
 - call* (the police)
 - commit* (a crime)
 - rob* (a bank)
 - steal* (some money)

Ask pupils to tell you the crime-related phrases they remember beginning with these verbs. Write their answers on the board as they say them.

- Check that pupils remember words related to crime and punishment. Try to elicit as many words from the odd one out task from Unit 10 Lesson 2 as possible. Ask pupils to make sentences using some these words or to explain the meaning in English.
- Ask pupils to tell you which prepositions go after the nouns *doubt, cause, argument, reason* and *investigation*. Ask pupils to make sentences using each of these nouns and prepositions.

Grammar Revision

- Write on the board:
 - You'll be cold in the sea if you don't wear a wetsuit.*
 - If we hadn't used a mosquito net, we would have had a lot of mosquito bites.*
 - Paragliding is safe if you follow the instructor's advice.*
 - If I were you, I wouldn't go rafting this weekend.*
- Ask pupils which type of conditional each sentence is (first, third, zero, second) and ask them to rewrite the first sentence using *unless* (*You'll be cold in the sea unless you wear a wetsuit.*).
- Write *I wish* and *If only* on the board. Ask pupils to give you sentences beginning with each of these about a present situation and about a past situation. Check that they remember which tenses and structures to use in each case.
- Write on the board: *I hurt myself*. Ask pupils which word is a reflexive pronoun (*myself*). Write *you (singular), he, she, it, we, you (plural), they* on the board and ask pupils to write the reflexive pronouns to match each word.

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 them 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 *People, Sports* and *Crimes*. Tell them to look back at Unit 9, Lessons 1 and 2 and Unit 10, Lessons 1 and 2 for a reminder if they need to.
- Accept the correct words in each column in any order when checking pupils' answers.

Answers

People	Sports	Crimes
instructor	abseiling	kidnap
judge	paragliding	murder
labourer	skydiving	robbery

C

- Explain to pupils that they should read the paragraph before trying to fill in the gaps to decide which of the prepositions in the box matches the words before and after each gap.

Answers

1 up	5 out
2 out	6 with
3 of	7 for
4 off	8 about

D

- Explain to pupils that they should write the missing nouns and adjectives to complete the table.

Answers

- | | |
|-----------------|------------------------|
| 1 injury | 4 produce |
| 2 strong | 5 performance |
| 3 choice | 6 investigation |

Grammar**A**

- Tell pupils to read the sentences and the possible options before trying to choose the answer. Tell them to look for clues in the sentences to decide whether it is about a present or a past situation.
- Tell them to look back at Unit 10, Lesson 1 grammar box for a reminder if they need to.

Answers

- | | |
|---------------------|----------------|
| 1 had | 5 could |
| 2 had learnt | 6 had |
| 3 had | 7 had |
| 4 were | 8 were |

B

- Tell pupils to read the sentences and the possible endings before trying to choose the answer. Tell them to decide whether the first half of the sentence is part of a zero, first, second or third conditional.
- Tell them to look back at the grammar boxes in Unit 9, Lessons 1, 2 and 3 for a reminder if they need to.

Answers

- 1c 2b 3c 4b 5c**

C

- Tell pupils to read each sentence to find the subject which the words in bold should match.
- Tell pupils to look back at Unit 10, Lesson 2 grammar box for a reminder if they need to.

Answers

- | | |
|---------------------|--------------------|
| 1 myself | 4 himself |
| 2 herself | 5 ourselves |
| 3 themselves | 6 yourself |

D

- Explain to pupils that they should read the sentences before trying to write the answers to find out whether the sentences are a zero, a first, second or third conditional to decide which tense of the verb in brackets they need to use.
- Remind pupils to use the list of Irregular verbs on pages 128-9 to find the Past Simple or past participle and tell them to look back at the grammar boxes in Unit 9, Lessons 1, 2 and 3 for a reminder if they need to.

Answers

- 1** will be
2 had told
3 won't/will not try
4 would
5 do

Song

- Tell pupils they are going to listen to a song about something that the singer feels sorry about doing. Ask them to read and listen to the song and to find out what the person did wrong and what happened because of this.
- 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 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.

11 Communication

Way in

- If you assigned Unit 10, Lesson 3 Writing task as homework, give pupils a few minutes to proofread their stories and to check that the order of events is correct and that the tenses are correct. When you have marked their stories, choose some of them to stick on the wall so that pupils can read them when they have time.
- Ask pupils to tell you about some surprising things they have just heard or read about in a news story, or something surprising that has happened to them or somebody they know. Remind them to use the expressions they learnt in Unit 10, Lesson 3, Say it like this!
- Tell pupils that this unit is about the different ways humans and animals communicate with each other.
- Read the information about the photo on page 98 and teach any vocabulary which pupils don't know. Ask pupils what their favourite animals are, and whether they communicate with any animals and how they do this.

Quiz

- Ask the class to look at the picture on pages 98 and 99 and to say what they can see in the photo. Don't teach any new vocabulary at this stage.
- Read the information about the photo on page 98 and teach any vocabulary that pupils don't know.
- Ask pupils whether they have ever seen animals like monkeys, gorillas, orang-utans or chimpanzees.
- Ask pupils to do the quiz. Remind them that they are not expected to know the answers, but to discuss the question and options in pairs or small groups and decide which they think is the most likely answer. Check the answer as a class.
- If pupils are interested, give them further information about gorillas using the information in the Background Information box.

Background Information

Gorillas climb trees, but they usually live on the ground in groups of up to 30. These groups are led by one older adult male, and also include several other young males, some females, and their children. The leader organises activities like eating, looking for food and the safety of the group. Although they look and sound scary, gorillas are generally calm and they won't attack unless they are in danger. Gorillas can eat all kinds of food, but in central and west Africa, they are mainly vegetarian. They eat roots, plants, fruit, vegetables and some parts of trees. Female gorillas have one baby after a pregnancy of nearly nine months, just like human mothers. Baby gorillas are only two kilos when they are born and they ride on their mothers' backs from four months old up to three years old. Young gorillas play like human children. They climb trees and chase each other while they are swinging from tree to tree. Gorillas are very clever and people have even taught them to communicate with sign language. In the wild, gorillas are in danger because people are destroying the forests where they live and some people kill gorillas for food and for their fur. For further information, go to www.nationalgeographic.com and look up *gorilla*.

Answer

a

Lesson 1

Objectives

Reading	In Touch with the World – multiple choice
Vocabulary	text-related words, computer-related verbs
Grammar	reported speech (statements)
Listening	true or false statements
Speaking	asking and answering questions about communication
Writing	writing a paragraph about your partner's use of the Internet, email and mobile phones

Reading

- Explain that pupils are going to read Jake's project about the Internet. Ask pupils whether they use the Internet and, if so, what they use it for and what their favourite websites are.
- Ask pupils to read the email on their own to find out which website Jake mentions (ebay®).

Comprehension

- Ask pupils to read the questions and possible answers before they read Jake's project again so that they know what information to look for. Ask them to read the article and to underline the parts of the text which justify their answers. Tell them to make sure the options they haven't chosen are incorrect.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1b (... it can be difficult to find exactly what you're looking for.)
- 2a (Unfortunately, it also means that a lot of what is written on them isn't true!)
- 3a (... you can download music ... either for free or for a small charge.)
- 4b (... how people of my age use the Internet ... 80% of the people in my class said they used it regularly to help them with their homework.)
- 5b (The problem for kids is that you need a credit card to pay for things!)

Extra Class Activity

Do a quick class Internet survey to find out how the results compare with Jake's bar chart. Ask pupils what they use the Internet for and write their answers as headings on the board. Then ask what their favourite websites are and write the website names. Add the heading *No connection* for pupils who do not have Internet.

Ask pupils for a show of hands to see how many pupils fall into each category. Write the number of answers on the board as pupils respond, and then ask them to work out the percentages to make a chart like the one on Jake's project.

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that all the words in appear in the article. Ask pupils to find the words in the text and underline them. Encourage pupils to guess their meanings from the context before they look up the meanings in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- 1 charge
- 2 survey
- 3 drawback
- 4 connection
- 5 card

Grammar**Reported Speech**

- Read the paragraph in the grammar box to the class, then read the first pair of example sentences. Explain that the first sentence is direct speech because it shows the exact words that somebody said, but the second sentence is reporting what the person said. Ask pupils how the second sentence is different from the first (*she said* is at the beginning of the sentence; the speech marks and the comma have gone; *send* – Present Simple changed to *sent* – Past Simple).
- Read the other pairs of sentences and ask pupils how the verb changes in each case and what other changes have been made.

A

- Ask pupils to look back at the last paragraph of Jake's project in the Reading text and to underline the sentences that report the things that pupils in Jake's class said. Tell them to find the verbs, personal or possessive pronouns, and possessive adjectives in each sentence. Tell them to look back at the examples in the grammar box where necessary to decide what changes to make.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 use it regularly to help me with my homework
- 2 use it to keep in touch with my friends
- 3 (have) downloaded music from the Internet
- 4 (have) bought something online
- 5 can't use the Internet very often because I haven't got an Internet connection at home

B

- Tell pupils that when people write text messages on mobile phones, they often use short forms of words or symbols instead of words so that they can write quickly. Explain that the letters and symbols in 1 to 5 are abbreviations that are used a lot in text messages, and then tell pupils that they have to match these abbreviations with their meanings a to e. Tell them to read the abbreviations out loud to find out which words they sound like.
- Ask pupils to work in pairs to do the task, but check the answers as a class.

Answers

- 1d 2c 3a 4e 5b

C

- Ask pupils to read Robbie and Mandy's text messages 1 to 5. Tell them to look back at Grammar B to see the meanings of the abbreviations in messages 2 to 5. Then explain that they have to complete the sentences to write what Robbie and Mandy said in reported speech.
- Ask pupils to underline the words or abbreviations in each message that they have to change to write reported speech. Tell them to look back at the examples in the grammar box where necessary to decide what changes to make.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 (that) he was bored
- 2 (that) she was (bored) too
- 3 (that) he was meeting Leo at the Internet café at 6 o'clock
- 4 (that) she would come too
- 5 (that) he would see her later

Extra Class Activity

Ask volunteers to come up and write text messages on the board using the abbreviations from B, and any other English abbreviations they know. Then ask different pupils to come up and write what was said in the messages using reported speech.

Vocabulary

- Ask pupils to work in pairs to read each sentence and the options and to decide which option fits the meaning. As some 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.
- Check the answers as a class and explain the meanings of the words where necessary.

Answers

- 1 go
- 2 visited
- 3 surfing
- 4 download
- 5 write
- 6 deleted

Listening

- Explain to pupils that they are going to listen to a conversation between a woman and somebody who works for an Internet service company.
- Ask pupils to read through all of the sentences quickly to see what information they have to listen for. Remind them that they have to write *T* if the sentence is correct or *F* if it is incorrect.
- Play the recording to the end and ask pupils to write *T* or *F*.
- 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 make sure pupils can justify their answers.

Turn to page 123 for the listening script.

Answers

- 1 F (*Every time I go online, the Internet works for a few minutes and then I lose the connection.*)
- 2 T (*I rang this number yesterday and spoke to someone who said they would fix the problem ...*)
- 3 F (*The modem seems to be OK then.*)
- 4 T (*... my phone's working fine – there's no problem with that.*)
- 5 F (*I think the problem must be with your phone company, not us. Give them a call and ask them to test your phone line.*)
- 6 F (*... if you're still having problems with your Internet, we'll send a technician. Call us again or send an email.*)

Speaking

- Explain that pupils are going to work in pairs to talk about communication. Tell pupils to take turns to ask the questions and to write down their partner's answers.
- 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 report what their partner said to the rest of the class.
- 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

Writing

- Explain to pupils that they are going to write a paragraph about their partner's use of the Internet, email and mobile phones. Tell them to use their partner's answers to the questions in the Speaking task. Ask them to look back at Vocabulary for words related to the Internet and mobile phones and the Grammar tasks to remind them of the changes we make to the words somebody said when we write reported speech.
- Ask pupils to write their paragraphs and then get them to swap books with their partners to proofread what each other has written. Then ask some pupils to read their paragraphs to the class.
- 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 141.

Lesson 2

Objectives

Reading Vocabulary	article – open-ended questions text-related words; communication-related phrases
Grammar	reported speech (questions, commands, requests)
Listening Phrasal Verbs	ticking information on a table get through; make up; tell off; get across; get on with

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread each other's paragraphs to check they have used the correct tenses and subject and object pronouns when reporting what somebody else has said.
- Tell pupils to write down the words and phrases they learnt related to using the Internet. Then tell them to say one sentence each about their own use of the Internet using some of these words. Write some of the pupils' examples on the board as they say them and ask other pupils to correct the use of these words where necessary.
- Choose two of the correct sentences on the board to use as examples of direct speech by adding speech marks, a comma, and *he/she said* at the end of these sentences. Ask pupils what changes have to be made to these sentences to write them in reported speech.
- Explain that pupils are going to read about how another animal communicates.

Reading

- Tell pupils that they are going to read what Jane Jefferson, a marine biologist, said about dolphin language. Ask pupils what they know about dolphins and whether they have heard the sounds that they make. Then ask pupils to read the text on their own and to find out what special thing each dolphin has got (*... its own signature whistle to identify itself and to call others.*).

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 them to underline the parts of the text which gave them their answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation if necessary.
- If pupils are interested, give them more information about dolphins using the Background Information box.

Answers

- 1 smell (... dolphins communicate by using sound, vision, touch and taste ... Dolphins don't have the ability to smell ...)
- 2 whistles, squeaks and clicks (They make various sounds, including whistles, squeaks and clicks.)
- 3 They talked to each other on a phone. (... a very interesting experiment had been done with a mother dolphin and her two-year-old baby ... They talked to each other over the telephone!)
- 4 no (Unfortunately, the biologists couldn't understand what the dolphins were talking about because they haven't been able to decode dolphin language yet.)
- 5 She has been listening to dolphins to record and analyse their language. (... she and her team have been listening to dolphins for more than 17 years, using special equipment to record and analyse their language.)

Background Information

The animals in the photo are bottlenose dolphins. They are about three to four metres long and weigh about 500 kilos. They eat fish, shrimp and squid. They are very intelligent and they live in groups called 'pods'. They can swim very fast and they can jump up to 4.9 metres out of the water. Some aquariums have dolphins which are trained to do tricks in shows. People like watching them because their mouths look as if they always have a friendly smile. Bottlenose dolphins live in tropical oceans and other warm seas. They used to be killed for meat and oil (used for lamps and cooking). Now dolphins are in danger because they get caught in fishing nets that are used by people fishing for tuna and other fish. For further information, go to www.nationalgeographic.com and look up *dolphins*.

Guess what!

- Read the information to the class and ask pupils whether they think this information is surprising. Ask them what the loudest sound is that they have heard and what loud sounds they like or don't like.

Vocabulary

- Ask the pupils to read through the words and the two possible meanings.
- Explain that the words in the exercise appear in the Reading text. Ask pupils to find the words in the text and underline them and then to circle the answer which gives the correct meaning of the word in the text.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

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

Grammar

Reported Speech

- Read the grammar rules for reported questions and the examples of reported questions with and without question words. Point out that the word order in reported questions is the same as it is in affirmative sentences. Write 'What sounds do dolphins make?' on the board and ask pupils to rewrite

this in reported speech, starting with the words *I asked* (*I asked what sounds dolphins made*). Then write 'Do dolphins understand people?' on the board and ask pupils to rewrite this in reported speech starting in the same way (*The teacher asked if/whether dolphins understood people*).

- Read the rest of the grammar box about reporting commands and requests to the class. Draw pupils' attention to the use of *tell* for reporting commands. Point out that reported commands and requests are followed by a full infinitive.

A

- Ask the pupils to work in pairs to read the dialogue. Then tell them to compare each sentence in bold with the examples in the grammar box and to decide whether they are questions with question words, questions without question words, commands or requests. Explain that they have to complete the sentences 1 to 6 by changing the sentences in bold into reported speech.
- Give pupils a few minutes to compare their answers with a partner's. 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 what the problem was
- 2 if she was sure
- 3 if he could make him talk / to make him talk
- 4 how old he was
- 5 why he didn't speak to her
- 6 to use his name

Teaching Tip

Pupils often have problems grasping the use of *say* and *tell* as there may be no significant difference in their meaning when translated. It is important to correct errors in the use of these words at an early stage so that they learn to them well without simply translating. When you express yourself aloud in words, you *say* something. You *tell* someone something when you give them information, and you *tell* someone *to do* something when you give them an order or instruction. In other words, with *tell* the hearer is mentioned as well as the speaker.

The teacher told the pupils to do the grammar task.

Say is used when you quote directly what somebody has said:

The teacher said, 'Do the grammar task.'

Say is also used to report indirectly what somebody has said:

The teacher said we should/must do the grammar task.

Extra Class Activity

Ask pupils to work in pairs to write two sentences with *said* and two sentences with *told*. Ask each pair to read their examples to the class and ask pupils to correct each other's mistakes in the use of *said* or *told*.

B

- Explain that pupils have to rewrite the sentences in direct speech. Tell them to read each sentence and to compare it with the examples in the grammar box to decide whether it is a question, a command or a request. Remind pupils that we use *tell* to report a command, but we don't use it in direct speech (eg 'You can't do that!' / He told me (that) I couldn't do that.)

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 'Don't whistle!'
- 2 'Is your cat friendly?'
- 3 'Bring me my newspaper!'
- 4 'Can you feed the kittens tomorrow?'
- 5 'Where did you buy your pet snake?'

Vocabulary

- Ask pupils to work in pairs to read the sentences and decide which verbs fit the situations. Explain that they should use the verbs in the same form shown in the wordbank and that these verbs make phrases (collocate) with some of the words that come after the gaps. As some of the vocabulary is new, encourage pupils to use dictionaries if they have them after they have written the answers they are sure about.
- Check the answers as a class and explain the meanings of any words the pupils don't know.

Answers

- 1 make
- 2 speak
- 3 make
- 4 tell
- 5 have
- 6 leave

Listening

- Explain to pupils that they are going to hear someone describing three different dogs and that they have to tick the descriptions that match each dog.
- Tell pupils to read the descriptions to help them work out what information to listen for when they hear the recording.
- Encourage pupils to tick the descriptions as they hear about them rather than try to remember the answers at the end.
- Play the recording all the way to the end. Then play the recording a second time and ask pupils to check their answers or to tick any missing answers.

Turn to page 123 for the listening script.

Answers

Jack: searches for things
(*His powerful nose makes him much better at finding these things than a human being would be.*)

Jessie: works with young people; has a nice character
(*She is taken to visit children who are seriously ill in hospital. ; ... because of her gentle and friendly character.*)

Rex: works indoor and outdoors; learnt job at a young age
(*... it is his job to help his human partner, Gill, to cross busy roads, get on and off buses and avoid any dangers that she can't see ... know how to behave himself in places like shops and restaurants ...; Rex's training started when he was a puppy.*)

Phrasal Verbs

- Ask pupils to work in pairs to read each sentence and the options and to decide which option fits the meaning. As the

phrasal verbs are new, encourage pupils to use dictionaries if they have them as well as looking for clues in the rest of the sentence.

- Check the answers as a class and explain the meanings of the words where necessary. Ask pupils to learn the phrasal verbs by heart.
- Ask pupils to make sentences of their own using each of the phrasal verbs. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- 1 get
- 2 making
- 3 told
- 4 get
- 5 get

Extra Task (for early finishers)

See photocopiable material on page 141.

Lesson 3

Objectives

Reading	newspaper adverts – multiple matching
Say it like this!	so and neither
Grammar	reported speech – changes in time and place
Writing	discussing advantages and disadvantages, writing an article

Way in

- Write the words *marine, whistle, identify, decode, audio, and aquarium* on the board. Ask pupils to make sentences with these words. Tell them to swap books with a partner to proofread each other's sentences, and then ask them to read out one or two sentences to the class. Go round the class until everyone has had a chance to speak.
- Write the phrasal verbs from Lesson 2 on the board: *get through, make up, tell off, get across and get on with*. Ask pupils to make sentences with each of these. Write one of their sentences for each of the phrasal verbs on the board.
- Explain to pupils that they are going to learn more about communication in this lesson. Ask them to tell you the different ways of communicating that they know. Write their answers on the board as they say them.

Reading

- Explain that pupils are going to read newspaper adverts for ways to help people communicate.
- Ask pupils to read the main title and the heading of each advert and to look at the pictures and then to tell you what kind of communication problems they think each advert is about. Then ask pupils to read the adverts on their own and to find out which one promises to teach you how to do something (*Speak Better!*).

Comprehension

- Tell pupils to read the questions before they read the adverts again so that they know what information to look for.
- Ask pupils to underline the parts of the adverts which gave them their answers.

- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 SB, PT (*He will give you useful tips to say what you mean and make people listen.; ... you don't speak the language ... Just say the word or phrase you want to know and it will give you a spoken translation in the language you want!*)
- 2 PT (*... excellent service ... They said it would arrive by post the next day and it did ...*)
- 3 SB (*... I had to take part in a school debate the following month and I was terrified!*)
- 4 CT (*This amazing gadget translates your cat's noises into words.*)
- 5 SB, PT (*I took Darren's communication skills course online ... For course details email Daren at ...; Order yours now ...*)
- 6 SB (*... Darren Daley is here to help! In this communication skills course he developed himself ...*)

Say it like this!

So and neither

- Read the use of *so* to the class. Write on the board:
Frank speaks Arabic and Tom speaks Arabic.
Frank speaks Arabic. So does Tom.
Explain that in the second example we use a short sentence with *so* to give the same information without repeating all the words. Tell pupils that we can also use a short sentence like this to respond to something that somebody tells us. For example:
Computers are useful. So are mobile phones.
Maria can write text messages quickly. So can I.
- Explain that when the main verb in the first sentence is regular, we use auxiliary verbs (eg *do, does, did*) after *so* and then a subject pronoun or a noun (eg a name). Tell pupils that when the main verb is *be*, we use *am, are, is, was* or *were* after *so*, and when the main sentence has a modal verb, we use the modal verb after *so*.
- Read the use of *neither* to the class. Point out that we use *neither* instead of *so* when the verb in the first sentence is negative.
- Then ask pupils to work in pairs and to take turns at saying something about the other subjects and agreeing with each other using *so* and *neither*. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- As a class, ask each pair to repeat two of their dialogues (one with *so* and one with *neither*), until all pupils have had the chance to use *so* and *neither*.

Answers

Pupils' own answers

Extra Class Activity

Ask pupils to look at the newspaper adverts in Reading again and to work in pairs to discuss whether or not they are interested in the things being advertised. Tell them to agree with each other using *so* and *neither* and to justify their answers. As a class, ask each pair to talk about one of the adverts, until all pupils have had the chance to speak.

Grammar

Reported Speech

- Make sure pupils remember the changes that we make when we change direct speech to reported speech. Revise the changes in verb tenses, subject and object pronouns and structures for reported statements, questions, commands and requests before introducing the changes in time and place.
- Read the grammar box to the class. Ask a pupil to give you an example sentence in direct speech using any tense and a time expression from the Direct Speech column in the grammar box. Ask another pupil to change that sentence to reported speech, and remind them to change the time expression as well as any make any other changes necessary. Write both sentences on the board and point out the differences between them.
- Explain that we often use reported speech when we write letters which are about things people said. Tell pupils to read the letter and to replace the words in bold with the correct words from the Reported Speech column in the grammar box.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 next week = the next/following week
- 2 at the moment = at that moment
- 3 today = that day
- 4 yesterday = the day before
- 5 this = that

Writing

Discussing advantages and disadvantages

A

- Ask pupils to read the sentences and draw their attention to the words in red. Explain that we use these words to begin a paragraph describing advantages or disadvantages. Tell pupils that we often write *On the one hand*, to introduce one point about something and then write *On the other hand* to introduce a point that contrasts with this.

B

- Explain to pupils that they have to decide whether the words in bold are about an advantage or a disadvantage. Tell pupils to write the answers on their own and then to discuss their answers with their partners.
- Ask pupils to work in pairs to do the task, and check the answers as a class.

Answers

1D 2A 3A 4D 5A 6D

C

- Explain that pupils have to complete the article with some of the phrases in bold from Writing B. Point out that in one case there is more than one possible answer.
- Check the answers as a class.

Answers

- 1 On the one hand
- 2 The good thing about/ What I like about
- 3 On the other hand
- 4 Another drawback of

Task**D**

- Ask pupils to work in pairs to discuss the advantages and disadvantages of email.
- Make sure pupils understand the paragraph plan. Remind them to use some of the phrases from A and B and to follow the paragraph plan.
- Ask pupils to use the plan to write an article like the one in C.
- Alternatively, you could assign this task as homework.

Suggested answer

What are the advantages and disadvantages of email?

Almost everybody who has a computer nowadays uses email. Many use it for work, but others use it to communicate with friends. It's a popular way to send messages almost anywhere in the world.

One of the main advantages of email is that it is more convenient than sending a letter. The good thing about email is that you can send a message to different people at the same time and you don't have to go to the post office to send it. What I like about it is that you can write to people and get an answer from them just a few minutes later.

On the other hand, some people don't read their emails every day. You can't be sure when people will read your message. When something very important happens, it's better to phone somebody to make sure they hear about it right away.

To sum up, I believe that email has made communication easier and better in many ways and that it is quick and convenient. But it is just one more way of communicating and I don't think it will take the place of all the others. It's good to have several different ways for people to communicate with each other.

Extra Task (for early finishers)

See photocopiable material on page 141.

Extra Class Activity: Song

See photocopiable material on page 130

- Tell pupils they are going to listen to a song about communication. Write the following questions on the board:
 - Why is communication important?
 - What kinds of communication are in the song?
 - Which animals do we communicate with? How?
 - What can we do on the Internet?
 - Why is English important?
 - How should we communicate without a computer?
 Ask pupils to read and listen to the song and to answer the questions. Play the song once and check answers as a class.
- 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 and to see how many things they can find from the song. Ask pupils whether they use computers to communicate with friends and family, if so, how much time they spend doing this. Ask them what they think are the advantages and disadvantages of this type of communication.

Project Book

The pupils may do project 11 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

12 Shopping

Way in

- If you assigned Unit 11, Lesson 3 Writing task, give pupils a few minutes to proofread their articles and to check that they have used the phrases to introduce advantages and disadvantages. When you have marked their articles, choose some of them to stick on the wall so pupils can read them when they have time.
- Write on the board:

'Do you want to go shopping with me tomorrow?' I asked Helen.

'I went shopping this morning,' Helen said.

Ask pupils which words we have to make changes to when we change from direct to reported speech (eg verb tenses, subject pronouns, time and place). Then ask different pupils to come up and rewrite these examples in reported speech, and then ask the rest of the class to correct their answers where necessary.

(I asked Helen if/whether she wanted to go shopping with me the next day.

Helen said that she had been shopping that morning.)

- Explain that this lesson is about the variety of things people spend their money on.

Quiz

- Ask the class to look at the picture on pages 106 and 107 and to say what they can see in the photo.
- Read the information about the photo on page 107 and teach any vocabulary which pupils don't know. Ask pupils whether they have ever been to a shopping centre like this or would like to go shopping in a place like the one in the photo.
- Ask pupils where they think the photo was taken; tell them to look for clues as to where the place is, for example, the clothes people are wearing or any writing they can see on adverts, etc.
- Remind pupils that they are not expected to know the answer. Ask them to work in pairs or small groups to discuss what they think the most likely answer is. Check the answer as a class.
- If pupils are interested, give them further information about the history of markets and shopping centres using the information in the Background Information box.

Background Information

Shopping centres, or malls, are a modern indoor version of the ancient open-air markets and bazaars. Some of these were covered or partly covered, such as the Grand Bazaar at Isfahan, which dates back to the 10th century, and the Grand Bazaar at Tehran, which also has a long history – and is 10 kilometres long. The Grand Bazaar of Istanbul was built in the 15th century and is still one of the largest covered markets in the world, with more than 58 streets and 4000 shops.

Perhaps the first purpose-built shopping mall was the Gostiny Dvor in St Petersburg, Russia, which opened in 1785; but it wasn't until the 20th century that shopping malls as we know them became fairly common.



Since the 1980s, malls have grown both in number and size, the largest mall in the world being the Mall of Arabia in Dubai, which is over 900,000 square metres in size.

Answer

b

Lesson 1

Objectives

Reading	blog – missing sentences
Vocabulary	text-related words, shopping-related words
Grammar	the causative
Listening	multiple choice
Speaking	asking and answering questions about money and spending
Writing	writing a paragraph about whether money makes people happy

Reading

- Explain that pupils are going to read a blog that Kate has written about saving money. Ask pupils whether they read blogs on the Internet and if they have ever written a blog themselves, and if so, what kind of things they usually read or write about.
- Ask pupils to read the text to find out what Kate suggests doing with used books and used clothes.

Answers

- a taking them to a second-hand shop to sell them or exchange them for other books
- b having a clothes swapping party

Comprehension

- Ask pupils to read the missing sentences before they read the blog again. This way they will have more of an idea about what information is missing and where it might be likely to go.
- Once they have filled the gaps, tell pupils to read back through the blog to make sure that they have chosen the correct sentences.
- Ask pupils to do the task individually, but check the answers as a class.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation where necessary.

Answers

1b 2c 3a 4d 5e

Extra Class Activity

As a class, ask pupils to discuss what they think of Kate's ideas and whether they do any of the things mentioned to save money. Then ask them to think of other ways of saving money; for example, ask them to write down what kind of things they spend money on, and then to think of cheaper ways of getting or doing these things.

Vocabulary

- Ask pupils to read the sentences and decide which words fit the situation. Explain that the words appear in the Reading text. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning of words from the context before checking the meanings in their dictionaries.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|-------------|
| 1 experiment | 4 outfit |
| 2 tips | 5 delivered |
| 3 cash | 6 deserve |

Grammar**The Causative**

- Write on the board:
Kate fixed her computer.
 Ask pupils what words tell us what the action is (*fixed her computer*) who did the action (*Kate*). Write on the board:
Kate had her computer fixed.
 Explain that this means Kate didn't fix the computer by herself, but she asked someone else to fix it. This is what the causative means.
- Read the grammar box to the class. Ask pupils to tell you some things that people do for them. Write their answers on the board as they say them using the causative.

A

- Ask pupils to look at the prompts for each sentence to find the subject, the object and the parts of the verb. Tell them to look back at the examples in the grammar box to help them find the correct word order.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 They don't have their shopping delivered.
- 2 I was having my flat painted last week.
- 3 We must have our car cleaned.
- 4 Have you had your watch fixed yet?
- 5 Ben didn't have his boots repaired.
- 6 Is she going to have the party invitations made?

B

- Explain to pupils that they are going to complete the second sentence in each pair 1 to 5 so that it describes the same action as the first sentence. Tell them that they have to use the causative. Explain that pictures 1 to 5 match the sentences with the same numbers.
- Tell them to look back at the grammar rules to remember how to make the causative. Remind them to use the list of Irregular verbs on pages 128-129 to find the past participles if necessary.

- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 had my photo taken yesterday
- 2 is having her make-up done
- 3 are going to have a birthday cake made
- 4 has had her room painted pink
- 5 can have your luggage taken to your room

Vocabulary

- Ask pupils to work in pairs to read each sentence and the options and to decide which option is correct.
- Ask pupils to look back at Kate's blog to find which words in the Vocabulary task are found there, and to underline them (*bargain, cost, department store, queue, second hand*). This will help them choose the correct option in the Vocabulary task. For other words in the task encourage pupils to use dictionaries if they have them as well as looking for clues in the rest of the sentence.
- Check the answers as a class.

Answers

- | | |
|-----------|------------|
| 1 sales | 5 price |
| 2 receipt | 6 Designer |
| 3 store | 7 fortune |
| 4 bargain | 8 boutique |

Extra Class Activity

Ask pupils to work in pairs to make sentences with the incorrect options from the Vocabulary task. Ask each pair to read one of their sentences to the class. Correct their use of vocabulary where necessary.

Listening**Teaching Tip**

Before the Listening task, have a brief class discussion on the topic of the listening to help pupils think about the kind of ideas they might hear. Ask pupils what they think are the advantages of being rich and whether they think there are any disadvantages. Ask pupils to raise their hands to see how many people would like to be very rich and how many don't think it's necessary.

- Ask pupils if they know what a millionaire is (*a rich person who has money or possessions worth a million pounds or dollars*). Explain to pupils that they are going to listen to an interview with a young millionaire.
- Ask the pupils to read through the sentences and possible options so that they know what information to listen out for.
- 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 the answers they have if they are different.
- Play the recording again and ask pupils to check their answers and to fill in any missing answers.

Turn to page 123 for the listening script.

Answers

- 1b (... my friends and I used to play a lot of computer games and I thought some of them weren't that good. So one day I just sat down and designed my own game.)
- 2b (The problem was how to sell them to other people. That's when I decided to set up my own company on the Internet.)
- 3a (... my dad. He's the owner of a small business, and he gave me lots of tips. I also borrowed some money from him.)
- 4c (... the only expensive possession I've got is a nice car.)
- 5b (Having a lot of money makes life easier in some ways, but it can also be quite stressful.)

Speaking

- Explain to pupils that they are going to work in pairs to talk about money and spending. Tell pupils to take turns to ask and answer the questions about it.
- 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 different pairs to ask and answer one of the questions. If any pupils have chosen the same question, ask them if they have anything to add to the answers already given.
- 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

Writing

- Explain to pupils that they are going to write a paragraph about whether money makes people happy. Tell them to use their answers to the last question in the Speaking task. Ask them to look back at Vocabulary for words related to money and spending.
- Ask pupils to write their paragraphs and then get them to swap books with a partner to proofread what each other has written. Then ask some pupils to read their paragraphs to the class.
- 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 142.

Lesson 2**Objectives**

Reading	article – right, wrong, doesn't say statements
Vocabulary	text-related words; circle the odd word out
Grammar	clauses of purpose; clauses of contrast
Listening	changing words in bold
Prepositions	prepositional phrases: out of fashion, in (my) size, for sale, on offer, over (fifty thousand pound)

Way in

- If you assigned the Writing task in Lesson 1 for homework, give pupils a few minutes to proofread their paragraphs and check that they have used the vocabulary related to money and spending correctly. After you have marked their paragraphs, choose some of them to stick on the wall so pupils can read them when they have time.
- Ask different pupils to come up and write the words *experiment*, *tips*, *cash*, *outfit*, *deliver* and *deserve* on the board. Then ask them to explain the meanings of these words in English.
- Ask pupils to make a sentence using the causative about something that someone does for them. As an example, write *I had my photo taken last week*.
- Explain to pupils that they are going to read about shoes. Ask pupils what kind of shoes they like wearing, and then ask them what other kinds of shoes they can think of. Write their ideas on the board as they say them.

Reading

- Tell pupils that they are going to read an article about a shoe designer. Ask pupils to describe the shoes in the photo and to say who might wear them and where. Ask them whether they like these shoes or not, and to justify their answers. Then ask pupils to read the article on their own and to find out what three different kinds of shoes it mentions (*sandals*, *trainers*, *moon/space boots*).

Comprehension

- Tell pupils to read the questions before they read the article again so that they know what information to look for.
- Ask pupils to underline the parts of the article which gave them their answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before using their dictionaries. Correct their pronunciation where necessary.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 R (*One of the most famous shoe designers, Manolo Blahnik ... 'Manolos', as they're often called.*)
- 2 W (... *the high heels aren't always comfortable.*)
- 3 DS
- 4 DS
- 5 R (*They can be worn in temperatures ranging from -212°C to +177°C!*)

Guess what!

- Read the information to the class and ask pupils to think of any reasons why there were no right or left shoes in the past. Explain to them what a shoemaker's *last* is (a piece of wood or metal shaped like a human foot which the shoemaker uses to shape or repair shoes). Tell them that, as late as 1850 most shoes were made on completely straight lasts, so there was no difference between the right and the left shoe. There were only two widths to each size of shoe: the basic last was used to make a 'slim' shoe.

Vocabulary

- Ask pupils to read the sentences and decide which words complete the sentence in each case. Explain that all the words appear in the article. Ask pupils to find the words in the text and underline them. Encourage pupils to guess the meaning

of unfamiliar words from the context before looking them up in their dictionaries. 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 latest | 4 pleasure |
| 2 comfort | 5 versions |
| 3 ranging | 6 high-tech |

Grammar

Clauses of Purpose

- Read the first part of the grammar box to the class. Explain that we use *in order to* to begin a clause that talks about the purpose of doing something. For example, *in order to look good* tells us why *people wear designer clothes*. Explain that *people* is the subject of both clauses in the example. Write the following example on the board and ask pupils what the subject of both clauses is:
Astronauts need high-tech boots in order to walk in space. (astronauts)
- Read the second part of the grammar box to the class. Write on the board:
She gives clothes to poor families so that they are warm in winter.
Tell them that we also use *so that* when the clause it introduces is negative, for example:
She gives clothes to poor families so that they aren't cold in winter.
- Write on the board:
She wears trainers she can walk fast. (so that)
She wears trainers walk fast. (in order to)
Mum bought us trainers we can walk fast. (so that)
Ask pupils to complete the sentences with *in order to* or *so that*.

Clauses of Contrast

- Read the grammar box to the class. Tell pupils that *although*, *despite* and *in spite of* have the same meaning, but we use a different sentence structure to make clauses with them. The clause with *although* has to look like a complete sentence on its own: that is, it should have a subject, a verb and an object. For example, write on the board:
She wears beautiful shoes. She doesn't like high heels.
Explain that we can join these ideas by putting *Although* at the start of one of the sentences:
Although she wears beautiful shoes, she doesn't like high heels.
Explain that if we start the same sentence with *In spite of* or *Despite* we must change the first clause as follows:
In spite of / Despite wearing beautiful shoes, she doesn't like high heels.
In spite of / Despite the fact that she wears beautiful shoes, she doesn't like high heels.

A

- Tell pupils to look back at the article on page 110 and to find the sentences with clauses that begin with *in order to*, *so that*, *although* and *despite*.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

The following should be underlined:

clauses of purpose:

Blahnik grew up in the Canary Islands, and went to Paris so that he could study art.

You need high-tech shoes in order to walk in space ...

clauses of contrast:

Although they're beautiful, the high heels aren't always comfortable.

Despite the fact that they were originally designed for athletes, trainers are now acceptable footwear for all kinds of people.

B

- Ask pupils to read the paragraph to decide which word fits the clause in each situation.
- Tell them to decide whether the clause after each gap explains why someone does something or contrasts two opposing ideas. Remind them to compare the clauses with the examples in the grammar boxes.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|---------------|------------|
| 1 Although | 4 in spite |
| 2 so that | 5 despite |
| 3 in order to | |

Vocabulary

- Explain to pupils that they have to look at the groups of words and decide which word in each set of three is different in some way from the other two. As some of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- 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

- heels (*Sandals* and *slippers* are kinds of footwear, but *heels* are a part of shoes.)
- material (*Cotton* and *leather* are kinds of *material* that things are made of.)
- suit (A *dress* and a *skirt* are single items women's clothes, but a *suit* is made of a jacket and a skirt or trousers.)
- tight (*Tight* clothes are the opposite of *baggy* or *loose* clothes.)
- scruffy (*Scruffy* clothes are the opposite of *smart* or *formal* clothes.)
- old-fashioned (*Stylish* or *fashionable* clothes are in fashion now, but *old-fashioned* means they are out of fashion.)

Extra Class Activity

Ask pupils to describe the clothes and shoes they are wearing. Tell them to use some of the words from the Vocabulary tasks. Then ask them where they think their clothes and shoes were made and who made them. Tell them to look at the labels on their clothes and their partner's clothes to find out where they are from. Ask them to decide which materials are best for making clothes and shoes.

Listening

- Explain to pupils that they are going to listen to people talking on a radio phone-in programme.
- 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 they have to write the correct word.
- Play the recording to the end and ask pupils to write down 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.
- Check the answers as a class.

Turn to page 124 for the listening script.

Answers

- 1 fashion (*Miriam Wood is here to help you with all your fashion problems.*)
- 2 on the Internet (*You can order the shoes I'm talking about on the Internet and have them delivered to you.*)
- 3 low (*The prices are quite low too.*)
- 4 outfit (*I haven't got any smart clothes to wear for it and I can't afford to buy a new outfit.*)
- 5 second-hand (*... you can often find second-hand clothes that are like new.*)

Prepositions

- Explain that in this task pupils have to choose the correct prepositions to complete phrases related to shopping for clothes.
- Ask pupils to work in pairs to read the sentences and to decide which preposition matches the words before and/or after the gap in each one. As some of the vocabulary is new, encourage pupils to use dictionaries if they have them.
- Check the answers as a class and explain the meanings of any words they don't know.
- Ask pupils to make sentences of their own using each of the phrases formed with prepositions from the task. Ask each pupil to read out one of their sentences until every pupil has had a chance to speak.

Answers

- | | |
|----------|--------|
| 1 out of | 4 on |
| 2 in | 5 over |
| 3 for | |

Extra Task (for early finishers)

See photocopiable material on page 142.

Lesson 3

Objectives

Reading	quiz – open-ended questions
Say it like this!	clothes shopping - dialogue
Listening	completing an advert
Speaking	using speaking card prompts to ask and answer questions about a shop and a fashion show
Writing	using headings in reports; writing a report about the shopping facilities in your town

Way in

- Ask pupils to write down the adjectives they remember from Lesson 2 which describe clothes or shoes (*high-tech, latest, tight, baggy, loose, smart, scruffy, formal, old-fashioned, stylish, fashionable*). Then ask pupils to swap books with a partner to compare words and check each other's spelling. Ask them to describe different types of clothes or shoes using these words.
- Write on the board:

..... my size
 sale
 special offer
 fashion
 a hundred euros

Ask pupils to tell you the correct prepositions that come before these words to make prepositional phrases related to shopping (*in, for, on, out of, over*).

- Write on the board: *although, in spite of / despite, in order to* and *so that*. Ask different pupils to come up and write a sentence using each of these phrases.
- Explain that pupils are going to learn about shopping habits and places where people go shopping in this lesson. Ask them what different kinds of shops they know and what kind of places they like to go shopping in. Write their answers on the board as they say them, but don't teach any new vocabulary at this stage.

Reading

- Tell pupils that they are going to do a quiz about shopping. Ask pupils to read the questions 1 to 5 and do the quiz on their own. Explain that there are no right or wrong answers to the quiz. Tell them to circle their answers, and then tell them to use the numbers below to find out their score.
- Ask pupils to do the quiz and work out their scores individually, and then tell them to swap books with a partner to check each other's scores and to read the paragraph on the right of the quiz that matches the score to find out what it says about them.

Answers

Pupils' own answers

Comprehension

- Ask pupils to read the questions before they read the quiz and the score results 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 them to underline the parts of the text which justify their answers.
- Encourage pupils to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Correct their pronunciation if necessary.

Answers

- 1 Because they don't like shopping and they would like to have things delivered instead of going to the shops. (*You're the world's least enthusiastic shopper ... and you would have everything delivered if you could.*)
- 2 People who scored 13-15 points. (*... you spend a fortune on the latest fashions ... you could easily get into debt!*)
- 3 People who scored 9-12 points. (*If it isn't a bargain, you'd rather save your money.*)
- 4 a (*Wait until the sales.*)
- 5 Early in the morning. (*If you need to buy something, go to the shops early in the morning when they aren't so busy.*)

Teaching Tip

Ask pupils to do a survey based on the result of the quiz and to make a bar chart (see Unit 11, Reading 1 for an idea of what they should do) or a pie chart to show how many pupils fall into each category.

Say it like this!**Clothes shopping**

- Ask pupils to read through the questions we ask when buying or selling clothes. Tell them to decide which questions the shop assistant asks and which ones the customer asks, and then to use these questions to complete the dialogue.
- Tell pupils to work in pairs to take turns to read the dialogue. Remind pupils to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- Ask some pairs to repeat their dialogue for the class.

Answers

- 1 Can I help you?
- 2 How much is this?
- 3 Can I try it on?
- 4 What size do you take?
- 5 Where's the changing room?

Listening

- Explain to pupils that they are going to listen to an advert for a shopping centre and that they are going to complete the advert. Remind them 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 to find out what kind of information is missing from each one.
- 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 go to any of the places the advert mentions.

Turn to page 124 for the listening script.

Answers

- 1 August 1st (... opening on Saturday August 1st)
- 2 department stores (... over 300 shops, 10 department stores, 25 restaurants and cafés and a huge 20-screen cinema.)
- 3 boutique (... a fashion show organised by the boutique Bellissimo.)
- 4 half price (... at The Wise Owl book shop. All P.C. Fowler books will be half price.)
- 5 coffee (And Amigo's Café will be giving out free cups of coffee ...)
- 6 sales (It's the first day of the sales on Monday ...)

Speaking

- Explain that pupils are going to work in pairs and take turns to ask and answer questions about a shop and a fashion show. Tell them that they are going to use the Speaking cards at the back of the Pupil's Book. Divide the class into pairs, and allocate the roles A or B.

- Tell the Pupil Bs to use the words on the Speaking card for Unit 12 (Card 1B) on page 132 to ask their partner questions about a shop. Tell the Pupil As to use the information on the Speaking card for Unit 12 (Card 1A) on page 130 to answer their partner's questions. Ask pupils to swap roles to ask and answer questions about the shop.
- Ask pupils to swap roles, with Pupil As asking the questions about the fashion show on Speaking card 2A on page 131, and Pupil Bs using Speaking card 2B on page 133 to give them the answers.
- 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.

Speaking cards 1A and 1B**Suggested questions**

What's the name of the shop?
 What's for sale there?
 What's the address of the shop?
 Has it got a website?
 When is it open?

Suggested answers

It's name is/It's called The Toy Cupboard.
 It sells/You can buy unusual toys, games and children's books.
 The address of the shop is 23 Compton Street.
 Yes, it has. It's email address is www.toycupboard.com
 It's open from Saturday to Thursday from 9am to 6pm.

Speaking cards 2A and 2B**Suggested questions**

Where is the fashion show (happening/taking place)?
 What can you see there? / What are they showing there?
 What days is it on?
 What time is the fashion show?
 How much does it cost to go and see the fashion show/to get in?

Suggested answers

It's at/The fashion show is at the Scarborough Mall.
 You can see the latest fashions from famous designers.
 It's on/It takes place every evening.
 It starts at 6 o'clock.
 It doesn't cost anything. It's free.

Writing**Using headings in reports**

- Explain that we write reports about a place when we want to give information about what it is like and whether we would suggest going there. Read the information about paragraph organisation in reports to the class.

A

- Remind pupils that we usually organise our writing into paragraphs so that it is easy to follow. Explain that when we write a report, we can write a different heading above each paragraph to make it clear what information is in the paragraph.
- Explain to pupils that they have to match the possible headings 1 to 4 with the meanings a to d. Tell pupils to match the

meanings on their own and then to discuss their answers with their partners.

- Check the answers as a class.

Answers

1c 2d 3a 4b

B

- Ask pupils to read the report to find out what information is in each paragraph. Then tell them to choose the three most suitable headings from A for the main paragraphs. Check the answers as a class.

Answers

- 1 Variety
- 2 Location
- 3 Prices

Extra Class Activity

Have a class discussion about shopping facilities before pupils write their reports. Encourage pupils to have a brainstorming session to think of the different words for facilities that they can write about. To begin with, ask pupils to read the report again and to underline the facilities mentioned (*indoor shopping centre, smaller shops, boutiques, department stores, second-hand books, pet (shops), antique shops*). Write the words on the board as they find them. Then ask them which of the shopping facilities in Bodwick are the same as the facilities in their own town and what other facilities are in their town, and add their answers to the facilities on the board.

C

- Tell pupils to use some of the ideas on the board to write about the shopping facilities in their town. Tell pupils to use the headings from the report in B for their paragraphs.
- Ask pupils to write a report like the one in B. Tell them to think about the facilities they heard about in the advert in Listening as well as the notes on the board for ideas about the kind of facilities they could write about. Tell them to begin the report with the aim, and to end it with a conclusion.
- Alternatively, you could assign this task as homework.

Suggested answer

Shopping Facilities in Ellingtown

Aim

The purpose of this report is to describe the shopping facilities in Ellingtown.

Variety

There are many small shops in Ellingtown. In the new part of the town centre, you can find men's clothes shops, popular boutiques and two shoe shops. There is also a huge department store that sells everything from books to clothes and furniture. Next to the department store, there is a new shop that sells computers, TVs and mobile phones. In the old part of the town centre, there are traditional shops that sell T-shirts, postcards and other souvenirs for people who come to visit the town.

Location

All the shops in Ellingtown are close together in the town centre, and this is a small town. That means it is easy to walk to all the shopping facilities from any part of the town. People from other towns can go there by bus, and there is a big car park near the bus station for people who use their own transport.

Prices

It is expensive to buy clothes and shoes in Ellingtown because there are not many shops and all the clothes are made in other places. The department store and computer shop are owned by small companies, but they are a little expensive too. You can find some bargains in the souvenir shops, but they don't sell any fashionable clothes.

Conclusion

Despite the convenient location of the shops in Ellingtown, they are not very popular with the people who live there. There isn't a very wide variety of shops and most of them are expensive. However, people can find whatever they need in the town, if they have enough money, and the old town shops are popular with visitors.

D

- Remind pupils to use the headings from B to make sure their report has a clear aim and a conclusion.
- Ask pupils to proofread their reports and to make sure they have included all the information under the correct headings.
- After you have marked their reports, choose some to stick on the wall so pupils can read them when they have time. If you assign this task as homework, give pupils a few minutes before they do Review 6 to proofread their reports.

Extra Task (for early finishers)

See photocopiable material on page 142.

Project Book

The pupils may do project 12 now they have completed the unit. The answer key and teacher's notes are on pages 156-160 of this book.

Review 6

Objectives

- To revise vocabulary and grammar from Units 11 and 12
- Song

Revision

- Tell pupils that *Review 6* revises the material they saw in Units 11 and 12.
- 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

- Write the following anagrams on the board:

gerach (charge)
 oncetnocin (connection)
 drac (card)
 ckbaward (drawback)
 veryus (survey)
 demmo (modem)

Ask pupils to tell you the words related to communication. Ask them to make sentences using each of these words.

- Write on the board *marine, whistle, identify, decode, audio, aquarium, experiment, tip, cash, outfit, deliver* and *deserve*. Ask pupils to make sentences using each of these words or to explain the meaning in English.
- Ask pupils to tell you as many actions as they can to talk about things we do on a computer. Try to elicit *go online, visit a website, surf the net, download (photos/music), log on, write an email* and *delete a message*.
- Write on the board *speeches, a few words, a phone call, lies, conversations* and *a message*. Ask pupils to tell you the verbs we use with these words.
- Check that pupils remember the phrasal verbs *get through, make up, tell off, get across* and *get on with*. Say each phrasal verb and ask pupils to give you a sentence with each one in turn.
- Check that pupils remember words related to shopping for clothes. Write the words *queues, sales, receipt, label, department store, bargain, refund, price, cost, designer, second hand, debt, fortune, antique shop* and *boutique*. Ask pupils to make sentences using each of these words or to explain the meaning in English.
- Check that pupils remember words related to clothes and fashion. Try to elicit *comfort, high-tech, latest, pleasure, ranging, version* and as many words from the odd one out task from Unit 12, Lesson 2 as possible. Ask pupils to make sentences using each of these words or to explain the meaning in English.
- Write the prepositions *out of, in, for, on* and *over* on the board and ask pupils which of them goes with *a hundred euros*,

fashion, special offer, my size and *sale*. Ask pupils to make sentences using each of these phrases.

Grammar Revision

- Write on the board *'I never use a mobile phone,' he said.* and *'I read your email yesterday', she told me.* Ask pupils to come up and write these sentences using reported speech. Tell them to underline the words in the direct speech that need changing. Ask pupils to work in pairs to make sentences in direct speech in the Present Continuous, the Present Perfect Simple, the Future Simple (will), and using *can* and *must*. Ask them to change each sentence into reported speech. Ask pupils for examples of changes in time and place from direct speech to reported speech.
- Check that pupils remember how to report questions with or without question words. Write on the board *'Why don't you understand dolphins?' he asked.* and *'Can gorillas count to ten?' she asked.* Ask pupils to change these into reported speech. Write *'Don't shout in class!' the teacher said.* and *The teacher told them not to shout in class.* Ask pupils what words come after the verb *tell* when we report commands (an object and a full infinitive). Then write *'Stop shouting!' he said to them.* and ask pupils to change this to reported speech.
- Write on the board *We had our computer repaired last week.* Ask pupils to tell you which words form the causative of the verb in this sentence. Then ask how we form the causative and when we use it. Ask them to tell you some things that someone else does for them, using different tenses. Check that they remember how to change each tense and modal verbs to the causative.
- Write on the board
I wore smart clothes I would look good for the interview.
I wore smart clothes look good for the interview.
..... his scruffy clothes, he's the manager of the shop.
..... he wears scruffy clothes, he's the manager of the shop.

Ask pupils to complete these sentences with *although, in spite of, in order to* and *so that*. Ask them to make sentences using each of these words. Then ask them what other word means the same as *in spite of* (*despite*).

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

- Tell pupils to draw lines between the verbs 1 to 8 and the words a to h.
- Ask pupils to tell you whether they can do these things and which ones they would like to do.

Answers

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

C

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

Answers

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

D

- Explain to pupils that they should write the missing verbs, nouns and adjectives to complete the table.

Answers

- poisonous
- connect
- pleasure
- various
- signature

Grammar**A**

- Tell pupils to read the sentences and the possible options before trying to choose the answer. Tell them to pay attention to the word order in the sentences to decide which option matches the context.
- Tell them to look back at Unit 12, Lesson 2 grammar box for a reminder if they need to.

Answers

- Although
- in order to
- In spite
- despite
- so that

B

- Explain to pupils that they should read the first sentence before trying to write the answers to decide which words they need to change to rewrite them using reported speech.
- Remind them to make any necessary changes to the verb tenses, subject and object pronouns, times and places, and the word order. Tell them to look back at the grammar boxes in Unit 11, Lessons 1, 2 and 3 for a reminder if they need to.

Answers

- Dalia if/whether she liked her new boots.
- that she did.
- Dalia/her (that) she had bought them in the sales.
- (her) where she had bought them.
- (that) a new shoe shop had opened near her house.
- if/whether she could take her there on Saturday.

C

- Explain to pupils that they should look at the prompts for each sentence to find the subject, the object and the words that make the causative of a verb.
- Tell pupils to look back at Unit 12 Lesson 1 grammar box for a reminder if they need to.

Answers

- He is going to have his hair cut.
- She is having a dress made.
- They haven't had their computer fixed.
- Joe had his office painted yesterday.
- Emma has a magazine delivered every week.

Song

- Tell pupils they are going to listen to a song about money. Ask them to read and listen to the song and to find out what the song says we can or can't do with money.
- 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 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.

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

Dinosaur Search

Background Information

The story in the video is about dinosaurs and crocodiles. Dinosaurs became extinct about sixty-five million years ago. Scientists are still trying to find out how this happened. Some people think a meteor crashed into the Earth and others think it was because a lot of volcanoes were erupting at that time and this caused changes in the Earth's atmosphere that killed the dinosaurs. There were many different kinds of dinosaur; some ate plants and leaves and others, like the Tyrannosaurus rex, ate other animals. The largest dinosaurs were about 40 metres long and weighed up to 110 tons. There were also small ant-eating dinosaurs which were about the same size as a chicken. There were crocodiles on Earth at the time of the dinosaurs. Crocodiles today are in danger of becoming extinct. They live in rivers in tropical areas, such as Central and South America and Africa, and also in some parts of Australia and North America. Just like dinosaurs, crocodiles lay eggs, which the young crocodiles come out of. Some crocodiles grow to about six metres long. They can live up to about seventy years. They usually eat fish, but they can also eat small animals and they will bite people if they get too close. For further information go to www.nationalgeographic.com and search for *prehistoric animals*.

Before you watch

A

- Explain to pupils that they are going to see a video about searching for dinosaur bones.
- Ask pupils to work in pairs to ask and answer the questions with a partner. Then as a class use the questions to have an open discussion about dinosaurs.

Answers

Pupils' own answers

The Story

B

- The story is set in the desert in Niger. To check that pupils understand where Niger is, draw their attention to its position on the globe. Explain that it is one of the countries in Africa.

- Tell pupils that part of the Sahara Desert is in Niger. Ask them what they already know about deserts.

Words to know

A

- Ask pupils to look at the words in the wordbank. 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. Tell pupils to match the words to the pictures 1 to 6.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|---------|----------|
| 1 jaws | 4 sand |
| 2 swamp | 5 fossil |
| 3 bones | 6 limbs |

B

- Ask pupils to look at the words and phrases 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. Tell pupils to match the words 1 to 6 to the meanings a to f.
- Ask pupils to do the task in pairs, but check the answers as a class.

Answers

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

While you watch

A

- Ask pupils to read the options 1 to 6 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 difficult things about the trip. Then ask pupils to tell you which answers they chose.

Answers

Pupils tick: 2, 3, 4, 6

B

- Explain to pupils that they will not hear the sentences exactly as written in the exercise in their books, and they must listen for the information the sentences contain before making their choices. Tell them that the same information is given in different words in the video, so they must listen carefully.
- Ask pupils to read the sentences before they watch the video again. Explain any words that the pupils have difficulty with and explain that they should choose their answers based on what they see and hear in the video.
- Play the video until the end of the first scene and elicit that the DVD talks about dinosaurs in the Sahara; so sentence 5 is first and they should write 1 in the box next to this.
- Play the rest of the video and ask pupils to do 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 6 (0:02:46)
- 2 3 (0:01:15)
- 3 2 (0:00:15)
- 4 4 (0:01:29)
- 5 1 (0:00:11)
- 6 5 (0:02:02)

C

- Ask pupils to read the sentences before they watch the video again.
- 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 hundreds (0:00:10)
- 2 paint (0:00:29)
- 3 made (0:00:59)
- 4 take (0:01:12)
- 5 find (0:01:52)
- 6 yet (0:01:55)
- 7 expert (0:02:10)
- 8 tell (0:02:43)

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

- 1c 2b 3c 4a

B

- Explain that pupils have to circle the option in which the verb is in the correct tense for each situation. Tell pupils to read the whole sentence and the options before trying to choose their answer. Remind them to look for any time expressions to help them choose the correct tense, and then to read the sentence again with their answer to make sure it is correct.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|---------------|
| 1 has got | 4 was digging |
| 2 is looking | 5 are leaving |
| 3 went | 6 found |

Project

- Explain to pupils that their project is to make a chart with information about two dinosaurs to present to the class.
- Read through the instructions with the pupils. Ask pupils to work in groups to brainstorm the different types of dinosaurs that they could write about and make a list of dinosaurs on the board as they say them.

- Ask pupils to decide which dinosaurs they will write about and then to do their research alone or in their groups. Tell them to find answers to the questions for each dinosaur and to write any interesting extra information they find. Tell them to stick pictures of the two dinosaurs on their project.
- Tell pupils to look back at Unit 1 for words about places and Unit 3, Lesson 2 for words about dinosaurs to help with the information for their charts.
- Once they have finished their projects, ask them to present them to the class, and then stick them on the wall or in the school corridor.

Answers

Pupils' own answers

Video 2

Puffin Rescue!

Background Information

Puffins live around the North Atlantic Ocean. They spend most of their lives at sea, swimming or resting on the waves. Puffins are about 25 centimetres tall. They have black and white bodies, but they have a colourful beak, so some people call them the 'sea parrot'. The beak is grey in the winter and becomes colourful again in the spring. They are excellent swimmers and can dive 61 metres. They usually eat small fish. Puffins can fly at up to 88 kilometres an hour. 60 percent of the world's Atlantic puffins are born in Iceland. They make their nests with feathers or grass on rocky cliffs. Females lay one egg, and both parents take turns to keep it warm. When a chick hatches, its parents take turns feeding it with small fish. Nobody knows how they find their way, but puffin parents often meet at the same nesting place each year. They can live up to twenty years. For further information, go to www.nationalgeographic.com and search for *puffins*.

Before you watch

A

- Ask pupils to read the title and look at the picture at the top of page 118. Ask them whether they think puffins live in cold places or warm places.
- 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 birds and puffins.

Answers

Pupils' own answers

The story

B

- The story takes place in a small town called Heimaey on the south coast of Iceland. Explain to pupils that they are going to see a video about puffins in Iceland. To check that pupils understand where Iceland is, draw their attention to its position on the globe.
- Ask pupils why they think some puffins need to be rescued.

Words to know

- Ask pupils to look at the words 1 to 8. 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 in pairs, but check the answers as a class.

Answers

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

While you watch**A**

- Ask pupils to make notes about Iceland while they watch the video.
- Play the video, then tell pupils to work in pairs to talk about Iceland using the notes they made. Give them time to discuss their notes, and then ask pupils to tell what they found out about Iceland.

Answers

Pupils' own answers

B

- Ask pupils to read the sentences before they watch the video so that they know what information to look and listen for while they watch. Explain any words that the pupils have difficulty with and remind them that they should choose their answers based on what they see in the video.
- Play the video until the scene with the children saving the puffins ends and elicit that it is summer; so 1 is false.
- Play the rest of the video and ask pupils to do 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 F (0:00:45)
- 2 T (0:01:16)
- 3 F (0:01:20)
- 4 T (0:01:41)
- 5 F (0:02:32)
- 6 T (0:03:13)

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 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 orphans (0:00:11)
- 2 second (0:00:23)
- 3 way (0:00:43)
- 4 into (0:01:30)
- 5 seashore (0:02:31)
- 6 point (0:02:36)

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

1c 2a 3b 4a

B

- Explain that pupils have to decide which verb tense is correct in 1, 3, 4 and 5, and they have to choose the comparative or superlative in 2 and 6.
- Tell them to look for time expressions to help them choose the correct tense, and to look for clues in 2 and 4 that match the correct form.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 have been rescuing
- 2 most
- 3 had found
- 4 went
- 5 released
- 6 more

Project

- Explain to pupils that their project is to make a poster about a wild animal to tell people about the animal and what they can do to save it.
- Read through the instructions with the pupils. Ask pupils to work in groups to brainstorm the different types of animals that they could write about and make a list of animals on the board as they say them. Then ask pupils to read the poster about puffins to see what order the information is given in.
- Ask pupils to work in groups to find information about the animal they will make their poster about. Tell pupils to look back at Unit 3 for words about the natural world.
- Explain that pupils should use the information they have found to make a poster like the one about puffins.
- Once they have finished their posters, ask them to present them to the class, and then stick them on the wall or in the school corridor.

Answers

Pupils' own answers

Video 3**Peruvian Weavers****Background Information**

Peru is situated on the Pacific coast of South America just south of the Equator. Its capital city is Lima which is on the coast. More than a quarter of Peru's population live there. The rest of the west side of the country is desert, where rain seldom falls. The Andes mountains in the east cover about a third of the country from north to south. Peruvian Indians live in the Andes and speak Quechua, the language of the Incas. The Incas were an ancient civilisation who lived in South and Central America for centuries. There is a lot of valuable metal, for example silver, in the Andes and that's why the Spanish came to take over the land and many people in Peru speak Spanish. East of the Andes is a jungle where few people live. This area can be reached by ship from the Amazon River. For further information, go to www.nationalgeographic.com and search for *Peru*.

Before you watch**A**

- Ask pupils to read the title and look at the pictures on pages 120 and 121. Ask them what they think weavers make and where the weavers in the story come from. Explain the meaning of *weaver*, if necessary.

- 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 Peru.

Answers

Pupils' own answers

The story

B

- Explain to pupils that they are going to watch a story which takes place in a village called Chinchero, in Peru. To check that pupils understand where Peru is, draw their attention to its position on the globe.
- Ask pupils what kind of clothes they think people wear in the Andes and what people use to make their clothes.

Words to know

A

- Ask pupils to look at the words in the wordbank. 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. Tell pupils to match the words to the pictures 1 to 6.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 wool
- 2 cloth
- 3 yarn
- 4 weaving
- 5 thread
- 6 llama

B

- Ask pupils to look at the words 1 to 6. 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. Tell pupils to match the words 1 to 5 to the meanings a to e.
- Ask pupils to do the task in pairs, but check the answers as a class.

Answers

1c 2d 3e 4a 5b

While you watch

A

- Ask pupils to read the questions before they watch the video to find out what information they need to look for. Tell them to make notes to answer the questions while they watch the video.
- Play the video once. Then tell pupils to work in pairs to talk about what they found interesting using the notes they made. Give them time to discuss their notes, and then ask pupils to tell you what they found interesting in the video.

Answers

Pupils' own answers

B

- Ask pupils to read the sentences before they watch the video so that they know what information to look and listen for while they watch. Explain any words that the pupils have

difficulty with and remind them that they should choose their answers based on what they see in the video.

- Play the video until the scene with the villagers preparing the knife ends and elicit that they are using a rock; so 1 is true.
- Play the rest of the video and ask pupils to do 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 (0:00:21)
- 2 T (0:00:48)
- 3 F (0:01:00)
- 4 T (0:02:25)
- 5 F (0:02:50)
- 6 F (0:03:19)

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 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 part (0:00:48)
- 2 cared (0:02:11)
- 3 economic (0:02:25)
- 4 reasonable (0:02:41)
- 5 giving (0:03:45)

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

1a 2b 3b 4c

B

- Ask the pupils to read through the whole sentence before they circle the answer. Tell them to decide which word they need to complete the correct future tense in 1, 2 and 3, and tell them to see if the gerund or the infinitive matches the situation in 4, 5 and 6.
- Tell pupils to look back at the grammar boxes in Units 5, if necessary, to remember which tenses to use to talk about the future. Tell them to look back at the grammar boxes in Unit 6 to remember when to use gerunds or infinitives.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 will
- 2 be trying
- 3 will have finished
- 4 to make
- 5 visiting
- 6 talking

Project

- Explain to pupils that their project is to write a postcard to a friend in Scotland telling him/her about what they did, what they saw and what they ate on a visit to Chinchero in Peru, and saying how much they enjoyed it.
- Ask pupils to work in pairs to discuss ideas about what people can do, see and eat in Chinchero, 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 other's work, and then stick them on the wall or in the school corridor.

Answers

Pupils' own answers

Video 4

Taiko Master

Background Information

Taiko is the Japanese word for 'drum'. The Taiko drums were used in ancient times by Japanese soldiers going into battle. The traditional drums are made with a tree trunk with the ends cut off. These ends are carved carefully in flat plates and the tree body is dug out. They fit the plates on both ends and tie them with strong, thick grass. The first modern taiko group was started in 1951 by a jazz musician. He had the idea to have drummers playing a lot of Taiko drums together at the same time. The idea was very popular and many taiko groups started in Japan, Singapore, Canada and the United States. The first American taiko group was formed in San Francisco in 1968 by a Japanese man who had studied taiko in Japan. Taiko soon became popular with pupil groups and now there are many professional Taiko groups around the world. For further information, go to www.nationalgeographic.com and search for *taiko drummers*.

Before you watch

A

- Ask pupils to read the title and look at the picture at the top of page 123. Ask them what they think Taiko is and where it comes from.
- 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 musical instruments.

Answers

Pupils' own answers

The story

B

- Explain to pupils that they are going to see a video about taiko drumming in San Francisco, California. To check that pupils understand where San Francisco is, draw their attention to its position on the globe.
- Ask pupils who they think does taiko drumming in San Francisco.

Words to know

- Ask pupils to look at the words 1 to 10. 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 in pairs, but check the answers as a class.

Answers

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

While you watch

A

- Ask pupils to make notes about taiko drumming while they watch the video.
- Play the video until you hear the words that describe the taiko master and taiko drummers. Then tell pupils to work in pairs to talk about taiko drumming using the notes they made. Give them time to discuss their notes, and then ask some pupils to describe the taiko master and the taiko drummers to the class.

Answers

Pupils' own answers

B

- Ask pupils to read the sentences before they watch the video so that they know what information to look and listen for while they watch. Explain any words that the pupils have difficulty with and remind them that they should choose their answers based on what they see in the video.
- Play the video until the scene describing the importance of drums to Japanese people ends and elicit that drums were important in Japanese life; so 1 is true.
- Play the rest of the video and ask pupils to do 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 (0:00:16)
- 2 F (0:00:49)
- 3 T (0:01:02)
- 4 T (0:01:53)
- 5 F (0:02:18)
- 6 T (0:02:49)

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 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 over the years (0:00:21)
- 2 audience (0:00:33)
- 3 people (0:00:46)
- 4 beating (0:01:06)
- 5 interest (0:01:29)
- 6 express (0:02:24)

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 2a 3c 4c

B

- Explain that pupils have to decide which modal verb is correct in 1, 2, and 3, and they have to choose the correct option to complete the passive in 4, 5 and 6. Tell them to look for clues in the sentences to help them decide which words are correct.
- Tell pupils to look back at the grammar boxes in Units 7 and 8 for a reminder if they need to.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

1 Can	4 was
2 might	5 are
3 can't	6 will be

Project

- Explain to pupils that their project is to make a poster advertising a new taiko group or another group which does a fun activity.
- Read through the instructions with the pupils. Ask pupils to work in groups to brainstorm words describing taiko drumming and any other different types of activities that they could write about and make a list of activities on the board as they say them. Then ask pupils to read the poster about the *Taiko Master Group* to see what order the information is given in.
- Ask pupils to work alone or groups to find information about the activity they will make their poster about. Tell pupils to look back at Unit 8 for words related to the arts.
- Explain that pupils should use the information they have found to make a poster like the one about the *Taiko Master Group*.
- Once they have finished their posters, ask them to present them to the class, and then hang them on the wall or in the school corridor.

Answers

Pupils' own answers

Video 5

Cheese-Rolling Races

Background Information

Cheese-rolling races take place once a year at Brockworth in Gloucestershire, an area which is famous for cheese-making in the south of England. People roll a huge wheel of cheese down a hill and then run after it. The person who catches the cheese wins the race. People say these cheese rolling races are a tradition which began at least 200 years ago. Thousands of people come to watch and take part in and the prizes are the wheels of cheese which they catch. For further information, go to www.nationalgeographic.com and search for *cheese-rolling races*.

Before you watch

A

- Ask pupils to read the title and look at the pictures on page 125. Ask them what they remember about cheese-rolling races from Unit 9 Lesson 3.
- 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 unusual customs.

Answers

Pupils' own answers

The story

B

- Explain to pupils that they are going to see a video about cheese-rolling races in Brockworth, a town in England. To check that pupils understand where Brockworth is, draw their attention to its position on the globe.
- Ask pupils why they think people like taking part in cheese-rolling races.

Words to know

- Ask pupils to look at the words in the wordbank. 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 in pairs, but check the answers as a class.

Answers

1 route
2 spectator
3 cheer
4 keep on
5 steep
6 annual
7 wild
8 sure

While you watch

A

- Ask pupils to write down five verbs about things they think the competitors will do in the race and then to circle the verbs that they see happening while they watch the video.
- Play the video until you hear the words that describe what the competitors do. Then ask pupils to say the five actions that they saw.

Suggested answers

chase, fall, push, run, win

B

- Ask pupils to read the sentences before they watch the video again. Explain any words that the 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 end of the first scene and elicit that the DVD talks about the competitors getting ready at the top on Cooper's Hill; so sentence 4 is first and they should write 1 in the box next to this.
- Play the rest of the video and ask pupils to do 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 3 (0:00:40)
- 2 6 (0:02:09)
- 3 4 (0:00:42)
- 4 1 (0:00:18)
- 5 5 (0:01:23)
- 6 2 (0:00:26)

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 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 pushes (0:00:26)
- 2 enjoy (0:01:04)
- 3 rolled (0:01:13)
- 4 crash (0:01:19)
- 5 failed (0:01:35)
- 6 crazy (0:01:49)

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

- 1a 2c 3b 4c

B

- Explain that pupils have to decide which kind of conditional each sentence is, and they have to choose the option which matches the conditional in each situation.
- Tell them to look for the conditional clause and the result clause in each situation to help them choose the words. Tell them to look back at the grammar boxes in Unit 9 to remember the rules for conditional sentences if they need to.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- | | |
|----------|------------------|
| 1 rolls | 4 would have got |
| 2 unless | 5 were |
| 3 is | 6 keep |

Project

- Explain to pupils that their project is to write an email describing how they took part in a cheese-rolling race and won it.
- Read through the instructions with the pupils. Ask pupils to work in pairs to take turns to talk about what they did, what they saw and their experiences of the race. Then ask pupils to look back at the paragraph plan for the email in Unit 9 Writing Task C to see what order to write the information in.

- Ask pupils to use the information they found out about cheese-rolling races in the video. Tell pupils to look back at Unit 9 Lesson 3 for words about cheese-rolling and taking part in extreme sports.
- Explain that pupils should use the experiences they talked about to write an email to a friend about the race.
- Once they have finished their emails, ask them to read them to the class, and then stick them on the wall or in the school corridor.

Answers

Pupils' own answers

Video 6

Wild Animal Trackers

Background Information

Karoo National Park is situated in South Africa. It was opened in 1979. Most of it is almost a desert so it is the home of many desert mammals, along with the Black Eagle and many kinds of tortoise. Some endangered species, such as the Black Rhinoceros, have been brought to the park to live safely. Many fossils have been uncovered at both the national park and its surrounding area, and some could be almost three-hundred million years old. Karoo National Park is also known for its connection with a project to bring back an animal that looked and acted as much like the extinct quagga as possible. The quagga was an animal that looked like a mixture of a zebra and a horse. In 1998, fourteen quagga-like zebras were brought to the park and, in 2005, a quagga-like foal was born. For further information, go to www.nationalgeographic.com and search for *Karoo National Park*.

Before you watch

A

- Ask pupils to read the title and look at the pictures on pages 126 and 127. Ask them what animals they think live in Karoo National Park.
- 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 wild animals and the organisations which help them.

Answers

Pupils' own answers

The story

B

- Explain to pupils that they are going to see a video about wild animal trackers in Karoo National Park in South Africa. To check that pupils understand where South Africa is, draw their attention to its position on the globe.
- Ask pupils how they think people track wild animals in the park.

Words to know

- Ask pupils to look at the words 1 to 8. 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 in pairs, but check the answers as a class.

Answers

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

While you watch**A**

- Ask pupils to make notes about Karoo National Park while they watch the video.
- Play the video, and then tell pupils to work in pairs to talk about Karoo National Park using the notes they made. Give them time to discuss their notes, and then ask some pupils to tell the class what they found out about the park.

Answers

Pupils' own answers

B

- Ask pupils to read the sentences before they watch the video so that they know what information to look and listen for while they watch. Explain any words that the pupils have difficulty with and remind them that they should choose their answers based on what they see in the video.
- Play the video until the scene describing the Cyber Tracker ends and elicit that it is a computer that helps conservationists; so 1 is true.
- Play the rest of the video and ask pupils to do 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 (0:01:27)
- 2 F (0:01:37)
- 3 DS
- 4 T (0:02:16)
- 5 T (0:03:00)
- 6 DS
- 7 F (0:03:07)
- 8 T (0:03:26)

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 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 danger (0:00:12)
- 2 leading (0:00:24)
- 3 over (0:00:43)
- 4 contains (0:01:55)
- 5 option (0:02:39)
- 6 several (0:03:18)

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

1c 2b 3a 4a

B

- Explain that pupils have to decide whether the option begins a clause of contrast or purpose, and they have to choose the correct option to match the word order in each situation. Tell them to look for clues in the sentences to help them decide which words are correct.
- Tell pupils to look back at the grammar boxes in Unit 12 for a reminder if they need to.
- Ask pupils to do the task individually, but check the answers as a class.

Answers

- 1 in order to
- 2 so that
- 3 Even though
- 4 In spite of
- 5 whereas
- 6 for

Project

- Explain to pupils that their project is to write a paragraph about the tools you use to communicate and how your life would be different if you didn't have them.
- Read through the instructions with the pupils. Ask pupils to work in groups to brainstorm different tools for communication that they could write about and make a list of tools on the board as they say them. Then ask pupils to make notes about what they use each tool for and how life would be different without them.
- Ask pupils to work in pairs to discuss their ideas. Tell pupils to look back at Unit 11 for words related to communication.
- Explain that pupils should write a title for their paragraph and then use their notes to write about the tool they have chosen. Tell them to add a picture to the paragraph if they like.
- Once they have finished their paragraphs, ask them to present them to the class, and then stick them on the wall or in the school corridor.

Answers

Pupils' own answers

Notes on the Play - The Surfing Contest

Introduction

The play in *Wonderful World 5 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 134 and 135 of the Pupil's Book and also on the Class Audio CDs.

Cast

The main characters from the book (*Jake, Kate, Mandy, Robbie and Uncle Oliver*) star in the play as well as the competitors and judges in a surfing competition.

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 spectators at the contest 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 can 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 Surfing Contest* (*Because it is about a surfing competition which the children are watching*). Ask them why Mandy is putting on her winter Jacket in Scene 1 (*because she thinks there's going to be a storm*). Then ask them who is going to be in the competition in Scene 2 (*Mike Tsunami*) and why they think he uses this name (*because a tsunami is a huge wave*). Ask what Robbie has brought (*his camera*). Ask where Robbie goes to take a photo in Scene 3 (*on top of a big rock*) and what happens to him (*he falls off the rock into the sea*). Then ask how Robbie saved his photo (*he threw the camera onto the beach before he fell*) and what Mike Tsunami said when he saw the photo (*He said it was amazing and he invited the children to come back to the beach next day to give them surfing lessons.*).

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. 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. Tell pupils to highlight their parts on the script to help them to do this.

The story

It's Saturday morning and Jake and Mandy are in their kitchen packing their sandwiches to go to the beach. They are going to watch a surfing contest. Uncle Oliver comes into the room to take the children to the beach, and Mandy puts on her winter jacket. Jake, Mandy, Robbie, Kate and Oliver go together to the beach. The waves are very high and Robbie is excited because a famous surfer, Mike Tsunami is going to take part in the competition. Robbie has brought his camera to take a photo of Mike surfing. As Mike gets ready to surf, Robbie climbs up a rock to take photos of him. The wind is blowing hard and Robbie falls into the sea. Before he falls he throws his camera onto the beach. The Surfing Judge asks if Robbie is alright and Robbie shows him the photo he has taken of Mike Tsunami. Mike Tsunami comes to see the photo and in the end he is so happy that he invites the children to come back to the beach the next day to give them surfing lessons.

Characters

Jake
Mandy
Uncle Oliver
Robbie
Kate
Surfing Judge
Mike Tsunami
other surfers
a few people watching the contest

Props and materials

- two backpacks
- a table
- two bags of sandwiches
- a winter jacket for Mandy
- two chairs
- a camera
- a surfboard
- a picture of high waves
- a wetsuit
- a large notepad and a pen

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. The backpack and the bags of sandwiches should be on the table. Pupils can bring the sandwiches from home and they can use a school bag to put them in. If it isn't possible to find a real camera or surfboard, pupils can make a small box from card and draw the camera on the side of the box, and make a surfboard with large piece of paper or card and painted in bright colours. They can draw a picture of the sea with high waves on a large piece of paper as a background.

Scene 1

In Scene 1, the story takes place in Mandy and Jake's kitchen. 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 the beach scenes. Mandy and Jake should be standing at the table at the start of the scene and then Uncle Oliver should come on stage. Jake should be putting the sandwiches in the bag and Mandy should be wearing her winter jacket. The children should walk off the stage with Uncle Oliver 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 surfing contest. The table should be on the right of the stage with two chairs for the judges behind the table facing the middle of the stage. The background picture of the sea should be hung up on the wall at the back of the stage.

When the scene starts, the Surfing Judge should be sitting behind the table with a notepad and pen in his/her hand. Kate, Mandy, Jake and Robbie should enter the stage from the front left. The children who don't have speaking parts should be near the judges. At the end of the scene, Robbie should walk to the left corner of the stage next to the sea, holding his camera. Kate, Mandy, Jake and Oliver should stand looking towards the sea.

The person playing Mike Tsunami should be wearing a wetsuit or a tracksuit, and holding the surfboard on the right of the stage so that he is ready to come on stage in Scene 3.

Scene 3

When the scene starts, Mike Tsunami should walk on stage from the right in front of the judges and walk towards the sea holding his surfboard. He should put down the surfboard at the back of the stage and stand on it as if he is surfing. Robbie should be taking a photo of Mike and at the end of the scene he should fall over against the picture of the sea. If a cardboard camera is used, Robbie should drop it on the stage as he falls down. The other children should be pointing at him as he falls.

Scene 4

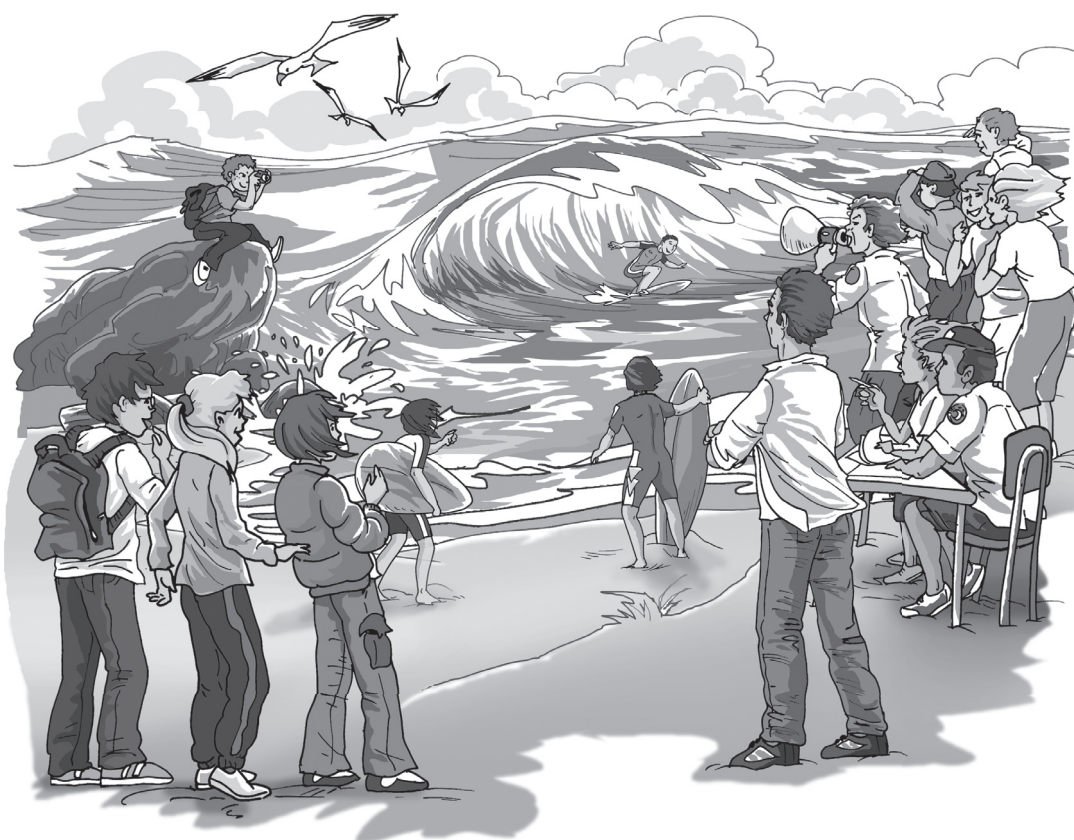
Robbie should stand up and move towards centre stage as if he is getting out of the sea. He should bend down as if he's picking up his camera. The judge and the children should walk over to Robbie and Mike Tsunami should pick up his surfboard and come over to talk to them.

Costumes

The play doesn't require any special costumes to be made. Kate, Jake, Mandy, Robbie, Oliver and the judge can wear casual clothes throughout the play and shouldn't have any costume changes. The person playing Mike Tsunami should be wearing a wetsuit or a tracksuit. Pupils can provide their own clothes, but you might like to suggest that the pupils who play Oliver and the judge wear something more formal so that it's clear that they're adults.

Promotion

Pupils who don't want to perform can also be responsible for promoting the play. They can design and make posters to stick 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.



Listening script

Unit 1

Lesson 1

This is the London Eye tourist information line. The London Eye is in South London near Westminster Bridge. It is open almost every day from 10 o'clock in the morning till 8 o'clock in the evening (closing times change in the summer and on some other days of the year). Tickets cost £15.50 for adults and £7.75 for children. It is free for children under the age of four. You can book tickets on the Internet or buy them from the ticket office next to the London Eye.

From the top of the London Eye you can see for 40 kilometres if the weather is good. You have a view of all London's landmarks, including the River Thames, Big Ben and Buckingham Palace. The wheel goes round very slowly at a speed of about 1 kilometre per hour and the ride lasts for 30 minutes.

Enjoy your visit to the London Eye!

Lesson 2

- Man** Phew! It's so hot.
Girl Yeah, and look at the time. It's only 11 o'clock.
Man Let's have a rest here for five minutes.
Girl OK. Can I have some water?
Man Yes, but don't drink too much. We've only got one bottle left.
Girl Dad! What's that under that rock?
Man Where?
Girl There! I think it's a snake!
Man Relax, Ellie. Look, it's just a lizard.
Girl Phew!
Man Have you got the map?
Girl Yeah, here it is.
Man Let me see. We're here now and our destination is there. And we need to get there before the sun goes down.
Girl But that's about ten kilometres! How can we walk so far in this hot sun? Everything is bare and rocky here. And my feet are hurting in these walking boots.
Man Oh, Ellie! Stop it! Look at the impressive view from here. And there are some amazing prehistoric drawings on these rocks. I want to take a photo. Let's go now and we'll stop for lunch in an hour.
Girl OK. Oh no!
Man What's the matter now?
Girl I'm sitting on my sandwiches. Look at them now!
Man Never mind, they'll still taste the same.

Unit 2

Lesson 1

Hello and welcome to the programme 'Strange But True'. Today we're talking about inventions. Not inventions that changed the world like the telephone and the computer. These inventions weren't a success and they aren't for sale in the shops!

1

The first one is the umbrella hat. It's a Japanese invention – it's an umbrella, but you don't hold it in your hand – you wear it on your head! This wasn't a success because people felt silly wearing it.

2

This is something else that you wear – a seat. It looks like a belt, but it opens and becomes a seat! It's useful if you want to sit down when you're out – for example, when you're waiting somewhere and you feel tired.

3

This invention's really funny. It's a good one for people who like our eight-legged friends. It's some steps for spiders to help them get out of the bath! The spider can climb up the steps and escape!

4

This is useful for meal times. It's a small electric fan and you use it when your food is too hot. You put the fan next to the hot food and it makes it cool so you can eat it.

5

This is another one to do with food. It's a fork that helps you eat the right way! If you eat too fast, the fork makes a sound and a red light goes on!

Well, as I said before, these inventions aren't for sale ...

Lesson 2

In the past there were many stories about the moon. Some people used to say there was a 'man in the moon' who lived there, for example. They thought they could see his face on the moon at night. Now we know a lot more about the moon and astronauts have even visited it.

The moon is about 385,000 kilometres away from Earth – not very far really. It only takes 13 hours to travel to the moon by rocket. It takes 130 days to travel the same distance by car.

The moon goes round the Earth in the same way that the Earth goes round the sun. It takes 27 days for it to go round the Earth. When we look at the moon from Earth, it looks like a light in the sky. The moon doesn't make its own light, however – it reflects light from the sun. The moon looks as if it changes shape every night. Actually, the moon doesn't change, but the light from the sun changes and this makes the moon look different to us.

The moon looks big, but it is actually about four times smaller than the Earth. The Earth is also a much more comfortable place to live. There is no air on the moon and it is very dry and bare, and the sun's rays are dangerous to human beings. If people go to live on the moon one day, it won't be easy. They will have to stay indoors most of the time and wear special clothes when they go out.

Lesson 3

Speaker 1

I'm one of those people who talks on their phone all the time. I take it with me wherever I go. It's so useful. The only problem is the phone bill at the end of the month. It's usually huge! Fortunately, my parents pay it, but they're always telling me that I use my phone too much.

Speaker 2

I've had my mobile phone for about two years now and I use it all the time. I don't make a lot of phone calls, but I send about 100 text messages a month! I can write messages really fast so it's easier than sending emails. It makes a big difference because I can communicate with my friends quickly.

Speaker 3

My mum and dad gave me a mobile phone for my birthday a month ago so I haven't had it for long. I don't often talk on it, but I sometimes ring my parents when I'm out. Oh, and I like playing games on it when I'm bored. I don't think I really need a phone, though - it's just something that everyone has nowadays.

Speaker 4

I love using my mobile phone, but I've got one problem. A lot of the time I forget where I've put it. My friends laugh at me because I spend so much time searching for it! Sometimes I ask them to call me on my phone so I can hear it ring and find it!

Speaker 5

I'm the only person in my class who hasn't got a mobile phone and I really want one! My parents say I don't need a phone and they think they're bad for my health, but I don't agree! People my age need mobile phones so they can contact their friends easily. I've got email but it's not the same.

Unit 3**Lesson 1**

- Interviewer** Now Alex, you've got an unusual job. Can you tell me about it?
- Alex** Yes, I'm a special kind of firefighter - a smokejumper.
- Interviewer** And what do smokejumpers do?
- Alex** We help put out forest fires. In Russia, where I usually work, there are thousands of wildfires every year.
- Interviewer** I see. And how do you fight the fires?
- Alex** When there's a forest fire in an area that is difficult to get to, we fly to the area by plane or helicopter. Then we jump out, land on the ground and try to put out the fire or prevent it from spreading.
- Interviewer** It sounds like a dangerous job!
- Alex** Yes, it is! Sometimes we stay in the forest where the fires are for days.
- Interviewer** What do you take with you?
- Alex** Water and some basic equipment, especially shovels and axes.
- Interviewer** What sort of person do you need to be, to be a smokejumper?
- Alex** Well first you need to be tall and strong. You also need to know how to survive in the forest - to find food and live outdoors, in nature.
- Interviewer** Are all smokejumpers men?
- Alex** Most of us are men, but some women have started doing this job recently.
- Interviewer** That's very interesting. Well, thanks for talking to me Alex ...

Lesson 2

The oldest dinosaurs lived about 240 million years ago. At that time the Earth's climate was quite warm and dry. More reptiles started appearing on Earth because of this hotter climate.

- Jane** Hey, Ben, look at this dinosaur! Scary, eh?
- Ben** It's huge! What is it? A Tyrannosaurus Rex?
- Jane** No, it's a model of a Masiakasaurus.
- Ben** Look at its teeth!
- Jane** Yeah, and its claws!
- Ben** And look at this huge egg. What kind of bird is it from?
- Jane** It's a dinosaur egg, silly!
- Ben** I didn't know dinosaurs had eggs.

- Jane** You haven't been listening in science lessons! Dinosaurs were reptiles remember!
- Ben** OK, Jane, I believe you!
- Jane** This is a strange animal. It's a kind of bird.
- Ben** What's it called?
- Jane** It's a dodo. I've heard of dodos. It says that the last living dodo was seen in the seventeenth century.
- Ben** Why did they die out?
- Jane** Look, it explains it here. 'They were hunted by humans and dogs because they couldn't fly.'
- Ben** Oh. Poor birds. When did dinosaurs die out?
- Jane** About 65 million years ago.
- Ben** Why? Did people hunt them too?
- Jane** Of course not! There weren't any people on Earth 65 million years ago!
- Ben** So what happened to them?
- Jane** Nobody really knows. Some people say it was because the temperature on Earth got colder. Others say a big rock from space hit the Earth and killed them.
- Ben** Really?
- Jane** Yes. Anyway, I'm hungry now. Shall we go and get something to eat ...

Unit 4**Lesson 1**

This is the story of King Arthur and King Uther, his father, who was King of Britain. Uther wanted to marry a woman called Igraine, who was kind and beautiful. Merlin, the wizard, said he would help them to marry if King Uther gave him his first son. King Uther and Igraine agreed, and Merlin helped them. They got married and had a baby son called Arthur. Merlin took baby Arthur and gave him to another family, who looked after him. Arthur grew up with this family and nobody knew he was really King Uther's son.

Many years later King Uther became ill and died. Because nobody knew that he had had a son, there was no-one to be king now. For many years there was a lot of fighting between different people who wanted to be king.

Then one day, Merlin, the wizard, told everyone to go to special place. A strange stone had appeared and there was a sword in it. On the stone there was a message. It said: 'the person who pulls this sword out of the stone is the true king of Britain.' Many people tried to pull the sword out of the stone, but they didn't succeed. Then, one day, Arthur, who was then 15 years old, saw the sword in the stone and pulled it out. Everyone was amazed that he had succeeded. Then Merlin explained that Arthur was really King Uther's son and Arthur became a wise and good king.

Lesson 2

Welcome to 'World Mysteries'. Today we'll be talking about two famous mysteries from different parts of the world. Our first subject is the Bermuda Triangle. It's so famous that there have been films and even songs about it! So what is it exactly?

Well, the Bermuda Triangle is an area in the Atlantic Ocean where there have been many disappearances of ships and planes. The mystery of the Bermuda Triangle began in 1945 when five American planes disappeared in that area during a bad storm. Since then more than 100 planes have disappeared and more than 1000 people have died.

Some people say that there is nothing mysterious about the Bermuda Triangle - they think that accidents happen there because the weather is often very stormy in the area. The truth is that since technology has got better and it's much easier now to keep in contact with planes and ships, there have been fewer disappearances than before.

Another place where unusual things happen is Texas in the USA. In the desert in West Texas you can see some strange lights in the sky nearly every night. People call them the Marfa lights because they appear near the town of Marfa. Many people who live there have seen them, but no-one knows what they are. Some people have seen just one bright light, while others have seen more than one light. Some say the lights move and change colour. The mystery of the Marfa Lights started many years ago. Many pilots trained in this area in the 1940s and saw the lights during their flights. Seventy years later, no-one can explain what the lights are and why they exist. The mystery continues ...

Lesson 3

Woman Can I help you?
Man Yes, I'm looking for a present for my granddaughter. Have you got any ideas?
Woman How old is she?
Man Eleven – well she'll be twelve in a few days.
Woman OK, how about a Harry Potter book? Most kids between ten and thirteen love them. We've got the newest one if you're interested.
Man Yes, I had thought of getting her a Harry Potter book, but her mum told me she's read them all.
Woman I see. Well if she likes adventure stories, this one might be suitable for her. And it isn't expensive.
Man Mmm. It looks good. This book's a bit dirty, though. Have you got any others?
Woman No, sorry, that's the last one.
Man Mmm. Now this is the kind of book I love! Ancient Greek Myths and Legends.
Woman But is your granddaughter interested in Greek legends?
Man Probably not. But look at these pictures – they're beautiful.
Woman Yes, you're right, but maybe ...
Man Just a minute. Mmm – at last, something that I recognise! 'The Lion, the Witch and the Wardrobe' by C.S. Lewis. That was my favourite book when I was a boy!
Woman Really? That one isn't very popular with kids these days. They usually prefer more modern stories.
Man Oh, I'm not worried about that. It might be old, but it's amazing. How much is it?
Woman Eight pounds fifty.
Man OK, I'll take it. Thanks very much!

Unit 5

Lesson 1

Boy I really need to earn some money. I'm going to try to find a part-time job.
Girl Well, there are some job adverts in this newspaper.
Boy Let me see. Mmm, here's one. They want someone to look after a young child one evening a week.
Girl That sounds good – you like children. And you're free in the evenings. Which day is it for?
Boy Fridays.
Girl Do you need any special skills?
Boy No, it says they aren't necessary. There's one problem, though.
Girl What?
Boy They're looking for a girl!
Girl That's not fair! You're really good with kids. Is there anything else?
Boy Yes, there's one here for a gardener.
Girl That might be suitable for you. You like being outdoors.
Boy No, that's no good either. They want someone experienced.

Girl Well, you know how to cut grass, don't you?
Boy Yes, but ... just a minute. This one sounds better. They're looking for people to work on a film.
Girl Really? As actors?
Boy No, but it says it's well-paid and exciting. It says you work behind the scenes.
Girl That probably means making coffee! What else does it say?
Boy You don't pay for meals or transport, so that will save money.
Girl Let me have a look. Mmm, it sounds interesting. I think I'll send an application to this email address.
Boy Hey, wait a minute – I'm the one who's looking for a job, not you!

Lesson 2

Vicky Hi Roy.
Roy Oh! How's it going? Have you finished getting ready for the trip tomorrow?
Vicky No, that's why I'm ringing. My rucksack is full already and I haven't put my sleeping bag in yet!
Roy But your rucksack is really big! What have you put in it? Mr Price said we should only take the necessary things, remember?
Vicky I've got three pairs of trousers, five T-shirts and 3 pairs of socks!
Roy That's too much! We're only going for two days!
Vicky OK I'll take some out.
Roy What else have you got that isn't necessary? Have you got your MP3 player?
Vicky No, I haven't, but that's small anyway. I've got my toothbrush, my hairdryer ...
Roy There's no point in taking a hairdryer! We'll be staying in tents in the middle of a forest.
Vicky Mmm, I suppose you're right.
Roy Anyway, there are more important things to think about. Have you got a hat and some sun cream? We'll be walking for hours, you know.
Vicky I've got some sun cream, but I can't find my hat.
Roy Well, I've got a spare hat if you want.
Vicky OK, thanks. I don't think it will be sunny, though, do you?
Roy Well, the weather forecast for this weekend said it will be warm and windy, but it probably won't rain.
Vicky Oh, good. OK, I'm sure everything will fit now ...
Roy OK. See you tomorrow!
Vicky Bye!

Unit 6

Lesson 1

Presenter Hello and welcome to 'Kids' Challenge', the quiz show for the under-twelves. Here in the studio today we've got Jenny from King Charles School ...
Jenny Hello.
Presenter ... and Nicholas from Meadows School.
Nicholas Hello.
Presenter So, the first question, for two points. Which of the following plays did William Shakespeare not write? Was it a 'The Birds', or b 'Hamlet'? Yes, Jenny?
Jenny It was a 'The Birds'.
Presenter You're right, Jenny, 'The Birds' was written by Aristophanes not Shakespeare. Well done, that's two points to you. Question 2: Which group did the musicians John Lennon and Paul McCartney belong to? Was it a The Rolling Stones ... and

Nicholas thinks he knows the answer already. Yes, Nicholas?

Nicholas It was The Beatles.

Presenter Another correct answer! Two points to Nicholas. So Jenny and Nicholas have the same score at the moment. Question 3: Which country was the artist Picasso from? Was it a Italy, or b Spain? Nicholas again.

Nicholas I think it's a Italy.

Presenter No, Nicholas, I'm afraid it isn't. Picasso was from Spain. That wrong answer means one point to Jenny, and we move on to question 4 now. Which famous actor later became a politician? a Melina Mercouri or b Sophia Loren? Jenny?

Jenny I think it's Sophia Loren.

Presenter No, it isn't. The correct answer is Melina Mercouri. So one point to Nicholas. So the scores at the moment are even with 3 points each. And we're on the last question now which will decide who the winner is! So, for two points, which kind of athletes take part in a famous competition at Wimbledon every summer? Is it a swimmers, or b tennis players? Nicholas?

Nicholas It's b tennis players.

Presenter Yes, that's the correct answer and it makes Nicholas the winner with five points! Well done Nicholas – and to you Jenny. It was very close, but Nicholas just made it at the end ... [fade out]

Lesson 2

Interviewer Welcome to 'Everyday Heroes', the programme where we meet people who have done something amazing to help someone else. In the studio today is 13-year-old Paul Stevens. Paul has become famous recently because he saved not just one person but his whole family! Paul, welcome to the programme.

Paul Hi.

Interviewer Tell us what happened.

Paul Well, one evening my mum was driving us – me and my two little sisters – home from school. It was dark and it was raining a lot.

Interviewer And what happened?

Paul We went round a corner and suddenly the road disappeared! It was completely flooded and the car went straight into some deep water. It was really frightening!

Interviewer I'm sure it was!

Paul The water was getting deeper and deeper and my mum didn't know what to do. Then I had an idea. I opened one of the car windows and climbed through it onto the roof of the car. Then I helped my sisters and my mum to climb onto the roof too.

Interviewer Then what did you do?

Paul There were some houses nearby so I decided to swim to get help.

Interviewer I admire you for being so brave! So you jumped off the roof of the car into the water ...

Paul That's right. It was freezing cold and I couldn't see very well. I swam for only about five minutes but it seemed like a very long time! Then I climbed out of the water and ran to the nearest house. The people there called a rescue team.

Interviewer How long did it take for them to arrive?

Paul About twenty minutes. Fortunately, my mum and sisters were still there on the car. They took us all to hospital, but we were OK – just very cold and wet!

Interviewer Well, that's an unforgettable story. Well done, Paul, you're a real hero. Thanks for talking to us

Lesson 3

John Hello Katherine.

Kath Oh, hi John.

John What are you doing here?

Kath I'm waiting for my son, Finn. I've just given him a lift to his piano lesson down the road.

John Ah. So how long's Finn been learning the piano for?

Kath Oh, he started when he was six. His teacher says he's got real talent.

John Really? My daughter, Poppy, is crazy about horse riding at the moment. She wants to have her own horse now!

Kath Oh dear! That'll be expensive.

John Mmm, I know. But she's already taken part in a few competitions and she seems to have a natural talent for riding.

Kath Well, take my advice and wait for a few more months before you think about buying her a horse. Kids change very quickly, you know. Take my daughter, Sophie, for example. She used to love ice skating and we bought her some very nice skates, and spent a lot of money on lessons, and now she's not interested in it any more. She prefers painting now.

John Painting?

Kath Yes, she says she wants to be an artist! How's your son Julian, anyway?

John Oh, he's fine. He's very shy, and he isn't interested in sport and outdoor activities, but his teachers say he's brilliant, especially at English.

Kath Really?

John Yes, we think he'll probably become a writer. He spends all his time writing poems and stories.

Kath And are they any good?

John I don't know – he doesn't let us read them!

Kath Well, it's better than playing computer games all day!

John Exactly! I'm happy to say none of my children are very interested in computers – I think Emily might become a photographer. She's taken some beautiful pictures of the family – I've got one here, look.

Kath Mmm. It's very good.

John Oh no, look at the time! I'll have to go.

Kath OK, bye John.

John Bye.

Unit 7

Lesson 1

1

Woman I don't feel very fit and I don't have much energy these days. I think I'm going to join a gym.

Man Listen, Donna, you don't need to go to a gym to keep fit! It's quite expensive you know. I go running in the park three times a week.

Woman I know, but I don't like exercising on my own. I want to do something with other people – it's much more fun!

2

Woman Are you feeling better after your sleep, Mick?

Man No, I've still got a sore throat and a headache.

Woman Why don't you take some of this medicine? It's good for headaches.

Man It's OK, thanks. I've got a doctor's appointment later.

Woman I hope you get better soon.

3
Boy Do you want an ice cream, Kim?
Girl Yes, but I can't have one! I'm on a special diet.
Boy But you don't need to lose weight!
Girl I know - I'm not trying to lose weight. I can't eat things with cow's milk in them because they make me feel ill.
Boy Oh, I see. Let's have an orange juice then.
Girl Well, I'd like a lemonade please.

4
Man You look very well and relaxed, Sally! Have you been on holiday?
Woman No, I've started taking vitamin pills. I was very pale and tired a few weeks ago, but now I feel like a new person!
Man Oh, I don't like taking things like that. I think it's much better to eat healthily.

5
Girl What's the matter, Nigel? Your eyes are all red.
Boy I know.
Girl Have you been studying too much?
Boy Er ... not really. I think it's because of the computer.
Girl Mmm. I bet you've been playing too many games on it. You'll have to start wearing glasses soon if you aren't careful!

Lesson 2

Interviewer Hello and welcome to 'Jobwatch', the programme that tells you everything you have always wanted to know about the jobs other people do. Today we're talking to Daisy Cooper, who is only seventeen years old, but has already begun her career as a model. Daisy, welcome to the programme.
Daisy Thanks, Howard. It's a pleasure to be here.
Interviewer Now modelling is a job that lots of girls – and boys too – dream about. How did you become a model?
Daisy It just happened by chance. I was shopping with my mum when a woman came up to me and asked me if I was interested in becoming a model. I was so surprised that I thought it must be a joke. Later my mum and I talked about it and she let me call the woman. And it all happened from there.
Interviewer So you hadn't always wanted to be a model?
Daisy I hadn't really thought about it. I've always been very tall, but I wasn't a very pretty child.
Interviewer What do you like about being a model?
Daisy Well, it's given me the chance to see the world. I love travelling and I've already been to Japan, Australia and all over Europe. I meet lots of interesting people and ... well, of course, it's well-paid.
Interviewer And how do you feel when you see your picture in magazines?
Daisy It's strange. They make me look so different. Sometimes I feel it isn't really me in the photos!
Interviewer Really?
Daisy Yes. I usually look much more beautiful than I do in real life!
Interviewer Well, being a model can't always be fun. What don't you like about the job?
Daisy I'm still quite young so I miss my family a lot when I'm away from home. My mum often travels with me, which is nice, but I still miss my dad, my brother – and my dog!

Interviewer Anything else that you don't like?
Daisy Yes. Sometimes it's really boring! It may take hours for a photographer to get the right photograph. You have to try to look happy and relaxed when you aren't!
Interviewer Mmm, that must be hard – but no job is perfect! And what about the future?
Daisy I hope to be modelling for the next couple of years. But later I might decide to do something completely different. Most of my friends are going to university next year and that's something I'd like to do.
Interviewer So you might give up life as a model and continue your studies later?
Daisy Yes, I might.
Interviewer Well, Daisy, we're running out of time now so thanks for talking to us ...

Unit 8

Lesson 1

Emma That's a nice poster. Where did you get it?
Lawrence It's from an exhibition at an art gallery I went to last week.
Emma Really? I love black and white photos. I think I prefer them to colour ones.
Lawrence Me too. That one's got a great atmosphere, hasn't it?
Emma Yes. Who was it taken by?
Lawrence Someone called Ian Stone. I think he lives near here, actually.
Emma It sounds like a good exhibition.
Lawrence Yes, it was. I wasn't expecting to enjoy it because I usually find art galleries really boring.
Emma Do you? I think they're great places – so quiet and relaxing. I love looking at pictures.
Lawrence What kind of pictures do you like, then?
Emma Most things, really, but my favourite painter is Van Gogh. His paintings of nature are fantastic.
Lawrence Actually, I'm not a big fan of landscape paintings. I prefer more modern things with bright colours and shapes.
Emma Really? My problem with a lot of modern art is that I can't understand what the pictures are about.
Lawrence But that's the great thing! Different people can see different things in the same painting.
Emma Well, I like things to be clear. A tree should look like a tree, in my opinion!
Lawrence What about graffiti? I bet you hate that.
Emma Yes, I do – but what's graffiti got to do with art?
Lawrence Everything! Some graffiti artists are very talented, you know. Some amazing things are drawn by them.
Emma I'm sorry, Lawrence, but there's graffiti everywhere in the city centre and it doesn't look like art to me ... [fade out]

Lesson 2

Michael Jackson, who died at the age of 50, is remembered for his amazing musical talent. He had millions of fans and sold more than 750 million albums during his career. He was a singer, a songwriter, a producer, a dancer and a choreographer. Apart from his songs he is also famous for his dancing. His 'moonwalk' dance, which looked as if he was being pulled backwards, has become legendary. He is also the third biggest selling pop star after Elvis Presley and the Beatles. What many people may not know is that he gave millions of dollars to charities. His own Heal the World Foundation was set

up to help the children of the world. Michael Jackson wrote the song 'Heal the World' – a song he was very proud of. Another famous song for charity is 'We are the World' which was written in 1985 by Michael Jackson and Lionel Richie to help people in Africa.

Jackson was called the Most Famous Living Man on Earth and he was in the Guinness Book of World Records many times – eight times in 2006 alone. Some of these world records are: thirteen Grammy Awards, thirteen number one singles, and his album 'Thriller' is still the biggest selling album since records began. He has waxwork figures in five Madame Tussauds museums across the world. Only Elvis Presley and Madonna have more – six. Jackson also has two stars on the Hollywood Walk of fame.

Michael Jackson has become a legend and it is certain that his music will be played for many years to come. He has influenced music and culture throughout the world and he has also inspired many young artists like Britney Spears, Justin Timberlake and many others. His music and incredible dance moves will always be admired.

Lesson 3

Teacher Right, everyone, as you know, the school play is in two weeks' time. So I just want to check what's ready and what still has to be done. Let's start with the actors! There were a few problems last week – lots of people were forgetting their lines. Has everyone learnt them now?

All kids Yes, sir.

Teacher Are you sure? Becky, how about you? You've got the main role.

Girl 1 Yes, I've been practising them all week.

Teacher Great, no problems there then, I hope. What about the costumes. Katie, your mum's making them, isn't she? Are they ready yet?

Girl 2 Er, not all of them. Mum says they'll be finished by Friday.

Teacher OK, as long as it's no later than Friday. That will give us time to try them on and see if they fit. Now, the posters. Have they been put up yet?

Boy Not yet.

Teacher Have they been made?

Boy Yes, they've just been finished and I've got one here. It's come out really well.

Teacher Mmm, it looks great! I must ask Mr Marston in the art department to thank his pupils for making those. OK, well they must be put up in the next few days, OK? The other thing we had a problem with was the music. The girl who was going to play the piano can't do it now. Has anyone else been found?

Girl 1 Yes Sir, I've found a girl. Her name's Wendy Shaw and she's in class 5F.

Teacher Well done, Becky. I'll speak to her. Now, lastly, the tickets. How many have been sold?

Girl 2 All of them, Sir. There are none left!

Teacher Really? That's fantastic! Congratulations everyone! OK then...

Unit 9

Lesson 1

Rep OK, welcome everyone! We've got a lot planned for the next three days! There will be an early start tomorrow morning – that's Friday – because we're going cycling. Mountain bikes and helmets can be rented from the shop next door. So we'll leave here at 8 o'clock and cycle to Connelly Lake, where we'll have a picnic lunch. In the afternoon, if the weather's good – and I mean if it's windy enough –

our windsurfing instructor will take you out on the lake for a two-hour lesson.

Woman Er, should we wear wetsuits?

Rep Yes, because it gets very cold out on the water. Again these can be rented.

Woman OK.

Rep Then it's dinner at the hotel and you'll probably want an early night after all that exercise! On Saturday morning we'll start a bit later and there's been a change to the original programme. Unfortunately, there isn't much snow on the mountains at the moment. So, we won't be able to go skiing. Instead we've arranged a hike in the mountains. If you don't want to go walking, you'll be able to stay at the hotel and just relax by the swimming pool.

Man What about Saturday afternoon? Are we still going diving?

Rep No, that's been changed to Sunday morning now. There will be a party at the hotel on Saturday night – and then on Sunday morning, there will be a scuba diving trip to Beaker Island.

Woman Er, will there be a diving instructor for people like me who've never been diving before?

Rep Yes, of course. Most of you are beginners, I think. And don't worry about safety – we don't take any risks with any of the activities we offer. That's probably why we've never had any accidents so far. And we've been offering activity holidays for over ten years now. Well, I think that's everything. So has anyone got any more questions?

Lesson 2

Presenter Hello and welcome to the programme 'Extreme Sports', and here with me in the studio are Julia Knowles, the Olympic swimming champion...

Julia Hello.

Presenter And Dan Simpson, who's just written a book about his experiences as a climber.

Dan Hi.

Presenter Well, Dan, why do people do extreme sports?

Dan Because they like a challenge. If you don't have challenges, life gets very boring.

Presenter Yes, but I don't understand why some people enjoy risking their lives for fun.

Dan Actually, I don't think they really think about the danger. They enjoy doing something that not many other people have done.

Julia Yes, I agree. Extreme sports are like a test of strength. That's probably why it's usually men who do them – because they want to show how powerful they are!

Dan Actually, more and more women are starting to take up dangerous sports, you know.

Presenter Mmm, you're right. And it also seems that new sports are being invented all the time, like kite surfing. Well if I tried that, I'd probably break my arm or leg or something. Wouldn't you have to be very, very fit to do this sport?

Julia Yes, of course.

Presenter What worries me is that anyone can try an activity like this even if they aren't fit enough or strong enough.

Julia Mmm, you're right about that. That's why there are so many accidents.

Dan Another reason accidents happen is that unfortunately many people who organise these sports don't always follow all the Health and Safety rules. The equipment that you can rent isn't always as good as it should be.

- Presenter** So if you want to try an extreme sport, what should you do?
- Julia** Well, make sure that there is always a properly qualified instructor with you at all times. And, of course, don't take unnecessary risks.
- Presenter** Well, we're running out of time now so thanks to both ...

Unit 10

Lesson 1

1

- Man** Hello? Is that the police?
- Woman** Yes, this is Barnley police station. How can I help you?
- Man** I'm ringing to report a crime. I think the bank on Queen Street has just been robbed!
- Woman** Can you tell me what's happened?
- Man** Yes. Two men have just run out of the bank and they're getting into a car.
- Woman** What's the number of the car?
- Man** Er, I can't see very well. I wish I had my glasses with me ...
- Woman** Can you describe the men, sir?
- Man** Well, they were tall and wearing masks.

2

- Woman** Excuse me, you aren't allowed to park here.
- Man** Why not?
- Woman** Because it's not a road – it's where people walk!
- Man** Look, I just need to go to the shop round the corner. I'm only going to be five minutes.
- Woman** Well, you're breaking the law and if you don't move your car, I'll call the police!

3

- Girl** Oh no! I don't believe it! It's gone!
- Boy** What?
- Girl** My bike! I left it here while I went to the post office.
- Boy** Didn't you lock it?
- Girl** No – I wish I had. It's so old I didn't think anyone would want to steal it!
- Boy** You should be more careful. There's a lot of crime in this area.

4

- Man** Excuse me. I'm the store detective. Can I have a look in your bag, please?
- Girl** Yes, but why? The only things I've got in it are my purse and my sunglasses.
- Man** I don't think you've paid for these.
- Girl** But I didn't buy them from this shop. They're mine! I've had these sunglasses for a long time.
- Man** Sorry, Miss, but I don't think you have. Can you come with me, please?
- Girl** I don't believe this! I want to see the manager.

5

- Boy** A ticket to Brighton, please.
- Woman** That'll be 18 euros, please.
- Boy** No, I want a child's ticket for nine euros. I'm not sixteen yet.
- Woman** Well, you look at least sixteen to me! Have you got any proof of your age? A passport or something?
- Boy** Er, no, I haven't but ...
- Woman** Well, I'm sorry, but you'll have to pay the full price, then.

Lesson 2

Agatha Christie, who died in 1976, was one of the most famous writers of detective stories in the world. Not many people know about the mystery in her own life, however – a mystery that was never solved.

On the evening of December 8th 1926, Agatha Christie, aged 36, disappeared. At the time, Agatha was married to Archibald Christie, but they were having problems with their marriage so she decided to go away for a short holiday. Before she went, she left two notes – one to her secretary with details of her trip and another to a police officer. In this note, she said that she was worried about her own safety, but she didn't say why.

The next morning Christie's car was found at the bottom of a hill near a pond called Silent Pool. In it were bags of Christie's clothes and other personal things. The police thought Christie might have been murdered and they searched the pond for her body, but didn't find anything. The search for Christie then became more serious. Newspapers reported her disappearance and planes were even used to look for her.

Eleven days later the police got a telephone call from someone staying at the Hydropathic Hotel in Harrogate who said that a woman who looked like Agatha Christie was staying at the hotel. The police and Christie's husband rushed to the hotel and found that it was really her! Christie couldn't remember what she was doing at the hotel or how she had got there.

So what really happened? Did Agatha Christie really not remember anything? The police decided she had probably lost her memory because of stress from the death of her mother and her marriage problems. Other people say the whole story was just a way to encourage people to buy her books!

Lesson 3

1

- Woman** Listen to some of these stories about stupid criminals.
- Man** Go on then.
- Woman** My favourite is this one about some robbers who stole what they thought was a suitcase full of money. They got a surprise when they opened the case, though.
- Man** Why?
- Woman** Well, it didn't have any money in it.
- Man** What was in it?
- Woman** Medicine, pills – you see, it was a first aid kit!
- Man** No, I don't believe it! Is that a true story?
- Woman** Yes!

2

- Woman** Another one I like is about a burglar in Japan. He robbed a house, but he made it easy for the police to catch him.
- Man** Why?
- Woman** Well, it was hard not to notice him because he was wearing a Spiderman costume!
- Man** I thought Spiderman was supposed to fight crime, not commit crimes!

3

- Woman** Then there was the woman who rang the police about a stolen towel. She said that someone had taken it while her daughter was swimming at the local swimming pool.
- Man** And what's funny about it?
- Woman** The police asked her to describe the towel and she said, 'It's white and it says 'Holiday Inn Hotel' on it'.
- Man** [sound of laughter]

4

Woman Here's another one. A man wanted to give his girlfriend a nice present, but he didn't have any money.

Man What happened?

Woman He stole a necklace worth thousands of dollars from a jewellery shop and gave it to his girlfriend, but she reported him to the police.

Man How did she know it was stolen?

Woman She recognised it because he had stolen it from the shop where she worked!

Man Brilliant!

5

Woman OK, last one. It's about a thief that the police had been chasing for over an hour. He was hiding in a forest and the police couldn't find him until Guess what happened! His mobile phone started ringing!

Man What, he hadn't switched it off?

Woman No!

Man You're joking!

Woman No, I told you before, they're all true stories. They're from this book called 'The World's Most Stupid ...'.

Unit 11

Lesson 1

Tim Hello, Groovenet customer helpline. My name's Tim, how can I help you?

Diane Hello. I'm ringing about my Internet connection. It isn't working properly.

Tim Can you tell me your email address, please?

Diane Yes, it's dianesmith (all one word) @ groovenet.co.uk.

Tim OK. What's the problem exactly?

Diane Every time I go online, the Internet works for a few minutes and then I lose the connection.

Tim I see.

Diane I rang this number yesterday and spoke to someone who said they would fix the problem, but it's still not working properly. I work from home and I use the Internet a lot, so it's making my life very difficult.

Tim Right, well sorry about that. I'll see what I can do now. First of all, please check if your modem is working.

Diane Er, how can I check?

Tim Well, look at your modem. Is there a red light on it?

Diane Yes.

Tim The modem seems to be OK then. It's probably something to do with your telephone line.

Diane But my phone's working fine – there's no problem with that.

Tim When you're on the phone, does your Internet work?

Diane No, that's another thing. If I make a phone call or someone calls me, I lose the Internet connection then too.

Tim Mmm. That shouldn't happen. I think the problem must be with your phone company, not us. Give them a call and ask them to test your phone line. Then if you're still having problems with your Internet, we'll send a technician. Call us again or send an email. Thank you for calling. Goodbye!

Diane Yeah, thanks a lot for your help!

Lesson 2

One thing that separates dogs from most other animals is that they really enjoy the company of human beings. That's probably why they have become the most popular pets in the world and are often called 'man's best friend'. Because of their special skills and abilities, we have also created many jobs for dogs to do in our human world.

Jack, for example, is a beagle, a kind of dog with a very good sense of smell. Jack has been trained to do a very important job. He works at an airport in the USA and his job is to check luggage and mail to make sure they don't contain fruit or vegetables from other countries or anything dangerous. His powerful nose makes him much better at finding these things than a human being would be.

Jessie is another working dog. She is taken to visit children who are seriously ill in hospital. She was specially chosen to work with children because of her gentle and friendly character. Her owner says, 'It's amazing, but Jessie seems to understand each child's emotions like another human being.' The children love playing with her. Spending time with a dog like Jessie helps them feel much better.

Rex is a dog who helps people in a different way. He has to have very special skills because he's a guide dog for someone who can't see. Rex's training started when he was a puppy and took several months. Now it is his job to help his human partner, Jill, to cross busy roads, get on and off buses and avoid any dangers that she can't see. Rex has to know when to listen to Jill and when not to. If Jill tells Rex to cross the road, for example, and there is traffic, Rex has to wait. Rex also has to be very calm and know how to behave himself in places like shops and restaurants where most dogs aren't allowed to go.

Unit 12

Lesson 1

Presenter Now on the subject of money, my guest on today's programme is David Grisham, who at the age of twenty-one is already a millionaire! Welcome to the programme, David.

David Thanks, Gillian.

Presenter Now, David, you own a computer games company and you've already made a fortune. How did it all start?

David Well, my friends and I used to play a lot of computer games and I thought some of them weren't that good. So one day I just sat down and designed my own game.

Presenter How old were you then?

David Sixteen. Anyway, when I showed the game to my friends, they thought it was great and they all wanted a copy.

Presenter And then you designed some more games.

David That's right. The problem was how to sell them to other people. That's when I decided to set up my own company on the Internet.

Presenter Did anybody help you?

David Yes, my dad. He's the owner of a small business, and he gave me lots of tips. I also borrowed some money from him.

Presenter And has your life changed in other ways since you became rich?

David Well, I don't live in a big house and have everything done for me, if that's what you mean. I still live at home with my mum and dad and the only expensive possession I've got is a nice car.

Presenter Has money made you a happier person?

David No, I don't think money can make you happy. Other things make you happy like family and friends. Having a lot of money makes life easier in some ways, but it can also be quite stressful.

Presenter And what tips have you got for other young people who want to be successful?

David Believe in yourself and don't listen when people tell you you can't do something. You can!

Presenter Good advice, David! Thanks very much for talking to me today.

If you can't make it this Saturday, don't worry! It's the first day of the sales on Monday and there will be even more bargains!

Lesson 2

The Blue Sky Shopping Centre – shopping and a whole lot more!

Presenter Well, it's half past ten on a Saturday morning and that means it's time for the Clothes Doctor! Miriam Wood is here to help you with all your fashion problems. Good morning, Miriam.

Miriam Hello, Graham.

Presenter And we've got our first caller on line 1. It's Zoe Hobbs from Lincolnshire. Zoe, hi.

Zoe Hello.

Presenter What's your question for Miriam?

Zoe Well, I've got a problem with my feet. They're too big and I can never find any nice shoes in my size.

Miriam What size do you take?

Zoe I'm only thirteen and I already take a size 41!

Miriam I see. Well, don't worry. There are some companies that design beautiful shoes, boots and sandals in larger sizes ...

Zoe In big cities, maybe, but I live in a small town.

Miriam No problem, Zoe. You can order the shoes I'm talking about on the Internet and have them delivered to you. The prices are quite low too. Have a look on the website www.longfeet.com.

Zoe OK, I will. Thanks for your help.

Presenter And now on to our next caller, Jamie O'Brien from Dublin. How can the Clothes Doctor help you, Jamie?

Jamie Hi. My problem is that I want to go to a party next week, but I haven't got any smart clothes to wear for it and I can't afford to buy a new outfit.

Miriam I see. Are there any second-hand shops where you live?

Jamie Yes.

Miriam Well, go and see what you can find there. You'd be surprised, but you can often find second-hand clothes that are like new.

Jamie Really?

Miriam Yes – there are some great bargains. You might be lucky and find just the right thing.

Presenter OK, thank you, Jamie, and now onto our next caller.

Lesson 3

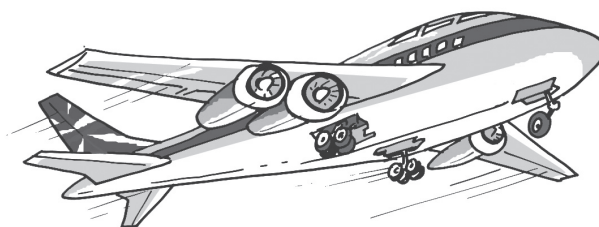
This is the weekend we've all been waiting for! The Blue Sky Shopping Centre is opening on Saturday August 1st. Blue Sky is the biggest indoor shopping centre in the country, with over 300 shops, 10 department stores, 25 restaurants and cafes and a huge 20-screen cinema. Everything is under a huge glass roof, which means you can enjoy shopping even when the sun isn't shining!

To celebrate our opening this Saturday, there will be lots of free events and special offers for all the family. At 10am there will be a fashion show organised by the boutique 'Bellissimo'. If you want to see some of this season's most fashionable designer clothes, don't miss it! And for all fans of P.C. Fowler's books, at 1pm the famous writer is giving a talk at The Wise Owl book shop. All P.C. Fowler books will be half price on Saturday and if you buy a book, you can have it signed by the author herself!

Simon and John's hairdressers have got an amazing offer on for anyone who wants a haircut. The first twenty customers on Saturday can have their hair cut and styled for one pound only – what a bargain! If you're interested, make sure you get there early! And Amigo's Café will be giving out free cups of coffee to all Blue Sky shoppers between 9 and 11am.

Extra Songs

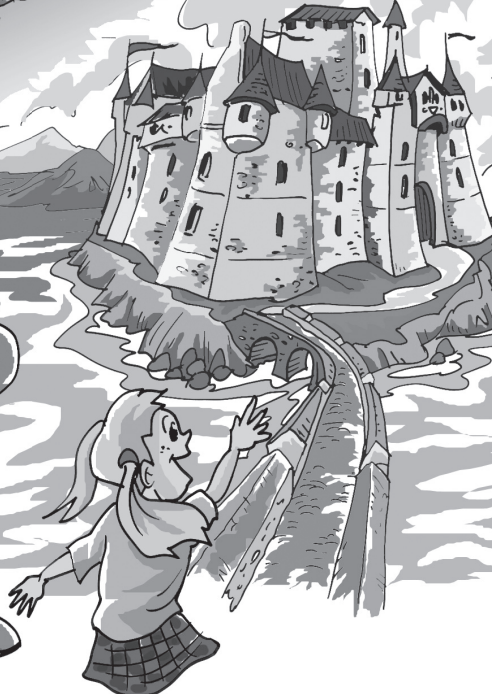
Unit 1



I'm waiting for Sunday, because we're leaving on Sunday.
I knew that one day we would travel. That day is near.
We're packing our cases with smiles on our faces.
We're going to places where the culture is different you see.

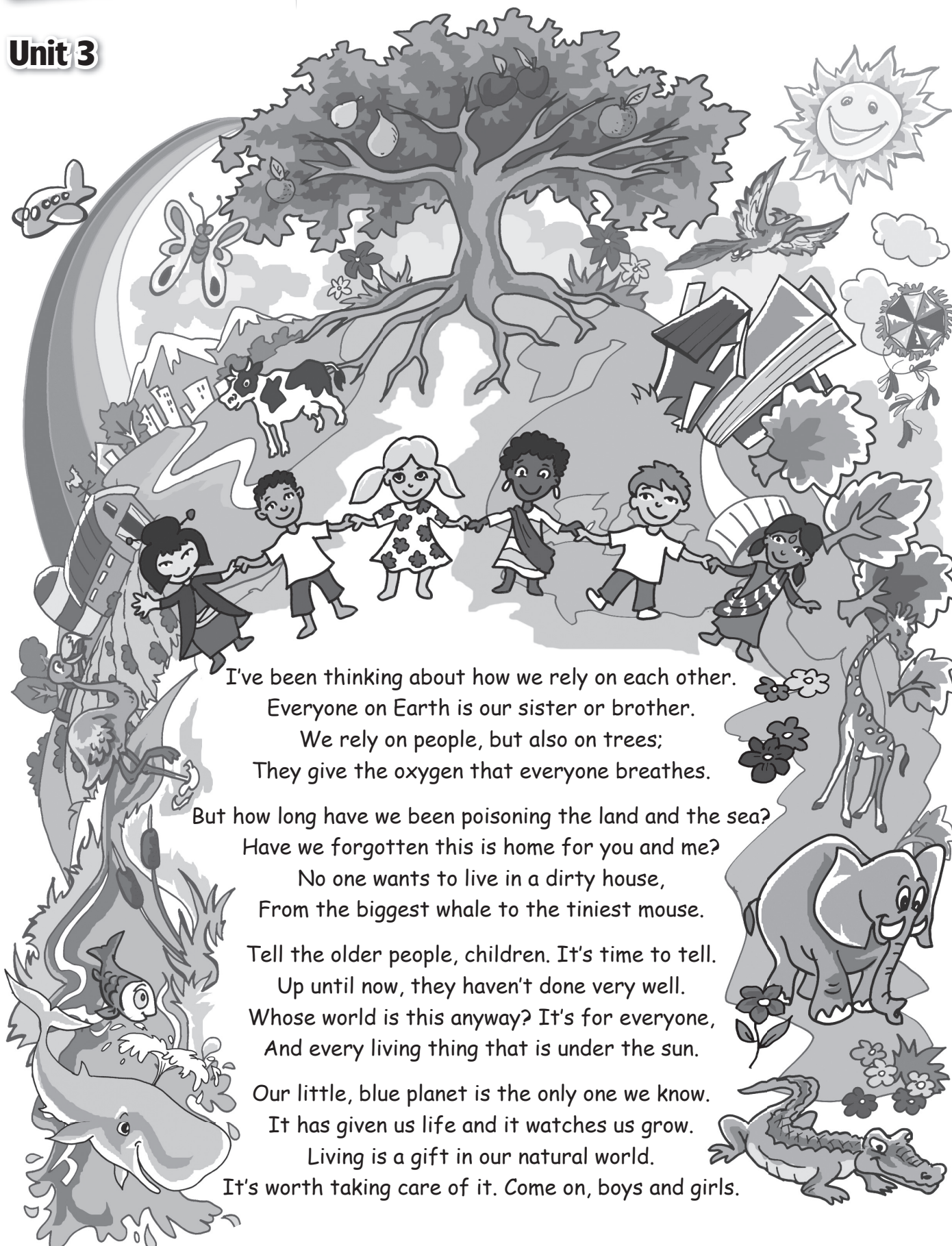
First, we're flying to England to visit Stonehenge.
It's a prehistoric monument. And then
We're not driving to Scotland. We're going by train.
We're taking our umbrellas. In Scotland it rains and rains ...

I'm hoping we can see the monster in Loch Ness
And the beautiful islands in the west.
There are castles and palaces and great mountain views.
In August there's a festival that's called 'The Tattoo'.



Extra Songs

Unit 3



I've been thinking about how we rely on each other.
 Everyone on Earth is our sister or brother.
 We rely on people, but also on trees;
 They give the oxygen that everyone breathes.

But how long have we been poisoning the land and the sea?
 Have we forgotten this is home for you and me?
 No one wants to live in a dirty house,
 From the biggest whale to the tiniest mouse.
 Tell the older people, children. It's time to tell.
 Up until now, they haven't done very well.
 Whose world is this anyway? It's for everyone,
 And every living thing that is under the sun.

Our little, blue planet is the only one we know.
 It has given us life and it watches us grow.
 Living is a gift in our natural world.
 It's worth taking care of it. Come on, boys and girls.

Extra Songs

Unit 5



What do you want? What do you want?
What do you want to be?
What will you be? What will you be?
What'll you decide to be?

Journalist, pilot, teacher, farmer,
Waiter, sailor, doctor, gardener,
Fisherman, athlete, soldier, writer,
Architect or fire-fighter?



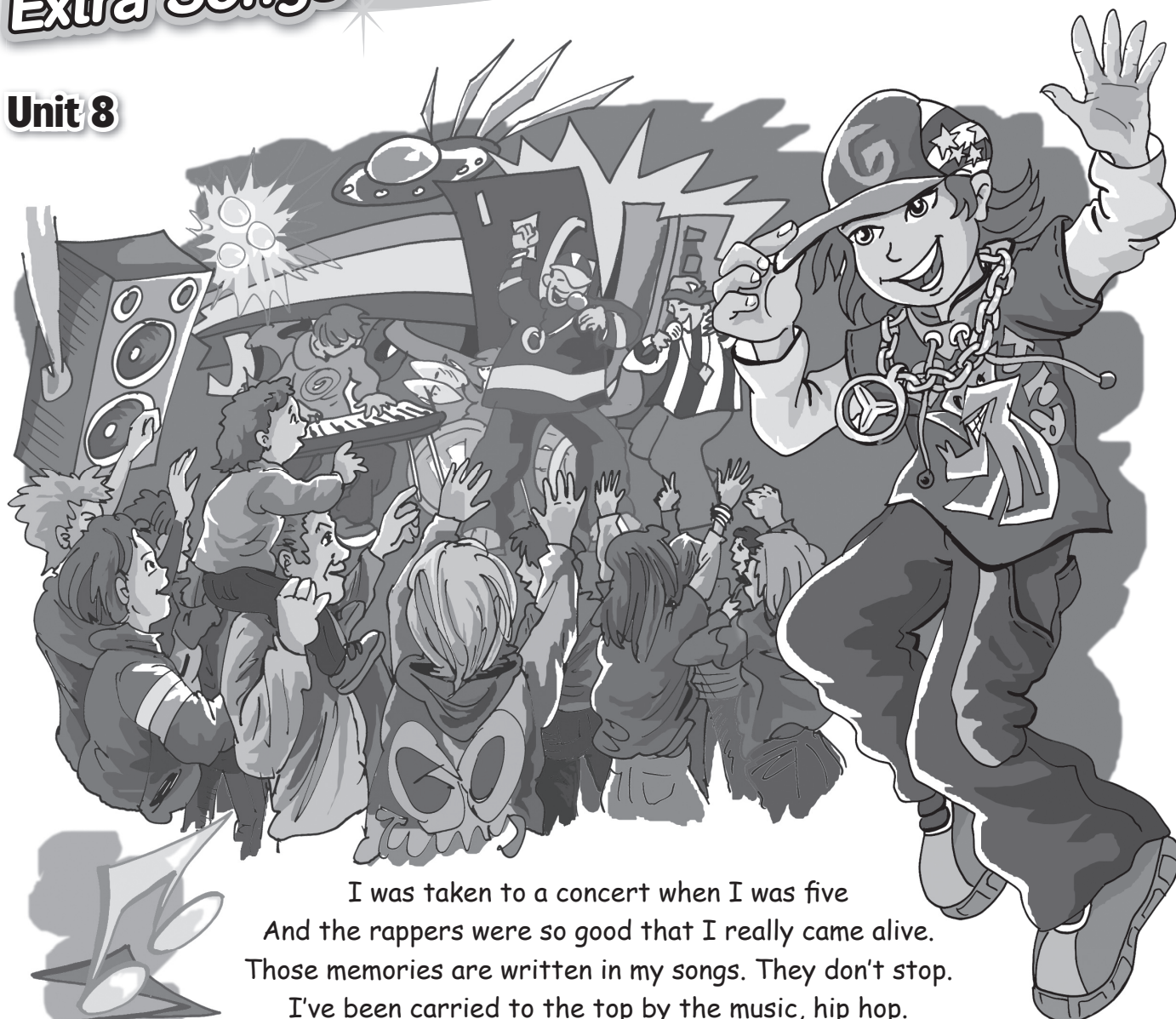
Everyone asks the same old questions.
Then they give us their suggestions.
Here's the answer I have given,
'I don't know. I'm only eleven.'

What will you choose? What will you choose?
What'll you choose to be?
What do you want? What do you want?
What do you want to be?
What will you be? What will you be?
What'll you decide to be?



Extra Songs

Unit 8



I was taken to a concert when I was five
And the rappers were so good that I really came alive.
Those memories are written in my songs. They don't stop.
I've been carried to the top by the music, hip hop.

I'm often asked, 'What's it really like, rapping all the time?'
I say, 'If you want to do it, find some words that rhyme.
Like moon and June or town and around.
Then they are put together with the hip hop sound.'

Take your time. You really don't have to hurry.
Everything's OK. You mustn't worry.

Stories are told of many children with dreams
Who weren't allowed to follow those dreams,
But today we can be what we want to be.
Look at me! A cool rapper. As happy as can be.

Rap isn't liked by everyone, you know,
But it's loved by cool people who make the rap flow.

Extra Songs

Unit 9

Going surfing. Wave riding. Windsurfing. Paragliding.
Bunjee jumping. Rock climbing. Sand surfing. Scuba diving.

In the summer we go running to the beach
To learn a sport with an instructor who is there to teach.

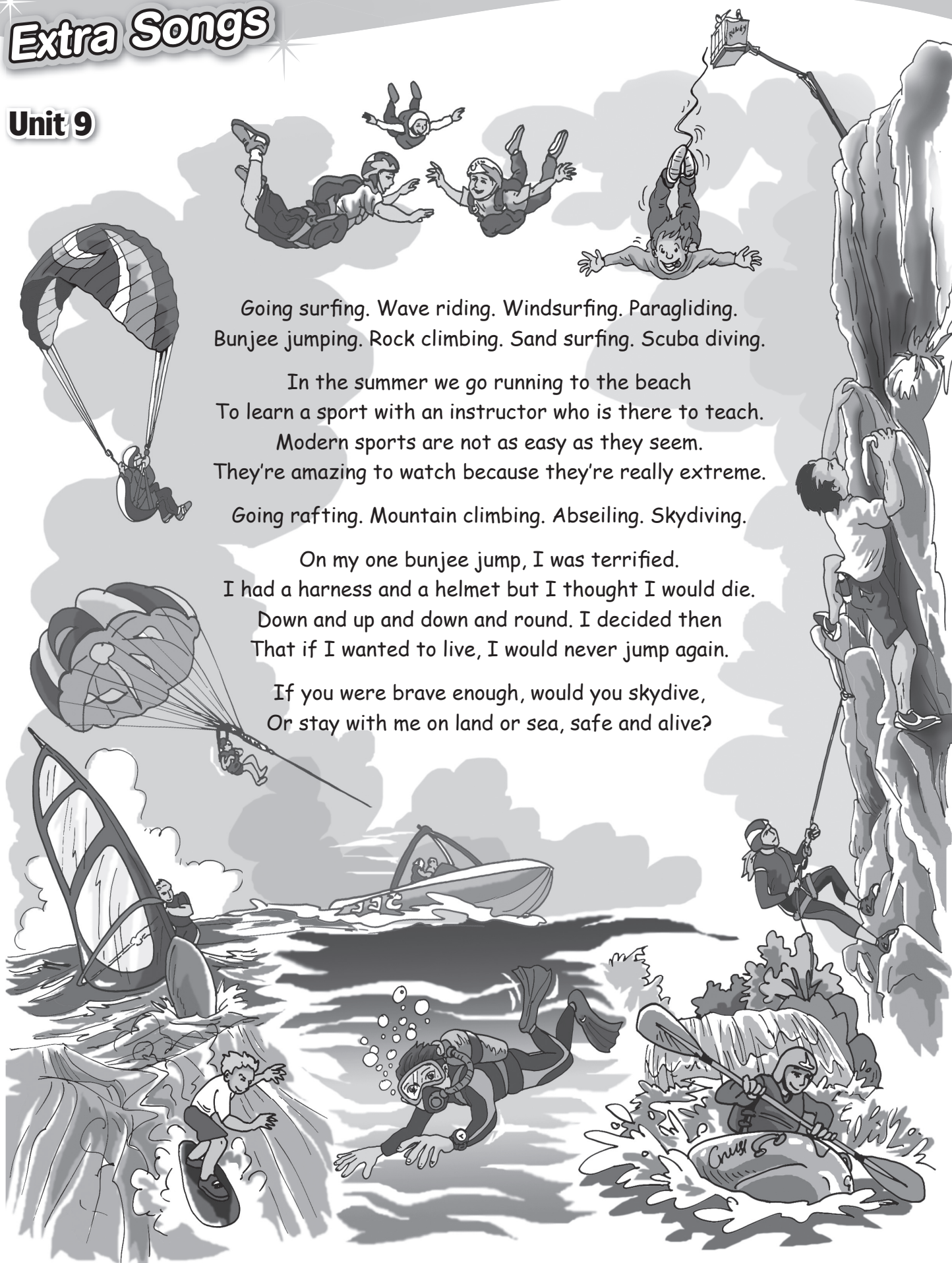
Modern sports are not as easy as they seem.
They're amazing to watch because they're really extreme.

Going rafting. Mountain climbing. Abseiling. Skydiving.

On my one bunjee jump, I was terrified.
I had a harness and a helmet but I thought I would die.

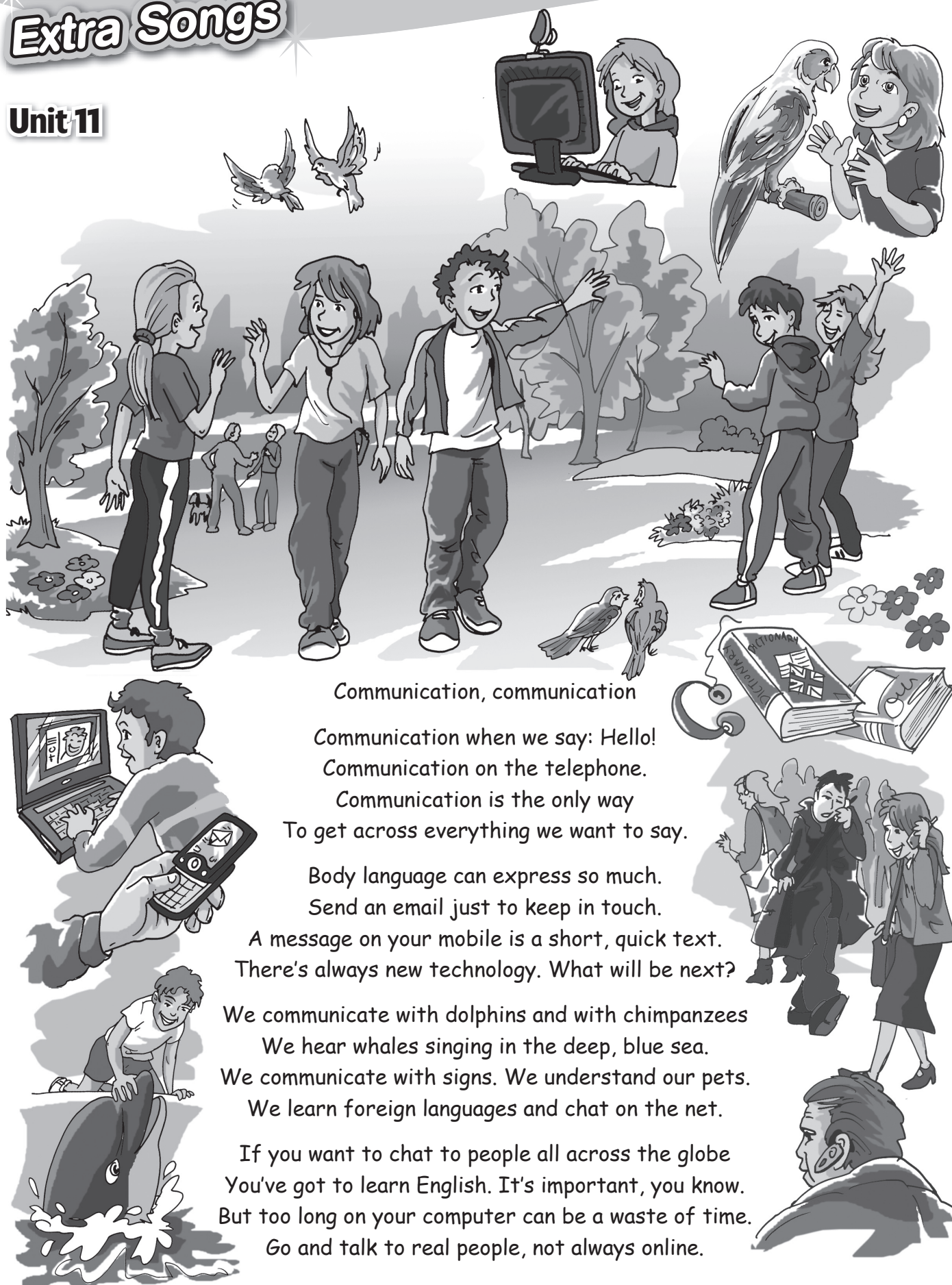
Down and up and down and round. I decided then
That if I wanted to live, I would never jump again.

If you were brave enough, would you skydive,
Or stay with me on land or sea, safe and alive?



Extra Songs

Unit 11



Communication, communication

Communication when we say: Hello!

Communication on the telephone.

Communication is the only way
To get across everything we want to say.

Body language can express so much.

Send an email just to keep in touch.

A message on your mobile is a short, quick text.
There's always new technology. What will be next?

We communicate with dolphins and with chimpanzees

We hear whales singing in the deep, blue sea.

We communicate with signs. We understand our pets.

We learn foreign languages and chat on the net.

If you want to chat to people all across the globe
You've got to learn English. It's important, you know.
But too long on your computer can be a waste of time.

Go and talk to real people, not always online.

Extra tasks for early finishers 1

1 Lesson 1

Complete the sentences with words from Unit 1, Lesson 1.

- 1 The Angel of the North is a famous s _____.
- 2 We're travelling to our d _____ by train.
- 3 Hadrian's Wall is a l _____ in the north of England.
- 4 When you cross the b _____, you must show your passport.
- 5 I put on the car lights when I drive through a t _____.
- 6 People throw coins into that f _____ for good luck.
- 7 This is the biggest b _____ over the river in London.
- 8 The queen lives in a huge p _____.

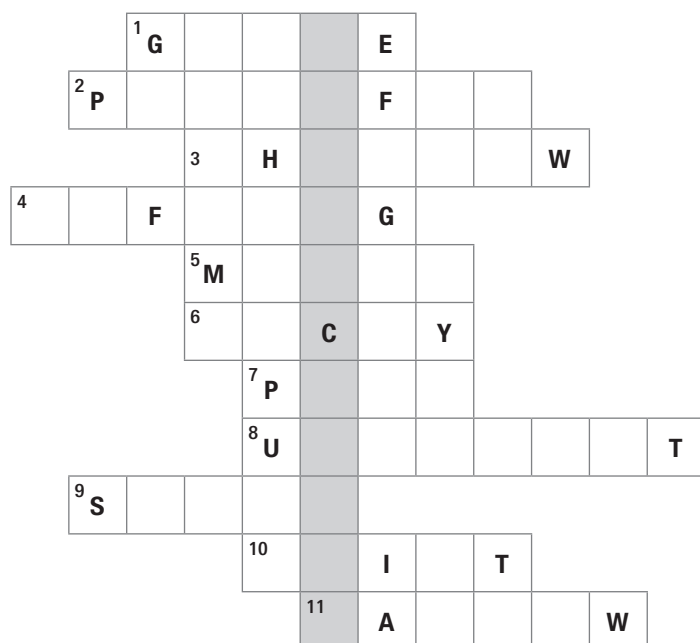
1 Lesson 3

Choose the correct answer.

- 1 They always give us sweets before the plane **takes off / breaks down**.
- 2 **Once a week / At the moment** they're visiting the old castle.
- 3 Italy is famous for its **ancient / steep** monuments.
- 4 This is the island **which / where** we go in summer.
- 5 We never **are travelling / travel** by train.
- 6 I **frequently / for the time being** go hiking in the mountains.
- 7 Let's **set off / get on** the bus. It leaves at five o'clock.
- 8 I **am seeing / see** what you mean about rafting. It isn't easy at all!

1 Lesson 2

Look at the vocabulary tasks from Lesson 2 and complete the puzzle. Find out where we are travelling to.



We're travelling to the _____.

Extra tasks for early finishers 2

2 Lesson 1

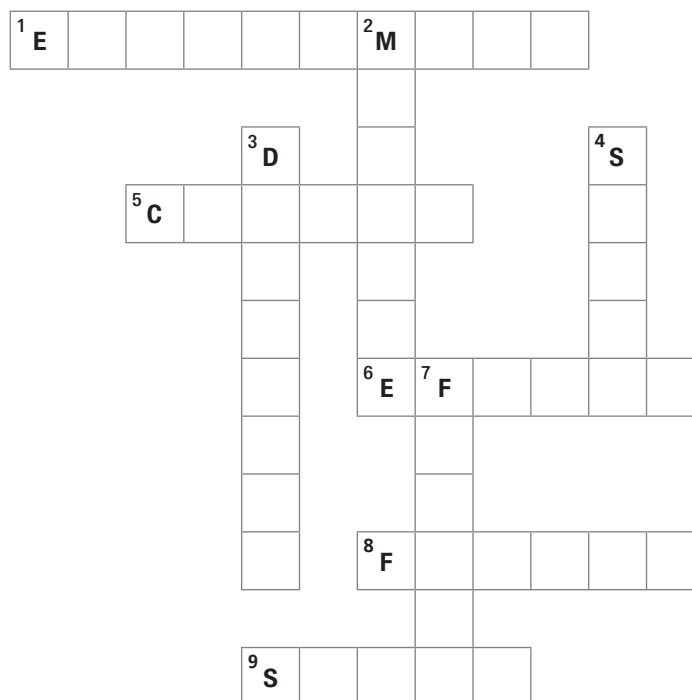
Complete the crossword.

Across

- 1 A scientific test to see if something works.
 5 To make something new.
 6 You make this when you try hard.
 8 What you should do with instructions.
 9 A large group of bees or ants.

Down

- 2 Something you don't want to make often.
 3 This happens when you decide something.
 4 The kind of power we get from the sun.
 7 Something you do to help a friend.



2 Lesson 2

Complete the dialogue with the Present Perfect Simple or Past Simple of the verbs in brackets.

Kelly: (1) _____ (you/watch) the news on TV last night?

George: No, I didn't. What (2) _____ (happen)?

Kelly: They (3) _____ (just/find) a strange rock in a desert in Mexico. Scientists think it (4) _____ (come) from space.

George: I don't believe it! What (5) _____ (it/look) like?

Kelly: Well, they (6) _____ (not/show) any pictures of it. The reporter said it (7) _____ (be) made of something that they (8) _____ (never/see) before on Earth.

George: Hmm. So I guess there (9) _____ (be) a lot that we can learn from it? Maybe it's from Mars.

Kelly: They (10) _____ (not/discover) how it got here yet or where it's from. Who knows? Maybe you're right!

2 Lesson 3

Circle the odd one out.

- | | | |
|----------------|-------------|---------------|
| 1 First of all | In addition | To start with |
| 2 easily | amazing | fascinating |
| 3 email | telephone | telescope |
| 4 great | well | quickly |
| 5 gadget | technology | science |
| 6 invention | discovery | astronomer |

Extra tasks for early finishers 3

3 Lesson 1

Find and circle ten words from Unit 3, Lesson 1.

S	T	O	R	M	R	O	V	I	L	S	D
G	S	T	I	Q	U	K	O	P	F	L	R
I	U	E	F	U	V	O	L	C	A	N	O
H	N	E	L	A	I	L	U	N	T	E	U
R	A	R	O	H	O	O	N	A	H	F	G
P	M	W	O	R	D	M	T	U	U	L	H
W	I	L	D	F	I	R	E	G	R	O	T
I	O	D	A	G	S	C	E	H	R	D	S
O	M	I	N	H	A	S	R	D	I	H	U
M	T	R	O	U	S	T	M	R	C	T	N
T	V	E	A	R	T	H	Q	U	A	K	E
S	O	A	R	H	E	A	E	S	N	M	I
U	L	N	Q	T	R	C	R	G	E	N	A

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

3 Lesson 3

Match.

- | | |
|-----------------------------------|------------------------------|
| 1 This is the cleanest | a than once. |
| 2 We should use plastic bags more | b problem in our country. |
| 3 Throwing rubbish away is easier | c than to drive in the city. |
| 4 Pollution is the biggest | d as the food I eat at home. |
| 5 It's faster to cycle | e than recycling. |
| 6 Fast food isn't as good | f school in the country. |

3 Lesson 2

Choose the correct answer.

- 1 Dinosaurs _____ millions of years ago.
 - a ran out of
 - b got across
 - c died out
- 2 The bird was carrying a fish in its _____.
 - a horn
 - b beak
 - c paw
- 3 We must _____ paper if we want to protect our forests.
 - a cut down on
 - b answer for
 - c look into
- 4 Look at the _____ on that crocodile.
 - a tail
 - b fur
 - c wing
- 5 An ostrich has long _____ in its legs.
 - a bones
 - b fossils
 - c scales
- 6 The _____ of the T-rex was so scary.
 - a reptile
 - b appearance
 - c proof

Extra tasks for early finishers 4

4 Lesson 1

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

- 1 Be **careless** or you'll get lost in the labyrinth. _____
- 2 Theseus was **cowardly**, so he decided to kill the Minotaur. _____
- 3 Ariadne helped Theseus because she was **unkind**. _____
- 4 He's a very **honest** person so nobody believes his lies. _____
- 5 He felt **miserable** when he heard the good news. _____
- 6 Nobody liked the king because he was so **generous**. _____

4 Lesson 2

Complete the sentences with words from Vocabulary, page 38, and Prepositions, page 39.

- 1 We decided to h _ _ _ f _ _ the airport.
- 2 Pilots are r _ _ _ _ _ _ _ _ _ for their passengers' lives.
- 3 They were worried because their plane was running out of f _ _ _.
- 4 Don't ask me to be the n _ _ _ _ _ _ _ . I always get lost!
- 5 The book is s _ _ _ _ _ _ _ for children over ten years old.
- 6 I get the i _ _ _ _ _ _ _ he isn't capable of flying a plane.
- 7 Luckily, this kind of plane doesn't c _ _ _ _ often.
- 8 Ken was not j _ _ _ _ _ of his brother when he won a trip to Brazil.

4 Lesson 3

Put the words in the correct order to make sentences.

- 1 two friends / lived / a time, / once / there / upon / were / in / who / a village

- 2 they / playing / saw / crocodile / they / while / near / were / a river, / a giant

- 3 afraid / never / of / it / the children / seen / had / they / weren't / a crocodile / so

- 4 next to / a few / parents / the river / days / their / later, / found / their / shoes / children's

- 5 thing / I / knew, / was / next / in bed / I / lying

- 6 that / a / bad / dream / it / had / I / realised / just / then / been

Extra tasks for early finishers 5

5 Lesson 1

Complete the sentences with these words.

ambition application careers officer college course criminal explorer degree knowledge salary

- Penny wants to be an _____ to go to places nobody else has been.
- You'll get your _____ after you've passed your exams at university.
- You need to make an _____ to get a job.
- People who study hard have a lot of _____.
- The boss will pay your _____ at the end of the month.
- You're doing this _____ to learn English.
- You can go to _____ to learn a profession.
- This dangerous _____ should be in prison.
- My greatest _____ is to become a famous musician.
- A _____ helps people choose a suitable job.

5 Lesson 2

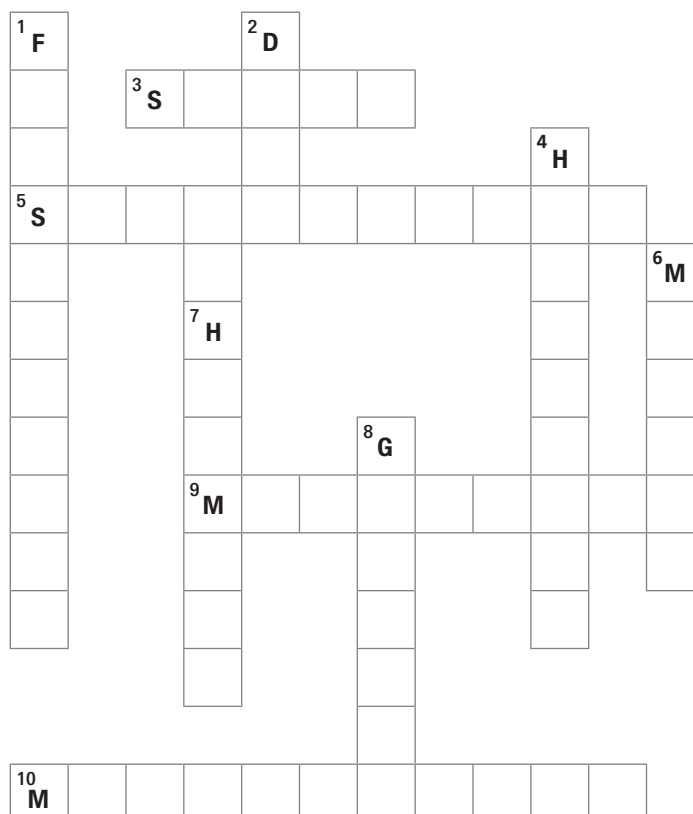
Complete the crossword.

Across

- Something that's extra.
- You don't want spiders or snakes in this when you get inside.
- You can listen to music on this.
- It stops insects getting near you.

Down

- It has some things you need when you get hurt.
- Not completely dry yet.
- It helps to make your hair look good.
- Acting like an adult.
- You can sleep between the trees on it.
- Use this to find out how to get to your destination.



5 Lesson 3

Complete the sentences with the Future Perfect Simple or the Future Continuous of the verbs in brackets.

- This time tomorrow, I _____ (walk) through the rainforest.
- By the time he's thirty, he hopes he _____ (start) his own company.
- You _____ (get over) this disease by the end of the month.
- We _____ (go) down the Amazon during the trip.
- Check the website now. All the cheap tickets _____ (sell) soon.
- What _____ (you/study) at college next year?

Extra tasks for early finishers 6

6 Lesson 1

Find and circle ten words from Unit 6, Lesson 1.

O	L	C	I	A	N	M	U	S	P	R	E	N
P	E	B	L	E	V	O	Y	A	G	E	C	I
O	H	E	T	H	I	T	E	R	L	L	E	S
L	A	W	Y	E	R	L	O	P	T	I	Y	M
I	W	Y	E	T	I	C	I	A	N	G	R	U
T	B	T	H	O	V	S	P	E	C	I	E	S
I	E	E	T	L	B	O	R	V	I	O	N	I
C	T	D	S	P	E	C	I	M	E	N	E	C
I	L	S	W	R	E	T	R	A	C	O	R	I
A	T	H	L	E	T	E	S	H	A	K	P	A
N	L	E	N	I	L	O	P	O	L	I	T	N
E	G	L	B	O	E	G	I	S	T	E	R	S
V	O	L	A	G	E	A	W	Y	E	R	E	T

6 Lesson 2

Choose the correct answer.

- I'm not interested _____ science.
 - to study
 - studying
 - in studying
- When she left her job as a photographer, she went on _____ a journalist.
 - was
 - being
 - to be
- Dad encouraged me _____ books when I was a child.
 - reading
 - to read
 - read
- Owen tried _____ on the Internet for information about the actor, but he couldn't find anything useful.
 - looking
 - to look
 - looked
- How did he _____ to do all that work with ten children?
 - keep
 - manage
 - succeed
- She _____ being with her family in London.
 - decided
 - missed
 - hoped

6 Lesson 3

Complete the paragraph with these words.

and apart as well both but enough too whereas

Tom and John are best friends, (1) _____ they've got different interests. Tom is (2) _____ talented and good-looking. (3) _____ from playing the guitar, he is also a great singer. He loves motorbikes, although he's not old (4) _____ to ride one yet. John is clever (5) _____ he loves playing chess and computer games. However, he's (6) _____ lazy to do his homework in the evening, (7) _____ Tom studies hard every night. John gets terrible marks at school (8) _____ as speaking to his friends in class. His parents don't know what to do with him!

Extra tasks for early finishers 7

7 Lesson 1

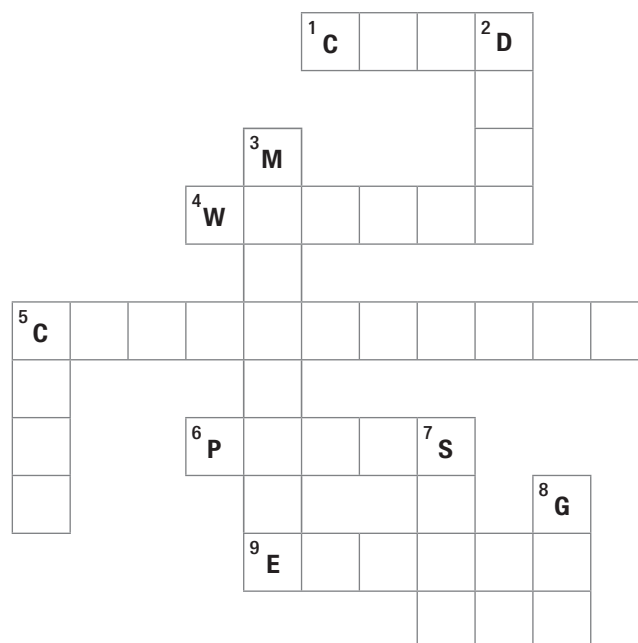
Complete the crossword.

Across

- 1 Something you don't want to catch.
- 4 Mum's very thin so she doesn't have to lose any of this.
- 5 It's different things mixed together.
- 6 You should take them when the doctor tells you to.
- 9 We need this to work or study well.

Down

- 2 I went on a special one when I was in hospital.
- 3 You can buy this at the chemist's.
- 5 How you feel when you're not stressed.
- 7 It's painful.
- 8 You can join one to keep fit.



7 Lesson 2

Complete the sentences with words from Vocabulary, page 66 and Phrasal verbs, page 67.

- 1 We are a _____ of that fact that some perfume companies do experiments on animals.
- 2 I'm not w _____ to buy expensive perfume.
- 3 Every country has different opinions of what b _____ means.
- 4 I don't think that new style will c _____.
- 5 He might stop playing football now that he's a top m _____.
- 6 I've been trying on clothes all day and I'm e _____ now.
- 7 She may b _____ a new DVD about people's lives in other countries.
- 8 Don't use Mum's perfume! She'll be f _____.

7 Lesson 3

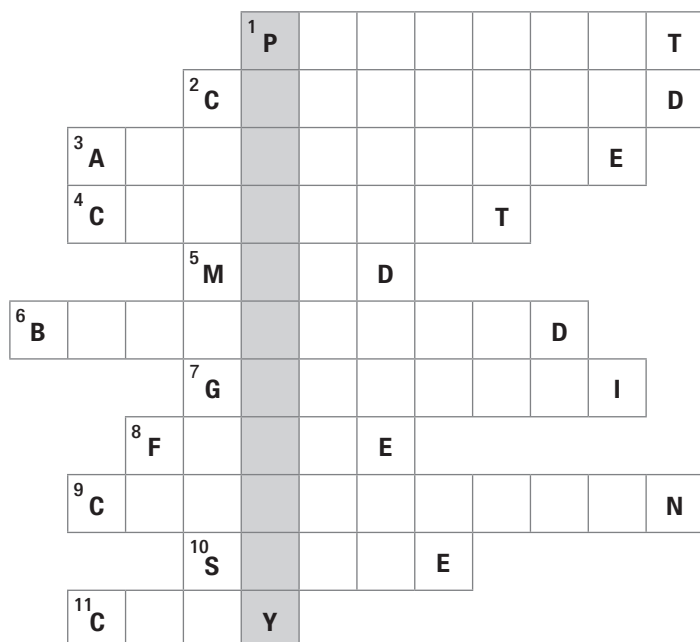
Choose the correct answers.

- 1 You **should / ought** try on those shoes before you buy them.
- 2 We don't **have to / must** wear special clothes for school.
- 3 They **mustn't / don't have to** tell lies to their teachers.
- 4 Alex was ill, so he **can't / couldn't** go to school.
- 5 She **could / has been able to** do yoga since she was a child.
- 6 You **must / ought** to ask your parents for advice.
- 7 We ought **not to / to not** spend too much time on Internet.
- 8 Jack **wasn't able / couldn't** to walk because his leg was sore.

Extra tasks for early finishers 8

8 Lesson 1

Look at the vocabulary tasks from Unit 8, Lesson 1 and complete the puzzle. Find out what kind of art the lesson is about.



8 Lesson 2

Complete the sentences with these words.

band expressed inspired instrument
lyrics orchestra roots variety

- 1 His visit to Africa _____ him to write the song.
- 2 He's the singer in a rap _____.
- 3 I love the _____ of the song, but I don't like the tune.
- 4 There were fifty musicians in the _____.
- 5 The guitar is an easy _____ to learn to play.
- 6 The _____ of reggae music were in Jamaica.
- 7 The shop sells a _____ of CDs suitable for people of all ages.
- 8 People have always _____ their feelings through music.

8 Lesson 3

Put the words in the correct order to make sentences.

- 1 where / the / musical / performed / by / drama / group / was the / school / ?

- 2 Swiss / the / the / set / story / is / in / mountains

- 3 the / parents / made / been / costumes / by / have / the / pupils'

- 4 songs / the / written / were / by / pupils / the / ?

- 5 yet / haven't / the been / posters / on / the / put / walls

- 6 will / it / enjoyed / by / be / children / both / and / adults

Extra tasks for early finishers 9

9 Lesson 1

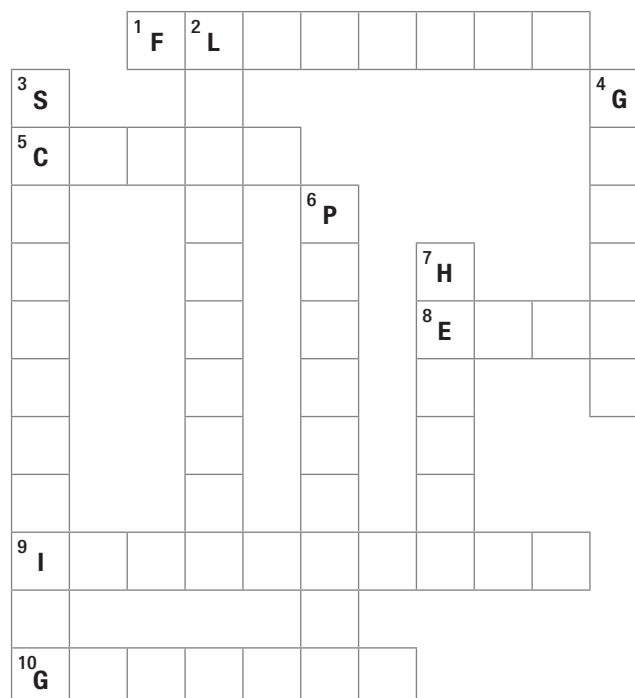
Complete the crossword.

Across

- 1 You wear them on your feet in the sea.
- 3 It's a high rock next to the sea.
- 8 You might fall if you go too close to this.
- 9 Somebody who teaches you to ski.
- 10 They are special glasses to wear underwater or in the snow.

Down

- 2 It's safety equipment that you wear around your body on a boat.
- 3 You can see everything in the sea if you do this sport.
- 4 They will keep your hands warm.
- 6 Don't jump out of a plane if you haven't got one.
- 7 Always wear it if you're abseiling or riding a bike.



9 Lesson 2

Match.

- | | |
|---|--------------------------------------|
| 1 If you don't walk more slowly, | a if you go paragliding. |
| 2 If you don't warm up before the game, | b I'll never catch up with you. |
| 3 Follow the safety instructions | c if you come and join the gym. |
| 4 I wouldn't drop out of the team | d you can get hurt easily. |
| 5 If I'd gone to the island in spring, | e if I were you. |
| 6 We can work out together | f I could have watched the ceremony. |

9 Lesson 3

Complete the conditional sentences with the verbs in brackets.

- 1 You'll be cold in the lake unless you _____ (wear) a wetsuit.
- 2 If you _____ (have) a choice, would you go windsurfing or paragliding?
- 3 You wouldn't have hurt yourself if you _____ (listen) to the instructor.
- 4 If don't practise a lot, you _____ (not be) good at skiing.
- 5 I _____ (buy) a skateboard if you hadn't given me one for my birthday.
- 6 If she lived near the sea, she _____ (go) surfing every day.

Extra tasks for early finishers 10

10 Lesson 1

Find and circle twelve words from Unit 10, Lesson 1.

S	T	E	L	R	L	A	W	B	H	I	E	F
L	A	M	I	A	M	R	I	N	A	L	P	I
E	K	B	C	I	G	R	A	B	R	T	O	U
A	W	A	F	M	Y	E	C	E	R	H	L	T
C	A	R	E	L	E	S	S	T	E	G	S	H
R	B	R	B	A	L	T	Y	C	T	U	T	I
I	N	A	N	K	E	I	P	O	L	I	C	E
M	K	S	T	E	A	L	K	M	F	L	E	F
C	R	S	L	L	N	A	C	M	I	T	Y	N
E	M	I	A	R	K	R	F	I	W	Y	R	T
T	I	N	N	O	C	E	N	T	L	P	M	Y
Y	P	G	S	B	O	M	R	E	A	K	T	E

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

10 Lesson 2

Complete the table with the correct reflexive pronouns.

Subject pronouns	Reflexive pronouns
I	1 _____
you	yourself
he	2 _____
she	3 _____
it	itself
we	4 _____
you	5 _____
they	6 _____

10 Lesson 3

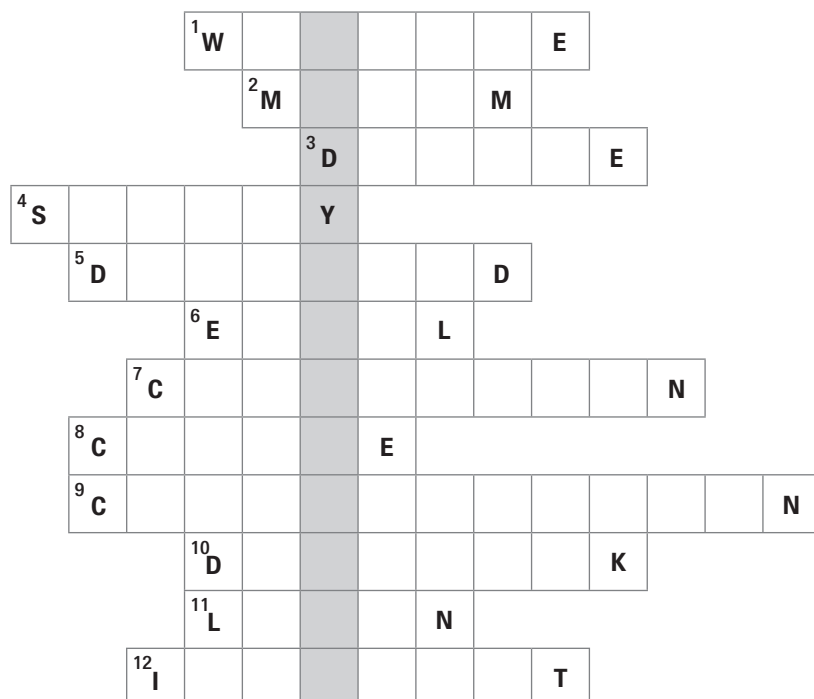
Complete the sentences with words from Unit 10, Lesson 3.

- 1 G_____! I saw a man robbing the bank today.
- 2 I don't b_____ it! How did it happen?
- 3 What's the fine for dropping l_____ in the street?
- 4 The j_____ decided not to send him to prison.
- 5 You must be j_____! It can't be true.
- 6 If you w_____ a crime, what would you do?

Extra tasks for early finishers 11

11 Lesson 1

Look at the vocabulary tasks from Unit 11, Lesson 1 and complete the puzzle. Find out how people communicate without words.



11 Lesson 2

The words in bold are wrong. Write the correct words

- 1 She **said** her pupils not to talk in class. _____
- 2 Ed told his dog **on** for eating his newspaper. _____
- 3 I can't **go** through to Harry on his mobile. _____
- 4 Kate **told** to me that her parrot could speak. _____
- 5 Just **have** a message if I'm not home when you call. _____
- 6 I must **take** a phone call to the vet. _____
- 7 All her pets get **up** well together. _____
- 8 They were **giving** a conversation when I saw them. _____

11 Lesson 3

Circle the correct words.

- 1 I received your email a week ago / before.
- 2 Pete agreed with everything you said and neither / so did I.
- 3 This course will improve your computer skills / tips.
- 4 Jerry said he could understand his dog's barks / collars.
- 5 I can see a huge dictionary / difference in your writing.
- 6 My mum picks up the receiver / translator when the phone rings.
- 7 He's never been abroad and neither / so have his parents.
- 8 We had to make a presentation / solution in front of the class.

Extra tasks for early finishers 12

12 Lesson 1

Complete the sentences with words from Unit 12, Lesson 1.

- 1 They have all their shopping d_____ because they haven't got a car.
- 2 I couldn't buy the book because I didn't have enough c___ with me.
- 3 You've been working in that shop for months so you d_____ a holiday.
- 4 That's a lovely o_____ she's wearing.
- 5 We're having a clothes s_____ party next week.
- 6 The shop won't change the dress without a r_____.

12 Lesson 2

Complete the second sentence so that it has the same meaning as the first.

- 1 Despite being over seventy, Grandma wears fashionable clothes.
Although _____
- 2 Greta has all her dresses made by a famous designer.
A famous designer _____
- 3 These shoes are uncomfortable although they were made by a famous designer.
These shoes are uncomfortable in spite of _____
- 4 My camera is being repaired at the moment.
I'm having _____
- 5 In spite of the fact that they were made in a poor country, his jeans were expensive.
Despite _____

12 Lesson 3

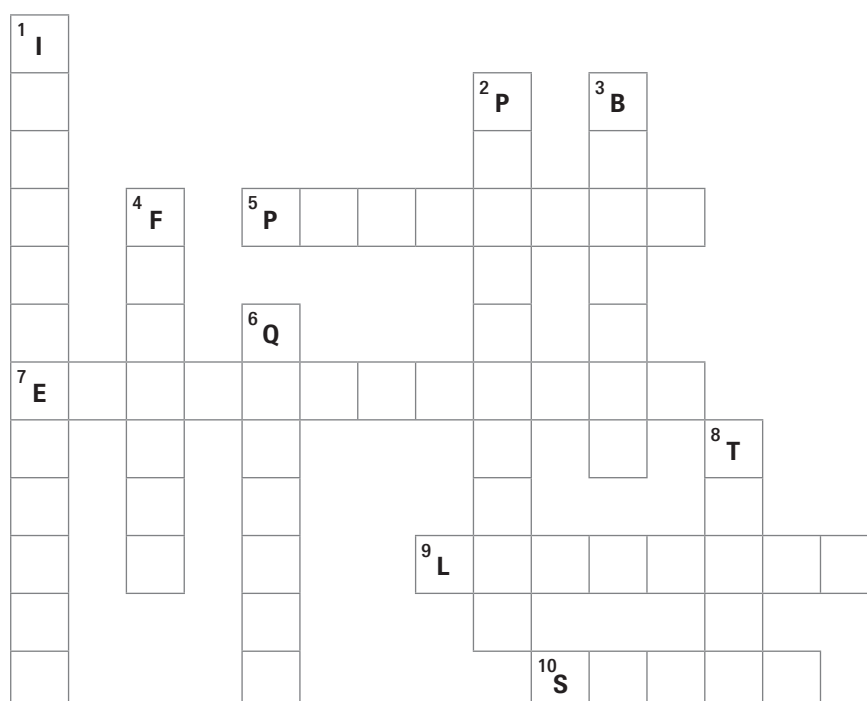
Complete the crossword.

Across

- 5 Great happiness.
- 7 Very interested in something.
- 9 Where something is.
- 10 The time when the shops have lower prices.

Down

- 1 In a place that isn't easy to get to.
- 2 Something you own.
- 3 Something that is cheaper than the usual price.
- 4 A lot of money.
- 6 How good something is.
- 8 Two times.



Extra tasks (for early finishers) Key

Unit 1

Lesson 1

- 1 sculpture
- 2 destination
- 3 landmark
- 4 border
- 5 tunnel
- 6 fountain
- 7 bridge
- 8 palace

Lesson 2

- 1 GORGE
- 2 POWERFUL
- 3 SHALLOW
- 4 RAFTING
- 5 MUDDY
- 6 ROCKY
- 7 PAST
- 8 UNSPOILT
- 9 SANDY
- 10 POINT
- 11 NARROW

We're travelling to the GRAND CANYON

Lesson 3

- 1 takes off
- 2 At the moment
- 3 ancient
- 4 where
- 5 travel
- 6 frequently
- 7 get on
- 8 see

Unit 2

Lesson 1

Across

- 1 EXPERIMENT
- 5 CREATE
- 6 EFFORT
- 8 FOLLOW
- 9 SWARM

Down

- 2 MISTAKE
- 3 DECISION
- 4 SOLAR
- 7 FAVOUR

Lesson 2

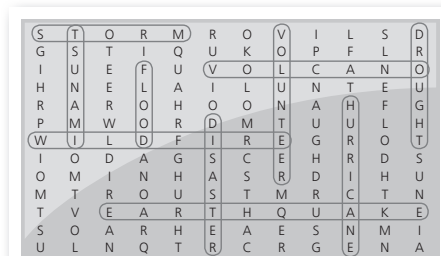
- 1 did you watch
- 2 happened
- 3 have just found
- 4 came
- 5 did it look
- 6 didn't show
- 7 was
- 8 have never seen
- 9 were
- 10 haven't discovered

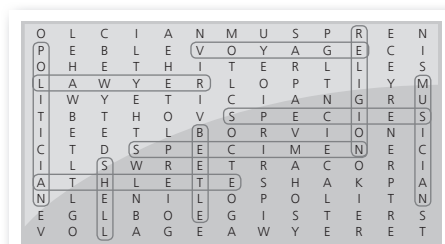
Lesson 3

- 1 In addition
- 2 easily
- 3 telescope
- 4 great
- 5 gadget
- 6 astronomer

Unit 3

Lesson 1



Unit 6**Lesson 1****Lesson 2**

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

Lesson 3

- 1 but
- 2 both
- 3 apart
- 4 enough
- 5 and
- 6 too
- 7 whereas
- 8 as well

Unit 7**Lesson 1****Across**

- 1 COLD
- 4 WEIGHT
- 5 COMBINATION
- 6 PILLS
- 9 ENERGY

Down

- 2 DIET
- 3 MEDICINE
- 5 CALM
- 7 SORE
- 8 GYM

Lesson 2

- 1 aware
- 2 willing
- 3 beauty
- 4 catch on
- 5 model
- 6 exhausted
- 7 bring out
- 8 furious

Lesson 3

- 1 should
- 2 have to
- 3 mustn't
- 4 couldn't
- 5 has been able to
- 6 ought
- 7 not to
- 8 wasn't able

Unit 8**Lesson 1**

- 1 PORTRAIT
- 2 CHILDHOOD
- 3 ATMOSPHERE
- 4 CONTRAST
- 5 MOOD
- 6 BACKGROUND
- 7 GRAFFITI
- 8 FRAME
- 9 COMPETITION
- 10 SHARE
- 11 COPY

The lesson is about PHOTOGRAPHY

Lesson 2

- 1 inspired
- 2 band
- 3 lyrics
- 4 orchestra
- 5 instrument
- 6 roots
- 7 variety
- 8 expressed

Lesson 3

- 1 Where was the musical performed by the school drama group?
- 2 The story is set in the Swiss mountains.
- 3 The costumes have been made by the pupils' parents.
- 4 Were the songs written by the pupils?
- 5 The posters haven't been put on the walls yet.
- 6 It will be enjoyed by both adults and children.

Unit 9**Lesson 1****Across**

- 1 FLIPPERS
- 3 CLIFF
- 8 EDGE
- 9 INSTRUCTOR
- 10 GOGGLES

Down

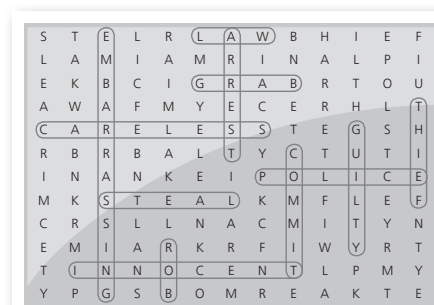
- 2 LIFEJACKET
- 3 SCUBA DIVING
- 4 GLOVES
- 6 PARACHUTE
- 7 HELMET

Lesson 2

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

Lesson 3

- 1 wear
- 2 had
- 3 had listened
- 4 won't be
- 5 would have bought
- 6 would go

Unit 10**Lesson 1****Lesson 2**

- 1 myself
- 2 himself
- 3 herself
- 4 ourselves
- 5 yourselves
- 6 themselves

Lesson 3

- 1 Guess what
- 2 believe
- 3 litter
- 4 judge
- 5 joking
- 6 witnessed

Unit 11**Lesson 1**

- 1 WEBSITE
- 2 MODEM
- 3 DELETE
- 4 SURVEY
- 5 DOWNLOAD
- 6 EMAIL
- 7 CONNECTION
- 8 CHARGE
- 9 COMMUNICATION
- 10 DRAWBACK
- 11 LOG ON
- 12 INTERNET

People communicate with BODY LANGUAGE

Lesson 2

- 1 told
- 2 off
- 3 get
- 4 said
- 5 leave
- 6 make
- 7 on
- 8 having

Lesson 3

- 1 ago
- 2 so
- 3 skills
- 4 barks
- 5 difference
- 6 receiver
- 7 neither
- 8 presentation

Unit 12**Lesson 1**

- 1 delivered
- 2 cash
- 3 deserve
- 4 outfit
- 5 swapping
- 6 receipt

Lesson 2

- 1 she is over seventy, Grandma wears fashionable clothes.
- 2 makes all Greta's dresses for her.
- 3 being made by a famous designer.
- 4 my camera repaired at the moment.
- 5 their being made in a poor country, his jeans were expensive.

Lesson 3**Across**

- 5 PLEASURE
- 7 ENTHUSIASTIC
- 9 LOCATION
- 10 SALES

Down

- 1 INCONVENIENT
- 2 POSSESSION
- 3 BARGAIN
- 4 FORTUNE
- 6 QUALITY
- 8 TWICE

Workbook Key

Introduction

A

- 1 Jenny is never horrible to her sister. (given)
- 2 This tea is too hot to drink.
- 3 The children are not old enough to see this film.
- 4 Do you often watch TV in the morning?
- 5 Is it warm enough in this room?
- 6 We usually go home early on Thursdays.

B

- 1 mine (given)
- 2 yours
- 3 theirs
- 4 hers
- 5 ours
- 6 His

C

- 1F (given) 2F 3T 4T 5F

D

- 1 anything (given)
- 2 somewhere
- 3 everything
- 4 any
- 5 a little
- 6 a few
- 7 some
- 8 no

E

- 1 do you (given)
- 2 isn't she
- 3 didn't they
- 4 hasn't she
- 5 doesn't he
- 6 did she

F

- 1 nicely (given)
- 2 well
- 3 high
- 4 easily
- 5 fast
- 6 late
- 7 carefully
- 8 quickly

Unit 1

Lesson 1

Vocabulary

A

- 1 border (given)
- 2 archaeologist
- 3 hill
- 4 market
- 5 destination
- 6 palace

B

- 1 We've got all day. (given)
- 2 It's a mystery.
- 3 It's made of stone.
- 4 Keep out!
- 5 Don't get lost!

C

- 1 ugly (given)
- 2 modern
- 3 massive
- 4 wall
- 5 stone
- 6 close

Grammar

A

- 1 speaks (given)
- 2 are crossing
- 3 are walking
- 4 opens
- 5 aren't driving
- 6 writes
- 7 Is ... leaving
- 8 isn't

B

- 1 Are they staying near here?
Yes, they are. (given)
- 2 Do your parents enjoy travelling?
Yes, they do.
- 3 Are the visitors going to Hampton Court Palace tomorrow?
No, they aren't.
- 4 Do you sell maps in this shop?
Yes, we do./Yes, I do.
- 5 Does Jim know the way to Stonehenge?
No, he doesn't.

C

- 1 Do you always come (given)
- 2 love
- 3 Are you staying
- 4 are driving
- 5 Do they speak
- 6 speak
- 7 are visiting
- 8 isn't

Lesson 2

Vocabulary

A

- 1c (given) 2d 3a 4f 5e 6b

B

- 1c (given) 2b 3a 4c 5b 6a

C

- 1 down (given)
- 2 in
- 3 off
- 4 on
- 5 in
- 6 back

Grammar

A

- 1 smell (given)
- 2 are driving
- 3 don't understand
- 4 belong
- 5 are walking
- 6 Do ... know

B

- 1 am staying (given)
- 2 belongs
- 3 owns
- 4 love
- 5 am/'m sending
- 6 is/'s
- 7 likes
- 8 Are you having

C

- 1 am seeing (given)
- 2 am thinking
- 3 Do you see
- 4 don't think
- 5 think

Lesson 3

Vocabulary

- 1 ourists (given)
- 2 pring
- 3 ake
- 4 ailway
- 5 eenager
- 6 each

Grammar

- 1 ... who studies old places and things (given)
- 2 ... when the Romans built Hadrian's Wall
- 3 ... where the visitors got lost ...
- 4 ... whose sister visited India
- 5 ... which is really famous

Say it like this!

- 1d (given) 2f 3a 4c 5b 6e

Writing**A**

- 1 which (given)
- 2 It is
- 3 when
- 4 There is
- 5 where
- 6 who
- 7 They are
- 8 There are

B

Pupils' own answers

Unit 2**Lesson 1****Vocabulary****A**

- 1 power (given)
- 2 heat
- 3 research
- 4 temperature
- 5 rays
- 6 invention

B

1d (given) 2e 3b 4f 5a 6c

C

- 1 do (given)
- 2 made
- 3 doing
- 4 do
- 5 make
- 6 make
- 7 did
- 8 making

Grammar**A**

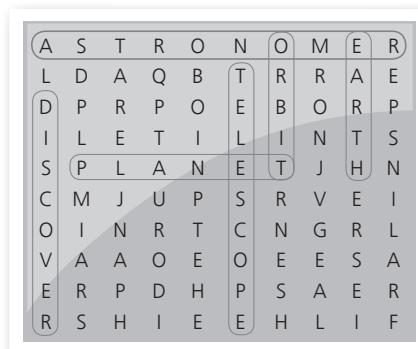
1a (given) 2c 3b 4c 5a 6c

B

- 1 took off (given)
- 2 landed
- 3 made
- 4 was digging
- 5 appeared
- 6 allowed
- 7 were
- 8 were looking

C

- 1 Wendy used to wear glasses. (given)
- 2 Wendy used to have long hair.
- 3 Wendy didn't use to have a car.
- 4 Wendy used to go to school on rollerskates.
- 5 Wendy didn't use to wear expensive clothes.
- 6 Wendy didn't use to have a mobile phone.

Lesson 2**Vocabulary****A**

- 1 astronomer (given)
- 2 orbit
- 3 telescope
- 4 discover
- 5 planet
- 6 Earth

B

- 1 on (given)
- 2 with
- 3 on
- 4 on
- 5 for
- 6 in

C

1c (given) 2d 3e 4f 5a 6b

Grammar**A**

- 1 watched (given)
- 2 has finished
- 3 have walked
- 4 didn't know, found
- 5 died
- 6 Have ... ever heard
- 7 succeeded
- 8 taught

B

- 1 spent (given)
- 2 had to
- 3 were
- 4 stepped
- 5 have just completed
- 6 have collected

C

- 1 already (given)
- 2 ago
- 3 never
- 4 last night
- 5 for
- 6 since
- 7 yet
- 8 ever

Lesson 3**Vocabulary****Across**

- 3 SUNLIGHT (given)
- 5 GADGET
- 6 METHOD

Down

- 1 TECHNOLOGY
- 2 ASSISTANT
- 4 TRAINERS

Say it like this!

1d (given) 2e 3c 4b 5f 6a

Speaking

Pupils' own answers.

Writing**A**

4 (given), 2, 1, 3

B

Pupils' own answers.

Review 1**Reading****B**

1DS (given) 2R 3W 4R 5W 6DS

Vocabulary

1c (given) 2a 3c 4b 5a 6b 7a
8a 9a 10c 11b 12c

Grammar

1a (given) 2b 3a 4c 5a 6b 7a
8b 9b 10c 11b 12a

Unit 3**Lesson 1****Vocabulary****A**

- 1 lood (given)
- 2 sunami
- 3 rought
- 4 olcano
- 5 arthquake
- 6 urricane

B

- 1 smokejumper (given)
- 2 equipment
- 3 prevent
- 4 volunteer
- 5 unusual
- 6 direction

C

- 1 on (given)
- 2 out
- 3 across
- 4 out
- 5 about
- 6 after

Grammar**A**

1a (given) 2b 3b 4c 5b

B

- 1 How long have you been studying tropical fish?
I've been studying tropical fish for two months. (given)
- 2 Has the situation on the island been improving?
No, the situation on the island hasn't been improving. / No, it hasn't.
- 3 Have the pupils been doing a good job with the tree planting?
Yes, the pupils have been doing a good job with the tree planting. / Yes, they have.
- 4 How long has Paolo been working as a volunteer?
Paolo has been working as a volunteer since July.
- 5 Have you been walking in the mountains all day?
Yes, I've/We've been walking in the mountains all day. / Yes, I/we have.

C

- 1 have been working (given)
- 2 haven't been sending
- 3 has been teaching
- 4 have been doing
- 5 has been helping
- 6 have been learning
- 7 have you been doing
- 8 Have you been practising

Lesson 2**Vocabulary****A**

- 1 kind (given)
- 2 fossils
- 3 appearance
- 4 opinion
- 5 evidence
- 6 information

B

- 1 beak (given)
- 2 fur
- 3 scales
- 4 horn
- 5 wings
- 6 paw
- 7 tail
- 8 claw

C

- 1d (given) 2f 3a 4c 5b 6e

Grammar**A**

- 1 've read (given)
- 2 hasn't been washing
- 3 Have you seen
- 4 've just finished
- 5 hasn't been sleeping
- 6 've run
- 7 've been learning
- 8 have you been

B

- 1 Have you been watering (given)
- 2 How many photos
- 3 have been watching
- 4 has read
- 5 has been planting
- 6 have found

C

- 1 have been doing (given)
- 2 've been looking
- 3 've found
- 4 have created
- 5 've been reading
- 6 've made
- 7 have built
- 8 've been working

Lesson 3**Vocabulary****A**

- 1 seeds (given)
- 2 worth
- 3 dinners
- 4 water
- 5 playground

Grammar

- 1 less (given)
- 2 better
- 3 quickly
- 4 best
- 5 nearest
- 6 hardest
- 7 fast
- 8 healthier

C

- 1 It isn't worth waiting because the bus doesn't come until three o'clock. (given)
- 2 It isn't worth buying him chocolate ice cream because he doesn't like it.
- 3 It's worth studying now because the exams are next week.
- 4 It's worth keeping those old books because they cost a lot of money.

Writing**A**

- 1 agree (given)
- 2 opinion
- 3 isn't
- 4 believe

B

Pupils' own answer.

Unit 4**Lesson 1****Vocabulary****A****Across**

- 3 PALACE (given)
- 5 SAIL
- 6 GENEROUS
- 7 KING

Down

- 1 LEGEND
- 2 BULL
- 4 LABYRINTH
- 5 SWORD

B

- 1 -less (given)
- 2 im-
- 3 dis-
- 4 un-
- 5 ir-
- 6 un-

C

- 1 drown (given)
- 2 lose
- 3 kill
- 4 decide
- 5 Promise
- 6 escape

Grammar**A**

- 1 had not seen (given)
- 2 had given
- 3 had never seen
- 4 hadn't gone
- 5 had already eaten
- 6 had cleaned

B

- 1c (given) 2b 3a 4a 5c 6b

C

- 1 had built (given)
- 2 hadn't seen
- 3 had escaped
- 4 had sailed
- 5 hadn't waited

Lesson 2**Vocabulary****A**

- 1e (given) 2a 3b 4d 5c

B

- 1 of (given)
- 2 at
- 3 for
- 4 in
- 5 about
- 6 of
- 7 for
- 8 to

C

- 1a (given) 2b 3c 4b 5a 6b

Grammar**A**

- 1 cried, had cut (given)
- 2 was, had eaten
- 3 had finished, went
- 4 saw, had read
- 5 got, had cooked

B

- 1 had never tried (given)
- 2 rang
- 3 tasted
- 4 had put
- 5 had disappeared
- 6 Had you ever seen

C

- 1 died, had written (given)
- 2 had already reached, arrived
- 3 had already discovered, sailed
- 4 had broken, disappeared
- 5 had walked, stepped

Lesson 3**Vocabulary**

- 1 hid (given)
- 2 carried
- 3 climbed
- 4 realised
- 5 annoyed
- 6 collected

Say it like this!

- 1 was supposed to take (given)
- 2 was going to read
- 3 were supposed to put
- 4 hadn't been going to tell/weren't going to tell
- 5 was supposed to brush

Speaking**A**

Pupils' own answers.

B

Pupils' own answers.

Writing**A**

- 1 Once upon (given)
- 2 Soon
- 3 One day
- 4 suddenly
- 5 in the end

B

Pupils' own answers.

Review 2**Reading****B**

- 1 near the northern regions of Earth (given)
- 2 the mystery of what causes the lights to appear
- 3 they did not know
- 4 that we see the northern lights when solar winds meet gases high above Earth
- 5 when it is dark outside

Vocabulary

- 1b (given) 2b 3c 4a 5b 6a 7a 8b 9c 10c 11a 12b

Grammar

- 1c 2a 3c 4a 5b 6b 7a 8a 9c 10a 11b 12b

Unit 5**Lesson 1****Vocabulary****A**

- 1 advert (given)
- 2 experience
- 3 learner
- 4 knowledge
- 5 interview
- 6 application

B

- 1 journalist (given)
- 2 degree
- 3 profession
- 4 employer
- 5 qualifications
- 6 salary

C

- 1f (given) 2c 3e 4a 5b 6d

Grammar**A**

- 1a 2a 3b 4a 5a

B

- 1 is going to (given)
- 2 won't
- 3 will
- 4 are going to
- 5 will
- 6 is going to

C

- 1 won't believe (given)
- 2 'm going to travel
- 3 are going to help
- 4 're ... going to go
- 5 're going to sleep
- 6 will be
- 7 's going to take
- 8 'll be

Lesson 2**Vocabulary****A**

- 1c (given) 2a 3c 4b 5b 6a

B

- 1 spare (given)
- 2 first aid
- 3 unit
- 4 fishing
- 5 net
- 6 sleeping

C

- 1 over (given)
- 2 with
- 3 off
- 4 up
- 5 down
- 6 up
- 7 to
- 8 with

Grammar**A**

- 1 will be making (given)
- 2 will be sailing
- 3 will be writing
- 4 will be landing
- 5 will be cycling
- 6 will be doing

B

- 1 Will we be having (given)
- 2 In
- 3 tomorrow
- 4 During
- 5 will be staying
- 6 tomorrow

C

- 1 will be flying (given)
- 2 will be taking
- 3 will be buying
- 4 will be hiking
- 5 will be putting up, will be setting up
- 6 will be having

Lesson 3**Vocabulary**

- 1a (given) 2b 3b 4b 5a 6a

Grammar

- 1 will have finished her report on pupils' ambitions (given)
- 2 will have read all the books
- 3 will have graduated from university
- 4 will have started working for the new company
- 5 will have grown long
- 6 won't have sold all these shirts

Say it like this!

- 1 is about to interview (given)
- 2 is about to play
- 3 are about to wash
- 4 is about to say
- 5 are about to leave
- 6 is about to listen

Writing**A**

- 1C (given) 2D 3B

B

Pupils' own answer.

Unit 6**Lesson 1****Vocabulary****A**

- 1 understanding (given)
- 2 beetles
- 3 notes
- 4 marks
- 5 experiment
- 6 sea shells

B

- 1 ickname (given)
- 2 pecimen
- 3 enius
- 4 pecies
- 5 edicine
- 6 oyage

C

- 1a (given) 2b 3b 4a 5b 6a

Grammar**A**

- 1 observing (given)
- 2 spending
- 3 Studying
- 4 watching
- 5 to bring
- 6 to complete

B

- 1 listening (given)
- 2 to paint
- 3 drawing
- 4 windsurfing
- 5 to buy
- 6 waking up

C

- 1 living (given)
- 2 Becoming
- 3 travelling
- 4 to work
- 5 going
- 6 to do
- 7 to raise
- 8 to save

Lesson 2**Vocabulary****A**

- 1 took (given)
- 2 gave
- 3 take
- 4 took
- 5 give
- 6 give
- 7 take
- 8 take

B

- 1 shy (given)
- 2 serious
- 3 crowded
- 4 original
- 5 surprised
- 6 unforgettable

C

- 1 by (given)
- 2 on
- 3 In
- 4 out
- 5 in
- 6 for

Grammar**A**

- 1S (given) 2D 3D 4S 5S 6D

B

- 1a (given) 2a 3b 4b 5a 6a

C

- 1 practising (given)
- 2 to become
- 3 taking
- 4 to wake
- 5 listening

Lesson 3**Vocabulary****Across**

- 3 RECIPE BOOK (given)
- 6 TALENTED

Down

- 1 PROUD
- 2 COMPETITION
- 4 COMPLETE
- 5 PRIZE

Say it like this!

- 1 It is too late to see the competition. (given)
- 2 Today it isn't warm enough to swim outside. /It isn't warm enough to swim outside today.
- 3 They are too excited to sit down.
- 4 He is too tired to watch TV.
- 5 The wind is strong enough to fly the kite.
- 6 She isn't old enough to see the film.

Speaking

Pupils' own answers.

Writing**A**

- 1 Although (given)
- 2 Apart from
- 3 However
- 4 but

B

Pupils' own answer.

Review 3**Reading****B**

- 1c (given) 2d 3a 4b 5e

Vocabulary

- 1c (given) 2a 3c 4a 5b 6c 7a
- 8b 9c 10a 11c 12c

Grammar

- 1c (given) 2a 3b 4a 5b 6a 7c
- 8b 9a 10c 11b 12a

Unit 7**Lesson 1****Vocabulary****A**

- 1 He's got a bad cold. (given)
- 2 He looks pale.
- 3 He's coughing.
- 4 She's got a high temperature.
- 5 She's got a sore throat.
- 6 She's sneezing.

B

- 1b (given) 2e 3a 4d 5f 6c

C

- 1 touch (given)
- 2 guess
- 3 up
- 4 luck
- 5 way

Grammar**A**

- 1a (given) 2b 3b 4a 5a 6b

B

- 1 haven't been able to find (given)
- 2 am not able to unlock
- 3 wasn't able to give
- 4 Will Jack be able to leave
- 5 won't be able to come
- 6 was able to play

C

- 1F (given) 2T 3T 4F 5F 6T

Lesson 2**Vocabulary****A**

- 1b (given) 2a 3a 4b 5c

B

- 1 happy (given)
- 2 bottle
- 3 aroma
- 4 nice
- 5 amount

C

- 1 perfume (given)
- 2 smell
- 3 reminds
- 4 expert
- 5 suit
- 6 choose

Grammar**A**

- 1 must (given)
- 2 can't
- 3 can't
- 4 must
- 5 must
- 6 can't

B

- 1 might (given)
- 2 must
- 3 can't
- 4 May
- 5 may not
- 6 may be

C

- 1b (given) 2c 3c 4a 5b 6a

Lesson 3**Vocabulary****A**

- 1 at (given)
- 2 of
- 3 about
- 4 of
- 5 in
- 6 away

B

- 1 should do (given)
- 2 mustn't eat
- 3 don't have to go
- 4 ought to clean
- 5 doesn't have to take
- 6 must eat

C

- 1 We'd better not touch them. (given)
- 2 Why don't you cycle to school?
- 3 Do you think I should join?
- 4 What do you think I should wear?

Writing**A**

- 1 Her mum and dad spend all their time with the baby. (given)
- 2 Her mum is always busy with the baby.
- 3 They spend all their time with the baby.
- 4 Pupils' own answer (Eg Why don't you tell your parents and friends how you feel?)

B

Pupils' own answer.

Unit 8**Lesson 1****Vocabulary****A**

- 1c (given) 2e 3b 4f 5a 6d

B

- 1 season (given)
- 2 judge
- 3 handwriting
- 4 background
- 5 copy
- 6 crowd

C

- 1 mood (given)
- 2 childhood
- 3 contrast
- 4 effect
- 5 close-up
- 6 share

Grammar**A**

- 1 are reminded (given)
- 2 is not allowed
- 3 are placed
- 4 is recycled
- 5 is wasted
- 6 are involved

B

- 1 was painted by (given)
- 2 were not told
- 3 was found by
- 4 was not chosen by
- 5 were stolen

C

- 1b (given) 2a 3b 4c 5c 6b

Lesson 2**Vocabulary****A**

- 1 band (given)
- 2 hip hop
- 3 style
- 4 songwriter
- 5 variety

B

- 1c (given) 2a 3a 4b 5a 6b

C

- 1P (given) 2S 3K 4P 5K 6K 7K
8S 9P 10P 11S 12S

Grammar**A**

- 1a (given) 2b 3b 4a 5a 6b

B

- 1 Her new album is being recorded at the moment. (given)
- 2 Will the book be made into a film? / Is the book being made into a film?
- 3 Live music will be played at the party next week.
- 4 All musical instruments must be returned to Mrs Hill.
- 5 The new music room was being painted at 8 o'clock yesterday.
- 6 The winner hasn't been chosen yet.

C

- 1 will be watched (given)
- 2 have been made
- 3 is being tested
- 4 Will ... be won
- 5 will be missed
- 6 can be bought

Lesson 3**Vocabulary****A**

- 1 main (given)
- 2 nervous
- 3 on
- 4 scene
- 5 acting
- 6 role
- 7 audition
- 8 actor

Say it like this!

- 1 What was the opera like? (given)
- 2 What did you think of the London Eye?
- 3 What is your sandwich like?
- 4 What is it like to be 80?
- 5 What do you think of the show?

Speaking

The door hasn't been fixed. (given)
The floors have been cleaned.
Flowers have been bought.
Food has been put on the table.
The paintings haven't been put up.
The windows haven't been washed.

Writing**A**

Plan B is better.

B

[4] (given)

I recommend Princess Wishes to anyone who wants a fantastic night out for all the family. Children and adults will love it and at the end of the evening you won't want to go home!

[1]

My family and I went to see Disney on Ice: Princess Wishes two weeks ago at the Grand Arena. It was a brilliant experience!

[3]

The best thing about the show was the dancing. The performers were skating so quickly that they seemed to be flying! Wearing their classic Disney costumes, they all looked amazing! I especially enjoyed Jasmine's part of the show which was set in a beautiful palace.

[2]

Disney on Ice makes the famous Disney characters look alive in a show where all the performers are ice skaters! In Princess Wishes each part of the performance is based on one of Disney's famous princesses – Ariel, Jasmine, Cinderella, Mulan, Belle, Snow White and Sleeping Beauty. This amazing show is a combination of ice dancing, music and magic!

C

Pupils' own answer.

Review 4**Reading****A**

Pupils read the text.

B

1F (given) 2F 3F 4T 5T

Vocabulary

1c (given) 2a 3c 4a 5a 6b 7b
8c 9b 10a 11b 12c

Grammar

1c (given) 2c 3b 4a 5a 6c 7c
8b 9a 10c 11b 12a

Unit 9**Lesson 1****Vocabulary****A****Across**

- 3 HARNESS (given)
- 6 ABSEILING
- 7 SCUBA DIVING
- 8 LIFEJACKET

Down

- 1 PARACHUTE
- 2 RAFTING
- 4 WINDSURFING
- 5 PARAGLIDING

B

- 1 of (given)
- 2 over
- 3 of
- 4 in
- 5 from
- 6 After

C

- 1 knee pads (given)
- 2 Flippers
- 3 cliff
- 4 gloves
- 5 goggles
- 6 instructors

Grammar**A**

- 1 don't wear (given)
- 2 stays
- 3 go
- 4 is
- 5 are not
- 6 look down

B

- 1 avoids (given)
- 2 will get
- 3 goes
- 4 will be
- 5 will do
- 6 passes

C

- 1 If you don't wear a helmet, you may hurt your head. [a] (given)
- 2 I will feel proud of her if she reaches the bottom of the cliff. [c]
- 3 Your hands will get cold unless you wear warm gloves. [b]
- 4 If they wear their lifejackets, they will be safe in the raft. [e]
- 5 If you don't wear good walking boots, you may slip on the rocks. [d]
- 6 Unless he wears gloves, he won't be able to avoid burns from the ropes. [f]

Lesson 2**Vocabulary****A**

1d (given) 2c 3e 4f 5b 6a

B

1e (given) 2f 3b 4d 5c 6a

C

- 1 locals (given)
- 2 choice
- 3 strength
- 4 challenge
- 5 thoughts
- 6 ceremony

Grammar**A**

- 1 would buy (given)
- 2 would go
- 3 had
- 4 were
- 5 wouldn't go
- 6 would take part

B

1c (given) 2a 3c 4b 5a 6b

C

- 1 was/were (given)
- 2 would go
- 3 would rent
- 4 didn't have
- 5 enjoyed
- 6 would save up

Lesson 3**Vocabulary****A**

- 1 runner (given)
- 2 finishing line
- 3 contestant
- 4 tradition
- 5 winner
- 6 rider

B

- 1 wouldn't have (given)
- 2 wouldn't have
- 3 would
- 4 hadn't
- 5 wouldn't
- 6 had asked

C

- 1 a two-mile (given)
- 2 a twenty-minute
- 3 a twelve-year-old
- 4 a fifty-kilo

Writing**A**

- 1 Hi Ben! (given)
- 2 How's it going?
- 3 really cool
- 4 guess what!
- 5 for ages
- 6 What have you been up to?
- 7 let me know
- 8 Write soon!

B

Pupils' own answers.

Unit 10**Lesson 1****Vocabulary****A**

- 1 innocent (given)
- 2 guilty
- 3 careless
- 4 fed up
- 5 embarrassing
- 6 fair

B

- 1 He's arresting the criminal. (given)
- 2 He's calling the police.
- 3 He's grabbing her bag.
- 4 He's keeping an eye on the children.
- 5 He's robbing the house.

C

- 1 going (given)
- 2 blame
- 3 lend
- 4 proof
- 5 fault
- 6 managed

Grammar**A**

- 1 hadn't (given)
- 2 had
- 3 wouldn't blame
- 4 knew
- 5 hadn't lost
- 6 would listen to

B

- 1 hadn't taken (given)
- 2 hadn't had
- 3 hadn't chased
- 4 hadn't slipped
- 5 hadn't bitten

C

- 1 hadn't gone (given)
- 2 seen
- 3 had brought
- 4 hadn't asked
- 5 hadn't laughed

Lesson 2**Vocabulary****A**

1d (given) 2b 3f 4a 5c 6e

B

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

C

- 1 for (given)
- 2 with
- 3 of
- 4 into
- 5 of
- 6 about

Grammar**A**

1f (given) 2d 3a 4e 5b 6c

B

- 1 yourself (given)
- 2 himself
- 3 herself
- 4 themselves
- 5 myself
- 6 ourselves

C

- 1 yourself (given)
- 2 myself
- 3 himself
- 4 ourselves
- 5 yourselves
- 6 itself

Lesson 3**Vocabulary**

- 1 send (given)
- 2 escaped
- 3 hold
- 4 solve
- 5 drop
- 6 keep

Say it like this!

- 1 about (given)
- 2 believe
- 3 way
- 4 what
- 5 joking
- 6 believe

Speaking

Pupils' own answers.

Writing**A**

B, D, A, C

B

Pupils' own answers.

Review 5**B**

1R (given) 2W 3R 4W 5DS

Vocabulary1c (given) 2b 3b 4a 5b 6a 7c
8a 9b 10c 11a 12b**Grammar**1a (given) 2b 3a 4a 5c 6a 7c
8a 9b 10b 11c 12b**Unit 11****Lesson 1****Vocabulary****A**

1b (given) 2a 3f 4e 5d 6c

B

- 1 with (given)
- 2 for
- 3 in
- 4 of
- 5 of
- 6 For

C

- 1 survey (given)
- 2 drawback
- 3 connection
- 4 download
- 5 reddit and

Grammar**A**

- 1 would email (given)
- 2 could use
- 3 had downloaded
- 4 had to get
- 5 didn't have
- 6 loved surfing

B

- 1 she was deleting all her old messages (given)
- 2 had to buy a new computer screen
- 3 she used the school computer every day
- 4 would send me/us an email
- 5 had never visited that website
- 6 they had downloaded some photos of their school

C

- 1 wanted (given)
- 2 had
- 3 was looking
- 4 would show
- 5 over there
- 6 had seen
- 7 that one
- 8 would buy
- 9 had to pay
- 10 could take

Lesson 2**Vocabulary****A**

- 1 birth (given)
- 2 language
- 3 creature
- 4 communication
- 5 speak

B

1b (given) 2a 3c 4c 5b

C

- 1 through (given)
- 2 up
- 3 off
- 4 across
- 5 on

Grammar**A**

- 1 how old he was (given)
- 2 where she lived
- 3 whether/if he had done his homework
- 4 when I would go home
- 5 whether/if I had finished reading that page
- 6 when he could climb up the tree

B

- 1 Do the dolphins talk to each other? (given)
- 2 Have the scientists done any experiments?
- 3 Can you understand dolphin language?
- 4 Do the scientists talk over the phone?
- 5 Is there any chance that we will understand dolphin language in the future?

C

- 1 to speak (given)
- 2 asked
- 3 if
- 4 told
- 5 tell
- 6 told

Lesson 3**Vocabulary**

- 1 solution (given)
- 2 service
- 3 translator
- 4 presentation
- 5 communicator
- 6 debate

Grammar

- 1 was meeting, that day (given)
- 2 was taking part, that night
- 3 was going, that
- 4 had phoned, the previous day, had got
- 5 had chatted, the previous week

Say it like this!

- 1 So does (given)
- 2 Neither did
- 3 So is
- 4 Neither has
- 5 So can

Writing**A**

- 1 good thing about (given)
- 2 the main advantages
- 3 On the other hand
- 4 Another drawback

B

Pupils' own answer.

Unit 12**Lesson 1****Vocabulary****A**

- 1 fortune (given)
- 2 bargain
- 3 receipt
- 4 queue
- 5 refund
- 6 cash

B

- 1 Can I borrow your skirt? (given)
- 2 I'm having the clothes delivered.
- 3 Are you going to recycle your used clothes?
- 4 Do you want to get the bus?
- 5 This new outfit cost me nothing.

C

- 1 debt (given)
- 2 rent
- 3 expensive
- 4 experiment
- 5 sales

Grammar**A**

- 1 had the shopping delivered (given)
- 2 isn't having a dress made
- 3 is having the house painted
- 4 has her hair done
- 5 can't have his car fixed

B

- 1 Do you have your shoes cleaned every month? (given)
- 2 Are they having a swimming pool built next year?
- 3 Did you have a dress delivered yesterday evening?
- 4 Are the children having their photo taken right now?
- 5 Is she having her house painted next week?

C

- 1c (given) 2a 3b 4a 5c

Lesson 2**Vocabulary****A**

- 1d (given) 2e 3b 4f 5c 6a

B

- 1 high-tech (given)
- 2 tight
- 3 fashionable
- 4 scruffy
- 5 baggy
- 6 old-fashioned

C

- 1b (given) 2c 3a 4b 5c

Grammar**A**

- 1 in order to (given)
- 2 so that
- 3 so that
- 4 in order to
- 5 in order to

B

- 1 Although these shoes are very (given)
- 2 Despite the rain/Despite the fact that it was raining
- 3 spite of the fact
- 4 despite having given away/despite that fact that she gave away
- 5 although he didn't have

C

- 1 Although (given)
- 2 despite
- 3 in order to
- 4 so that
- 5 In spite

Lesson 3**Vocabulary****A**

- 1 find (given)
- 2 sounds
- 3 get
- 4 Do
- 5 got
- 6 shopping

Say it like this!

- 1 Where's the changing room? (given)
- 2 What size do you take?
- 3 Can I help you?
- 4 How much is this?

Speaking

Pupils' own answers.

Writing**A**

- 1 Aim (given)
- 2 The new shopping mall
- 3 Advantages
- 4 Drawbacks
- 5 Conclusion

B

Pupils' own answers.

Review 6**Reading****B**

- 1 in the 1830s (given)
- 2 a communication system
- 3 the telephone
- 4 Martin Cooper
- 5 when they are near towers

Vocabulary

- 1a (given) 2b 3c 4c 5a 6b 7a 8c 9b 10b 11a 12c

Grammar

- 1b (given) 2b 3b 4a 5c 6a 7b 8a 9b 10a 11b 12c

Crosswords**Units 1-2****Across**

- 1 TELESCOPE
- 4 TEMPERATURE
- 8 CALCULATOR
- 9 EXPERIMENT
- 10 GORGE

Down

- 2 OBSERVATORY
- 3 DISTANCE
- 5 BORDER
- 6 ROCKET
- 7 RAFTING

Units 3-4**Across**

- 3 REPTILE
- 6 LABYRINTH
- 9 NAVIGATOR
- 10 VOLUNTEER

Down

- 1 FUEL
- 2 TSUNAMI
- 4 EARTHQUAKE
- 5 SHOVEL
- 7 BEAK
- 8 LEAFLET

Units 5-6**Across**

- 2 MUSICIAN
- 5 GARDENER
- 8 PROFESSION
- 9 TRAINING
- 10 QUALIFICATIONS

Down

- 1 VOYAGE
- 3 INTERVIEW
- 4 CRIMINAL
- 6 POLITICIAN
- 7 CAREER

Units 7-8**Across**

- 1 MOOD
- 4 CROWD
- 6 COMBINATION
- 8 LYRICS
- 9 BEAUTY

Down

- 2 ORCHESTRA
- 3 FRAGRANCE
- 5 MICROPHONE
- 6 CHILDHOOD
- 7 ENERGY

Units 9-10**Across**

- 4 THIEF
- 5 HANDCUFFS
- 6 PARAGLIDING
- 8 CEREMONY
- 9 VICTIM

Down

- 1 CHALLENGE
- 2 LIFEJACKETS
- 3 WEAPON
- 6 PROOF
- 7 WETSUIT

Units 11-12**Across**

- 2 DEBT
- 3 BARGAIN
- 5 AQUARIUM
- 7 PLEASURE
- 8 OUTFIT
- 9 WHISTLE

Down

- 1 SURVEY
- 2 DRAWBACK
- 4 BOUTIQUE
- 6 RECEIPT

Project Book Key

Project 1: Planning a trip

Activity A

- 1 walking boots
- 2 4x4 car/jeep
- 3 sunglasses
- 4 water

Activity B

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

Activity C

Pupils' own answers

This activity may be done at home as part of the project. Put the pupils into pairs and let those children who live near to each other, or are friends, work together. Tell the class that they are going to go on a week-long trip around their own country. Elicit some places of interest they might like to visit. Explain what the children need to do, taking them through each bullet point in Activity C.

The children plan their trips using the grid.

Activity D

Pupils' own answers

This activity may be done at home as part of the project. The children need to make a large map of their home country. Remind them to look in atlases or the internet for the topographic details of their country. The children transfer the information from their grids in Activity C onto their maps. Set a day for the children to bring in their work.

Activity E

Pupils' own answers

Give the children time to prepare their short talks on their planned trips. Remind them of the things to remember (the bullet points in Activity E) while they are planning and giving their talks. Applaud each pair as they finish their talks. Praise good work and effort.

Activity F

Pupils' own answers

This activity may be done in class or at home. The children could attach their descriptions to their maps. The maps could be displayed around the class and the children given the opportunity to look at each others' work.

Project 2: Inventions

Activity A

- 1 camera
- 2 wheel
- 3 space rocket
- 4 watch
- 5 car
- 6 television

Pupils' own answers for the year they think each one was invented

Activity B

Pupils' own answers

To help the children get started, elicit some adjectives and phrases they might need in this activity: small, light, easy to use, slow, fast, heavy, made of wood/plastic etc. The children work alone and then compare their ideas with their partner.

Activity C

Pupils' own answers

This activity and Activity D can be done at home as part of the project. The children can work in pairs or individually, and research the invention of their choice. As an alternative, give each child an invention to research, so that there is an equal mix. Set a day when the children are to bring in their work if this task is carried out at home.

Activity D

Pupils' own answers

Check the children have completed all the questions in Activity C before they start the writing task (if done in class time). Have some children read out their research findings to the rest of the class. Or, have some of the children read out their finished paragraphs if this task was done as homework.

Activity E

Pupil's own answers

This task could be done as homework. Set a day when the children should bring in their finished work.

Activity F

Pupils' own answers

If possible, display the children's work around the class and let them read and admire each others' work. Praise good effort, colourful and interesting posters.

Project 3: Dinosaurs

Activity A

- 1 fossil
- 2 palaeontologist
- 3 dinosaur
- 4 bones

Activity B

Pupils' own answers

If you have time, research to find out if any fossils of dinosaurs or other prehistoric creatures been found in your own country. Elicit some ideas from the children as to what a palaeontologist does, where he/she works, why his/her work is important. Tell the children about fossils found in your own country. Move around the class assisting with vocabulary, grammar and punctuation. Have the children swap their work when they have finished and ask them to read over and correct each others' work.

Activity C

Pupils' own answers

This activity could be done at home as part of the project. If possible, bring in some pictures of dinosaurs and talk about the different types. Find out what the children already know about dinosaurs, when they lived etc. To start the children off, you could put some more names of dinosaurs on the board, and have the children choose one to research, e.g. stegosaurus, seismosaurus, velociraptor, pterodactyl etc.

Activity D

Pupils' own answers

This activity is designed to be done as homework. The children work in the same pairs as in Activity C. The children can make either a poster or a model. Set a day when the children should bring in their finished work.

Activity E

Pupils' own answers

This activity is designed to be done as homework. The children work in the same pairs as in Activities C and D.

Activity F

If possible, display the children's work around the class and let them admire and read each others' work. Praise good effort and encourage the children to vote for which one they like best/ find the most interesting and to say why. Choose some of the children to come to the front of the class and tell the others what they found out about their dinosaur.

Activity G

This activity can be done in class or at home. If done in class, assist with grammar, spelling and punctuation where needed. Encourage the children to read and correct each others' work.

Project 4: Telling a story**Activity A**

Pupils' own answers

Ask the children to look at each picture in the story sequence and to tell you what they can see and what is happening. You could ask them questions about the hat seller: how old he is, whether he likes selling hats, where the story takes place etc. Build the story orally in class, eliciting the narrative from the children. Pay attention to the tenses the children use, as this story requires them to use the past simple and the past continuous, which the children studied in Unit 2. You could put the following sequencing devices on the board to help them. One day, ... While ... When ... Then, ... In the end Move around the class and assist with grammar, spelling and punctuation where needed.

Activity B

Pupils' own answers

The children can read out their stories to each other, or they read each others' work silently. How are the stories different? Have a few children read out their stories to the rest of the class.

Activity C

Pupils' own answers

This activity could be started in class, with Activities D and E set as homework. Put the children into groups of four, and let children who live close to each other and/or are friends, work together. Encourage them to put their stories together in English, but allow some use of Arabic if needed to establish their characters and some of the details. The stories should be told in English, however! The children can finish off preparing their stories at home and plan their 'plays' in Activities D and E at home. They can bring simple props to school on the day to help them, e.g. hats or items of clothing to dress up in. Set a day when the children should be ready to act out their stories for the class.

Activity D

Pupils' own answers

This activity is designed to be done at home, though some preparation could be done in class to make sure the children understand what they have to do and are organised. Set a day when the children should have their plays ready to perform to the class.

Activity F

Pupils' own answers

Have the groups of children act out their 'plays' to the class. Applaud each 'play' and say what you liked about it. The children could vote for the 'play' they liked the best/was the funniest etc.

Project 5: A difficult job**Activity A**

- 1 firefighter
- 2 doctor
- 3 footballer
- 4 musician
- 5 lorry driver
- 6 teacher

Pupils' own answers for how difficult they think the jobs are

Activity B

Pupils' own answers

Put the class into pairs. Remind them of the language we use to give an opinion: I think that a doctor/teacher has the most difficult job because To agree and disagree: Yes, I agree./ Yes, but I think a ... has a more difficult job because /I don't agree. To make comparisons between jobs: I think a ... 's job is the most difficult. A ... 's job is/isn't as difficult as

Activity C

Pupils' own answers

Each child chooses any one difficult job and makes notes about it using the prompts. Move around the class and assist with vocabulary where needed.

Activities D and E

Pupils' own answers

These activities are designed to be done at home. Set a day when the children should bring in their finished work.

Activity F

Pupils' own answers

Put the children into groups of four and let them read and admire each others' work. Move around the class, praising good work and effort. If possible, display the children's work around the class.

Activity G

Pupils' own answers

Project 6: A biography**Activity A**

- 1 2001
- 2 2008
- 3 July 2009
- 4 Summer 2010

Activity B

Pupils' own answers

This is a straightforward activity in which the information in Activity A is transposed to paragraph form.

Activity C

Pupils' own answers

There shouldn't be much variation between the pupils' answers, but let them read each others' work for comparison and reassurance.

Activity D

Pupils' own answers

This activity is designed to be done as homework.

Elicit from the class some famous national and/or international sportsmen and women. Invite the class to tell you what they know about each. If possible, bring a photo and some information about a famous sports personality and tell the children about him/her. The children do their own research on their chosen sports personalities. Set a day when the children should bring in their finished work.

Activity E

Pupils' own answers

This activity is designed to be done as homework and as a continuation of Activity D.

Activity F

Pupils' own answers

This activity is designed to be done as homework and as a continuation of Activities D and E.

Activity G

Pupils' own answers

If possible, display the children's work around the class and let the children admire and read each others' work. Applaud and praise good work and effort.

Activity H

As a follow up, the children can write up their biography as a paragraph, transferring their sentences into a cohesive paragraph.

Project 7: Health matters**Activity A**

unhealthy
healthy
healthy
unhealthy

Activity B

Pupils' own answers

Activity C

Pupils' own answers

The children may have different ideas about what makes a healthy lifestyle. Let them share their ideas and give guidance if needed.

Activity D

Pupils' own answers

The children may need some help with vocabulary, e.g. a temperature, the 'flu (influenza), a tummy upset, measles, chickenpox.

Activity E

Pupils' own answers

The children choose a common ailment and research some traditional remedies as homework. Go through the instructions for Activities E and F to make sure everyone understands the tasks. They can ask their parents, grandparents or other older relatives about how people used to treat these illnesses. Set a day for everyone to bring in their finished work.

Activity F

Pupils' own answers

This activity is designed to be done as homework. Note that the

children should prepare to give a short illustrated talk using their pictures.

Activity G

Pupils' own answers

Invite some members of the class to talk about their remedies. Applaud after each turn. The children could be put into small groups and report to each other about their research. Move around and listen to each group. If possible, display the children's work and let them admire each others' work.

Project 8: The arts**Activity A**

- 1 drama
- 2 sculpture
- 3 singing
- 4 calligraphy
- 5 traditional dancing
- 6 weaving

Activity B

Pupils' own answers

Activity C

Pupils' own answers

The children will probably need the names of the arts in Arabic – give them the English translations and write them on the board.

Activity D

Pupils' own answers

Put the children into pairs. They could interview each other and report their findings back to the class, using the 3rd person present simple, as the children will not be familiar with reported speech.

Activity E

Pupils' own answers

This activity and Activities F–I are designed to be done as homework. The children can choose a traditional or more contemporary art form. As a check on progress, you could break the project into two parts, with the children bringing in their work after completing Activities E and F. The children can either report to the whole class, or in small groups. Make sure every child has completed the tasks before moving on to Activity G.

Activity F

Pupils' own answers

Activity G

Pupils' own answers

This activity could be done at home or in class. If done in class, you could provide the children with a writing model to base their own writing upon. Children could be put into groups according to the art form they have chosen and work together on their writing. Move around the class and assist with grammar, spelling and punctuation. Common errors can be dealt with at the end of the activity.

Activity H

Pupils' own answers

This activity could be done as homework to accompany the writing activity above. Set a day for the children to bring in their finished work.

Activity I

If possible, display the children's work and let them admire each others' work. The children can vote for the most colourful or

interesting poster. Have them read each others' work and deal with any common errors, without naming any individual pupils.

Project 9: Strange sports

Activity A

- 1 elephant polo
- 2 toe wrestling
- 3 zorb balling
- 4 unicycle hockey

Activity B

Pupils' own answers

This gives practice of 2nd conditional sentences. Remind the children of the form before they start writing. The children can read out their answers to the class or feedback to each other in small groups.

Activity C

Pupils' own answers

This activity could be started in class and finished for homework. Let children who live near each other or who are friends work together. Let the children use their imagination and treat the activity as fun. If the children need help, give them some ideas, e.g. the equipment they could use (balls, sticks, bats, cars, bikes etc.), where the game could be played (on land, in the water, in the air, etc.).

Activity D

Pupils' own answers

This activity is designed to be done as homework, with Activity E. Make sure the children understand that they need to prepare a short talk using their pictures and their written descriptions. Set a day for the children to bring in their finished work.

Activity E

Pupils' own answers

Activity F

Pupils' own answers

Give the children a chance to rehearse their talks again before they speak to the class. Have some of the stronger children come to the front of the class first and give their talks, followed by some of the weaker pupils. Applaud after every talk. If possible, display the children's work and let them admire each others' efforts. Praise good work and imagination.

Project 10: Anti-social behaviour

Activity A

- 1 dropping litter
- 2 being noisy
- 3 fighting
- 4 speeding
- 5 pushing in
- 6 graffiti/vandalism

Activity B

Pupils' own answers

There are no right or wrong answers. You could ask the class which of the behaviours can be found in your town/city. Are there any other anti-social things that people do which are not mentioned in Activity A?

Activity C

Pupils' own answers

Put the children into pairs and then small groups to discuss their answers.

Activity D

Pupils' own answers

This activity is designed to be done as homework, as is Activity E. Put the children into pairs. Let children who live near each other or who are friends work together. Draw their attention to the illustrations and ask them what they can see, and how this behaviour affects the community.

Activity E

Pupils' own answers

This activity encourages the children to think about the effects of the anti-social behaviour they have chosen on other people and on the community. Set a day for the children to bring in their finished work.

Activity F

Pupils' own answers

Put the children into pairs and then groups of two pairs. Each pair tells the other pair about their project.

Activity G

Pupils' own answers

The children work with another pair and the activity above is repeated. Ask each group to decide which of the anti-social behaviours they have heard about is the worst. If possible, display the children's work and let them admire and read each others' work. Deal with any common errors in their writing tactfully, without mentioning any individuals.

Project 11: Communication systems

Activity A

- 1 letter
- 2 mobile phone
- 3 radio
- 4 email

Activity B

Pupils' own answers

Children work in pairs and discuss their answers.

Activity C

Pupils' own answers

This activity is designed to be done as homework. The activity does not require detailed answers, but the children should have understood that the mobile phone is, in fact, a radio. Each phone communicates with a 'base station' using radio waves. There are many 'base stations' dotted around a country to form a network, and as a phone user moves around, the phone connects to different base stations, so it is always (or nearly always) possible to make and receive calls.

Activity D

Pupils' own answers

The children each choose a communication system and research it for homework. You may wish to monitor the children's progress and have them report back their findings, before setting Activities E and F as homework.

Activity E

Pupils' own answers

This activity is designed to be done as homework, as a follow-up from Activity D.

Activity F

Pupils' own answers

This activity could be done as homework, as a follow-up from

Activity E. Alternatively, the task could be done in class as a writing lesson. Note that the children should prepare a talk from their drawings and descriptions. This could be set as homework. Set a day for the children to be ready to do their talks.

Activity G

Pupils' own answers

Select some children to come to the front of the class and give their talks. Admire their work and praise their efforts. The class should applaud after every talk.

If possible, display the children's work and let them read and admire each others' work. Common errors can be dealt with in the usual way.

Project 12: Shops

Activity A

- 1 bookshop
- 2 electrical shop
- 3 bakery
- 4 toy shop

Activity B

Pupils' own answers

Activity C

Pupils' own answers

Elicit some shop names from the children and put them on the board. Elicit some favourite shops from members of the class and ask them where each one is. Ask the class how often they visit the shop and why it is their favourite.

The children can then write some sentences as a follow up. Remind the class of any common errors to avoid, and move around the class offering assistance where necessary. The children can read and correct each others' work.

Activity D

Pupils' own answers

This activity could be done in class in preparation for Activities E, F and G. The children will need some vocabulary, e.g. counter, till, display, shop assistant, shop window, shelves etc. Let the children enjoy imagining their 'own shops' and let them be creative. The children should have plenty of ideas about their shops in order to do the drawing activity which follows.

Activity E

Pupils' own answers

This activity is designed to be done as homework. Make sure the children understand what a floor plan is. They must label their floor plans.

Activity F

Pupils' own answers

This activity is designed to be done as homework, as a continuation of Activity E. Alternatively, do this activity in class when the children have their floor plans and pictures in front of them. This is a descriptive writing activity and the children should use phrases such as: on the left/right, at the front/back, behind, next to, near, in front of to describe their shops. Assist where necessary and deal with any common errors in the usual way.

Activity G

Pupils' own answers

This activity could be done as homework. The children make a poster, with their pictures and their writing from Activities E

and F, or make a 3-D model to accompany their writing. Set a day for the children to bring in their finished work.

Activity H

Pupils' own answers

If possible, display the children's work and let them admire and read each others' work. The class could vote for the best/most interesting/most colourful/most unusual shop. Praise and applaud everyone's efforts.

Grammar Book Key

Introduction

- 1
1 Jamie sometimes goes to the park after school. (given)
2 I am always happy at the weekend.
3 Ann usually has a piano lesson on Saturday.
4 How often does your father cook?
5 I never go to bed before nine o'clock.
6 We are never late for school.

- 2
1 his (given)
2 mine
3 yours
4 theirs
5 hers
6 ours / yours

- 3
1 much (given)
2 many
3 much
4 much
5 many
6 many

- 4
1 too many (given)
2 too late
3 enough
4 enough
5 too cold
6 too much

- 5
1 e (given)
2 d
3 a
4 f
5 b
6 c

- 6
1 a lot of/lots of (given)
2 a little
3 a little
4 a lot of/lots of
5 a few
6 a few

- 7
1 every (given)
2 some
3 every
4 some
5 any
6 no
7 any
8 no

- 8
1 b (given)
2 c
3 c
4 a
5 b

- 6 c
7 a
8 c

- 9
1 isn't it (given)
2 hasn't she
3 don't you
4 shouldn't we
5 didn't it
6 aren't I
7 aren't they
8 are they

- 10
1 carefully (given)
2 hard
3 rudely
4 happily
5 late
6 gently

Unit 1

Lesson 1

- 1
1 brushes (given)
2 sometimes watch
3 doesn't read
4 Does water boil
5 don't usually go
6 leaves
7 tidies
8 Do you walk

- 2
1 are riding (given)
2 'm staying
3 Is ... sleeping
4 are cycling
5 are travelling
6 aren't visiting
7 isn't trying
8 Are, having

- 3
1 a (given)
2 b
3 b
4 b
5 b
6 c
7 b
8 c
9 b
10 c

- 4
1 d (given)
2 f
3 e
4 c
5 b
6 a

- 5
1 doesn't often swim, is going (given)
2 sometimes eat, usually cook

- 3 usually photograph, 'm taking
4 is wearing jeans, sometimes wears
5 is getting, is acting
6 are having, are watching

- 6
1 Selina is British. (given)
2 Yes, she does.
3 She lives in New York.
4 She visits the UK every year at New Year.
5 She eats burgers and chips.
6 She usually eats chicken or fish with salad.
7 She is spending her summer in Majorca.
8 She is going with friends.
9 No, she isn't.
10 She is wearing blue jeans and a blue sweater.

- 7
1 Are, having (given)
2 are travelling
3 aren't flying
4 're driving
5 stop
6 're crossing
7 visit
8 stay
9 is building
10 don't, switch off

Lesson 2

- 1
1 sounds (given)
2 are watching
3 aren't laughing
4 hate
5 Do you understand
6 Does Harry like
7 don't own
8 Do you, need

- 2
1 Does, belong to (given)
2 'm going
3 don't understand
4 Are, listening
5 prefer
6 smell

- 3
1 See (given)
2 'm seeing
3 Do, think
4 see
5 Is, thinking
6 're going

- 4
1 'm thinking (given)
2 own
3 Do you want
4 love
5 'm seeing
6 see

Lesson 3

- 1
- 1 who (given)
- 2 whose
- 3 which
- 4 who
- 5 when
- 6 whose
- 7 where
- 8 where
- 9 which
- 10 when
- 2
- 1 where you can find great gifts (given)
- 2 that I live in
- 3 which is about mysteries of the world
- 4 who broke the window
- 5 when we met
- 6 whose father is a policeman
- 3
- 1 that (given)
- 2 that
- 3 -
- 4 -
- 5 that
- 6 -
- 7 that
- 8 -
- 4
- 1 ND (given)
- 2 D
- 3 D
- 4 ND
- 5 D
- 6 ND
- 7 D
- 8 ND
- 9 ND
- 5
- 1 The Lion King, which was on Channel Nine last night, is a Disney film. (given)
- 2 My grandparents, who don't usually enjoy travelling by boat, went on a day trip to an island.
- 3 My mum brought me a puppy whose tail is black and white.
- 4 In 2005, when I was studying in France, I went skiing for the first time.
- 5 We don't know the people who visited our school.
- 6 We stayed at the campsite, which is in the mountains.
- 7 The pilot, whose name is Mr Lexington, lives in my neighbourhood.
- 8 I think that's the girl who won the 100-metre race.

Unit 2**Lesson 1**

- 1
- 1 Did you carry (given)
- 2 didn't do
- 3 climbed
- 4 boiled, added, waited
- 5 Mr and Mrs Smith bought
- 6 didn't make, bought

- 2
- 1 was not working (given)
- 2 were hiking
- 3 Were, washing
- 4 wasn't sleeping
- 5 was chatting, was speaking / was speaking, was chatting
- 6 Was, reading
- 3
- 1 was (given)
- 2 was working
- 3 was listening
- 4 were playing
- 5 decided
- 6 went
- 7 turned on
- 8 ran
- 9 was looking for
- 10 rang
- 11 forgot
- 12 remembered
- 13 looked
- 14 saw
- 4
- 1 when (given)
- 2 When
- 3 while
- 4 when
- 5 while
- 6 When

- 5
- 1 didn't use to wear (given)
- 2 use to use
- 3 didn't use to drive
- 4 used to play
- 5 Did, use to write
- 6 used to travel

- 6
- 1 b (given)
- 2 b
- 3 b
- 4 c
- 5 a
- 6 c
- 7 c
- 8 b

Lesson 2

- 1
- 1 Have you ever looked (given)
- 2 haven't finished
- 3 haven't seen
- 4 has wanted
- 5 've just made
- 6 Has Asma lived
- 2
- 1 Has Brian lost, Yes, he has. (given)
- 2 Have Ben and Kelly washed, No, they haven't.
- 3 Has the kitten drunk, No, it hasn't.
- 4 Have they bought, Yes, they have.
- 5 Has Susan watered, No, she hasn't.
- 6 Have we finished, Yes, we/you have.
- 3
- 1 b (given)
- 2 c
- 3 b

- 4 c
- 5 b
- 6 c
- 4
- 1 emptied (given)
- 2 wrote
- 3 has had
- 4 took
- 5 haven't contacted
- 6 haven't used
- 5
- 1 hid (given)
- 2 Have, held
- 3 has, left
- 4 didn't go
- 5 haven't bought
- 6 Did, call
- 6
- 1 lost (given)
- 2 haven't found
- 3 gave
- 4 've, told
- 5 has helped
- 6 did
- 7 haven't finished
- 8 Have, got

Review 1

- 1
- 1 always tells (given)
- 2 are doing
- 3 aren't painting
- 4 Is your dad thinking
- 5 does water exist
- 6 don't collect
- 7 'm seeing
- 8 Are you visiting
- 2
- 1 am (given)
- 2 have been here
- 3 aren't staying
- 4 're sharing
- 5 cooks
- 6 aren't having
- 7 're going
- 8 think

- 3
- 1 - (given)
- 2 -
- 3 which
- 4 that
- 5 whose
- 6 which
- 7 who
- 8 -

- 4
- 1 I saw a great programme which was about our solar system. (given)
- 2 There's the scientist who congratulated me on my research.
- 3 We visited the field where the rocket landed.
- 4 The journalist interviewed a young astronaut whose father is travelling to the moon.
- 5 It was six o'clock in the morning when the sunlight came into my room.

6 Peter gave me a really interesting book that is about extinct animals.

- 5
1 fell (given)
2 ran
3 used to go
4 was making
5 was reading
6 walk

- 6
1 walked (given)
2 have been
3 Have you started
4 turned on, opened, started
5 hasn't seen
6 didn't go

- 7
1 c
2 c
3 b
4 c
5 b
6 c

Writing Project

- 1
1 which (given)
2 when
3 whose
4 that
5 who
6 where

Unit 3

Lesson 1

- 1
1 have been trying (given)
2 has been snowing
3 haven't been tidying
4 has been doing
5 haven't been working
6 have been cutting down

- 2
1 Have you been writing, Yes, I have. (given)
2 Has John been playing, No, he hasn't.
3 Have Sue and Kate been studying, Yes, they have.
4 Have we been speaking, Yes, we/you have.
5 Have the girls been arguing, No, they haven't.
6 Have I been making, Yes, you have.

- 3
1 No, he hasn't. He's been painting the fence. (given)
2 No, they haven't. They've been shopping.
3 No, he hasn't. He's been reading comics.
4 No, they haven't. They've been watching TV.
5 No, she hasn't. She's been swimming.
6 No, it hasn't. It's been sleeping.

Lesson 2

- 1
1 have, found (given)

- 2 haven't been eating
3 haven't visited
4 has, finished
5 hasn't been playing
6 has been biting

- 2
1 Have I made (given)
2 hasn't rained
3 Have you already drunk
4 Has Dad been cutting
5 hasn't won
6 have just run
7 has helped
8 have been looking

- 3
1 have been trying (given)
2 haven't seen
3 haven't been cleaning
4 hasn't been reading
5 hasn't snowed
6 has been digging

- 4
1 've been trying (given)
2 have you been doing
3 have been working
4 have decided
5 haven't been
6 has been visiting
7 Have, decided
8 hasn't told

Lesson 3

- 1
1 the fastest (given)
2 better than
3 healthier than
4 the most enormous
5 more
6 the busiest

- 2
1 faster than (given)
2 more frequently
3 the loudest
4 more quickly
5 higher than
6 the most beautifully

- 3
1 did as well as (given)
2 isn't as easy as
3 is as funny as
4 doesn't talk as fast as
5 doesn't sing as badly as
6 doesn't run as fast as

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

- 5
1 the most (given)
2 as clever
3 the most popular
4 more boring

- 5 the worst
6 more difficult
7 more carefully
8 better

- 6
1 as (given)
2 cleanest
3 scarier
4 more
5 longest
6 healthy

Unit 4

Lesson 1

- 1
1 had started (given)
2 hadn't heard
3 had arrived
4 had already left
5 had finished
6 hadn't understood

- 2
1 Had Ben finished (given)
2 Had Lucy woken up, No, she hadn't.
3 Had Mum and Dad finished, Yes, they had.
4 Had Peter turned off, No, he hadn't.
5 Had Mark cleaned, Yes he had.
6 Had the girls learnt, No, they hadn't.

- 3
1 had decided (given)
2 had, chosen
3 hadn't thought
4 had, been
5 had talked
6 had discovered

Lesson 2

- 1
1 a (given)
2 b
3 c
4 b
5 b
6 c
7 b
8 c

- 2
1 went, had gone (given)
2 had revised, got
3 had rained, rained
4 had left, didn't go
5 bought, hadn't bought

- 3
1 asked, didn't go, had seen (given)
2 bought, died, had forgotten
3 walked, realised, had left
4 phoned, didn't answer, had gone
5 was, found, had lost
6 gave, played, had read

- 4
1 walked to school because we had missed (given)
2 arrived, Anna had already left
3 the children had finished
4 had finished writing my report when

- 5 had won two Olympic medals by the time
6 went to the bookshop after she had gone

Review 2

- 1
1 have been learning (given)
2 has been reading
3 haven't been using
4 Have Mary and Tom been taking
5 hasn't been playing
6 Have you been listening

- 2
1 has been (given)
2 've run out
3 has been having
4 have, eaten
5 have been thinking
6 have, cooked

- 3
1 been swimming (given)
2 heard
3 been
4 solved
5 already decided
6 been playing

- 4
1 stronger than (given)
2 more healthily than
3 the most boring
4 better than
5 more tiring than
6 cleaner than

- 5
1 b (given)
2 b
3 a
4 b
5 c
6 b

- 6
1 had never been (given)
2 Had you learnt
3 had changed
4 Had Gina brushed
5 hadn't eaten
6 hadn't played
7 Had Anne left
8 had already cleaned

- 7
1 d (given)
2 b
3 a
4 f
5 c
6 e

- 8
1 hadn't closed (given)
2 had already caught
3 did you do
4 called
5 told
6 had happened
7 saw
8 had fallen asleep

Writing Project

- 1
1 have been reading (given)
2 greatest
3 left
4 had chosen
5 had nearly lost
6 the most
7 had fallen asleep
8 most famous
9 had been
10 best

Unit 5

Lesson 1

- 1
1 will go (given)
2 'll help
3 won't know
4 will tell
5 'll be
6 won't stay up
7 'll enjoy
8 won't take

2

Suggested answers:

- 1 Shall I buy a newspaper for you? (given)
2 Shall we go to the park?
3 Shall we make Mum breakfast?
4 Shall I make some sandwiches?
5 Shall we go shopping?
6 Shall I turn off the TV?

3

- 1 Will you drive (given)
2 Will you have
3 Will you turn down
4 Will you lend
5 Will you answer
6 Will I pass

4

- 1 is going to work (given)
2 are going to reply
3 aren't going to go
4 'm going to have
5 is going to ask
6 aren't going to get

5

- 1 Is Mum going to learn, she isn't (given)
2 Is the waitress going to bring, she is
3 Is the gardener going to plant, he isn't
4 Are we going to have, we are
5 Is the policeman going to catch, he is
6 Are you going to talk; I'm not

6

- 1 a
2 a
3 b
4 c
5 a
6 a
7 b
8 b

Lesson 2

- 1
1 will be flying (given)
2 won't be interviewing
3 will be hiking
4 won't be going
5 Will Debbie and Sue be arriving
6 will be exploring
7 will be fishing
8 Will you be having

2

- 1 will be interviewing (given)
2 will be looking through
3 will be walking
4 won't be coming
5 will be having
6 'll be putting up

3

- 1 will you be doing (given)
2 Will he be sleeping
3 will you be going
4 Will she be getting
5 will they be talking
6 will you be seeing

4

- 1 I will (given)
2 she won't
3 he will
4 they won't
5 I will
6 they will

Lesson 3

1

- 1 will have built (given)
2 will have left
3 will have bought
4 will have met
5 will have got
6 won't have finished
7 won't have reached
8 won't have booked

2

- 1 won't have finished (given)
2 will have lived abroad
3 won't have arrived
4 will have ended
5 will have visited
6 will have marked

3

- 1 Will you have become, I will (given)
2 Will the gardener have planted, he won't
3 Will the technician have fixed, he will
4 Will we have caught, we won't
5 Will you have spoken, I will
6 Will they have built, they won't

4

- 1 will have decided (given)
2 'll have left
3 'll have made
4 Will we have got
5 Will you have found
6 won't have spent

Unit 6**Lesson 1****1**

- 1 painting (given)
- 2 skating
- 3 working
- 4 running
- 5 staying
- 6 playing
- 7 talking
- 8 going
- 9 Jogging
- 10 shopping

2

- 1 to go (given)
- 2 to see
- 3 to pass
- 4 to buy
- 5 to hear
- 6 to invite
- 7 to find out
- 8 to play
- 9 to take
- 10 to pay

3

- 1 to travel (given)
- 2 thinking
- 3 diving
- 4 to give
- 5 listening
- 6 to sell
- 7 doing
- 8 jogging
- 9 scoring
- 10 to read

4

- 1 going to the shops (given)
- 2 seeing Paris
- 3 to help Mrs Jones with her shopping
- 4 breaking the vase
- 5 lending Brian his phone
- 6 to get 100% in the test

Lesson 2**1**

- 1 to bring (given)
- 2 relaxing / to relax
- 3 walking / to walk
- 4 to lift
- 5 to take
- 6 swimming / to swim

2

- 1 a (given)
- 2 b
- 3 b
- 4 a
- 5 b
- 6 a
- 7 a
- 8 b
- 9 b
- 10 a

3

- 1 to invite (given)
- 2 to tell
- 3 talking

- 4 lending
- 5 to do
- 6 to look

4

- 1 to look (given)
- 2 to take
- 3 to have
- 4 walking/to walk
- 5 thinking
- 6 to rain
- 7 to call
- 8 to close
- 9 to look after
- 10 to keep

Review 3**1**

- 1 'm going to meet, 'll be (given)
- 2 is going to study, 'll enjoy
- 3 is going to try, 'll manage
- 4 's going to drop
- 5 will love
- 6 Are, going to make, Will, make
- 7 're going to miss, 'll take
- 8 Will, help, 'm going to visit

2

- 1 won't be going (given)
- 2 'll be learning
- 3 will be helping
- 4 'll be washing
- 5 'll be sitting
- 6 won't be taking part

3

- 1 Will Mary be having, No, she won't. (given)
- 2 Will Mary be meeting, Yes, she will.
- 3 Will Mary be going out, Yes, she will.
- 4 Will Mary be visiting, No, she won't.
- 5 Will Mary be going, Yes, she will.
- 6 Will Mary be doing, Yes, she will.

4

- 1 will have destroyed (given)
- 2 Will you have packed
- 3 won't have opened
- 4 will have got
- 5 won't have finished
- 6 Will Sandy have become
- 7 won't have finished
- 8 will have graduated

5

- 1 finished (given)
- 2 study
- 3 flying
- 4 is
- 5 will have
- 6 come

6

- 1 winning (given)
- 2 to apply
- 3 to see
- 4 scratching
- 5 listening
- 6 to get
- 7 to go
- 8 to hear

7

- 1 to bring (given)

- 2 playing
- 3 to solve
- 4 to talk
- 5 to post
- 6 putting

Writing Project**1**

- 1 c (given)
- 2 c
- 3 b
- 4 a
- 5 c
- 6 b
- 7 a
- 8 b

Unit 7**Lesson 1****1**

- 1 can't understand (given)
- 2 could run
- 3 couldn't relax
- 4 can help
- 5 couldn't join
- 6 can't see
- 7 could speak
- 8 can take

2

- 1 Could you speak, I could (given)
- 2 Can/Could I borrow, you can't
- 3 Can you use, I can
- 4 Can Jimmy come, he can
- 5 Could Dad play, he couldn't
- 6 Can your sister play, she can't
- 7 Could you swim, I couldn't
- 8 Can/Could you buy, I can

3

- 1 wasn't able to cook (given)
- 2 'll be able to go
- 3 hasn't been able to take
- 4 I won't be able/am not able to come
- 5 'll be able to take part
- 6 were able to enjoy

4

- 1 Will you be able to fix, I will (given)
- 2 Was Dad able to study, he was
- 3 Has the manager been able to contact, he hasn't
- 4 Will you be able to get, I will
- 5 Is Lizzy able / Will Lizzy be able to work, she isn't/won't
- 6 Are your parents able to speak, they are

5

- 1 a(given)
- 2 b
- 3 b
- 4 b
- 5 b
- 6 c
- 7 b
- 8 a

6

- 1 Are you able to speak (given)
- 2 was able to talk
- 3 weren't able / couldn't come

- 4 haven't been able to eat
 5 Will you be able to compete
 6 can't bring
 7 Can I visit
 8 won't be able to take part

Lesson 2

- 1
 1 e
 2 d
 3 f
 4 c
 5 a
 6 b
- 2
 1 must (given)
 2 can't
 3 can't
 4 must
 5 must
 6 can't
- 3
 1 can't (given)
 2 may/might
 3 must
 4 must
 5 can't
 6 may/might

- 4
 1 b (given)
 2 c
 3 a
 4 b
 5 b
 6 b

Lesson 3

- 1
 1 must leave (given)
 2 mustn't eat/have
 3 must go
 4 must exercise
 5 mustn't talk
 6 must make
- 2
 1 had to take (given)
 2 Do ... have to come
 3 had to run
 4 doesn't have to take
 5 will have to buy
 6 we didn't have to pay
- 3
 1 mustn't drink (given)
 2 doesn't have to stay
 3 doesn't have to eat
 4 mustn't make
 5 mustn't spend
 6 doesn't have to make
- 4
 1 c (given)
 2 d
 3 a
 4 h
 5 b
 6 f
 7 g
 8 e

- 5
 1 c (given)
 2 a
 3 a
 4 c
 5 b
 6 b
- 6
 1 didn't have to (given)
 2 must
 3 ought to
 4 should
 5 mustn't
 6 have
 7 must
 8 ought to

Unit 8

Lesson 1

- 1
 1 are painted (given)
 2 isn't/aren't eaten
 3 Are CDs bought
 4 is admired
 5 isn't listened
 6 Are text messages sent
 7 is asked
 8 aren't used
- 2
 1 The plants are watered by the gardener. (given)
 2 Our homework is corrected by our teacher.
 3 Rubbish is often dropped on the ground.
 4 Pancakes are made by Dad every Saturday morning.
 5 Mr Black teaches us something new every day.
- 3
 1 were built (given)
 2 Were you given
 3 was stolen
 4 wasn't taken up
 5 was taken
 6 wasn't felt
 7 were created
 8 Was our school painted
- 4
 1 A letter was left on your desk (given)
 2 We were given a difficult exam by Mr Tate.
 3 Many cakes were sold at the fair by my mum.
 4 I was invited to the party by Jack.
 5 The snacks were brought by Maggie and Tim.
 6 All the trees in the garden were planted by us.
- 5
 1 were chosen (given)
 2 was, taken
 3 wasn't stolen
 4 was found
 5 was, hidden
 6 is used
 7 was carried
 8 isn't held

- 6
 1 Was the match won, it was (given)
 2 Is breakfast served, it isn't
 3 Were you offered, I was
 4 Are the animals in the zoo fed, they are
 5 Are the plastic bags recycled, they aren't
 6 Was the house damaged, it wasn't

- 7
 1 a (given)
 2 b
 3 c
 4 c
 5 b
 6 c

Lesson 2

- 1
 1 c (given)
 2 a
 3 b
 4 b
 5 b
 6 c
- 2
 1 was being painted (given)
 2 will not have been done
 3 is liked / will be liked
 4 Has this song ever been played
 5 should be ordered
 6 are being planted
 7 Was the puppy being washed
 8 had been left open
- 3
 1 had been returned by 20th March (given)
 2 have always been admired
 3 had been inspired by the countryside
 4 were being cleaned
 5 won't be given to us tomorrow morning by our teacher.
 6 must be expressed when you sing
 7 have been shown at this gallery by Mr Jones
 8 is being written by Sandra at the moment.
- 4
 1 have just been returned (given)
 2 were painted
 3 had been stolen
 4 were found
 5 hadn't been damaged
 6 will be exhibited
 7 hasn't been identified
 8 has been provided
 9 will be arrested
 10 can be seen

Review 4

- 1
 1 Can visitors eat (given)
 2 couldn't play
 3 Could you take
 4 is able to work
 5 can't drive
 6 Were you able to find

- 2
1 a (given)
2 a
3 b
4 b
5 a
6 c

- 3
1 must (given)
2 doesn't have to
3 shouldn't
4 have
5 will have to
6 doesn't have to
7 mustn't
8 shouldn't

- 4
1 are sold (given)
2 was painted
3 is made
4 was taken
5 is spent
6 were worn
7 was created
8 was offered

- 5
1 The art gallery has been closed until further notice. (given)
2 Information about the illness can be found in this leaflet.
3 A new hospital is being built in this town.
4 The rubbish had been collected by five o'clock.
5 Pilates classes will be held twice a week.
6 This medicine must be taken after meals.
7 The money was being counted when I arrived.
8 Photographs should be sent to the following address.

- 6
1 is located (given)
2 was designed
3 are displayed
4 can be seen
5 are also exhibited
6 were found
7 can be seen
8 can be used

Writing project

- 1
1 must (given)
2 is
3 was
4 was
5 was
6 can
7 mustn't
8 was
9 has been
10 should

Unit 9

Lesson 1

- 1
1 try, succeed (given)

- 2 do, won't take
3 doesn't sleep, is
4 order, work
5 don't have, feel
6 go, do you wear

- 2
1 will love (given)
2 find
3 won't slip
4 'll fall
5 will you try
6 won't rent

- 3
1 If you don't wear safety equipment (given)
2 Unless you wear a swimming cap
3 unless you tell me what the problem is
4 unless I help her
5 unless I feel well
6 Unless we put on a lifejacket

- 4
1 unless (given)
2 are
3 trains
4 ask
5 aren't
6 unless

- 5
1 will buy (given)
2 won't meet
3 boil
4 won't book
5 passes
6 play

Lesson 2

- 1
1 wouldn't have, hadn't been (given)
2 knew, would win
3 would drop out, let
4 would go, had
5 would lend, asked
6 took part, would get

- 2
1 would win a gold medal (given)
2 would raise her hand
3 would go skiing
4 got 100% for the maths test
5 would cook dinner
6 had lots of pets

- 3
1 would come (given)
2 didn't have
3 were
4 would take
5 had
6 would think
7 had
8 would rent
9 wanted
10 wouldn't make

- 4
1 would (given)
2 Would
3 would

- 4 would
5 won
6 were
7 Would
8 had

- 5
Pupils' own answers

Lesson 3

- 1
1 c (given)
2 e
3 a
4 f
5 b
6 d

- 2
1 had (given)
2 have
3 had
4 Would you have
5 hadn't
6 would have

- 3
1 would have gone, had had (given)
2 had worn, wouldn't have been
3 wouldn't have had, hadn't fallen
4 hadn't eaten, wouldn't have felt
5 would've finished, hadn't telephoned
6 would help, had asked
7 had known, would've told
8 had come, would've enjoyed

- 4
1 If bungee jumping hadn't been a challenge, I wouldn't have been interested in it. (given)
2 Steven wouldn't have fallen asleep if the film hadn't been boring.
3 We would've organised a picnic if the weather hadn't been so bad.
4 If it hadn't rained all day, Peter and his friends would've gone to the park.
5 If I had taken an umbrella, I wouldn't have got wet.
6 Jenny would've bought the laptop if she had had enough money.

Unit 10

Lesson 1

- 1
1 was/were (given)
2 didn't ride
3 could come
4 wasn't
5 had
6 lived

- 2
1 hadn't chased (given)
2 had done
3 hadn't blamed
4 had caught
5 had bought
6 hadn't lent

- 3
1 hadn't lost (given)
2 didn't have

- 3 weren't
- 4 had chatted
- 5 we lived
- 6 hadn't been late

- 4
- 1 could dive (given)
- 2 I had studied enough
- 3 weren't tired
- 4 we had found it
- 5 hadn't yelled at her classmates
- 6 wasn't noisy

Lesson 2

- 1
- 1 himself (given)
- 2 herself
- 3 ourselves
- 4 himself
- 5 yourself
- 6 myself
- 7 themselves
- 8 herself

- 2
- 1 locked themselves (given)
- 2 hurt herself
- 3 kept, himself
- 4 drove myself
- 5 pack, by yourself
- 6 escaped, ourselves

- 3
- 1 d (given)
- 2 b
- 3 f
- 4 e
- 5 a
- 6 c

- 4
- 1 themselves (given)
- 2 himself
- 3 himself
- 4 ourselves
- 5 myself
- 6 itself

Review 5

- 1
- 1 catch, arrest (given)
- 2 search, lose
- 3 Do you get, park
- 4 doesn't get, lose
- 5 see, threw
- 6 Do they always go, comes

- 2
- 1 will send (given)
- 2 'I'll miss
- 3 walk
- 4 won't slip
- 5 ask
- 6 won't land

- 3
- 1 find (given)
- 2 if
- 3 unless
- 4 if
- 5 unless
- 6 if

- 4
- 1 would win, were (given)
- 2 wouldn't let, didn't trust
- 3 Would you eat, were
- 4 would fire, spoke
- 5 Would Mum and Dad punish, came
- 6 wouldn't sell, didn't need

- 5
- 1 hadn't been so scared (given)
- 2 hadn't jumped over
- 3 would've tried
- 4 would've passed
- 5 had arrived
- 6 would've drowned

- 6
- 1 b (given)
- 2 b
- 3 b
- 4 c
- 5 a
- 6 b

7

Suggested answers:

- 1 I wish / If only I hadn't woken up early this morning. (given)
- 2 I wish / If only I wasn't very tired.
- 3 I wish / If only our team didn't lose.
- 4 I wish / If only Sam had swum fast.
- 5 I wish / If only I wasn't nervous.
- 6 I wish / If only I hadn't agreed to come.
- 7 I wish / If only Tom wasn't still ill.
- 8 I wish / If only Tom had taken his medicine last night.
- 9 I wish / If only we didn't have to go to the headmaster's office.
- 10 I wish / If only we hadn't arrived late at school.

- 8
- 1 yourself
- 2 yourselves
- 3 themselves
- 4 yourselves
- 5 herself
- 6 himself
- 7 myself
- 8 ourselves

Writing Project

- 1
- 1 increase
- 2 continues
- 3 flood
- 4 will change
- 5 paid
- 6 had imagined

Unit 11

Lesson 1

- 1
- 1 didn't like (given)
- 2 they were studying
- 3 had gone
- 4 he could see
- 5 had lost
- 6 they would download

- 2
- 1 (that) he had deleted my message (given)

- 2 (that) the technician would fix their notebook very soon.
- 3 (that) she was meeting her friends at the café in an hour.
- 4 (that) she had forgotten to put money in her purse.
- 5 (that) she had dropped my mobile phone.
- 6 (that) his brother spent hours using their mum's computer.

- 3
- 1 told (given)
- 2 said
- 3 told
- 4 told
- 5 said
- 6 told

- 4
- 1 (that) he was thinking of visiting John (given)
- 2 (that) John wasn't at home.
- 3 (that) he had to tell him about the maths test.
- 4 (that) he had gone to London with his parents.
- 5 (that) he had forgotten all about his holiday.
- 6 (that) he could give him his mobile number.
- 7 (that) he would call him after dinner.

Lesson 2

- 1
- 1 who had taken (given)
- 2 when they were going to get
- 3 why the dolphin was
- 4 where the kitten was playing
- 5 what time he had to take
- 6 how many biscuits I had eaten
- 7 who could help her
- 8 which bus he had to take

- 2
- 1 if/whether she liked his drawing (given)
- 2 if/whether she had finished the experiment
- 3 if/whether he had done that by himself
- 4 if/whether she was sending an email
- 5 if/whether he would write to Grandma
- 6 if/whether he was going to get a snake

- 3
- 1 The trainer told Jim to stop throwing food at the dolphins. (given)
- 2 Dad asked me to buy the newspaper for him.
- 3 Henry told us not to play outdoors.
- 4 Aunt Rose asked me to take her to the hospital.
- 5 Mum asked me to clean the bird cage for her.
- 6 The English teacher told the class to translate the sentence for her.

- 4
- 1 to leave (given)
- 2 a reptile was

- 3 to donate
- 4 if I was able to
- 5 if he understood
- 6 not to lie

- 5
- 1 a (given)
- 2 b
- 3 b
- 4 c
- 5 b
- 6 a

Lesson 3

- 1
- 1 that day (given)
- 2 that
- 3 that night
- 4 the following week
- 5 then
- 6 the previous month

- 2
- 1 he would get some fruit the following/ the next day (given)
- 2 (that) he had ordered a new laptop the week before / the previous week
- 3 (that) Jack was going to send him a text message that night
- 4 (that) Mum had bought lots of clothes a month before / the previous month
- 5 (that) Tom and Susie were having dinner at that moment
- 6 that he had seen that film the day before / the previous day

- 3
- 1 that night (given)
- 2 that day
- 3 at that moment
- 4 the following day / the next day
- 5 that
- 6 the week after / the following week

Unit 12

Lesson 1

- 1
- 1 I will have my hair cut tomorrow afternoon. (given)
- 2 Frankie has his homework checked every night.
- 3 I am having my new computer fixed at the moment.
- 4 The Jones family had a new house constructed last year.
- 5 They are having their meal cooked.
- 6 We have had our new flat painted.
- 7 Mum is going to have her car washed.
- 8 My grandparents had had their portrait painted.

- 2
- 1 is having a cake made (given)
- 2 is having his teeth cleaned
- 3 is having her hair cut
- 4 is having the shopping delivered
- 5 is having the grass cut
- 6 are having their photograph taken

- 3
- 1 is going to have a new dress made by her mum (given)

- 2 has its aquarium cleaned
- 3 won't have the meeting arranged by his secretary
- 4 must have the beaches
- 5 haven't had their test marked
- 6 had her mail collected by her neighbour

- 4
- 1 have your hair styled (given)
- 2 have their new car delivered
- 3 have the locks changed
- 4 having his motorbike washed
- 5 have his van serviced once a year
- 6 have her TV repaired

Lesson 2

- 1
- 1 for (given)
- 2 in case
- 3 in order to
- 4 so that
- 5 for
- 6 in order to
- 7 for
- 8 so that

- 2
- 1 c (given)
- 2 b
- 3 b
- 4 b
- 5 b
- 6 a

- 3
- 1 Even though I didn't (given)
- 2 in order to catch
- 3 in spite of
- 4 so that she would wear
- 5 case it rains
- 6 However, I don't believe

- 4
- 1 so that (given)
- 2 in spite of
- 3 in order to
- 4 Although
- 5 but
- 6 However

Review 6

- 1
- 1 (that) she had found a great bargain (given)
- 2 (that) I couldn't wear sandals in winter
- 3 (that) they were going to swap books
- 4 (that) they had saved a lot of money
- 5 (that) the sun was shining
- 6 (that) she had never been in an antique shop

- 2
- 1 Dalia asked me how much I had paid for my new computer. (given)
- 2 My teacher asked me where I had celebrated my birthday.
- 3 Kelly asked me if / whether I only wore leather shoes.
- 4 Mum asked why I had spent a fortune on slippers.
- 5 The shopkeeper asked if / whether I had lost the receipt.

- 6 The lady asked us if / whether we were going to donate our clothes to charity.

- 3
- 1 get (given)
- 2 to give
- 3 not to
- 4 not to
- 5 to pay

- 4
- 1 is having a website designed (given)
- 2 had a survey carried out
- 3 has the speakers tested
- 4 is having a book written
- 5 will have the article translated
- 6 had their phone cut off

- 5
- 1 have any jewellery stolen (given)
- 2 have the grass cut
- 3 having the new player trained
- 4 had an article written
- 5 having a pair of glasses made
- 6 have the scenes shot

- 6
- 1 is having some books delivered (given)
- 2 have flowers planted
- 3 will have his office painted
- 4 had his vision tested
- 5 has his letter opened
- 6 have our dogs walked

- 7
- 1 in order to (given)
- 2 so that
- 3 in case
- 4 for
- 5 in order to
- 6 in case

- 8
- 1 Although (given)
- 2 but
- 3 However
- 4 but
- 5 Despite
- 6 In spite of

Writing project

- 1
- 1 Even though (given)
- 2 in spite of
- 3 Despite the fact
- 4 so that
- 5 In case
- 6 for
- 7 However

Unit Tests Key

Test 1

Vocabulary

A

- 1 prehistoric
- 2 sculpture
- 3 market
- 4 border
- 5 fountain

B

- 1 shallow
- 2 palace
- 3 bridge
- 4 huge
- 5 sandy

C

- 1 flat
- 2 muddy
- 3 deep
- 4 bare
- 5 narrow

D 1c 2b 3a 4c 5c

Grammar

A

- 1 is taking
- 2 buys
- 3 is staying
- 4 are smiling
- 5 leaves

B

- 1 hates
- 2 am/'m meeting
- 3 is ... staying
- 4 remember
- 5 do not/don't own

C

- 1 do you think
- 2 is seeing
- 3 see
- 4 is thinking
- 5 see

D

- 1 whose
- 2 where
- 3 who
- 4 when
- 5 which

Comprehension

B 1R 2W 3W 4DS 5R

Test 2

Vocabulary

A

- 1 massive
- 2 small

- 3 huge
- 4 tiny
- 5 enormous

B

- 1 make
- 2 do
- 3 do
- 4 make
- 5 make

C

1b 2a 3a 4c 5b

D

- 1 on
- 2 with
- 3 on
- 4 for
- 5 in

Grammar

A

- 1 fell
- 2 bought
- 3 was not/wasn't studying
- 4 saw
- 5 Were ... writing

B

- 1 Have ... visited
- 2 heard
- 3 wanted
- 4 have had
- 5 went

C

1b 2c 3b 4a 5c

D

- 1 Scientists have not/haven't found life on other planets yet.
- 2 Have you visited the observatory already?
- 3 The astronomer discovered a new planet in 2002.
- 4 Have you never seen a star through a telescope?
- 5 People have already tried to find water on the moon.

Comprehension

B

- 1 in China
- 2 wheels
- 3 in the 1880s
- 4 they were very light (and expensive)
- 5 it uses solar power and she doesn't have to change the batteries

Test 3

Vocabulary

A

- 1 volcano

- 2 claws
- 3 estimate
- 4 equipment
- 5 fur

B 1b 2c 3c 4c 5c

C

- 1 put
- 2 cause
- 3 give
- 4 build
- 5 spread

D 1e 2a 3d 4b 5c

Grammar

A

- 1 have been encouraging
- 2 have been taking
- 3 Have ... been doing
- 4 has been reading
- 5 haven't/have not been recycling

B

- 1 have been happening
- 2 have felt
- 3 have died
- 4 has been growing
- 5 have been studying
- 6 have discovered
- 7 have been making
- 8 have built
- 9 have saved
- 10 has encouraged

C

- 1 largest
- 2 than
- 3 more
- 4 more quickly
- 5 worst

Comprehension

B

- 1 Washington
- 2 talk
- 3 before
- 4 trees
- 5 smoke

Test 4

Vocabulary

A 1d 2c 3e 4b 5a

B 1c 2b 3a 4b 5c

C

- 1 chance
- 2 job
- 3 legend
- 4 crashed
- 5 arrived

- D**
 1 capable
 2 worried
 3 suitable
 4 interested
 5 afraid

Grammar

- A**
 1 A few students had already visited Crete.
 2 They had heard about the mystery before their trip.
 3 Jake had never read about Stonehenge.
 4 Had Amelia Earhart flown across the Atlantic by 1932?
 5 Mandy hadn't/had not studied ancient myths before the age of ten.

- B**
 1 Yes, he had.
 2 Yes, we had.
 3 No, they hadn't.
 4 Yes, they had.
 5 No, it hadn't.

- C**
 1 visited
 2 hadn't visited
 3 wanted
 4 had read
 5 hoped
 6 arrived
 7 rented
 8 had been
 9 was
 10 had seen

Comprehension

- B**
 1 Benandonner
 2 MacCool
 3 his size
 4 a baby's dress
 5 he used the Giant's Causeway

Test 5

Vocabulary

- A**
 1 career
 2 criminal
 3 well-paid
 4 ambitious
 5 police officer

- B** 1a 2b 3a 4a 5b

- C**
 1 damp
 2 hammock
 3 tough
 4 MP3 player
 5 fishing rod

- D**
 1 down
 2 up

- 3 over
 4 up
 5 up

Grammar

- A** 1b 2b 3b 4a 5b

- B**
 1 am going to
 2 will
 3 are going to
 4 will
 5 will

- C**
 1 will be talking
 2 will ... be setting off
 3 Will ... be climbing
 4 will be following
 5 will be using

- D**
 1 Bob will have finished school by June.
 2 Will he have taken his exams by tomorrow?
 3 He will have found a job at the end of summer.
 4 Will Bob have completed his training by next month?
 5 He will have begun college by the age of eighteen.

Comprehension

- B** 1W 2R 3R 4DS 5DS

Test 6

Vocabulary

- A**
 1 observe
 2 admire
 3 specimen
 4 voyage
 5 escape

- B**
 1 writer
 2 lawyer
 3 athlete
 4 musician
 5 biologist

- C**
 1 take
 2 took
 3 crowded
 4 take
 5 give

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

Grammar

- A**
 1 Working
 2 collecting
 3 to discover
 4 to explore
 5 to do

- B**
 1 working
 2 to help
 3 Spending
 4 become
 5 to do

- C** 1b 2b 3c 4b 5a 6b 7b
 8a 9c 10c

Comprehension

- B** 1W 2W 3W 4DS 5R

Test 7

Vocabulary

- A**
 1 relaxation
 2 skinny
 3 willing
 4 stressed
 5 terrified

- B**
 1 chemist
 2 combination
 3 sore
 4 model
 5 enormous

- C**
 1 catch
 2 join
 3 lose
 4 take
 5 keep

- D** 1b 2a 3b 4c 5a

Grammar

- A**
 1 could
 2 can
 3 was able
 4 can't
 5 couldn't

- B**
 1 must
 2 might
 3 may be
 4 might
 5 can't

- C** 1c 2c 3b 4a 5c

- D**
 1 I was not able to go swimming yesterday.
 2 David might join a gym this year.
 3 Jill couldn't exercise after she ate dinner./After she ate dinner Jill couldn't exercise.
 4 Did Ali have to go to hospital?
 5 They must be tired after running ten kilometres.

Comprehension

- B**
 1 she should lose weight

- 2 to see if she'd like it
- 3 new breathing exercises
- 4 some of the exercises
- 5 she had difficulty sleeping

Test 8

Vocabulary

- A**
- 1 instrument
 - 2 contrast
 - 3 gentle
 - 4 literature
 - 5 crowd

B 1c 2c 3a 4a 5a

- C**
- 1 loud
 - 2 classical
 - 3 graffiti
 - 4 composer
 - 5 scene

- D**
- 1 on
 - 2 to
 - 3 for
 - 4 of
 - 5 on

Grammar

- A**
- 1 being
 - 2 taken
 - 3 given
 - 4 enjoyed
 - 5 written

- B**
- 1 was painted
 - 2 was
 - 3 has been
 - 4 being sent
 - 5 stolen

- C**
- 1 was shown to the class (by the teacher)
 - 2 are interviewed by famous journalists
 - 3 Is ... performed at concerts by hip hop artists
 - 4 wasn't/was not sent to a music school (by her parents)
 - 5 isn't/is not studied by children

- D**
- 1 is encouraged
 - 2 can be seen
 - 3 will be served
 - 4 will be performed
 - 5 should not be missed

Comprehension

B 1b 2a 3b 4c 5c

Test 9

Vocabulary

A 1e 2a 3c 4b 5d

- B**
- 1 beat
 - 2 scored
 - 3 surf
 - 4 landed
 - 5 lean

- C**
- 1 ceremony
 - 2 wave
 - 3 challenge
 - 4 parachute
 - 5 harness

- D**
- 1 warm up
 - 2 drop out of
 - 3 work out
 - 4 catch up with
 - 5 get the hang of

Grammar

- A**
- 1 become
 - 2 are
 - 3 have
 - 4 go
 - 5 will wear

- B**
- 1 unless
 - 2 don't try
 - 3 If
 - 4 should
 - 5 if

C 1c 2b 3c 4b 5b

- D**
- 1 would not/wouldn't have fallen
 - 2 had bought
 - 3 would not/wouldn't have been
 - 4 have slipped
 - 5 hadn't taken

Comprehension

B 1J 2J 3M 4A 5A

Test 10

Vocabulary

A 1C 2P 3O 4C 5P 6O 7P
8P 9P 10O

- B**
- 1 arrested
 - 2 robbed
 - 3 commit
 - 4 innocent
 - 5 careless

- C**
- 1 with
 - 2 for
 - 3 about
 - 4 of
 - 5 into

Grammar

- A**
- 1 wasn't

- 2 were
- 3 had been
- 4 would listen
- 5 understood

B 1c 2b 3a 4b 5b

- C**
- 1 himself
 - 2 yourself
 - 3 by
 - 4 her
 - 5 himself
 - 6 themselves
 - 7 itself
 - 8 him
 - 9 yourselves
 - 10 to

Comprehension

- B**
- 1 everyone
 - 2 criminals may think they can commit serious crimes
 - 3 owners of buildings and homes with graffiti on them
 - 4 to punish people for making lots of noise
 - 5 health problems, arguments between neighbours

Test 11

Vocabulary

- A**
- 1 drawback
 - 2 download
 - 3 modem
 - 4 audio
 - 5 charges

- B**
- 1 enter
 - 2 play
 - 3 log on
 - 4 surf
 - 5 delete

C 1b 2a 3c 4a 5c

D 1e 2c 3b 4a 5d

Grammar

- A**
- 1 were
 - 2 want
 - 3 previous
 - 4 told
 - 5 had
 - 6 that
 - 7 cook
 - 8 what
 - 9 didn't
 - 10 then

- B**
- 1 'I have/I've found my watch.'
 - 2 'Where is this phone from?'
 - 3 'Have you bought a computer?'
 - 4 'Put your books away, children.'
 - 5 'Can you close the window?'

- C**
1 if/whether Ben was going to the park the next day
2 (that) the scientist's big speech was that night
3 where Jane was at that moment
4 why his new clothes weren't there
5 (that) she had given Mr Brant the report the week before

Comprehension

B 1c 2b 3a 4a 5c

Test 12

Vocabulary

- A**
1 cash
2 pleasure
3 formal
4 boutique
5 receipt

- B**
1 bargain
2 version
3 comfort
4 high-tech
5 experiment

- C**
1 queue
2 tight
3 delivered
4 fortune
5 outfits

D 1b 2c 3a 4b 5a

Grammar

- A**
1 made
2 fixed
3 done
4 delivered
5 cleaned

B 1b 2c 3c 4b 5c

- C**
1 in spite of
2 so that
3 Although
4 In spite of
5 In order to
6 so that
7 in order to
8 despite
9 Although
10 despite

Comprehension

B 1d 2e 3b 4a 5c

End-of-Year Test

Vocabulary

- A**
1 legend
2 instructor
3 bargain

- 4** pianist
5 damage

- B**
1 lifejacket
2 connection
3 leaflet
4 diploma
5 leather

- C**
1 stressed
2 sore
3 soft
4 debts
5 playing

D 1c 2a 3e 4d 5b

- E**
1 through
2 about
3 over
4 for
5 with
6 into
7 on
8 out
9 for
10 in

Grammar

- A**
1 weigh
2 has been driving
3 had moved
4 won't have sold
5 walking

B 1c 2b 3b 4b 5a

- C**
1 am/'m having the car washed
2 have the inside cleaned
3 had a ring fixed
4 have my hair done
5 have your photo taken

- D**
1 can
2 could
3 should
4 must not/mustn't
5 been

- E**
1 will not/won't meet
2 would buy
3 decided
4 would have gone
5 Would ... have felt

F 1b 2c 3c 4b 5c

Comprehension

B 1b 2c 3a 4c 5b

Writing

Model Composition

Mobile phones are a big part of our

lives. Most people have a mobile phone and they use it for many reasons. They use it to talk to friends, family and people they work with.

One advantage of having a mobile phone is you can use it almost anywhere. Another advantage is you won't miss calls if you keep your phone with you at all times. Many people need to use a mobile phone for their work, such as when they are out of the office, so it is a very important device.

A disadvantage of having a mobile phone is it can be expensive to make calls. Another disadvantage is it can ring in places like libraries and bother people. There are two solutions for this. If people try to use their phone less often, it will be less expensive. Secondly, people should also be careful when they use their phone so that they don't bother people so much.

To conclude, I believe that mobile phones are very useful. I'm glad that I have a mobile phone and I plan to use it for a long

1

Fascinating Places

Name: _____ Date: _____

Vocabulary

A Write the missing letters.

- 1 This means many thousands of years old.
- 2 This work of art is sometimes made of stone.
- 3 You can buy many different kinds of things in this place.
- 4 This is a line between two countries.
- 5 This uses water and you can see one in a public square.

p _____
 s _____
 m _____
 b _____
 f _____

/ 5

B Circle the correct words.

- 1 The river is very shallow / powerful. You can even walk across it.
- 2 The queen of England lives in an impressive palace / tunnel.
- 3 The bridge / monument is 400 years old, but you can still drive over it.
- 4 There is a rocky / huge stone monument in the town centre.
- 5 The Scottish islands have got many sandy / steep beaches.

/ 5

C Complete the sentences with these adjectives.

bare deep flat muddy narrow

- 1 The area where I live is very _____, so walking is easy.
- 2 The campsite is _____ because it rained all day yesterday.
- 3 The Grand Canyon is nearly two kilometres _____ in some places.
- 4 This small island is _____. It hasn't got any trees or plants.
- 5 You can't drive in this part of town. The streets are very _____.

/ 5

D Choose the correct answers.

- 1 Mark and Julie set _____ on their trip at 7 am.
 a in b up c off
- 2 Michael and Fran went _____ for the weekend.
 a on b away c over
- 3 Leslie and Steve checked _____ early for their flight.
 a in b out c into
- 4 The family's car broke _____ during their road trip.
 a off b into c down
- 5 Mr and Mrs Hobbs got _____ the bus just before it left.
 a over b up c on

/ 5



Grammar

A Complete the sentences using the Present Simple or the Present Continuous of the verbs in brackets.

- 1 Peter _____ (take) photographs of his friends right now.
- 2 Heba always _____ (buy) souvenirs for her friends.
- 3 She _____ (stay) with her aunt and uncle this weekend.
- 4 The people in this photograph _____ (smile).
- 5 The bus to Cardiff _____ (leave) at 5 o'clock every afternoon.

☐ / 5

B Complete the sentences with these verbs using the Present Simple or the Present Continuous.

hate meet not own remember stay

- 1 Lisa _____ the weather in England, so she's moving to Italy.
- 2 I _____ Paul for coffee near the Eiffel Tower.
- 3 _____ Hani _____ in England at the moment?
- 4 I _____ this place from the picture on the postcard.
- 5 Brian's parents _____ a house in the Canary Islands.

☐ / 5

C Circle the correct words.

- 1 'What are you thinking / do you think of the mountain?' 'It's really amazing.'
- 2 Jessica sees / is seeing a person in a travel company today about her trip.
- 3 'This house is the oldest one in the village.' 'Oh, I see / think.'
- 4 Jeff thinks / is thinking about driving across the country this summer.
- 5 'I see / am seeing you know a lot about Peru.' 'Yes, I go there often.'

☐ / 5

D Complete the sentences with who, whose, which, where or when.

- 1 Is that the woman _____ house is on a mountain?
- 2 A museum is a place _____ it's often very quiet.
- 3 My uncle, _____ is a pilot, has travelled to 20 countries.
- 4 The guides don't give tours of the castle grounds _____ it rains.
- 5 Let's stay in a place _____ has got a nice view of the beach.

☐ / 5

Reading

A Read this advertisement for a rafting trip.

See the Grand Canyon on a Rafting Trip

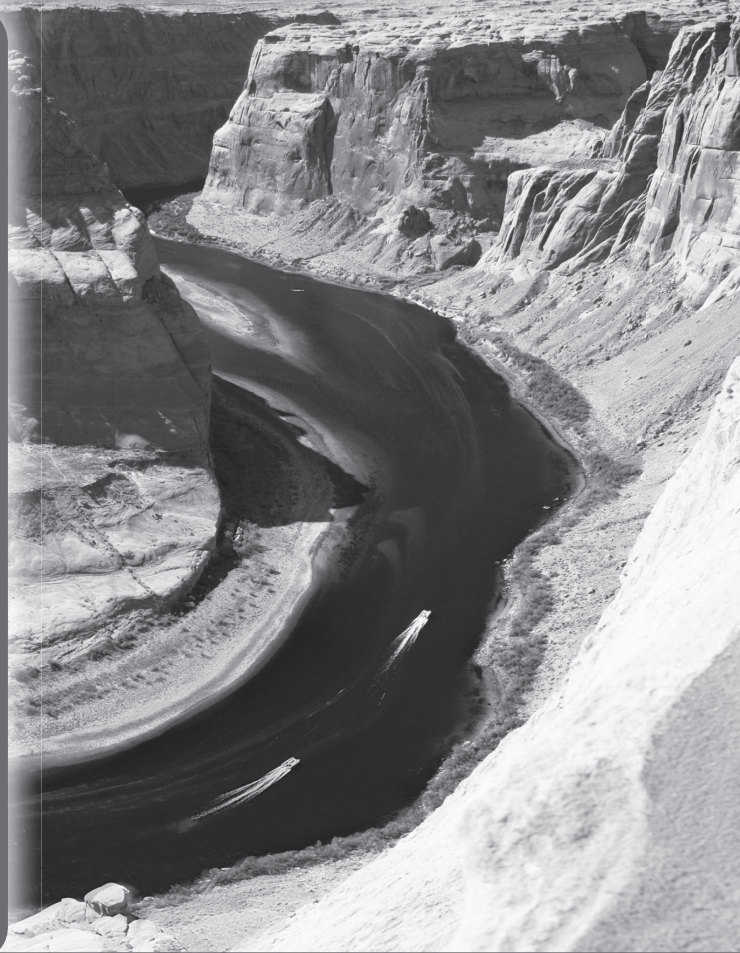
Join us for our exciting rides on the Colorado River! Our rafting adventures take you to the most beautiful parts of the Grand Canyon. Don't just stand and look at the canyon – be a part of an adventure!

Lee's Ferry Rafting Adventures has got three-day trips and seven-day trips available. Our trips include camping at campsites along the river, stops for meals as you travel, and hiking trips to places which you can only reach from the river. Some of the things you'll enjoy include:

- **fascinating views from inside the Grand Canyon;**
- **the Bridge of Sighs, a massive natural stone bridge;**
- **the beautiful blue-green waters of Havasu Creek;**
- **ancient monuments and traditional Native American homes;**
- **many exciting rapids and impressive rock formations.**

You can trust that our rafting equipment will keep you safe. All of our rafts are over 10 metres long and we make sure everyone wears a life jacket. We've been in business since 1975 and all of our guides have at least five years' experience. For safety reasons, we don't allow children under 12 years old on the trips.

Call 1-888-348-7990 for more details.



Comprehension

B Write R (Right), W (Wrong) or DS (Doesn't say).

- 1 The rafting company offers week-long trips. ☐
- 2 You can't do any hiking while on the trips. ☐
- 3 The Bridge of Sighs is a modern bridge. ☐
- 4 The Native Americans give tours of their homes. ☐
- 5 Small children can't go on the trips. ☐

☐ / 10

Total ☐ / 50

2 Amazing Science

Name: _____ Date: _____

Vocabulary

A Put the letters in the correct order to find sizes.

- 1 s s m v i a e _____
- 2 m l l a s _____
- 3 u g h e _____
- 4 y t n i _____
- 5 m o o n r e u s _____

☐ / 5

B Complete the sentences with make or do.

- 1 We often _____ mistakes when we're in a hurry.
- 2 Scientists _____ a lot of research for their projects.
- 3 The children _____ their homework at 8 o'clock every night.
- 4 Can you please _____ a decision – yes or no?
- 5 Many new inventions _____ a big difference in our lives.

☐ / 5

C Choose the correct answers.

- 1 A solar oven can help _____ money and energy.
 - a spend
 - b save
 - c weigh
- 2 Astronomers usually work in _____.
 - a observatories
 - b telescopes
 - c rockets
- 3 We use _____ when we talk about temperatures.
 - a degrees
 - b rays
 - c kilometres
- 4 We can see the moon at night because it _____.
 - a follows
 - b creates
 - c reflects
- 5 The Earth is the only _____ that people can live on.
 - a star
 - b planet
 - c universe

☐ / 5

D Circle the correct words.

- 1 The scientist congratulated the team with / on their work.
- 2 Astronauts have to deal with / for many problems in their job.
- 3 Many scientists concentrate in / on discovering new planets.
- 4 Astronomers are always searching for / with new objects in space.
- 5 Will humans succeed on / in living on the moon?



☐ / 5

Grammar

A Complete the sentences with these verbs using the Past Simple or the Past Continuous.

buy fall not study see write

- 1 Mike was running to the observatory when he _____.
- 2 I _____ a new computer last week with the money that Dad gave me.
- 3 Carla _____ for her science test when I called at her house.
- 4 We _____ a scary movie on TV yesterday afternoon.
- 5 _____ you _____ an email to Robert when I called you?

☐ / 5

B Complete the dialogue using the Present Perfect Simple or the Past Simple of the verbs in brackets.

Lee: (1) _____ you _____ (visit) the new space museum yet, Bassam?

Bassam: No, I haven't. I (2) _____ (hear) George talking about it yesterday, though.

Lee: It's brilliant. Why don't you go?

Bassam: I (3) _____ (want) to go last week, but I (4) _____ (have) a lot of homework recently.

Lee: Me too. But I (5) _____ (go) on Wednesday to see the Mars exhibition. It was the last day of it! The rest of the museum was great too.

☐ / 5

C Choose the correct answers.

- 1 Omar _____ to be an astronaut.
a used to b didn't use c did use
- 2 'Is Tracy at home?' 'No, she's _____ to her astronomy class.'
a been b went c gone
- 3 Bill _____ a lot of science books when he was a child.
a has read b used to read c was reading
- 4 '_____ to the new science exhibition yet?' 'No, I'm going with Josh tomorrow.'
a Have you been b Did you go c Have you gone
- 5 Fadi has worked on the space programme _____.
a in 2004 b all day yesterday c for two years

☐ / 5

D Write sentences or questions using these words. Use the Present Perfect Simple or the Past Simple.

1 scientists / not find / life / other planets/ yet

2 ? / you / visit / the observatory / already

3 the astronomer / discover / a new planet / in 2002

4 ? / you / never see / a star / through a telescope

5 people / already try / to find water / on the moon

☐ / 5

Reading

A Read this dialogue between a maths teacher and his student.



Anna: Mr Miller, how long have calculators been around?

Mr Miller: A very long time, Anna. The first kind of calculator was invented in China in the 800s and it was called an 'abacus'. It was made of wood and it didn't use electricity at all.

Anna: I see. How did it work?

Mr Miller: An abacus has got many round pieces of wood. You move them from one place to another, and this is how you use an abacus to count.

Anna: Hmm, it sounds a bit difficult to use.

Mr Miller: Yes, but people used them to count for years. Then, a mathematician named Pascal invented a new kind of calculator in the 1600s. It looked like a large metal box with wheels inside.

Anna: That sounds really different from my calculator.

Mr Miller: It was. Pascal's calculator was very big and heavy. Then, in the 1880s a man named William Burroughs invented a more modern calculator. It was expensive, but a lot of businesses used it.

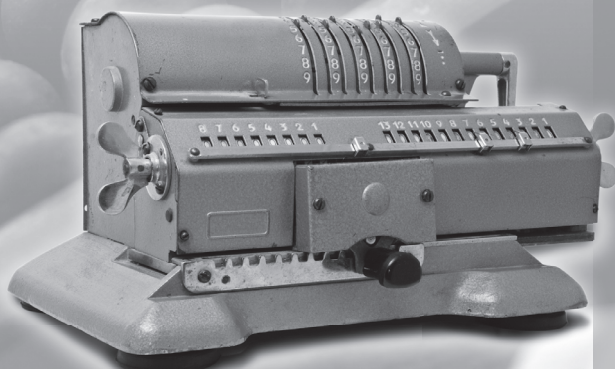
Anna: Did that calculator use electricity?

Mr Miller: No, it didn't. In fact, the first small electrical calculators weren't made until 1966. They were very light.

Anna: Oh, so they were like mine?

Mr Miller: Not exactly, and they were a lot more expensive back then.

Anna: Well, I really depend on mine. And I think it's great that it uses solar power. That way, I don't have to change the batteries!



Comprehension

B Answer the questions.

1 Where was the first calculator invented?

2 What did Pascal's calculator have inside it?

3 When did Burroughs invent his calculator?

4 What were the first small electrical calculators like?

5 Why does Anna like her calculator?

10 / 10

Total

50 / 50

3 The Natural World

Name: _____ Date: _____

Vocabulary

A Circle the correct words.

- 1 The storm / volcano sent smoke a mile into the sky.
- 2 The bird held onto the tree branch with its claws / horns.
- 3 Can scientists estimate / encourage how big the dinosaurs were?
- 4 What special appearance / equipment do you need to study the weather?
- 5 An animal's bone / fur keeps it warm in winter.

☐ / 5

B Choose the correct answers.

- 1 The heavy rain caused a terrible _____.
a drought
b flood
c wildfire
- 2 Louis used a(n) _____ to chop the wood.
a beak
b shovel
c axe
- 3 All of the dinosaurs were _____.
a snakes
b lizards
c reptiles
- 4 The fish had very colourful _____.
a paws
b wings
c scales
- 5 Opening times for the nature park are listed on the _____.
a motto
b evidence
c leaflet

☐ / 5

C Complete the sentences with these words.

build cause give put spread

- 1 How many firemen did it take to _____ out the large fire?
- 2 An earthquake can _____ a lot of damage to an area.
- 3 We _____ out information to people who visit the centre.
- 4 The company wants to _____ a hotel next to the forest.
- 5 Did the fire _____ to other buildings?

☐ / 5

D Match.

- 1 Dinosaurs died
- 2 We all have to cut
- 3 Scientists are looking
- 4 Neil tried to get
- 5 Do you think the world will ever run
- a down on the amount of electricity we use.
- b across to his sister how important saving energy is.
- c out of energy?
- d into the use of new energy sources.
- e out thousands of years ago.

☐ / 5

Grammar

A Complete the sentences with these words using the Present Perfect Continuous.

do encourage not recycle read take

- 1 They _____ people to save energy for years.
- 2 I _____ the bus to work lately.
- 3 _____ you _____ research on pollution for a long time?
- 4 Jill _____ books on environmental problems all week.
- 5 Our neighbours _____ any of their rubbish recently.

1 / 5

B Complete the paragraphs using the Present Perfect Simple or the Present Perfect Continuous of the verbs in brackets.

Earthquakes are very dangerous natural disasters. They happen in some parts of the world more than others. In California, massive earthquakes (1) _____ (happen) for millions of years. Most people who live in this area (2) _____ (feel) a strong earthquake at least once in their life. Although many people (3) _____ (die) in past earthquakes, it's not as dangerous as it seems. The number of people living in the state (4) _____ (grow) quickly for many years.

Scientists (5) _____ (study) earthquakes for a long time. They (6) _____ (discover) many things about them already, such as what causes them and what happens under the ground. People (7) _____ (make) changes to the way they build things since the 1960s. They (8) _____ (build) skyscrapers, bridges, and even tunnels that can survive strong earthquakes, and these changes (9) _____ (save) many lives. This (10) _____ (encourage) people who live in other places that have earthquakes to change the way they build things too.

1 / 10

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

- 1 Scientists recently discovered the **large** fossil in the world.
- 2 Hurricanes are more powerful **by** ordinary storms.
- 3 Michael thinks dinosaurs are **most** interesting than birds.
- 4 This year's wildfire spread **quick** than the one two years ago.
- 5 I think earthquakes are the **bad** natural disaster.

1 / 5

Reading

A Read the article about Mount St Helens.

Mount St Helens is a huge volcano in the state of Washington, USA. For many years people called it the Mount Fuji of America because it looked like the famous Japanese mountain. Native Americans who lived near the volcano told stories about its natural beauty for hundreds of years. The area had impressive forests, a beautiful lake and many country homes.

For years Mount St Helens seemed just like a quiet snowy mountain, but on 16 March 1980 the mountain began to change. There were lots of small earthquakes and the shape of the enormous mountain began to change. It was no longer safe to stay in the area.

Some people living near the volcano didn't want to leave, though. They didn't believe that there was any danger. Then on 18 May 1980 there was a powerful earthquake and the massive top of the mountain exploded. Hot rock from the volcano caused wildfires, burning thousands of trees. People who were still in the area tried to leave, but in the end 57 people died.

In recent years the volcano has become quiet, but a little smoke still rises from its centre. Scientists are watching the volcano closely because they want to avoid the kind of disaster it caused in 1980.



Comprehension

B Circle the correct words.

- 1 Mount St Helens is a volcano in Japan / Washington.
- 2 Native Americans used to write / talk about its beauty.
- 3 The mountain began to change before / after the powerful earthquake.
- 4 Wildfires burned thousands of people / trees.
- 5 There is still hot rock / smoke coming from the volcano.

☐ / 10

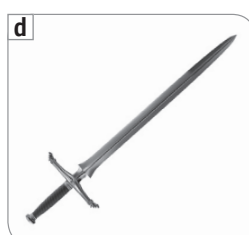
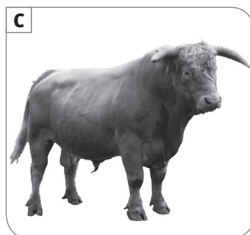
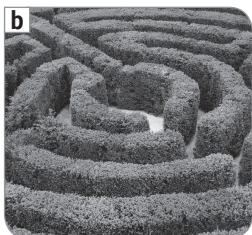
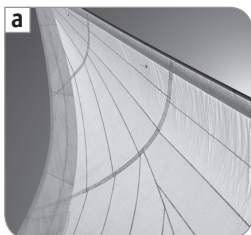
Total ☐ / 50

4 Myths and Legends

Name: _____ Date: _____

Vocabulary

A Match.



1 sword ☐

2 bull ☐

3 fuel ☐

4 labyrinth ☐

5 sail ☐

☐ / 5

B Choose the correct answers.

1 My grandfather gave me £100 for my birthday. He's ____.

a impatient b responsible c generous

2 Tom was ____ because he was sick for ten days.

a wise b miserable c cheerful

3 Macy's dad can lift heavy boxes. He's quite ____.

a strong b careless c cowardly

4 The weather was ____ yesterday. It rained all day.

a weak b unpleasant c mean

5 Tom asked Wendy to be ____ and wait for a few minutes.

a brave b unkind c patient

☐ / 5

C Circle the correct words.

1 I hope I get a chance / surprise to see Thebes some day.

2 Alexander got a job / reply as a tour guide.

3 The legend / war says that giants once lived in the area.

4 The plane crashed / took off into the sea, but everyone survived.

5 After travelling for hours, they finally arrived / landed at the castle.

☐ / 5

D Complete the sentences with these words.

afraid capable interested suitable worried

1 Ancient Greek boats were _____ of travelling long distances.

2 Is John _____ about flying tomorrow?

3 Very windy weather isn't _____ for flying.

4 Mona is _____ in learning about world mythology.

5 Lisa is _____ of high places.

☐ / 5

Grammar

A Write sentences or questions using these words. Use the Past Perfect Simple.

1 a few students / already visit / Crete

2 they / hear / about the mystery / before their trip

3 Jake / never read / about Stonehenge

4 ? / Amelia Earhart / fly / across the Atlantic / by 1932

5 Mandy / not study / ancient myths / before the age of ten

☐ / 5

B Write short answers.

1 Had Mike seen the UFO movie before tonight?

_____ (✓)

2 Had you and your mum already heard about the legend?

_____ (✓)

3 Had Mike and Tracy flown in a small plane before?

_____ (X)

4 Had they ever seen strange lights in the sky?

_____ (✓)

5 Had the city disappeared by 700?

_____ (X)

☐ / 5

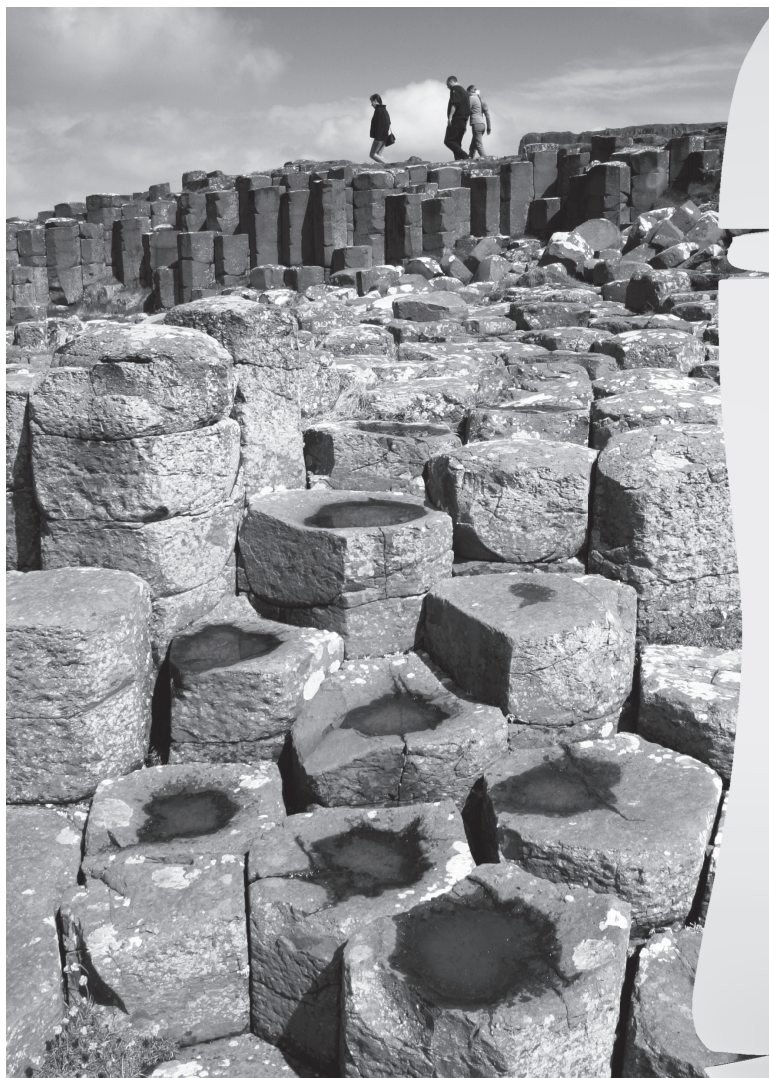
C Circle the correct words.

Last summer, my uncle Bill (1) visited / had visited Scotland. He (2) didn't visit / hadn't visited the country before. He (3) wanted / had wanted to see as much of it as he could. Uncle Bill (4) read / had read several stories about the Loch Ness monster before the trip, and he (5) hoped / had hoped to see this legend with his own eyes while he was there. When he (6) arrived / had arrived in Scotland he immediately headed for Loch Ness. When he got there, he (7) rented / had rented a boat and began sailing around the lake. After he (8) was / had been on the water for about an hour, he suddenly saw something very strange about 100 metres from his boat. It (9) was / had been about 8 metres long and it was moving very fast, but he couldn't see it very clearly. Was it the Loch Ness monster or not? He was certain that he (10) saw / had seen something, but he wasn't sure what it was. He'll probably never know for sure.

☐ / 10

Reading

A Read this legend about the Giant's Causeway.



Legend has it that a long time ago, an Irish giant named Finn MacCool lived in northern Ireland. MacCool lived near the sea of Moyle and across the sea was Scotland, where a giant called Benandonner lived. Benandonner was Finn's greatest enemy. He was the only other giant as big as MacCool.

The two giants had never met, but MacCool decided that he wanted to fight Benandonner. The fight would show which giant was the strongest. There wasn't a boat big enough to carry giants, so MacCool built a causeway of huge stones. That way, MacCool could walk to Scotland and fight Benandonner.

However, as MacCool got closer to Scotland, he saw Benandonner and became afraid of his size. The Scottish giant was much bigger and more unpleasant than MacCool had realised. When Benandonner saw him, he started to run after him. MacCool ran to his home and asked his wife what to do. She put a baby's dress on him and put him in a big baby's bed. When Benandonner arrived, MacCool's wife asked him not to wake up the baby. She told Benandonner that the baby was MacCool's child. Benandonner immediately ran away. If this giant baby was the child of MacCool, Benandonner didn't want to meet MacCool, so Benandonner ran all the way back to Scotland on the Giant's Causeway.

Comprehension

B Answer the questions.

1 Who lived in Scotland?

2 Which giant decided he wanted to fight with the other?

3 What made MacCool scared of Benandonner?

4 What did MacCool's wife put on him when he came home?

5 How did Benandonner get back to Scotland?

10 / 10

Total 50 / 50

5 Ambitions

Name: _____ Date: _____

Vocabulary

A Write the missing letters.

- 1 This is a job that a person does for many years.
- 2 This is someone who does very bad things.
- 3 This describes someone who makes a lot of money.
- 4 This describes someone who wants to be successful.
- 5 This is someone who tries to keep people safe.

c _____
 c _____
 w _____ - _____
 a _____
 p _____ o _____

/ 5

B Choose the correct answers.

- 1 Kim got her _____ from Oxford.
 a degree
 b course
 c occupation
- 2 He wants to start his own _____ in less than a year.
 a interview
 b business
 c training
- 3 Nancy asked her _____ for a pay rise.
 a boss
 b worker
 c writer
- 4 Neil hopes to have a large _____ one day.
 a salary
 b application
 c qualification
- 5 What _____ do you need for this job?
 a adverts
 b skills
 c professions

/ 5

C Circle the correct words.

- 1 The weather is always sensible / damp in a rainforest.
- 2 Rick slept in a hammock / mosquito net that he made out of rope.
- 3 Choosing a career can be a really tough / spare decision.
- 4 Mark has over 3,000 songs on his MP3 player / GPS unit.
- 5 Paul caught dinner for everyone with his new first aid kit / fishing rod.



/ 5

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

- 1 Mary turned **off** the invitation to go climbing. She was too busy to go.
- 2 They can't keep **down** with the other people in the group.
- 3 Tom can't get **under** how good his brother is at football.
- 4 How can you put **over** with this terrible heat?
- 5 I'm not going to give **down**. I will try harder.

/ 5

Grammar

A Choose the correct answers.

- 1 There _____ be a training programme for employees.
a going to b will c isn't going
- 2 The courses _____ on Friday mornings.
a will to be b will be c is going to be
- 3 I probably _____ attend that university.
a am not b won't c aren't going to
- 4 Are you _____ climb that high mountain?
a going to b will c going
- 5 No, I _____ going to travel the world just yet.
a won't b 'm not c 'll not


☐ / 5

B Circle the correct words.

- Bob:** I have decided that I (1) will / am going to study for the Spanish test all week.
- Mary:** That's impressive, Bob!
- Bob:** If you want, I (2) will / am going to help you with your studies, too.
- Mary:** Have you decided if you (3) will / are going to use the listening tapes?
- Bob:** Yes, of course. It's good to use them.
- Mary:** Do you think the test (4) is going to / will be hard?
- Bob:** Not if you study a lot! Don't worry, Mary. I'm sure you (5) will / are going to pass it.

☐ / 5

C Complete the dialogue using the Future Continuous of the verbs in brackets.

- Mark:** Welcome to our show! Today I (1) _____ (talk) to Barry Tall about his plan to climb Everest. Barry, (2) _____ you _____ (set off) on your journey in the next few days?
- Barry:** Yes, I'm very excited.
- Mark:** (3) _____ you _____ (climb) alone or with others?
- Barry:** With others, Mark. They are eight of us in the group. They (4) _____ (follow) me during the trip.
- Mark:** Are you worried about getting lost?
- Barry:** No, I (5) _____ (use) a GPS unit, so I'm sure we'll be OK.
- Mark:** Sounds like you have an amazing trip ahead of you, Barry!

☐ / 5

D Write sentences or questions using these words. Use the Future Perfect Simple.

- 1 Bob / finish / school / June

- 2 ? / he / take / his exams / tomorrow

- 3 he / find / a job / at the end of summer

- 4 ? / Bob / complete / his training / next month

- 5 he / begin / college / at the age of eighteen

☐ / 5

Reading

A Read about Jenny and Mark's life plans.



Jenny, 17

I'm interested in having some adventure in my life. I don't want to just finish university and get a job in an office. I'm studying for a degree in journalism and I want to travel around the world and write about what I see. By the time I'm 30, I'll be ready to stop working and have a family. But I'm not going to give up on journalism forever. When my children are old enough for school, I'll use my qualifications as a writer to get a part-time job. Maybe one day I'll write children's books. It's a very nice idea!



Mark, 18

My friends tell me I'm really ambitious and I guess they're right. When I finish university, I want to set up my own camping equipment store. I love camping and enjoying outdoor adventures, so this idea is perfect for me. I plan to sell equipment that people need when they go on expeditions and adventures. Along with things like GPS units and sleeping bags, I'll offer training programmes. My programmes will teach people how to put up a tent, survive in the wild, go rock climbing, and so much more. I'll never give up this dream. I know I can make it work.

Comprehension

B Write R (Right), W (Wrong) or DS (Doesn't say).

- 1 Jenny is studying how to be a tour guide.
- 2 Jenny cares about having a family and a career.
- 3 Mark enjoys the outdoors.
- 4 Mark is going to university to learn how to start a business.
- 5 Both people enjoy studying.

☐
☐
☐
☐
☐

/ 10

Total / 50

6 Remarkable People

Name: _____ Date: _____

Vocabulary

A Complete the sentences with these words.

admire escape observe specimen voyage

- 1 Reem travelled to South America to _____ animals for her research.
- 2 Many people _____ famous actors.
- 3 Marty collected a plant _____ for scientific research.
- 4 Christopher Columbus took a long _____ in his ship to travel to America.
- 5 The woman's family moved away from their country to _____ the war.

☐ / 5

B Put the letters in the correct order to find professions.

- 1 t i r w e r _____
- 2 w a y r e l _____
- 3 l e e t t a h _____
- 4 s c u n m a i i _____
- 5 g o t i i l s o b _____

☐ / 5

C Circle the correct words.

Nathan: Yesterday, I watched a famous photographer (1) take / give some photos of some lions at the zoo.

Mandy: Was it interesting?

Nathan: Sort of. It (2) took / gave him a long time to get the perfect photo.

Mandy: Were there many people there?

Nathan: Not really. The area wasn't very (3) serious / crowded.

Mandy: You know, I like photography. I would like to (4) take / give part in a good photography course in the future.

Nathan: I'm going to the photographer's studio later. I can (5) give / take you a lift and you can ask him if he knows of a good school.

☐ / 5

D Match.

- | | |
|----------------------------|--|
| 1 Janet became a doctor at | a ages, but she looked the same. |
| 2 I hadn't seen her in | b of work for two months now. |
| 3 Mark saw Jeff by | c chance and was quite surprised to see him. |
| 4 Martha is in | d the age of 21. |
| 5 Denise has been out | e her sixties, but she looks about fifty. |

☐ / 5

Grammar

A Circle the correct words.

- (1) To work / Working with plants is a fascinating job. Since I was a child, I have been interested in
 (2) to collect / collecting different kinds of plants. Now that I'm a scientist, I have managed
 (3) to discover / discovering many new things about plants. This summer I plan (4) to explore / exploring
 parts of Brazil, which has many different plant species. I hope (5) to do / doing this work for many more
 years to come.

☐ / 5

B The words in bold are wrong. Write the correct infinitive or gerund.

- 1 I enjoy **work** on scientific experiments. _____
 2 I sometimes try **helping** my brother with his homework. _____
 3 **Spend** time in a laboratory is enjoyable work. _____
 4 I've decided to **became** a journalist when I go to university. _____
 5 We all need **doing** something that we find interesting. _____

☐ / 5

C Choose the correct answers.

- | | |
|---|--|
| 1 Mike was disappointed _____ that the woman in the photo had died.
a learning
b to learn
c learn | 6 Margie and John stopped _____ a volcano while travelling in Hawaii.
a visiting
b to visit
c visit |
| 2 If you want to know about famous people, try _____ about them in magazines.
a read
b reading
c to be reading | 7 Will you remember _____ Mary if she's coming to the museum tomorrow?
a ask
b to ask
c asking |
| 3 Please stop _____ the sculptures. You will damage them.
a to touch
b touch
c touching | 8 The scientist went on to _____ about his remarkable discovery.
a talk
b talked
c talking |
| 4 Lisa is used _____ lots of attention as a famous singer.
a getting
b to getting
c get | 9 I remember _____ that man's show on TV when I was a child.
a to watch
b watch
c watching |
| 5 I will never forget _____ my favourite actor in that café last year.
a seeing
b to see
c see | 10 Paul was happy _____ skydiving during his trip to America.
a go
b going
c to go |

☐ / 10


Reading

A Read about a famous Olympic runner.

Jamaican runner Usain Bolt is a remarkable athlete. At the 2008 Beijing Olympics, he won three races and set a new world record in one of them, the 100-metre race. In addition to the 100-metre race, Bolt also won the 200-metre race and helped his team win the 400-metre race. About 10 metres before the end of the 100-metre race, Bolt realised that he was going to win, so he slowed down and waved to the crowd! He still managed to win the race, and not only that, he broke the world record as well!

Bolt was born in a small town in Jamaica. When he was young, he was interested in football and cricket. When, his high school teacher saw how fast he ran on the field, however, he told Bolt that he was an excellent runner. Soon after, Bolt began training with the Jamaican national team. In 2001 he won a gold medal and two silver medals at the World Junior Championships in Jamaica. He was only 15 years old, but he was already almost two metres tall.

Bolt first competed in the Olympic Games in 2004. However, he hurt his leg and was not able to run very fast, but that didn't stop him. He continued his training and by 2008 he was winning gold medals at the Beijing Olympics. Today, he is the fastest man in the world!



Comprehension

B Write **R** (Right), **W** (Wrong) or **DS** (Doesn't say).

- 1 Bolt won the 400-metre race at the 2008 Beijing Olympics by himself.
- 2 He started waving after he won the 100-metre race.
- 3 One of his teachers called him an excellent football player.
- 4 He was taller than any other athlete on the Jamaican national team.
- 5 He didn't do well at the 2004 Olympics.

☐
☐
☐
☐
☐

☐ / 10

Total ☐ / 50

7

Mind and Body

Name: _____ Date: _____

Vocabulary

A Circle the correct words.

- 1 My parents are going on holiday this weekend for some **experiment** / relaxation.
- 2 These days many women in magazines look too **skinny** / tiny.
- 3 I'll take up yoga if you are **fascinating** / willing to do it with me.
- 4 Lesley has been very **stressed** / scary lately with all the work she has to do.
- 5 My grandfather is **exhausted** / terrified of hospitals, so I usually go with him.

☐ / 5

B Write the missing letters.

- | | |
|--|-------------|
| 1 This is a place where you can buy pills. | c _ _ _ _ _ |
| 2 This is two or more things mixed together. | c _ _ _ _ _ |
| 3 Your throat can feel this way. | s _ _ _ |
| 4 This is usually a very beautiful person. | m _ _ _ _ |
| 5 This describes something really big. | e _ _ _ _ _ |

☐ / 5

C Complete the sentences with these words.

catch join keep lose take

- 1 People usually _____ colds in winter.
- 2 I plan to _____ a gym in the new year.
- 3 Did you _____ much weight on your diet?
- 4 Does he often _____ pills for his headaches?
- 5 Vicky tries to _____ fit by exercising daily.

☐ / 5

D Choose the correct answers.

- 1 The company is going to bring _____ some new beauty products this autumn.
a on b out c in
- 2 You should try _____ clothes to see if they fit before you buy them.
a on b for c out
- 3 Take _____ your coat and make yourself comfortable.
a out b off c up
- 4 These hats are too silly to wear. I don't think they will catch _____.
a up with b up c on
- 5 Has Margie finished putting _____ her trainers yet?
a on b off c down

☐ / 5

Grammar

A Complete the sentences using these words or phrases.

can can't could couldn't was able

- I was a great runner when I was twelve. I _____ run six kilometres!
- Emma, _____ you call in at the chemist later today?
- Even though Mark had a bad headache last night, he _____ to go to sleep.
- Thomas is only 5 years old. He _____ go to the gym until he's older.
- The woman didn't make it to hospital in time, so the doctors _____ save her.

☐ / 5

B Circle the correct words.

Mary: Julie has been taking yoga classes for years now. She (1) may / must really like it.

Susan: I know. I (2) might / must start taking classes too, but I haven't decided yet.

Mary: Let's both start!

Susan: Well, I (3) may be / maybe taking an extra class at school. I don't want to get stressed by having too many things to do.

Mary: True, but the yoga class (4) might / must keep you from becoming stressed.

Susan: Yes, but I'm sure it (5) might not / can't be good to take too many classes!

☐ / 5

C Choose the correct answers.

- Our dog is enormous. She _____ lose weight.
a have to b will have c has to
- Don't forget your books! You _____ leave them at the house again.
a must b don't have to c mustn't
- _____ take this yoga class together?
a Ought we b Should we c We ought to
- You _____ exercise every day of the week. It isn't necessary.
a don't have to b mustn't c won't have to
- Michael _____ to stop watching so much TV.
a must b should c ought

☐ / 5

D Put the words in the correct order to make sentences or questions.

- able / was / go / to / yesterday / I / not / swimming

- this / join / Steve / might / gym / a / year

- after / ate / exercise / Jill / dinner / couldn't / she

- ? / have / go / to / Ali / to / hospital / did

- running / must / ten / tired / they / be / after / kilometres

☐ / 5

Reading

A Read about Kim and her experiences doing yoga.

A few months ago I started going to a gym. My main purpose was to exercise more and become fitter. My doctor also told me I should probably lose some weight. I enjoyed my time at the gym and I started to lose weight and have more energy. Then one day after about six weeks I saw a sign that read 'Free Beginner Yoga Class—5:00 every Tuesday'. I decided to go to a class or two to see if I'd like it.

On the first day I didn't know what to expect, but the teacher, Devi Rose, was amazing! She was so cheerful and patient. First of all, she showed us new breathing exercises. We practised concentrating on our breathing, taking very deep breaths and letting the air out slowly. Then Devi showed us how to do several different exercises. At first I couldn't do some of them. My body just wouldn't move the right way, but I never gave up. After a few weeks, I was able to do most of them.

At the end of each class my body was exhausted, but at the same time my mind felt very calm. I noticed that I could concentrate on my work better after doing yoga. I also began to sleep better. In the past I had difficulty sleeping, but after two months of yoga I didn't have any problems falling asleep at all! I'm not sure how yoga works, but it does. I have even succeeded in getting a couple of my friends to come to class with me!



Comprehension

B Answer the questions.

- 1 What advice did Kim get before joining a gym?

- 2 Why did Kim take up yoga?

- 3 What was the first thing Kim learned in her yoga class?

- 4 What was Kim not able to do at the beginning of the class?

- 5 What problem did Kim have at bedtime?

/ 10

Total / 50

8

The Arts

Name: _____ Date: _____

Vocabulary

A Write the missing letters.

- | | |
|--|---------|
| 1 This is something we use to make music. | i _____ |
| 2 This is the difference between two things. | c _____ |
| 3 This describes something kind and calm. | g _____ |
| 4 Plays and books are this. | l _____ |
| 5 This is a large group of people. | c _____ |

/ 5

B Choose the correct answers.

- There was a mountain in the _____ of the painting.
a atmosphere b close-up c background
- What are they saying in this song? I can't understand the _____.
a rhythms b roots c lyrics
- Sarah painted a lovely _____ of the two children.
a portrait b landscape c frame
- She doesn't look nice in the picture because she was in a bad _____.
a mood b style c flow
- Robert, would you like to _____ your photos with the class?
a share b remind c express

/ 5

C Complete the sentences with these words.

classical composer graffiti loud scene

- Her neighbour's music was so _____ that Mary couldn't sleep.
- A lot of _____ music was written in the 1700s.
- Many buildings in the centre have _____ all over the outside walls.
- The _____ worked for hours creating his music.
- My favourite _____ of the play was at the very end.

/ 5

D Circle the correct words.

- Pedro is an expert on / of classical music.
- What is your attitude for / to rap music?
- There is a need of / for more good composers in Hollywood.
- She isn't a lover on / of modern art.
- Music has a good effect on / of most children.

/ 5

Grammar

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

- 1 A new movie is **be** shown in the library right now.
- 2 Music CDs can be **took** from the library overnight.
- 3 The musician was **gived** a reward for his work.
- 4 The concert was **enjoy** by over 100 people.
- 5 The songs were **write** by a famous composer.

☐ / 5

B Circle the correct words.

Sam: That's a very beautiful picture.

Tina: I agree. It (1) **was painted / painted** over 100 years ago. Did you know it (2) **is / was** once stolen from this museum?

Sam: Really?

Tina: Yes. Actually, it (3) **has been / was being** taken twice. Last year, it was (4) **sent / being sent** to another museum when someone took it from the lorry.

Sam: No way!

Tina: I know. I can't imagine it will be (5) **stolen / stealing** again.

☐ / 5

C Complete the second sentences so that they have the same meaning as the first sentences. Use the passive voice.

- 1 The teacher showed the movie to the class.

The movie _____.

- 2 Famous journalists interview famous musicians.

Famous musicians _____.

- 3 Do hip hop artists perform rap music at concerts?

_____ rap music _____?

- 4 Her parents didn't send her to a music school.

She _____.

- 5 Children don't study classical music.

Classical music _____.

☐ / 5

D Complete the poster with the correct passive form of the verbs in brackets.

This weekend, Laurel High School is putting on the yearly student art exhibition in Gilbert Hall.

Everyone (1) _____ (encourage) to come! Art work (2) _____ (can / see)

from 10 am to 6 pm on Friday and Saturday.

Food and drinks (3) _____ (serve)

and music (4) _____ (perform)

by local bands. This is one show that

(5) _____ (should / not miss)!


☐ / 5

Reading

A Read about this famous museum.

The Guggenheim Museum in New York City doesn't look like a traditional art museum. The museum was built in an unusual style in which the walls were made to look like circles that become larger the higher they go. Because the building is so different from other buildings around it, it seems that the museum itself is a work of art.

The history of the museum goes back to the late 1920s. Solomon R. Guggenheim, a wealthy American, began collecting art with the help of his friend, Hilla Rebay, a German painter. At first, the artwork was shown in Guggenheim's New York City home. The exhibition was of contemporary paintings by famous modern artists. Then, in 1939, Guggenheim and Rebay opened a museum on East 54th Street in New York City in a building where cars were once sold. However, the space soon became too small to hold all the art.

In 1943, Guggenheim decided that he was going to build the most unusual modern museum that the world had even seen. The building of the Guggenheim Museum started that year at a site on 89th Street near New York City's Central Park. The museum took fifteen years to complete. It was finally opened in the autumn of 1959. Most people loved it for its unusual appearance, but some people didn't. They thought the building's appearance made the art inside the building seem less impressive. It was certainly different from anything people had ever seen before.

The Guggenheim is now a world famous museum. It has been shown in movies like *Men in Black*, *The International* and *Bye Bye Birdie*. In 2009, fifty years after its opening, much of the museum was painted and made to look new. Today, it looks as good as it did when it was first built.

Comprehension

B Choose the correct answers.

- The Guggenheim Museum is like a work of art because it _____.
 - was built by an artist.
 - isn't the same as other buildings.
 - is in New York City.
- Solomon R. Guggenheim's home was used _____.
 - to show art.
 - to make paintings.
 - as a home for artists.
- Guggenheim's first museum building _____.
 - was also a work of art.
 - once had cars in it.
 - was also his home.
- The Guggenheim Museum can now be found _____.
 - at Guggenheim's apartment.
 - on 54th Street.
 - near Central Park.
- The museum was painted _____.
 - fifty years ago.
 - only when it was first built.
 - in 2009.

10 / 10

Total

50 / 50

9

Extreme Sports

Name: _____ Date: _____

Vocabulary

A Match.

- | | |
|---------------------------|-------------------------|
| 1 You put a wetsuit | a on your feet. |
| 2 Flippers go | b on your hands. |
| 3 You wear goggles | c over your eyes. |
| 4 Gloves go | d over your chest. |
| 5 You place a life jacket | e over your whole body. |

/ 5

B Circle the correct words.

- Hannah believes she can aim / beat all her competitors.
- Mark hit / scored the winning goal in the last minute of the game.
- Jackie learned how to surf / ride in the ocean when she was eight.
- How long was it before the skydivers landed / came after they jumped?
- Be careful not to lean / slip too far over the edge.

/ 5

C Write the missing letters.

- | | |
|--|---------|
| 1 This is a formal celebration. | c _____ |
| 2 This is like a wall of water in the ocean. | w _____ |
| 3 This is something that is not easy to do. | c _____ |
| 4 This is something you wear when you jump out of a plane. | p _____ |
| 5 This is worn over your chest when you climb rocks. | h _____ |

/ 5

D Complete the sentences with these phrases.

catch up with drop out of get the hang of warm up work out

- Mike took ten minutes to _____ before he started his exercises.
- Lee told his friend not to _____ the competition.
- They usually _____ for two hours every day at the gym.
- Erin couldn't _____ the lead cyclist so she lost the race.
- Michael stopped paragliding because he couldn't _____ it.

/ 5



Grammar

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

- If you exercise a lot, you will **became** strong.
- If the waves **will be** big, she'll go surfing.
- They will **had** a party if they win the game.
- You must wear a wetsuit if you **went** into the ocean.
- I **wore** goggles if I go swimming this afternoon.

☐ / 5

B Circle the correct words.

- It's OK to go in the water **unless / if** it looks dangerous.
- If you **try / don't try** bungee jumping, you won't know how much fun it is.
- If / Unless** you want to ride in the boat, you must wear a lifejacket.
- You **should / shouldn't** borrow my wetsuit unless you've already got one.
- I will go surfing on Friday **unless / if** I'm not too busy.

☐ / 5

C Choose the correct answers.

- If it _____ so scary, Mary would go skydiving.
a were
b was
c weren't
- If he didn't have to work so much, he _____ the marathon.
a wouldn't run
b would run
c is running
- If I were you, I _____ stand at the edge of that cliff.
a couldn't
b won't
c wouldn't
- If someone offered to take you on holiday, where _____ want to go?
a will you
b would you
c you would
- They would go for a ride on their mountain bikes if it _____.
a would rain
b weren't raining
c wouldn't rain

☐ / 5

D Complete the dialogue with the correct form of the verbs in brackets.

Jason: Hilary, did you hear about Martin's accident?

Hilary: Yes, I did. I'm not surprised. If he had had his harness on, he (1) _____ (not fall) from that rock.

Jason: In addition to that, he wouldn't have hurt his head if he (2) _____ (buy) a better helmet like I told him to.

Hilary: It wasn't the best weather either. If it hadn't rained that morning, the rocks (3) _____ (not be) wet.

Jason: Exactly! And would he (4) _____ (slip) if he had worn better shoes for the trip?

Hilary: I don't know, but the good news is that he's doing OK. If his friends (5) _____ (not take) him to hospital in a hurry, he would have been in serious trouble!

☐ / 5

Reading

A Read about these three friends and the sports they love.



Michael, 19

If it's summer and I have the time to drive two hours to the sea, I go scuba diving. It's my favourite free-time activity during warm months. My father's best friend was a scuba diving instructor, and I first went to scuba diving school when I was 10 years old. In the beginning I could only go in water that was 10 feet deep, but now I dive in water that's 40 or 50 feet deep. It's important to go down into the water very slowly as well as come up slowly. If you don't do this, it can be very painful. I still get afraid if a big fish starts to follow me, but it usually goes away after a few minutes. If I decide to become a scuba diving teacher after college, I will open my own scuba diving school!



Anna, 15

My favourite sport is windsurfing, although it's a hard sport to learn. You must have a strong body to do it. If you have strength in your arms and legs, the sport becomes much easier. When I took my first windsurfing lessons a few weeks ago, I spent a day or two just learning how to stand up on the board. Later on, I took the board onto a large lake behind my house. I fell off a lot at first, but it didn't bother me. Now I sail around the middle of the lake for hours. I've learnt to use the power of the wind to go really fast. Sometimes I still fall in the water, but I just get up and start all over again.



Joanna, 16

I've loved skiing ever since I was a child. I can remember when my family and I used to visit my uncle, who is a ski instructor, at his house in the mountains. My uncle loved to ski. If the mountains were covered in fresh snow, he would go skiing. He taught me how to ski when I was just 6 years old. We started off going down very small hills, then we tried bigger hills. That was scary for me. I was afraid I might fall over the edge of a cliff! I've practised a lot since then, but I'm still not as comfortable with the sport as I'd like to be. If it was possible, I would practise every single day!

Comprehension

B Write M (Michael), A (Anna) or J (Joanna).

Who...

- 1 learnt his/her sport from a relative?
- 2 would like to practise all the time
- 3 would like to teach others how to do his/her sport?
- 4 does his/her sport close to home?
- 5 learnt his/her sport recently?

☐
☐
☐
☐
☐

/ 10

Total / 50

10 Crime

Name: _____ Date: _____

Vocabulary

A Write P (person), O (object) or C (crime).

- | | | | |
|-------------|--------------------------|------------|--------------------------|
| 1 robbery | <input type="checkbox"/> | 6 axe | <input type="checkbox"/> |
| 2 judge | <input type="checkbox"/> | 7 prisoner | <input type="checkbox"/> |
| 3 handcuffs | <input type="checkbox"/> | 8 robber | <input type="checkbox"/> |
| 4 murder | <input type="checkbox"/> | 9 victim | <input type="checkbox"/> |
| 5 burglar | <input type="checkbox"/> | 10 arrow | <input type="checkbox"/> |

☐ / 10

B Circle the correct words.

- The police called / arrested the criminal as he was running from the crime scene.
- Three people stole / robbed a bank last night.
- It's the job of the courts to punish criminals when they commit / break crimes.
- One thing laws are supposed to do is protect innocent / fair people.
- Thomas lost his bag because he was being very careless / embarrassing with it.

☐ / 5

C Complete the sentences with these words.

about for into of with

- Jill had an argument _____ Denise for over an hour.
- Can you explain the reason _____ his bad attitude?
- That's the man I saw stealing the money. There's no doubt _____ it.
- The police still haven't discovered the cause _____ the fire.
- There was an investigation _____ the accident to see if it was a crime.

☐ / 5



Grammar

A Circle the correct words.

Sam: My brother was arrested for driving too fast again yesterday.

Rita: That's terrible! I wish he (1) isn't / wasn't such a fast driver.

Sam: It's funny you should say that. He wishes he (2) were / had been a racing driver. I think he will be one day!

Rita: Well, I wish I (3) were / had been with him before he was arrested. I would have asked him to slow down.

Sam: Yes, if only he (4) listened / would listen.

Rita: Exactly! I wish he (5) understands / understood how dangerous it is to drive so fast!

☐ / 5

B Choose the correct answers.

1 They wish they _____ about the accident before they moved into the house.

- a know
- b knew
- c had known

2 He wishes that his friend _____ not guilty.

- a is
- b was
- c would be

3 The crime scene was terrible. She wishes she _____ it.

- a hadn't seen
- b didn't see
- c doesn't see

4 If only we _____ any criminals in the world.

- a don't have
- b didn't have
- c haven't had

5 If only she _____ speeding. She's been arrested twice.

- a can stop
- b could stop
- c stops

☐ / 5

C Circle the correct words.

1 The criminal cut himself / herself when he broke through the window.

2 Don't worry too much on holiday. Enjoy ourselves / yourself.

3 She didn't want Joseph to go with her. She went to the police with / by herself.

4 Don't blame yourself / her for the accident. She didn't mean to do it.

5 Did someone help him solve the mystery, or did he solve it himself / itself?

6 They told themselves / ourselves not to be afraid.

7 The animal hurt itself / himself when it tried to escape.

8 Paul was going to park in the wrong place, but his friend told him / himself not to do it.

9 The leaflets are free, so please help yourselves / themselves.

10 I wouldn't talk to / by yourself if I were you. People may think you're strange.

☐ / 10

Reading

A Read this report on crime.

SMALL CRIMES ARE STILL CRIMES!

Smaller crimes aren't as serious as murder or robbery, but they can create a situation in which more serious crimes can happen. These crimes often don't have just one victim – they affect everyone. Here are some examples:



Littering

Although littering doesn't seem like it hurts anyone, it makes a neighbourhood look dirty. If a neighbourhood is full of litter and has a bad appearance, it may seem like there aren't any police in the area. Criminals then think they can commit serious crimes and they won't be punished. So, if people are punished more often for littering, neighbourhoods will look cleaner and dangerous criminals may stay away.

Graffiti

Some people say graffiti is art, but if you are the owner of a building or home with graffiti on it, you might not feel the same way. In most countries, if you paint something on the side of a building without getting permission, you are breaking the law. While some graffiti is attractive, most of it makes buildings and neighbourhoods look ugly. For people who like their neighbourhoods nice and clean, it isn't fair that they have to look at graffiti.



Noise

Many countries have laws about noise. These laws exist to punish people for making lots of noise, such as playing loud music in their homes, on the street or on a bus. It's a fact that noise can cause problems with people's health. It can also cause arguments to break out between neighbours. Of course, the arguments make more noise! So think twice before you play your music as loud as you can.

Comprehension

B Answer the questions.

1 Who is affected by smaller crimes like littering, graffiti and noise?

2 What can happen in a neighbourhood that is full of litter?

3 Who might not think graffiti is art?

4 Why do noise laws exist?

5 What does loud noise cause?

10 / 50

Total

50

11 Communication

Name: _____ Date: _____

Vocabulary

A Circle the correct words.

Anna: Do you like your new computer, Mike?

Mike: Yes, I do. The only (1) drawback / connection is that it's very slow when I'm on the Internet.

Anna: Oh really? So how long does it take you to (2) download / visit a file?

Mike: It takes ages!

Anna: Maybe there's a problem with your (3) card / modem. I imagine the shop can fix it. Apart from that, are you happy with the computer?

Mike: Yes, it's great, actually. I bought this computer because it has a nice (4) audio / marine system.

Anna: Well, hopefully the shop can fix the problem without making you pay any extra (5) surveys / charges!

☐ / 5

B Complete the sentences with these words.

delete enter log on play surf

- Did you _____ your information into the web site correctly?
- I think there's a problem with your computer. I can't _____ any DVDs on it.
- You have to _____ to the website before you can look at your personal information.
- If you _____ the Internet for too many hours, your eyes will become very tired!
- Don't _____ this message. It contains some very important information.

☐ / 5

C Choose the correct answers.

- Mary _____ a speech on communication in today's world.
a told b made c spoke
- This message was written using numbers. Can you _____ it so we can read it?
a decode b whistle c identify
- The teacher didn't answer her phone, so Frank _____ a message.
a had b made c left
- Paul is a very busy man. He has to _____ at least 50 emails every day.
a write b enter c pay for
- Nancy _____ online and booked a hotel for her holiday.
a made b had c went

☐ / 5

D Match.

- | | |
|---|--|
| 1 They used to be friends, but they don't get | a off for using his computer too much. |
| 2 The child made | b across to everyone in the class. |
| 3 Martin was able to get his ideas | c up a silly story about how he could understand dolphins. |
| 4 He told his brother | d through. |
| 5 Harry tried calling his sister, but he couldn't get | e on very well anymore. |

☐ / 5

Grammar

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

Good communication is not always easy in my house. Last night Mum was sending an email when Dad arrived home. He asked her what we **are** (1) _____ having for dinner and she said 'pasta'. Dad said he didn't **wanted** (2) _____ pasta again because we had had it the **following** (3) _____ day as well. Mum **said** (4) _____ him that she hadn't **have** (5) _____ time to make anything else and that she was busy at **the** (6) _____ moment. She told Dad to **cooking** (7) _____ something himself if he wanted something different and Dad asked **if** (8) _____ he should cook. Mum told him she **doesn't** (9) _____ have time to think about it **now** (10) _____. Then Dad went to the phone and ordered a pizza!

/ 10

B Write the sentences using direct speech.

- 1 Bill said he had found his watch.
- 2 Judy asked where that phone was from.
- 3 Patrick asked if Carrie had bought a computer.
- 4 Mrs Peters told the children to put their books away.
- 5 The man asked Kyle to close the window.

/ 5

C Complete the sentences using reported speech.

- 1 'Is Ben going to the park tomorrow?' he asked.
He asked _____.
- 2 'The scientist's big speech is tonight,' John said.
John said _____.
- 3 'Where is Jane at the moment?' Mum asked.
Mum asked _____.
- 4 'Why aren't your new clothes here?' Martin asked his son.
Martin asked his son _____.
- 5 'I gave Mr Brant the report a week ago,' Mary told Lisa.
Mary told Lisa _____.

/ 5



Reading

A Read about a form of communication.



There are many different ways in which we communicate. Most people would say that words are the main form of communication. In the 1960s, however, communication researcher Albert Mehrabian said most of our communication happened without a single sound coming from our mouths! This form of communication is called body language, which is when we communicate with our faces and bodies.

There are many ways in which we communicate with our bodies. One form of body language is when we cross our arms in front of us. This can mean a number of things. For example, if you're at a party and you're standing with your arms crossed, it can show that you don't want anyone to talk to you. If you are in the middle of a serious conversation and you suddenly do this, it can mean that you don't agree with the other person's ideas. In a friendly conversation, however, it can mean that you are simply thinking about what the other person is saying. Of course, sometimes people cross their arms just because they feel cold!

Another form of body language is eye contact. Most people have been taught from an early age that it is good to have eye contact with people when you speak to them. It shows that you are interested in what they are saying. It is especially important to make eye contact with someone you don't know when you are trying to make a good impression. Be careful, though. Even though eye contact is necessary to make a good impression, other forms of body language can cause the opposite to happen if used at the same time. If you're making eye contact with someone who's talking to you and also using your hands to play with a pen or some papers, then it shows you're just acting like you're interested. The truth is, you're really bored!



Comprehension

B Choose the correct answers.

- 1 Albert Mehrabian said that we communicate mostly with our _____.
 - a words.
 - b mouths.
 - c bodies.
- 2 One way we communicate with our bodies is we _____.
 - a stand in one place.
 - b cross our arms.
 - c sit at a party.
- 3 In a serious conversation, crossing your arms means you _____ what's being said.
 - a don't agree with
 - b don't want to talk about
 - c aren't thinking about
- 4 Making eye contact with people shows that you are _____.
 - a interested.
 - b important.
 - c careful.
- 5 People will think you're _____ if you look at them and play with pens while they're talking.
 - a interested in them
 - b making a good impression
 - c really bored

☐ / 10

Total ☐ / 50

12

Shopping

Name: _____ Date: _____

Vocabulary

A Write the missing letters.

- | | |
|--|-------------|
| 1 This is another word for money. | c _ _ _ |
| 2 Something gives you this if it makes you happy. | p _ _ _ _ _ |
| 3 This describes the kind of clothing you wear for important events. | f _ _ _ _ |
| 4 This is a type of small clothing store. | b _ _ _ _ _ |
| 5 You get this piece of paper when you buy something. | r _ _ _ _ _ |

☐ / 5

B Complete the sentences with these words.

bargain comfort experiment high-tech version

- That shirt is a(n) _____ at only five pounds.
- Maybe another shop has a cheaper _____ of this shoe.
- My mum is more interested in _____ than style. She would rather feel good than look good.
- This pen is quite _____. You can save computer files on it!
- Anna is doing a(n) _____ to see if she can avoid buying any clothes for a year!

☐ / 5

C Circle the correct words.

- The queue / price was too long so I didn't buy the dress.
- Those shoes are too tight / baggy for me.
- The store deserved / delivered the box to my house.
- He spends a fortune / cost on stylish clothes.
- Alice bought three new tips / outfits yesterday.

☐ / 5

D Choose the correct answers.

- | | |
|--|--|
| 1 Those shoes cost _____ a hundred euros.
a at
b over
c on | 4 They don't have those slippers _____ my size.
a for
b in
c at |
| 2 The jeans are _____ special offer this week.
a at
b over
c on | 5 Black dresses never go
out _____ fashion.
a of
b in
c for |
| 3 The shop on Centre Street has many great
books _____ sale.
a for
b by
c to | |

☐ / 5

Grammar

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

- 1 She is having a white dress **make** for her wedding.
- 2 Mark had his shoes **to fix** last week.
- 3 Is she having her hair **doing** when she goes shopping?
- 4 Did you have the new television **deliver** to your house ?
- 5 Is he having his suit **cleaning** at the shop next door?

☐ / 5

B Choose the correct answers.

- 1 We couldn't carry home all the boxes, so we had ____
 a delivered two boxes. b two boxes delivered. c to deliver two boxes.
- 2 The two girls ____ at a photo shop while they were out shopping.
 a had taken their photo b took their photo c had their photo taken
- 3 My coat was dirty, so ____
 a I had cleaned. b I had it cleaning. c I had it cleaned.
- 4 Her shoe is broken, so she's having ____
 a fixed it. b it fixed. c to fix.
- 5 Mary was going to a wedding party, so she ____
 a has her hair done. b will have done her hair. c had her hair done.

☐ / 5

C Circle the correct words.

Tony and Rita went shopping yesterday (1) in order to / in spite of the bad weather. They left the house early (2) despite / so that they could get to the shopping centre before the crowds. (3) Although / Despite they had hurried, the shopping centre was already full of people! (4) In spite of / So that the terrible crowds, Tony and Rita decided to stay and shop.

(5) In order to / So that complete their shopping faster, Tony and Rita decided not to do their shopping together. Tony was looking for winter clothes and shoes (6) so that / in spite of he could have something warm to wear. Rita, however, wanted to buy something nice to wear for her new job (7) in order to / in spite of make a good impression with her boss.

While Tony was shopping, he noticed many bargains still available (8) despite / although the fact that the shopping centre was very crowded. He bought two pairs of shoes and a stylish winter coat. Rita, unfortunately, couldn't find anything she liked. (9) Although / In spite of there were lots a bargains, Rita went home without buying anything.

On the way home, Rita spotted an interesting dress in a second-hand shop. Luckily, it was the perfect size, and (10) despite / although the fact that it was a bit old-fashioned, Rita was quite happy with it!

☐ / 10

Reading

A Read this email about a trip to a market in London.


⋮
Email

New
Reply
Forward
Print
Delete

Hi Carrie,

How's it going? Hope you're well. (1) _____
I wanted to tell you about the amazing day I had with my family at Camden Market.

First of all, I've never seen so many interesting and colourful shops in my life! All the shops are small, as there are no department stores, and some have very unusual appearances. (2) _____ This one shop that sells leather items has a huge model aeroplane hanging upside down over the front door. It's so cool!



Another great thing about the market is the variety of products available. There's no need to go anywhere else to find what you need. The shops sell everything ranging from designer clothes to second-hand items, and there are antique shops with great bargains. There are shops that sell CDs and DVDs, and some sell furniture and televisions. (3) _____ We saw children having their faces painted with flowers and butterflies. The best thing on offer of course is the clothes. I picked up a very fashionable pair of blue jeans and my mum bought some high heels. My dad and brother each got a pair of boots and my brother also got some CDs and a book on pets.

The last thing I'll tell you about before I let you go is the food. A lot of places sell fast food, but there were a few interesting restaurants serving Indian, Lebanese and Brazilian food. (4) _____

Well, that's all for now. (5) _____ Talk to you when I return!

Take care,

Betsy

Comprehension

B Complete the email with these sentences.

- a We decided to go for Spanish, and I loved it!
- b There are some unusual sights as well.
- c I hope you're getting on OK with your studies.
- d I'm sending you an email from an Internet café in London.
- e The buildings they're in are painted blue, green, red and yellow and have amazing things hanging outside on the walls.

☐ / 10

Total ☐ / 50

End-of-Year Test

Name: _____ Date: _____

Vocabulary

A Circle the odd one out.

- | | | |
|-------------|------------|---------|
| 1 sword | axe | legend |
| 2 robber | instructor | burglar |
| 3 bargain | fashion | style |
| 4 xylophone | drum | pianist |
| 5 storm | damage | flood |



☐ / 5

B Complete the sentences with these words.

connection diploma leaflet leather lifejacket

- Everyone in the boat was wearing a _____.
- Mike has a fast Internet _____.
- The salesperson gave me a _____ as I left the shop.
- She got her _____ when she finished college.
- These sandals are made of fine _____.

☐ / 5

C Circle the correct words.

- Most people feel stressed / terrified when they have a difficult problem.
- Mike hurt his arm yesterday and today it feels very careless / sore.
- Betty listens to soft / fair music when she wants to relax.
- Don't be like Mark. He spent too much money and now he has receipts / debts.
- Rob's mum told him to stop surfing / playing so many video games on the computer.

☐ / 5

D Match.

- | | |
|---|--|
| 1 Pilots are trained in how to land | a some files from her computer. |
| 2 Sheila forgot to delete | b the man who broke into Mary's house. |
| 3 People who commit | c a plane correctly. |
| 4 Louis told the judge that he didn't see | d the red light. |
| 5 The police arrested | e crimes should receive some kind of punishment. |

☐ / 5

E Complete the letter with these prepositions.

about for for in into on out over through with

Hi Stella,

How are you? I haven't talked to you in a while. I tried to call you last week, but I couldn't get (1) _____. I decided to send you a letter instead and tell you about my summer.

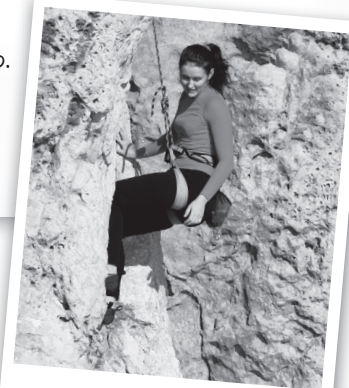
Firstly, my family and I went to New Zealand for two weeks in June. It was my first time there. I was worried (2) _____ flying to a place so far away, but once we were in the air, I quickly got (3) _____ my fears. The place is very beautiful and so green. It was a little bit cold at times. There was definitely no need (4) _____ any summer clothes during our trip, as it's winter in New Zealand in June. We did many exciting things such as hiking across glaciers and camping in the countryside. I had an argument (5) _____ my parents about going abseiling. They said it's too dangerous and I would need training, so I didn't go in the end.

After returning from holiday, though, I decided to look (6) _____ abseiling a bit more. I found a training centre not far from my house. They had a summer training course (7) _____ special offer, so I decided to take it. I had a wonderful time and met lots of exciting people who love outdoor sports. A couple of people on the course even asked me if I wanted to start working (8) _____ with them. It's funny, actually. They said they've been going to a gym on my street (9) _____ ages. I didn't even know there was a gym on my street!

How's your job as a volunteer at the animal rescue centre? Have you succeeded (10) _____ helping lots of animals? I certainly hope so.

That's all for now. Talk to you soon,

Georgia



/ 10

Grammar**A Circle the correct answers.**

- Many cars are weighing / weigh about 1,000 kilos.
- Sam has driven / has been driving his motorbike for three hours now.
- Laura bought a boat because she moved / had moved to a house near the lake.
- Marty won't sell / won't have sold his yacht by the end of the summer.
- Jessica misses to walk / walking in the evenings with her friends.

/ 5

B Read the dialogue that two girls had yesterday and choose the correct answers.

Mary: I'm wearing a new dress today. Have you noticed?

Nancy: Yes, it looks great. Did you buy it yesterday?

Mary: Yes, I bought it from a shop near my house yesterday morning. We can go there together if you want.

- Mary said that she _____ a new dress.
a is wearing b wears c was wearing
- Mary asked Nancy if she _____ her new dress.
a noticed b had noticed c would notice
- Nancy said that the dress _____ great.
a looks b looked c had looked
- Nancy asked if Mary had bought the dress _____.
a yesterday b the day before c that day
- Mary said she and Nancy _____ go to the shop together.
a could b can c should

/ 5

C Complete the dialogue with the causative.

- Paul:** Mimi, I (1) _____ (the car / wash) later today.
- Mimi:** Good idea! Are you going to (2) _____ (the inside / clean), too?
- Paul:** No, the inside's fine. Would you like to come along?
- Mimi:** Sorry, I have to go to the jewellery shop. I (3) _____ (a ring / fix) last week and it's ready now. Then I'm off to the beautician's to (4) _____ (my nails / do).
- Paul:** Sounds like you're quite busy, Mimi.
- Mimi:** Have you forgotten what today is, Paul? I'm going to the photographer's.
- Paul:** Oh right! You can't (5) _____ (your photo / take) without looking your best!

☐ / 5

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

- 'Do you need help?' 'No, I **have to** do it.'
- Lizzy **can** read when she was 3 years old.
- Must** I go to a university nearby or far away?
- You **don't have to** talk in the library. It's not allowed.
- He hasn't **be** able to eat all day.

☐ / 5

E Complete the conditional sentences with the correct form of these words.

buy decide feel go not meet

- If you don't come to my party, you _____ my friends.
- I _____ a pair of skis if they weren't so expensive.
- If I _____ to take up a new sport, it would be basketball.
- If it hadn't snowed all night long, we _____ to the mountains yesterday.
- _____ he _____ bad if he hadn't passed the test?

☐ / 5

F Choose the correct answers.

- Expensive outfits _____ sold in this shop any more.
 - isn't
 - aren't
 - weren't
- A concert has _____ in this theatre before.
 - being performed
 - performed
 - been performed
- Can her new song _____ on the radio?
 - hear
 - heard
 - be heard
- 'We're going to be late.' 'Yes, if only we _____ earlier.'
 - leave
 - had left
 - have left
- The teacher told the students to behave _____.
 - herself
 - itself
 - themselves


☐ / 5

Reading

A Read this article about an extreme sport.

You probably already know about extreme sports such as paragliding, abseiling and bungee jumping. However, have you heard of a sport called BASE jumping? In some ways it's similar to the other three sports. It involves putting on a parachute and jumping off something very tall.

The letters B, A, S and E are for the four things which BASE jumpers jump off - buildings, antennas, spans (bridges) and the Earth itself in the form of a cliff or a mountain. After a BASE jumper has jumped from all four types, he or she can get a number, known as a 'BASE number'. The first number was given in 1981, and since then, over 1,300 BASE jumpers have been given numbers.

BASE jumping came from the extreme sport of skydiving. In skydiving, people jump out of aeroplanes and travel to the ground with a parachute. BASE jumpers, however, jump from places

that are much closer to the Earth. BASE jumpers have much less time to prepare before they land. If they don't do everything correctly, the parachute may not open. They can also hit the side of the building or mountain they are jumping from. Skydivers always use two parachutes. If one doesn't open, the other one will. However, a BASE jump happens so fast that there isn't enough time for a second parachute to open.

A favourite place for BASE jumpers is the New River Gorge Bridge in Fayetteville, West Virginia. The bridge is 267 metres above the river. Once a year on a Saturday in October, the people of Fayetteville welcome BASE jumpers who jump from the bridge. During the six-hour period, about 450 people make a jump. Sometimes there are as many as 200,000 people watching, and they are almost as excited as the jumpers. It's definitely the most important day of the year in that small town!



Comprehension

B Choose the correct answers.

- 1 BASE jumping is _____ other extreme sports.
 - a exactly the same as
 - b similar to
 - c completely different from
- 2 Who can get a BASE number?
 - a someone who has jumped from a building
 - b anyone who wants to do a jump
 - c someone who has done all types of jumps
- 3 How are BASE jumping and skydiving different?
 - a Skydivers jump from higher places.
 - b BASE jumpers jump from higher places.
 - c BASE jumpers jump from planes.
- 4 BASE jumpers have only one parachute because _____.
 - a two parachutes are too heavy.
 - b they can fall faster with only one parachute.
 - c they only have time to open one.
- 5 About _____ people jump in Fayetteville's annual BASE jumping event.
 - a 267
 - b 450
 - c 200,000

Writing

Write an article about mobile phones. Use this plan to help you.

Paragraph 1

Introduce the topic.

Talk about how much people use mobile phones these days and what they are used for.

Paragraph 2

Describe some advantages of having a mobile phone.

Explain why some people need mobile phones.

Paragraph 3

Describe some disadvantages of mobile phones.

Give one or more solutions for these problems.

Paragraph 4

Write a conclusion explaining your feelings about mobile phones.



Handwriting practice area with 20 horizontal lines for writing the article.



/ 10

Total / 80

Notes 215

[illegible]