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Aim High

KSA Edition

Teacher's Book 1

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Introduction

Aim High is a six-level English language course. The development of *Aim High* was informed by research in schools – observing lessons and talking to teachers and students. The information we gathered has given us valuable insights into what students and teachers want from a coursebook, and these became the guiding principles for *Aim High*. Most people asked for:

- a challenging input of active and passive vocabulary
- a strong focus on reading and writing skills
- rapid progression in the grammar syllabus
- plenty of support for skills work, especially writing
- a focus on dealing with idiomatic English and dictionary skills
- serious but motivating topics
- plenty of extra practice material.

Aim High has a very clear unit structure, which has been designed to enable teachers to take students from input (reading) to output (writing). In addition, in order to support the challenging grammar and vocabulary input, we have provided a reference section and extra practice in the Student's Book. While teachers need to ensure that students adequately cover the required grammar syllabus, equal importance needs to be given to the communicative aspects of English.

The components of the course

Student's Book

The Student's Book contains:

- 7 topic-based units
- a *Dictionary Corner* section in each unit to promote dictionary skills and learner autonomy
- *I can* statements at the end of each unit to encourage conscious learner development
- 7 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit
- tip boxes giving advice on specific skills and how best to approach different task types in all four main skills
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000™ key symbol in the Wordlist indicates the most useful words for students to learn
- an irregular verbs list.

Workbook

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice to reflect the sections of material taught in class
- *Challenge!* and *Extension* exercises to engage more able students
- writing guides to provide a clear structural framework for writing tasks, and a *Writing Bank* for reference
- regular *Self check sections* for students to develop an awareness of their progress
- a *Vocabulary Notebook* listing the vocabulary from the Student's Book in alphabetical order, with space for students to make their own notes.

Teacher's Book

The Teacher's Book gives complete teaching notes for the whole course, including ideas for tackling mixed-ability classes. In addition, it offers:

- background information, optional activities and answer keys
- 7 photocopiable end-of-unit tests
- the Workbook answer key.

Audio CDs

The audio CDs contain all the listening material from the Student's Book.

A tour of the Student's Book

There are seven main units in the Student's Book. Each unit has seven sections. Every lesson has a cross reference to the relevant page in the Workbook for extra practice.

Reading

- This contains the main reading text and introduces the theme of the unit.
- In addition to a *Before Reading* activity to get students thinking about the topic, a *Reading tip* develops their reading strategies.
- The reading texts are recorded so that students can listen to the text as they read.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
- The text contains instances of the main grammar point(s) of the unit.

Vocabulary

- The *Activate* section recycles the vocabulary from the reading page in a different context to check understanding.
- The *Extend* section introduces new lexical sets related to the topic and focuses on aspects of vocabulary such as word-building, collocation and phrasal verbs.
- All the target vocabulary from the unit is highlighted in bold in the *Wordlist* at the back of the Student's Book.

Grammar

- There are two sections of grammar per unit, introducing one main grammar structure in two stages. Alternatively, the second grammar focus may be a different, but related, structure.
- The grammar structures are presented in a short text or other meaningful context.
- *Learn this!* boxes and grammar tables help students to work out the grammar rules, and further explanation and examples can be found in the *Grammar Reference* section at the back of the Student's Book.
- *Look out!* boxes draw attention to minor grammar points, and help students to avoid common errors.
- As well as the exercises in the units, there is further practice in the *Grammar Builder* section.

Skills

- This section focuses on listening and speaking skills.
- The topic of the listening comprehension is introduced by more vocabulary input and practice.
- The tapescript can be found in the teaching notes.
- The listening comprehension activities are followed by speaking practice.

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Writing

- This section begins with a model text or texts exemplifying the writing function and format.
- Students study a *Writing tip* and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.

Review, Dictionary Corner and *I can* statements

- This section, which concludes the unit, offers revision and extension.
- The review activities recycle the grammar and vocabulary from the unit in a dialogue and other exercises.
- The *Dictionary Corner* activities are designed to help students become familiar with using an English–English dictionary. We recommend *Oxford Student's Dictionary*. However, the exercises can be done with any dictionary. Being able to use a monolingual dictionary independently will equip students with important skills for autonomous learning.
- Students can also be encouraged to become more autonomous learners by reviewing their learning outcomes at the end of the unit. The learning outcomes are expressed as *I can* statements which focus on skills rather than grammatical or lexical items. Students decide which skills they found difficult or easy, and, as a result, decide what their learning objectives should be. The students are then referred to the *Self check* pages in the Workbook.

Testing and assessment

Aim High provides a variety of resources for teacher-made tests and for students' self-assessment:

- *I can* statements at the end of each unit in the Student's Book
- *Self check* sections at the end of each unit in the Workbook
- Unit tests covering vocabulary, reading, grammar, language skills and writing in the Teacher's Book (see pages 70–83)

The Common European Framework of Reference

Aim High has been designed to be compatible with the learning objectives of the Common European Framework of Reference (CEFR). The CEFR is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. *Aim High* matches the CEFR levels as follows:

Aim High 1 and 2: A2

Aim High 3 and 4: B1 / B2

Aim High 5 and 6: B2 / C1

Each level is divided into five skill areas – speaking, reading, listening, conversation and writing. Each skill has a number of descriptors that explain what a student can do with the language. The descriptors are often represented as *I can* statements, for example:

A2 Writing: I can write a simple personal letter, for example, thanking someone for something.

The descriptors are written to help both learners and educational professionals to standardize assessment. Use the *I can* statements at the end of each unit and the *Self check* pages in the Workbook to encourage students to assess their own ability.

Tips and ideas

Teaching reading

Predicting content

Before reading the text, ask students to look at the pictures and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words students may have difficulty with. Put them on the board before you read the text with the class and explain them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about Kung Fu on page 12 of the Student's Book, list these words:

  training practise kicking blonde fight grandmother dangerous

  Ask students to look at the photos and tell you which two words they are not going to find in the text (*grandmother* and *blonde*).
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Ask them to call out the words. You can then explain them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to work out the meaning.
- After working on a text, ask students to choose four or five new words from the text that they would like to learn and to write these in the *Vocabulary Notebook* section of the Workbook.

Teaching vocabulary

Vocabulary Notebooks

Encourage your students to record new words in the *Vocabulary Notebook* at the back of their Workbooks. You could suggest that they write an example sentence that shows the word in context, or they may find it easier to learn words by noting synonyms or antonyms.

Vocabulary doesn't appear just on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading text and learn them.

Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *make a mistake, do your best, have a shower, go swimming*. Make students aware of this and encourage them to record phrases as well as individual words.

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Revision

Regularly revise previously learnt sets of vocabulary. Here are two games you could try in class:

- *Odd one out*. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind, confident, rude, friendly*, where *rude* is the odd one out as it's the only word with negative connotations.
- *Word building*. This game can be played to revise words and their derivatives. Call out a word, and nominate a student to give a derivative of the word. Then invite other students in the class to contribute to the list. For example, danger: *dangerous, dangerously;* happy: *unhappy, happiness, happily*. You can do the same for phrasal verbs (by asking for verb phrases using *go, get, up, on,* etc.) and idioms (by asking for idioms related to colours, parts of the body, etc.).

Teaching grammar

Concept checking

The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new structure. Here are some things you can do to check that they truly understand a new structure:

- Talk about the practice activities as you do them, asking students to explain their answers.
- Look beyond incorrect answers; they may be careless errors or they may be the result of a misunderstanding.
- Contrast new structures with forms that they already know in English and in their own language.

Practice

Practice makes perfect. Learning a new structure is not easy, and students need plenty of practice and revision. Use the extra activities in the *Grammar Builder* section at the back of the Student's Book and in the Workbook.

Teaching listening

Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare the students adequately. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms what they are going to hear (e.g. two people talking on the phone).
- Predict the content. If there's a picture, ask students to look at it and tell you what they can see or what is happening.
- Pre-teach key vocabulary.
- Read through the accompanying exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise.

Familiar procedure

It isn't easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you'll play the recording a number of times, and that they shouldn't worry if they don't get the answers immediately. Tell students not to write anything the first time they listen.

Monitor

While the students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model

Ensure that the students understand that the text in the writing section serves as a model for their own writing.

Preparation

Encourage the students to brainstorm ideas and make notes, either alone or in groups, before they attempt to write a composition.

Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

Checking

Encourage them to read through their composition carefully and to check it for spelling mistakes and grammatical errors.

Correction

Establish a set of marks that you use to correct students' written work. For example:

sp indicates a spelling mistake
wm indicates a word missing
gr indicates a grammatical error
v indicates a lexical error
wo indicates incorrect word order

Self correction

Consider underling but not correcting mistakes, and asking students to try to correct them.

Teaching speaking

Confidence building

Be aware that speaking is a challenge for many students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting'.

Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support

Help students to prepare their ideas. Make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling

Listen and repeat activities, which the class does together, can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

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Teaching mixed-ability classes

Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they'll finish quickly and get bored, or the slower students because they won't be able to keep up? Think about how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities that can be used for revision with weaker students, or as extension for more able students.

Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It's often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pairwork, consider pairing stronger students with weaker students. Putting students in pairs for writing activities can be a great advantage for weaker students.

Project work

Provide ongoing work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project. They can turn to these whenever they are waiting for the rest of the class to finish an activity.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it's best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role play or freer grammar exercises, it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We shouldn't show interest only in the language; we should also be asking ourselves, 'How well did the students communicate their ideas?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student, always ask him or her to repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask: *Is that answer correct?* You can do this when the student has given a correct answer as well as when the answer is incorrect.

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1 My network

This unit includes
Vocabulary: family • possessive *'s* • everyday activities • sports and hobbies • collocations with *make, have* and *do* • expressions with *look* • *cloth* vs *clothes,* etc. • phrasal verbs
Grammar: present simple affirmative and negative
Skills: reading, listening and talking about family and friends, and daily activities
Writing: an informal letter
Workbook pages 2–9

Reading PAGES 4–5

Warm-up

- Look at the unit title and ask students: *Who is in your network?* [family, relatives, friends, teachers, classmates]
- Read the title of the reading page, *Family life.* Ask students some questions about their families: *How many brothers and sisters do you have? Are you the eldest or the youngest child? What jobs do you do at home?*

Before Reading

- Students look at the photos and answer the questions in pairs. Then discuss the questions as a class.

Background Notes

The text is about the Povey family in the UK. The average family in the UK has 1.8 children, so the Povey family is exceptionally large.

Read

Exercise 1

- Students look at the main photo and read the text quickly to answer the three questions. Ask them to underline the sentences where they found the information so they can justify their answers with lines from the text. Check the answers with the class, asking for justification.

ANSWERS

1 F (She's a mother with fifteen children.)
2 F (After breakfast her husband, Ian, goes to work.)
3 T (Sue loves her big family.)

Exercise 2 1.02

- Read through the **Reading tip** with students. Check that they have understood by asking: *What should you read first?* [the first part of the question] *When should you read the options?* [when you have found the correct place in the text]
- Play the CD while students read the text a second time and do the exercise. With a weaker class, ask students to underline the relevant lines in the text. Check the answers.

Teaching Tip: Reading with the audio CD

Playing the audio CD as students read will help them to focus on the text and read without stopping when they come across unknown vocabulary. This encourages them to work out the meaning of new words when they hear them in context. The CD also provides a pronunciation model for new vocabulary.

ANSWERS

1 b (She has a difficult job … She's a mother with fifteen children.)
2 b (After breakfast … Sue drives the children to school.)
3 c (Every weekday she looks after the children and cleans the house.)
4 a (Every afternoon at 3.30 she collects the children from school in the minibus.)
5 b (After dinner, she goes to the supermarket with two of her sons.)

Optional Activity: Reading skills

Aim: To focus on paragraph order.
Preparation: Write the following questions on the board.
What do the others think of having a big family? [5]
What does Sue do in the afternoon? [3]
Why is Sue Povey unusual? [1]
What does Sue think of having a big family? [4]
What does Sue do in the morning? [2]

Students number the questions in the order the paragraphs appear in the text. They close their books and answer the questions in the correct order with a partner. Monitor and help.

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

Teaching Tip: Brainstorming

Do this activity with the whole class by brainstorming possible answers for each question and writing them on the board. When students make a suggestion, check with the rest of the class that it is a plausible suggestion before writing it on the board. When you have elicited all the suggestions, ask students to vote for the best answer to each question.

SAMPLE ANSWERS

1 They are married. They have got jobs and live in another town. They are students and live in university accommodation.
2 Yes, he probably washes the dishes, looks after the garden, helps the children with homework, puts the children to bed.
3 Yes – food, clothes, shoes, books, birthday presents, washing powder, music lessons.

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Vocabulary

Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 clothes **2** helps **3** looks after **4** dinner **5** spends
6 gets up **7** lively **8** lunch **9** collects **10** noisy
11 breakfast **12** quiet **13** homework **14** boring
15 drive

Teaching Tip: Vocabulary Notebooks

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69). Give students more information about the words from the text (see below) and tell them to make notes. Also encourage them to use a monolingual dictionary to find definitions and example sentences. Encourage students to make their example sentences as personal or true as possible, e.g.
boring: *not very interesting*
Some people think football is interesting but for me it's very boring.

boring is an adjective that describes something that isn't interesting. The opposite of *boring* is *interesting*.

breakfast is the first meal of the day. In the UK people usually have tea or coffee with cereal or toast for breakfast.

clothes is a plural noun for the things you wear. There is no singular form.

collect is a regular verb. The third person form is *collects* and the past simple form is *collected*.

dinner is the main meal of the day. It can be eaten at midday or in the evening.

drive is an irregular verb. The third person form is *drives* and the past simple form is *drove*.

get up is a phrasal verb which means to get out of bed.

help is a regular verb. The third person form is *helps* and the past simple form is *helped*.

homework is an uncountable noun. It means the work that teachers give students to do at home.

lively is an adjective. It describes something that is full of energy, interest or excitement.

look after is a phrasal verb which means to take care of. *Look after* is always followed by an object.

lunch is a light meal that you eat at midday, e.g. a salad or a sandwich.

noisy is an adjective. It describes something that makes too much noise.

quiet is an adjective. It describes something that makes little or no noise. The opposite is *noisy* or *loud*.

spend is an irregular verb. The third person form is *spends* and the past simple form is *spent*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
  – *North, _____, east, west* [south]
  – *Wednesday is a _____* [weekday]
  – *Normal, typical* [average]
  – *The opposite of usual* [unusual]
  – *Disagree with someone* [argue]
  – *Put clothes in the washing machine* [do the washing]
  – *Metre, kilogram, _____* [litre]
  – *You do this to clothes after you wash them* [iron]

Quick Test: Hot seat

Put a chair in front of the board facing the class. Ask one student to sit on the chair with their back to the board. Write one of the words from **Vocabulary** on the board. Ask the other students to define the word for the first student to guess. Continue with two more words and then ask a different student to sit on the chair. Continue with the rest of the new words, changing students every three words.

Optional Activity: Brainstorming

Aim: To practise talking about life at home and household chores.
Preparation: Draw a boy and a girl on the board, or cut out a photograph of two teenagers from a magazine or newspaper.

Hold up the photos and explain that they are brother (Richard) and sister (Sally). Elicit information about the teenagers by asking: *What time do you think Richard gets up? What time does Sally get up? Who do you think makes breakfast? Who drinks tea for breakfast?*
Put students in pairs and tell them to imagine and describe Richard and Sally's habits and the division of housework. Point out that they can use the **Reading** text as a resource.
Students can prepare their ideas in writing.
In their pairs, students present their ideas to the class.

More practice
Workbook page 2

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Vocabulary PAGE 6

Target Vocabulary

Supermum!: boring breakfast clothes collect dinner drive get up help homework lively look after lunch noisy quiet spend

Collocations with *make, have* and *do*: do the washing do the shopping do your homework have a celebration have a break have a shower make a lot of noise make your bed make a phone call

Useful expressions: family and friends: drive me crazy get a move on get on well give someone a hand hang around spend ages

Expressions with *look*: look after look at look for look like look out look round

Activate

Exercise 1

- Focus on the table and ask students to cover the sentences. Elicit some morning activities from students and repeat for afternoon or evening activities before students do the exercise.
- Students complete the table. Check the answers.

ANSWERS

morning:
We get up.
I drive the children to school.
We have breakfast.
afternoon or evening:
I cook dinner.
I collect the children from school.
The children do their homework.

Exercise 2

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What do you call the things you wear? [clothes]
  What does a mother do with a baby? [She looks after it.]
  How do you describe a person who is full of energy? [lively]
- Students complete the sentences. Check the answers.

ANSWERS

1 spend 2 noisy 3 clothes 4 help 5 boring
6 look after 7 quiet 8 lunch 9 lively

Extend

Exercise 1 Collocations with *make*, *have* and *do*

- Explain 'collocation' = a combination of words that is very common. The wrong combination sounds incorrect.
- Write the following on the board:
  make / have / do a celebration
- Explain that only one of the verbs matches with the noun. [have] Students have to learn these correct combinations.
- Students complete the exercise. Check the answers.

ANSWERS

make: a phone call, a lot of noise, your bed
have: a celebration, a break, a shower
do: the washing, your homework, the shopping

Teaching Tip: Using a dictionary

Get students used to using a monolingual dictionary. Make sure there are some copies in the classroom when you are working on the **Vocabulary** pages. They will need guidance on what to look up in order to find the information they need.

Exercise 2 Useful expressions: family and friends

- Ask different groups of students to look up the following in a monolingual dictionary: *get on*, *ages*, *around*, *move*, *crazy*, *hand*, and ask them to explain the expressions in the exercise.
- Students work individually. Check the answers.

ANSWERS

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

Exercise 3 Expressions with *look*

- Look at the pictures and check what is going on. Look at the example and check the meaning of *look after*.
- Students complete the sentences. Check the answers.

ANSWERS

1 after 2 out 3 like 4 round 5 at 6 for

Exercise 4

- Working in pairs or small groups, students look up the verb *look* in a dictionary and find one more expression with *look*. Ask them to write a definition and an example sentence for the expression.

POSSIBLE ANSWERS

look ahead, look down on, look forward to, look into, look up, look up to

Quick Test: On the spot

Divide the class into two teams. Students have to complete expressions you say as quickly as possible. They get two points for a very quick answer (within two seconds) and one point if they take longer (two to five seconds). If they take longer than five seconds, they get no points and the turn passes to the other team.
Read out the following incomplete expressions, saying 'beep' for the missing word each time:

. . . a celebration [have]
get . . . well with somebody [on]
look . . . a baby [after]
. . . the washing [do]
. . . ages in the bathroom [spend]
. . . a phone call [make]
. . . your homework [do]
hang . . . with friends [around]
. . . a break [have]
Look . . .! Be careful! [out]
. . . lunch [have]
look . . . your mother [like]
. . . a lot of noise [make]
You . . . me crazy! [drive]
. . . a shower [have]
look . . . a city [round]
get . . . in the morning [up]
. . . the shopping [do]
look . . . holiday photos [at]
. . . breakfast [have]
. . . someone a hand [give]
. . . your bed [make]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice
Workbook page 3

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Grammar PAGE 7

Present simple: affirmative

Warm-up

- Focus on *The Simpsons*. Elicit some names of Bart's family members. [His dad's name is Homer. His mum's name is Marge. He's got two sisters called Lisa and Maggie.]

Explore

Exercise 1

- Students read the text and find examples of the present simple affirmative.
- As you check the answers with the class, check for any unknown vocabulary in the text.

ANSWERS

Bart Simpson **is** the star … Eleven million Americans **watch** … The Simpsons **live** in Springfield and Bart **goes** to Springfield Elementary School. He**'s** very lazy … his classmates **like** him. Bart **has got** two sisters, … Lisa **is** very intelligent and she **studies** hard. Maggie **is** a baby. Bart's parents **are** Homer and Marge. Homer **works** at a power station … and **watches** TV at weekends. Marge **stays** at home …

Teaching Tip: Third person *-s*

Students often forget to add the third person singular *-s* when using this tense. Establish a sign to indicate this mistake to your students. For example, when a student omits the third person *-s* on the verb, you could hold up three fingers and ask them to repeat the sentence correctly.

Exercise 2

- Students look for the third person singular of *work* in the text and complete the table.
- Read the **Learn this!** box outlining the use of the present simple. Find sentences from the text as examples:
  Eleven million Americans watch it every week (something that happens regularly).
  The Simpsons *live in Springfield* (something that is always true).

ANSWER

works

We form the third person singular of the present simple by adding *-s*.

Follow-up

Grammar Reference page 60

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 work – Homer 2 go – Lisa 3 studies – Bart
4 stays – Homer 5 like – Bart 6 live – Marge

Exercises 2 and 3 1.03, 1.04

- Students repeat the third person forms individually. Make sure they differentiate between /s/ in *likes* and /z/ in *plays*. Explain that the syllable /ɪz/ is added after verbs ending in /s/ (miss), /z/ (organize), /ʃ/ (finish) and /tʃ/ (watch).
- Play the CD for exercise 3.
- The table requires them to differentiate between three categories: /s/, /z/ and /ɪz/. When they have listened, students repeat the verb forms. Insist on correct pronunciation of /s/, /z/ and /ɪz/.

ANSWERS

/s/**:** hates, looks, speaks,
/z/**:** does, moves, drives, listens, loves, stays, tells
/ɪz/**:** teaches, washes

Exercise 4

- Students do the exercise individually. Remind them to use the third person *-s*, where necessary. Check the answers.

ANSWERS

1 lives 2 go 3 walk 4 goes 5 gets up 6 finish
7 watch 8 like 9 hates 10 thinks 11 loves

Exercise 5

- Model the activity with some sentences about yourself or a member of your family. Students write their own sentences.

Quick Test: Dictation

First read the whole text to the class and ask them to listen.

Bart Simpson's best friend is Milhouse. He goes to the same school as Bart and they are in the same class. The teachers like Milhouse but some of his classmates hate him. Bart and Milhouse spend a lot of time together after school and at weekends. Milhouse speaks Italian because his grandmother lives in Italy. He visits her for two weeks every year.

Write the name *Milhouse* on the board.

Read the text again, repeating each phrase twice and pausing to allow students to write down the text. Then read the whole text again for students to listen and check.

Finally, elicit the sentences and write the text on the board for students to check their answer.

More practice

Workbook page 4

Grammar Builder page 61, exercises 1–4

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 1

2 watches 3 goes 4 flies 5 does 6 likes
7 finishes 8 plays

Exercise 2

1 watches 2 does 3 finishes 4 goes 5 studies
6 plays 7 likes 8 flies

Exercise 3

2 My brother loves pizza.
3 We go to school by bike.
4 My classmates like me.
5 His grandmother speaks French.
6 My cousins and I play football.
7 My friend's aunt lives in New York.

Exercise 4

1 reads 2 speak 3 live 4 work 5 drive 6 teaches
7 cooks 8 get up

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Skills PAGE 8

Talking about family and friends

Target Vocabulary

Family: aunt brother cousin daughter father granddaughter grandfather grandmother grandson husband mother nephew niece sister son uncle wife

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbooks during the lesson to make a note of new vocabulary.

Warm-up

- Books closed. Write *family* on the board. Elicit words for members of the family and write them on the board.

Vocabulary

Exercise 1

- Students complete the table individually or in pairs.

Exercise 2 1.05

- Play the CD. Students listen and check their answers.
- Play the CD again, pausing after each item for students to repeat chorally and individually. Point out that the final /r/ in *mother, father, sister*, etc. is silent in British English.

ANSWERS

A: aunt, cousin, daughter, granddaughter, grandmother, mother, niece, sister, wife
B: brother, cousin, father, grandfather, grandson, husband, nephew, son, uncle
Cousin goes in both groups.

Exercise 3 1.06

- Play the CD. You can also model the pronunciation yourself. Ask some students to repeat.

Exercise 4 1.07

- Play the CD once for students to check their answers. Then play it again for students to repeat the words individually. Pay attention to the pronunciation of /ʌ/.

ANSWERS

brother, grandmother, grandson, husband, son, uncle

Exercise 5

- Write on the board: *my uncle's wife*. Ask: *Who's my uncle's wife?* and elicit the answer. [your aunt]
- Students study the **Look out!** box. Write on the board: *My dad's car and my parents' car*. Point to the apostrophe in the different positions and elicit which noun is singular and which is plural.
- Students complete the puzzles. Check the answers.

ANSWERS

1 uncle 2 uncle 3 cousin 4 cousin 5 niece 6 brother

Exercise 6

- With a weaker class, specify that students write two or three questions. A stronger class can do this activity orally.
- Start with the whole class. Two or three students ask a question each, and the whole class answers. After that, students ask and answer in pairs.

More practice
Workbook page 5

Listen 1.08

- Focus on Laura's network. The 'Me!' in the middle is Laura. She has classified the people in her life into three different categories: school, family, free time.
- Play the CD. Students complete the diagram.

ANSWERS

1 Hannah 2 Baker 3 Molly 4 Lisa 5 Sam 6 Lucy

TAPESCRIPT

Hi! I'm Laura. I've got one brother, and his name is Sam. I haven't got a sister, but I've got two cousins – Mark and Lucy. Our house is near the centre of town. I'm a student at Whiteside Secondary School. It's OK. My favourite teachers are Mrs Baker and Miss Blair, and my best friends are Tina, Lisa and May. My hobby is reading. I'm in a book club with two friends, Jane and Molly.

Speak

Exercise 1

- Students draw a network diagram of their friends and families.

Exercise 2

- Look at the model, and then put three or four names of real people from your own network on the board and encourage students to ask: *Who's …?*
- Students work in pairs and ask and answer about each other's list of six people.

Optional Activity: Dialogue

Aim: To practise speaking about friends and family.
Preparation: Elicit a model dialogue to write on the board.

A What's your father's name?	*A Who's your best friend?*
B His name's Richard.	*B My best friend is Laila.*
A What does he do?	*A Where does she live?*
B He's a lawyer.	*B She lives next door.*

Elicit and write one of the dialogues on the board. Students practise the dialogue in pairs. If possible, ask them to move around so that they practise with different partners.

Gradually rub out lines of the dialogue. Students continue practising until there is nothing on the blackboard.

Ask students to practise the dialogue again, this time substituting their own answers to the questions. Monitor and help with any questions about vocabulary.

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Grammar PAGE 9

Present simple: negative

Warm-up

- Elicit some sports that students do and write them on the board. [football, basketball, tennis, swimming, etc.]

Explore

Exercise 1

- Elicit the first example with the class, and then students work individually. Check the answers.

ANSWERS

They **don't like** the same things … He **doesn't play** football … I **don't like** football … I **don't like** ice skating at all … We **don't like** the same things …

Exercise 2

- Students read the **Learn this!** box and complete the table.
- Point out that the third person singular uses *doesn't* instead of *don't* in the negative form.

ANSWERS

1 don't 2 doesn't 3 don't 4 don't

Follow-up

Grammar Reference page 60

Exploit

Teaching Tip: Using the infinitive form

Students sometimes forget to use the infinitive form after *don't* and *doesn't*. Use a red card to prompt self-correction.

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 I don't live in England.
2 We don't come from London.
3 Karen doesn't study science.
4 Mick doesn't play ice hockey.
5 You don't like computer games.
6 Ben and I don't walk to school.
7 Mona doesn't get up at five o'clock.

Exercise 2 1.09

- Focus on the photos and explain that students are going to hear first Mark and then Sally talking about themselves.
- Play the CD straight through once. Students compare answers before listening again to check.

ANSWERS

Mark: 1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓
Sally: 1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

TAPESCRIPT

Mark My name's Mark. I come from London, but I live in Liverpool. I'm a student. I study French at Liverpool University. My hobbies are basketball and reading. I study hard during the week. At the weekends I work in a restaurant.

Sally Hi, I'm Sally. I'm a student at Cardiff University, but I'm not from Cardiff. My family comes from London. I study medicine. I want to be a doctor. What are my hobbies? Well, I love shopping. I go shopping every Saturday morning. I also like sport – I play tennis. I sometimes work in a shop on Saturdays.

Exercise 3

- Read the examples and do some sentences with the whole class. Students continue individually.
- Fast finishers can also write sentences containing corrected information: *Mark doesn't study maths. He studies French.*

ANSWERS

Mark:
3 He doesn't study maths. He studies French.
4 He doesn't enjoy shopping. He enjoys reading.
5 He plays basketball.
6 He works in a restaurant.

Sally:
1 She doesn't come from Cardiff. She comes from London.
2 She doesn't live in London. She lives in Cardiff.
3 She studies medicine.
4 She enjoys shopping.
5 She doesn't play volleyball. She plays tennis.
6 She works in a shop.

Exercise 4

- Remind students that the present simple is used to speak about regular activities and things that are always true.
- Students write their sentences and then compare their answers with a partner.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Read out the affirmative sentences and students write them in the negative.

We live in France.
I speak Spanish.
Mark goes to school by train.
Sally studies Chinese.
Teachers play computer games.
We listen to the teacher.

More practice

Workbook page 6

Grammar Builder page 61, exercises 5–7

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 5
1 doesn't 2 don't 3 doesn't 4 don't 5 don't
6 doesn't 7 don't 8 don't 9 doesn't 10 don't

Exercise 6
1 don't know 2 walk 3 doesn't like 4 stay 5 hates
6 love 7 doesn't work 8 plays

Exercise 7
2 He doesn't walk to school. He goes to school by bike.
3 He doesn't read books in his bedroom. He watches TV in his bedroom.
4 He doesn't get up early on Sundays. He stays in bed on Sundays.
5 He teaches maths. He doesn't teach English.

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Writing PAGE 10

An informal letter

Target Language

Informal letter: Dear, … penfriend This is a photo of … a bit annoying I go to … school. After dinner, … Write soon. Best wishes,

Linking words: and then so or

Warm-up

- Focus on the letter and establish that this is an informal letter. Elicit what information students expect to find in the letter. Make a list on the board.

Read

- Students read through the letter quickly. Tick the correct predictions on the board, and add any extra information to the list.
- Students answer the questions individually. Check the answers.

ANSWERS

1 16 2 Manchester 3 Karen 4 11
5 He goes for a walk, and then he does his homework.
6 He and his sister cook dinner.

- Focus on the letter and elicit the following information:

– There are three paragraphs.
– Each paragraph contains one point or one topic.
– We use short forms in an informal letter.
– We use the linking word *and* to join two phrases.
– We use the linking word *then* to show one action which happens after another.

Prepare

Exercise 1

- Students match the sentences to the paragraphs. Check the answers.

ANSWERS

1 A 2 C 3 A 4 B 5 A 6 C

Exercise 2

- Students read the **Writing tip** and find the words and phrases in the letter. Check the answers.

Teaching Tip: Beginning and ending letters

The **Writing tip** in this lesson is about beginning and ending letters. All letters in English begin with *Dear* (name), but in informal emails we can use *Hello* (name) or *Hi* (name). We end informal letters and emails with *Best wishes*, *All the best* or *Yours*. If we know the person extremely well, we can use *Love*. We often write a short phrase to close the letter before the ending, e.g. *Write soon*. *Hope to hear from you soon*. *More later*.

ANSWERS

Dear Sam,
Write soon.
Best wishes,

Exercise 3

- Students look for linking words in Robbie's letter. Elicit the first example with the class, and then students work individually.

ANSWERS

My name is Robbie **and** I'm your new penfriend.
I'm 16 years old **and** I'm from Manchester.
I live in a flat with my parents **and** my sister.
She's 11 **and** she's usually a bit annoying.
I take the dog for a walk, and **then** I do my homework.
My parents don't get home until seven o'clock, **so** Karen and I cook dinner.
I watch TV **or** listen to music.

Exercise 4

- Students choose the correct linking word.

ANSWERS

1 then 2 or 3 so 4 and 5 so 6 or

Write

- Students read through the instructions and writing plan. Make sure they understand what they are going to write. Go through the topics under each paragraph.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Dear Linda,
My name is Miriam and I'm your new penfriend. I'm 12 years old and I'm from Alexandria.
I live in a house with my parents and my brother Hamad and my sister Yasmina. Hamid is 19 years old and Yasmina is 13. My grandmother also lives with us.
I go to school with my sister. After school I go to a friend's house to do my homework. Then I go home and have dinner with my family. After dinner we sit together and talk.
Write soon.
Best wishes,
Miriam

Marking Scheme

- Use of *Dear* (name) to open the letter. [1 mark]
- Use of a short phrase before the end. [1 mark]
- Use of *Best Wishes* to end the letter. [1 mark]
- Three clear paragraphs. [1 mark]
- Content of first paragraph to include name, age and where the student is from. [1 mark]
- Content of second paragraph to include information about the student's family, e.g. brothers and sisters, and their ages. [1 mark]
- Content of third paragraph to include information about school, and after-school and after-dinner activities. [1 mark]
- Use of the linking word *and*. [1 mark]
- Use of the linking word *then*. [1 mark]
- Use of short forms. [1 mark]

More practice
Workbook page 7

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Review PAGE 11

Language Skills

Exercise 1 1.10

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 My 2 you 3 got 4 How 5 sister 6 doesn't
7 goes 8 go 9 friends 10 sister's 11 don't 12 See

Exercise 2

- Look at the example and explain that students should write two correct sentences; one negative and one affirmative.
- Students work in pairs and write the sentences in their notebooks. Check the answers.

ANSWERS

1 Tony and John aren't teachers. They're students.
2 John hasn't got a brother. He's got a sister.
3 Cathy isn't eighteen. She's nineteen.
4 Cathy doesn't go to school. She goes to university.
5 John doesn't go to the sports centre every evening. He goes to the sports centre every weekend.
6 John doesn't like tennis. He likes football.
7 Tony hasn't got a French class now. He's got a maths class now.

Exercise 3

- Students read the sentences and circle the correct answers individually. Check the answers.

ANSWERS

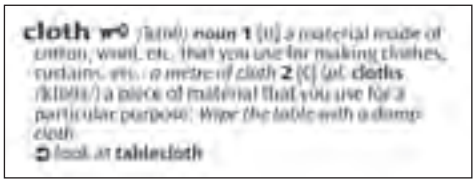
1 brother's, sisters', doesn't, are, go
2 have, children, live, visits
3 meet, take, watch, father's, help, don't

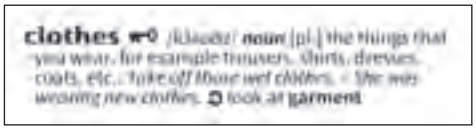
Dictionary Corner

Teaching Tip: The Oxford 3000™

The most important and useful English words are included in a list called the **Oxford 3000™**. These words are shown in the main section of the *Oxford Student's Dictionary* (OSD) in larger print and with a key symbol: 🔑. For more information about the list and to download a copy, visit the website: www.oup.com/elt/oxford3000.

Exercise 1 What's the difference?


cloth /klɒθ/ **noun** 1 [U] *a material made of cotton, wool, etc. that you use for making clothes, curtains, etc.: a metre of cloth* 2 [C] (pl. **cloths** /klɒðz/) *a piece of material that you use for a particular purpose: Wipe the table with a damp cloth*
→ look at **tablecloth**

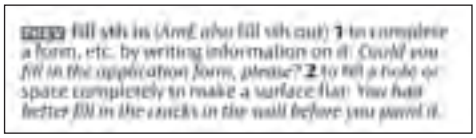

clothes /kləʊðz/ **noun** [pl.] *the things that you wear, for example trousers, shirts, dresses, coats, etc.: Take off those wet clothes. • She was wearing new clothes.* → look at **garment**

- Students look up the words *cloth* and *clothes* in their dictionary.
- Focus on the dictionary entry for *cloth* and elicit the following information:
  - The blue key symbol indicates that *cloth* is an Oxford 3000 keyword. [see the Guide to the Dictionary on p v–viii of the OSD]
  - *cloth* is a noun.
  - *cloth* has two meanings.
  - The [U] symbol indicates that *cloth* is uncountable when it refers to a material. [see the Guide on p vi]
  - The [C] symbol indicates that *cloth* is countable when it refers to a piece of material. [see the Guide on p vi]
  - A common word derived from cloth is *tablecloth*.
- Focus on the dictionary entry for *clothes* and elicit the following information:
  - The blue key symbol indicates that *clothes* is an Oxford 3000 keyword.
  - *clothes* is a noun.
  - The [pl] symbol indicates that *clothes* is a plural noun. [see p v–viii of the OSD]
  - A similar word to clothes is *garment*.
- Read the example sentences to show the difference between the two words.
- Students continue working individually.

ANSWERS

1 Cloth is a piece of material. Clothes are things that you wear.
2 Housework is cleaning the house and doing chores at home. Homework is studying after the lesson.
3 Lunch is a meal. Lunchtime is the time around midday when lunch is eaten.
4 *Sometime* means any date in the future. *Sometimes* means occasionally.
5 Teachers teach. Students learn.
6 Washing refers to clothes that need to be washed. Washing-up refers to plates and dishes that need to be washed after a meal.
7 *Wear* means what clothes you have on. *Put sth on* is the action of putting the clothes on your body.

Exercise 2 Phrasal verbs


PHR V **fill sth in** (*AmE also* **fill sth out**) **1** *to complete a form, etc. by writing information on it: Could you fill in the application form, please?* **2** *to fill a hole or space completely to make a surface flat: You had better fill in the cracks in the wall before you paint it.*

- Focus on the dictionary entry for *fill sth in* and elicit the following information:
  - The PHR V symbol indicates that *fill sth in* is a phrasal verb. [see p v–viii of the OSD] Phrasal verbs are shown in a separate section after idioms.
  - *fill sth in* has two meanings.
  - *AmE* indicates that *fill sth out* can be used in American English instead of *fill sth in*.
- Students continue working individually.

ANSWERS

1 Fill … in 2 Put … away 3 Turn … down 4 take off
5 Pick … up 6 take after 7 Try … on

Follow-up

Self Check, Workbook pages 8–9
Test Unit 1, Teacher's Book pages 70–71

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2 Free time

This unit includes
Vocabulary: sports and hobbies • verb + noun collocations • opposites • verbs for running and walking • parts of speech • routines and activities • collocations • irregular plurals • parts of the body idioms
Grammar: present simple interrogative • adverbs of frequency • *How often …?* • imperatives
Skills: reading and listening to an interview • talking about free time • discussing hobbies and doing a class survey
Writing: an announcement
Workbook pages 10–17

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students: *What do you do in your free time?* [watch TV, play sports, meet friends, go shopping]
- Read the title of the reading page, *Kung Fu.* Explain that this is a martial art and elicit other martial arts. [judo, karate, tae kwon do]

Before Reading

- Students look at the photos and discuss the questions.

Background Notes

Kung Fu is a Chinese martial art which is quite popular in the UK. There are many different fighting styles. Some styles make use of Chinese philosophy to explain the movements.

Read

Exercise 1

- Students read the **Reading tip**. Check that they understand by asking: *Is it necessary to understand every word?* [no] *What do you need to understand?* [the general meaning]
- Students read the text quickly to choose the sentence which is true and underline the information in the text.

ANSWERS

Sentence 3 is true. (We get up at five o'clock and start training immediately. … I like the afternoons because we train with sticks and swords.)

Exercise 2 1.11

- Play the CD while students read the text a second time and do the exercise. With a weaker class, ask students to underline the relevant lines in the text. Check the answers.

ANSWERS

1 b (Our routine is the same every day.)
2 c (At eleven o'clock we take a break for ten minutes …)
3 c (We have rice and soup … We have a shower, and have dinner at half past six – rice and soup again …)
4 a (We have a shower, and have dinner at half past six …)
5 b (I want to start a Kung Fu school in London and teach people Kung Fu.)

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 F (David Simmons is studying in China.)
2 F (They get up at five o'clock and start training immediately. Breakfast is at half past seven.)
3 T
4 F (They train with swords in the afternoons.)
5 F (They have a long rest after lunch.)
6 T

Optional Activity: Reading skills

Aim: To focus on the order of an interview.
Preparation: Write the following questions on the board.
What do you want to do when you go back to Britain? [6]
When do you have breakfast? [2]
When does training finish? [5]
When do you stop for lunch? [3]
Do you train in the afternoons too? [4]
What time do you get up? [1]
Books closed. In pairs students number the questions in the order they appear in the interview. They check the order in the text on page 12.
Books closed. Students in pairs role play the interview.

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

Teaching Tip: Good points, bad points

Write *Dengfeng School* on the board and draw two columns labelled *Good points* and *Bad points.* Elicit information about the school. When students make a suggestion, ask the rest of the class: *Good point or bad point?* When you have elicited all the suggestions, ask: *What do you think David likes best about the school? What does he dislike most?*

SAMPLE ANSWERS

1 He likes doing Kung Fu all day, learning to jump high and to kick, training with sticks and swords. He dislikes getting up early, the teachers hitting the students, the food.
2 No, because he learns how to defend himself, not to hurt other people.
3 They like the discipline. They want to do exercise. They learn to defend themselves. They want to be strong.

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Vocabulary

Teaching Tip: Learning verbs

When students are learning groups of verbs, encourage them to learn each verb in a short phrase, e.g. *kick a ball, run a race, fight your enemy*.

Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 jump **2** hard **3** break **4** train **5** dangerous
6 defend **7** typical **8** practise **9** rest **10** hit
11 fight **12** run **13** stretch **14** routine **15** kick

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (See Workbook pages 58–69).

break is a countable noun which means a short rest. We say *take a break*. We use the uncountable noun *break* to refer to the period between classes at school when pupils go to the playground to play.

dangerous is an adjective. It describes something that might cause injury or damage. The opposite is *safe*.

defend is a regular verb which means to protect. We say *defend somebody / yourself from somebody / something*. The noun is *defence* and the adjective is *defensive*.

fight is an irregular verb. The third person form is *fights* and the past simple form is *fought*. *Fight* is also a noun.

hard is an adjective. It describes something that is difficult. A synonym of *hard* is *tough* and the opposite is *easy*.

hit is an irregular verb. The third person form is *hits* and the past simple form is *hit*. A more formal word for *hit* is *strike*. *Hit* is also a noun.

jump is a regular verb which means to lift both feet off the ground. *Jump* is also a noun.

kick is a regular verb which means to hit something with your foot. *Kick* is also a noun. The start of a football match is called the *kick-off*.

practise is a regular verb which means to do something regularly so that you do it better. The noun is *practice*.

a rest is a countable noun which means a period of relaxation. The verb is also *rest* and the adjective can be *restful* or *restless*.

a routine is a countable noun which means the order in which you regularly do things. We often talk about our daily routine. *Routine* can also be an adjective.

run is an irregular verb which means to move fast using your legs. The third person is *runs* and the past simple is *ran*. A person who runs is known as a *runner*.

stretch is a regular verb which means to push out your arms and legs as far as possible. We say *stretch your legs* when we go for a walk after sitting down for a long time. *Stretch* is also a noun.

train is a regular verb which means to prepare yourself for something by practising hard. The noun is *training* and the person who teaches you is known as a *trainer*.

typical is an adjective which means to have the usual qualities of something. A synonym of *typical* is *normal* and the opposite is *untypical*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
  – *A thin piece of wood* [stick]
  – *A long, very sharp, metal weapon* [sword]
  – *Return to a place* [go back to]
  – *At once, without waiting* [immediately]
  – *A type of exercise you do on the floor* [press-up]
  – *A meeting with a journalist in which you answer questions* [interview]
  – *Daily, weekly, _____, yearly* [monthly]

Quick Test: Password

Ask students to close their books. Write the first letters of the words from **Vocabulary** exercise 1 on the board in the order that they appear in the exercise. Put a chair in front of the class and ask one student to sit on it. Ask a question about the first letter: *Which 'J' means to move suddenly into the air?* [jump] If the student gets the word right, ask the same student the next question: *Which 'H' means difficult or tiring?* [hard] Continue until the student gets a word wrong or fails to answer the question. Then choose another student to come to the front. Start asking the questions from the top of the list again. The activity finishes when the student at the front has guessed all of the words correctly.

Optional Activity: Interview

Aim: To practise talking about sports.
Preparation: Students look at the interview with David and choose five questions to ask a student in their class. Ask which students in the class do sport seriously. Pair the sporty students with a non-sporty student. If necessary, make groups of three.
Students interview the sporty student with their questions. Monitor and help with vocabulary if necessary.
Choose two or three groups to tell the class about the sporty student.

More practice

Workbook page 10

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Vocabulary PAGE 14

Target Vocabulary
No pain, no gain: break dangerous defend fight hard hit jump kick practise rest routine run stretch train typical
Opposites: activity – rest, attack – defend, easy – hard, safe – dangerous, unusual – typical
Parts of speech: break dangerous hard jump practise rest train
Verbs for walking and running: hike jog march rush sprint stroll
Useful nouns: appointment break calendar holiday timetable

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What do you call the things you do every day? [your routine]
  What do you do if you try to hurt somebody? [fight]
  How do you describe something that isn't safe? [dangerous]
- Students complete the sentences. Check the answers.

ANSWERS
1 Kick **2** rest **3** hard **4** fight **5** run, jump **6** train **7** routine **8** dangerous **9** stretch **10** defend **11** hit **12** practise **13** typical **14** break

Extend

Exercise 1 Opposites

- Students complete any of the opposites they know.
- Students look at the text and complete any remaining opposites. Check the answers.

ANSWERS
1 dangerous **2** typical **3** defend **4** hard **5** rest

Teaching Tip: Parts of speech

Write the words *noun, adjective, verb* on the board and elicit examples of each part of speech. Write one example of each on the board and ask students to look up the words to find the abbreviation their dictionary uses for each part of speech. The OSD uses the terms *noun, adj, verb*.

Exercise 2 Parts of speech

- Write the word *jump* on the board and ask: *Which part of speech is 'jump'?* Explain that *jump* can be a noun or a verb, but in the context of the reading text it is used as a verb.
- Students check the words in the reading text and complete the table. Check the answers.

ANSWERS
verbs: jump, practise, train
adjectives: dangerous, hard
nouns: rest, break

Exercise 3 Verbs for walking and running

- Tell students they are going to learn some verbs that describe different ways of walking or running.
- Look at the pictures and ask questions about what is happening in each one. Look at the example and check the meaning of *sprint*.
- Students use their dictionaries to match the verbs to the pictures. Check the answers.

ANSWERS
a sprint **b** hike **c** march **d** stroll **e** rush **f** jog

Exercise 4

- Students write sentences using the verbs. Groups write one sentence each on the board.
- Elicit any other verbs students know for running and walking.

POSSIBLE ANSWERS
run: canter, dash, gallop, race
walk: go on foot, parade, saunter, step, wander

Exercise 5 Useful nouns

- Tell students they are going to learn some more nouns for routines and activities.
- Focus on the words in the box and give students a short definition for each one, e.g.
  The time when you don't have to go to school. [holiday]
  A list that shows the days and months of a year. [calendar]
  A list that shows the time the buses leave. [timetable]
  A short rest after you have done something difficult. [break]
  The time you arrange to have your hair cut. [appointment]
  The period between two parts of a play. [interval]
- Students complete the sentences individually. Check the answers.

ANSWERS
1 break **2** calendar **3** appointment **4** holiday **5** timetable

Quick Test: Anagram race

Write anagrams of the following words on the board:

rest, dangerous, train, practise, sprint, hike, interval, appointment.

For example: narit = train

Students solve the anagrams. Ask the student who finishes first to spell the words correctly. Write the answers on the board.

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice
Workbook page 11

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Grammar PAGE 15

Present simple: interrogative

Background Notes

Snowboarding is a sport which involves going down a slope covered in snow on a snowboard. It was developed in the USA in the 1960s and the 1970s and it became a Winter Olympic Sport in 1998.

Warm-up

- Write on the board: *What? Who?* and elicit more question words from students. [When? Where? How? Why?]

Explore

Exercise 1 1.12

- Focus on the photo and elicit the name of the sport. Explain that students are going to listen to an interview with a teenage snowboarding star.
- Pre-teach *competition*. Books closed. Play the CD once for students to listen to the questions. Now students open their books and do exercise 1. Play the recording again to check.

ANSWERS

1 c 2 a 3 d 4 b

Teaching Tip: Auxiliary verb *do*

Explain that the verb *do* is an auxiliary verb. *Auxiliary* means *help*, so an auxiliary verb is one which helps to make a certain tense. In the present simple, the auxiliary verb *do* helps to make negatives and questions. Say the word *help* as a prompt to correct students when they forget *do* or *does* in a present simple question.

Exercise 2

- Students read and complete the **Learn this!** box.

ANSWERS

1 Do 2 do 3 don't 4 Does 5 does 6 doesn't

Follow-up

Grammar Reference page 62

Exploit

Exercise 1

- Read the example and do the next question with the whole class. Students continue individually.

ANSWERS

1 Do you go snowboarding?
2 Do your friends like computer games?
3 Does your grandmother play football?
4 Do you watch a lot of films?
5 Does your best friend do athletics?
6 Do you like drawing?

Exercise 2

- Students work in pairs to ask and answer the questions in exercise 1.

ANSWERS

Students' own answers.

Exercise 3

- Read the **Learn this!** box as a class. Elicit translations of the question words. Make sure students write them down.
- Tell students to complete the second part of the interview with Jed Bright.

Exercise 4 1.13

- Play the CD to check the answers. Highlight the preposition at the end of the question: *Who do you live with?*
- Students practise the dialogue in pairs.

ANSWERS

1 Where 2 Who 3 How 4 What 5 When

Exercise 5

- Students do the matching task in pairs. Check the answers.
- Students work in pairs to ask and answer the questions.

ANSWERS

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

Exercise 6

- Students work with different partners. They each write down five questions.

ANSWERS

Students' own answers.

Exercise 7

- Students swap questions and write the answers. Choose two or three pairs to read the interviews aloud.

ANSWERS

Students' own answers.

Exercise 8

- Individual students tell the class about their partner. Take notes of errors and provide feedback.

More practice

Workbook page 12

Grammar Builder page 63, exercises 1–6

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 1

2 Does, does 3 Do, don't 4 Do, do 5 Does, doesn't
6 Does, does 7 Do, do 8 Do, don't

Exercise 2

1 Do you like swimming?
2 Does your mum work?
3 Does your best friend play chess?
4 Do you speak Russian?
5 Do you and your friends go to the cinema?
6 Do you play computer games?

Exercise 3

Students' own answers.

Exercise 4

1 How 2 Who 3 When 4 What 5 Where

Exercise 5

1 Where 2 Who 3 When 4 How 5 What

Exercise 6

Students' own answers.

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Skills PAGE 16

Free-time activities

Target Vocabulary

Sports and hobbies: athletics basketball books chess computer games cycling films football gymnastics ice skating jogging music photography rollerblading swimming

Teaching Tip: Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbooks during the lesson to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students label the photos individually or in pairs.

Exercise 2 1.14

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 ice skating 2 photography 3 computer games 4 football 5 jogging 6 rollerblading 7 chess 8 athletics

Exercise 3

- Students categorize the vocabulary. Point out that the same word can go into more than one category.

ANSWERS

1 **at home:** books, chess, computer games, films, music, photography
2 **outside:** athletics, basketball, books, cycling, football, ice skating, jogging, music, photography, rollerblading, swimming
3 **on your own:** athletics, books, computer games, cycling, films, gymnastics, ice skating, jogging, music, photography, rollerblading, swimming
4 **in a team:** basketball, football

More practice
Workbook page 13

Listen

Exercise 1 1.15

- Tell students they are going to hear four teenagers talking about their favourite free-time activities. Play the CD once for students to write the sport or hobby. Check the answers.

ANSWERS

1 films 2 cycling 3 computer games 4 gymnastics

TAPESCRIPT

1 **Oliver** I love all kinds: adventure, comedy, historical. I watch films every weekend – I've got a big collection of DVDs. My favourite films are the ones my family watch with me because then we can talk about them. I read film magazines, but I don't buy them every month. I read them at the library.

2 **Lauren** I don't go to school by bike – I go by bus, with my friends. But every weekend, I go cycling with my brother, Michael. We've both got expensive bikes. I ride a Spanish bike. I love it. It's silver and black.

3 **Nick** I've got a computer in my room, and I use it a lot. I visit chat rooms and chat about new games. It's really interesting. My friends and I meet after school every day and play computer games for two or three hours.

4 **Rachel** We don't do it at school, but I go to a club near my home. I go on Thursdays, and I have lessons there. It's a difficult sport, but I really like it. My best friend goes to the same gymnastics club, so we have a good time together.

Exercise 2 1.15

- Play the CD again for students to complete the sentences. Check the answers.

ANSWERS

1 Nick 2 Rachel 3 Oliver 4 Nick 5 Lauren 6 Rachel 7 Oliver 8 Lauren

Exercise 3

- Students categorize the sports and hobbies according to their likes and dislikes.

ANSWERS

Students' own answers.

Speak

Exercise 1

- Students tell each other their opinions in pairs.

ANSWERS

Students' own answers.

Exercise 2

- Explain that students are going to interview everyone in the class about free-time activities. They list six of the activities from **Vocabulary** exercise 1 and make four columns for *I really like, I quite like, I don't like, I hate.*
- Elicit and model the question: *Do you like . . . ?* Then model the responses: *Yes, I really like it. / Yes, I quite like it. / No, I don't like it. / No, I hate it!* Point out that they will need to answer *them*, not *it*, for *books, computer games* and *films*.
- Explain that they have to mark the number of responses in the correct column so that they can later count them.
- Students stand up and ask their questions. Monitor and make a note of any common errors.
- Students write up the answers to their survey.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 10.

A What sports do you like?
B I quite like cycling.
A Who do you go cycling with?
B I go with my brother.
A Do you like swimming?
B Yes, I do. I really like it.
A Do you like jogging?
B No, I don't. I hate it!

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Grammar PAGE 17

Adverbs of frequency

Warm-up

- Write *Saturday* and *Sunday* on the board. Elicit from students what they do on these days.

Explore

Exercise 1 1.16

- Play the CD once for students.

Exercise 2 1.17

- Explain that the words in the box are all adverbs of frequency. Focus on the chart and explain that it shows the adverbs in order of increasing frequency.
- Students work individually to complete the chart.
- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 never 2 hardly ever 3 often 4 usually 5 always

Exercise 3

- Students find the adverbs of frequency in the text.

ANSWERS

Jacob: I **always** have football practice … I **usually** do homework … I **sometimes** play tennis. I **hardly ever** watch TV. The programmes are **always** really boring. I **always** go out with friends. We **often** go bowling. I'm **usually** in bed before midnight.
Kirsty: I **usually** get up late. I **never** have breakfast. I **usually** check my emails. I **never** buy a phone – they're **always** very expensive. I **always** go out … I'm **often** out …

Exercise 4

- Students look back at the sentences they underlined in exercise 3 and complete the rules. Check the answers.

ANSWERS

a after b before

Follow-up

Grammar Reference page 62

Exploit

Teaching Tip: Position of adverbs

Students may be tempted to put adverbs of frequency in the wrong position in the sentence. Establish a sign for incorrect word order, e.g. putting the thumb and forefinger together and then moving them around in a clockwise direction.

Exercise 1

- Read the example and do the next question with the whole class. Students continue individually.

ANSWERS

1 Jacob always has football practice on Saturday morning.
2 Kirsty usually gets up late on Saturday morning.
3 Kirsty never has breakfast on Saturday morning.
4 Jacob sometimes plays tennis on Saturday afternoon.
5 Kirsty never buys a mobile phone on Saturday afternoon.
6 Jacob and Kirsty always go out with friends on Saturday evening.
7 Jacob is usually in bed before midnight on Saturday night.
8 Kirsty is often out until eleven o'clock on Saturday night.

Exercise 2

- Pre-teach *relatives* and *(to do) the washing-up*.
- Model the task by asking one or two students: *How often do you do homework at the weekend?* When the student responds, *Always*, say: *So, write 'always' in column 1*. Ask follow up questions with *When?* and *Who with?*
- Students work individually to complete the chart.

ANSWERS

Exercise 3

- Students write full sentences in their notebooks using the information in their charts. Monitor and help.

ANSWERS

Students' own answers.

Exercise 4

- Ask a few students to share some of their sentences with the class. Compare different responses.

Quick Test: Dictation

Instructions: See Quick Test on page 9.

Write the name *Matt* on the board.

Matt always has a basketball match on Saturday morning, so he gets up early and has a small breakfast. He usually goes to the match with his family, but sometimes he goes by bus. After the match they have lunch at home and in the afternoon, he does his homework. In the evening he often visits some friends and he is hardly ever in bed before eleven o'clock.

More practice

Workbook page 14
Grammar Builder page 63, exercises 7–9

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 7

2 I'm never late for school.
3 I always speak English in English classes.
4 I often do my homework before dinner.
5 I hardly ever read a book in English.
6 I sometimes help my friends with their homework.
7 I'm usually happy with my exam results.

Exercise 8

Students' own answers.

Exercise 9

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

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Writing PAGE 18

An announcement

Target Language

Announcement: Are you interested in …? We meet at (5 o'clock) . . . at (Hassan's house).

Imperatives: Come to Book Club! Call (Lauren White) on … Don't wait. Visit our website …

Warm-up

- Focus on the texts and establish that they are announcements. Ask: *What are the announcements for?* [a book club and a chess club]

Read

- Students read the announcements and complete the table individually. Get students to compare their answers before checking with the whole class.

ANSWERS

1 Thursday at 4 o'clock / Tuesday at 6 o'clock
2 at Lauren's house / in Gino's café
3 read and talk about books / play chess
4 meet to decide the next books / have a competition
5 Lauren White / Lewis Connor

- Focus on the announcements and elicit the following information:

– They start with a question to engage the reader's interest.
– The first paragraph contains information about when they meet, where they meet and what they do every week.
– The second paragraph contains information about what they do every month / year.
– The announcements finish with an imperative and information about who to contact about the club.

Teaching Tip: Punctuation

Use these announcements to focus on some basic rules of punctuation. Point out the capital letters used at the beginning of each sentence, and also for names, days and places. Also highlight the full stops at the end of the sentences. Both announcements start with a question, so show students how we use question marks at the end of the question. Highlight how exclamation marks are used with the imperative to emphasize the instruction. Also show students how a colon can be used to introduce a website address.

Prepare

Exercise 1

- Read the **Writing tip** with the class. Make sure they understand the meaning of imperatives.
- Students underline the imperatives in the announcements. Check the answers.

ANSWERS

Come (to Book Club)!
Call (Lauren White)
Use (your head)
Play chess!
Phone (Lewis Connor)
Visit (our website)
Negative: Don't wait!

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Come 2 Play 3 Don't stay 4 Meet 5 Learn 6 Visit 7 Don't forget

Write

Exercise 1

- Students choose a club from the box or invent their own.

Exercise 2

- Students make notes individually. Monitor and help.

Exercise 3

- Students read through the instructions. Remind them to use the announcements in **Read** as a model and also their notes from exercise 2.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.
- Fast finishers could design a poster for their announcement.

SAMPLE ANSWER

Book Club
Do you like reading? We love it!
We meet at Brown's café every Wednesday to talk about our favourite books.
Every month we meet to decide the next book. We usually buy the books, but we sometimes borrow them from the library.
Join our book club! Phone Linda Brown on 03131 429732 or visit our website: www.bookswithlinda.com.

Marking Scheme

- Use of a correctly punctuated question to start the announcement. [1 mark]
- Content of first paragraph to include where and when the club meets, and what they do each week. [3 marks]
- Content of second paragraph to include what they do every month / year. [1 mark]
- Use of a correctly punctuated imperative to finish the announcement. [1 mark]
- Inclusion of contact details. [1 mark]
- Use of capital letters and full stops to start and finish sentences. [1 mark]
- Use of capital letters for names, days and places. [1 mark]
- Use of correct grammar and spelling. [1 mark]

More practice
Workbook page 15

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Review PAGE 19

Language Skills

Exercise 1 1.18

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 often 2 usually 3 on 4 Where 5 us 6 Does
7 doesn't 8 Do 9 never 10 don't

Exercise 2

- Elicit the answer to the first question. Emphasize that the answers are complete sentences.
- Students work individually. Check the answers.

ANSWERS

1 Kate usually plays tennis on Saturdays.
2 She plays tennis at the sports centre.
3 She plays with her brother.
4 No, she doesn't.
5 Her mum drives them there.
6 She watches them.
7 Yes, he's a really good player.
8 Jenny never plays tennis.

Exercise 3

- Read the example and do the next question with the whole class.
- Students continue individually. Check the answers.

ANSWERS

1 Who do you meet after school?
2 Where does your mum work?
3 How often do you go swimming?
4 What do you have for lunch?
5 How do you get to school?
6 When does Jim get up?

EXERCISE 4

- Students work individually. Check the answers.

ANSWERS

1 doesn't, them 2 Give, her 3 Does, How 4 on, Don't

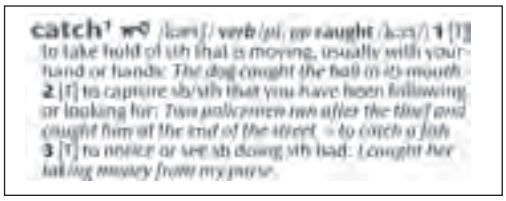
Dictionary Corner

Teaching Tip: Irregular forms

The OSD contains a lot of information about irregular forms in English, such as irregular verb forms, irregular plural forms of nouns and irregular comparatives and superlatives of adjectives.

Activity: Students look up the words *ride, potato* and *friendly* to find the irregular forms: *rode, ridden; potatoes; friendlier, friendliest.*

Exercise 1 Collocations

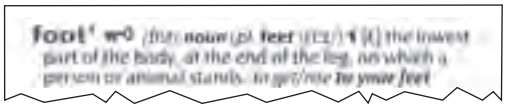

catch[1] /kætʃ/ *verb* (*pt, pp* **caught** /kɔːt/) **1** [T] to take hold of sth that is moving, usually with your hand or hands: *The dog caught the ball in its mouth.* **2** [T] to capture sb/sth that you have been following or looking for: *Two policemen ran after the thief and caught him at the end of the street.* ◇ *to catch a fish* **3** [T] to notice or see sb doing sth bad: *I caught her taking money from my purse.*

- Students look up the verb *catch* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – The inclusion of the past tense and the past participle (pt, pp *caught*) indicates that *catch* is an irregular verb.
  – *catch* has three meanings. Meaning 1 is used in the example in exercise 1.
  – The symbol [T] indicates that *catch* can be used as a transitive verb, i.e. with an object, e.g. *The dog caught the ball in its mouth.*
- Students continue working individually.

ANSWERS

1 catch a ball
2 knock at the door
3 shake orange juice
4 squeeze a tube of toothpaste
5 wave to a friend

Exercise 2 Plurals

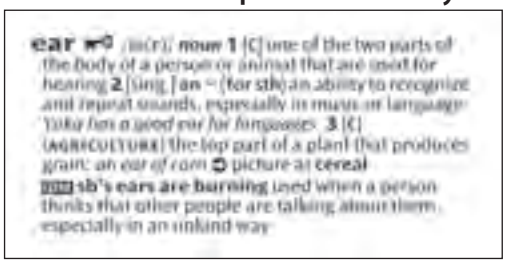

foot[1] /fʊt/ *noun* (*pl* **feet** /fiːt/) **1** [C] the lowest part of the body, at the end of the leg, on which a person or animal stands: *to get/rise to your feet*

- Focus on the dictionary entry for *foot* and elicit:
  – The symbol (*pl*) indicates that *foot* has an irregular plural form – *feet*.
- Students continue working individually.

ANSWERS

1 feet 2 babies 3 teeth 4 children 5 wives
6 businesswomen 7 mice 8 firemen

Exercise 3 Idioms: parts of the body


ear /ɪə(r)/ *noun* **1** [C] one of the two parts of the body of a person or animal that are used for hearing **2** [sing.] **an ~ (for sth)** an ability to recognize and repeat sounds, especially in music or language: *to have a good ear for languages* **3** [C] (AGRICULTURE) the top part of a plant that produces grain: *an ear of corn* ⇨ picture at **cereal**
IDM **sb's ears are burning** used when a person thinks that other people are talking about them, especially in an unkind way

- Focus on the dictionary entry for *ear* and elicit:
  – The blue symbol IDM is used to illustrate idioms.
  – Idioms are included at the end of the entry after the meanings of the word.
- Students continue working individually.

ANSWERS

1 Someone's talking about me.
2 take care of someone / something
3 He's not really interested in it.
4 to be very busy with something
5 to think you are better than someone
6 to relax

Follow-up

Self Check, Workbook pages 16–17
Test Unit 2, Teacher's Book pages 72–73

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3 School life

This unit includes

Vocabulary: school subjects • in the classroom • prepositions of place • places in school • expressions with *take* • verbs for talking • capital letters • nouns from verbs • synonyms: big or small?

Grammar: *there is / there are* • *have to*

Skills: reading, listening and speaking about schools, subjects and timetables • describing a room

Writing: a note

Workbook pages 18–25

Reading PAGES 20–21

Warm-up

- Look at the unit title and ask students to brainstorm the topic. Write their ideas on the board [subjects, rules, buildings, timetable, exams, classrooms, etc.]
- Read the title of the reading page, *High flyers*. Explain that it means students who do very well at school and achieve top marks. In the context of the reading text, however, it refers to teachers that travel by plane to meet their students.

Before Reading

- Read through the instructions with students and check they understand the phrases in the box.
- Students, in pairs, discuss the advantages and disadvantages of studying at home. Monitor and help. Compare answers with the class.

Background Notes

The text is about the Australian School of the Air which is for students who live in geographically isolated areas. There are Schools of the Air in all the states of Australia except for Tasmania and the Australian Capital Territory.

Read

Exercise 1

- Students read the **Reading tip**. Look at the subheadings of the article and ask students where they think they will find the answers to the questions. [1: Big country, small population, 2: Schools without classrooms, 3: A chance to meet.]
- Students work individually to answer the questions. Check the answers.

ANSWERS

1 20 million
2 twelve
3 once or twice a year

Exercise 2 1.19

- Play the CD while students read the text a second time and do the exercise. With a weaker class, ask students to underline the relevant lines in the text. Check the answers.

ANSWERS

1 c (Some families live on big, isolated farms, hundreds of kilometres from a town or city.)
2 b (… over 1,000 students use them.)
3 a (They send their work to the teachers once a week …)
4 b (… and discuss it by radio or over the internet.)
5 a (… a teacher visits every student at home.)
6 c (Students don't have to go …)

Optional Activity: Reading skills

Aim: To learn how to summarize information.
Preparation: Write the following summary on the board.

The country of Australia is very _____ and the population is very _____, so some children have to use the School of the Air because there aren't any schools _____ their houses.

The subjects are the _____, but teachers send the lessons by _____. Students have a week to do the lessons at _____ before they send them back and discuss them.

Teachers visit students once a _____, but they sometimes meet at the annual Sports Carnival too.

Students copy the summary and complete the spaces.

Monitor and help. Check the answers. [big, small, near, same, post or email, home, year]

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

Teaching Tip: Pooling ideas

For question 1 draw a table on the board with three columns for the morning, the afternoon and the evening. Divide the class into three and allocate the morning to the first group, the afternoon to the second group and the evening to the third group. Students make a list of activities the students of the School of the Air might do in their part of the day. Then a representative from each group writes their ideas in the appropriate column on the board.

SAMPLE ANSWERS

1 They get up early and have breakfast. They help their parents on the farm. They do their lessons. They have lunch. They chat with their friends online. They have dinner. They go to bed.
2 They check their work online, or on paper if the students send it by post.
3 It's easy because they don't have to go to school and they can work at their own speed.
It's difficult because they have to work alone, and they can't ask the teacher questions.
4 They have to help with homework, feed the animals, order the shopping online, drive a long way to visit their neighbours.

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Vocabulary

Teaching Tip: Prepositions

Encourage students to highlight prepositions in new expressions. They could use a coloured highlighter pen to do this, e.g. *on their own, by post*.

Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 post **2** on their own **3** library **4** annual **5** isolated
6 borrow **7** enormous **8** lonely **9** subjects
10 takes place **11** travel **12** prepare **13** chat
14 discuss **15** population

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

annual is an adjective which means once a year. The adverb is *annually*.

borrow is a regular verb. The third person form is *borrows* and the past simple form is *borrowed*.

chat is a regular verb meaning an informal way of speaking. The third person form is *chats* and the past simple form is *chatted*.

discuss is a regular verb meaning a serious way of speaking. The third person form is *discusses* and the past simple form is *discussed*.

enormous is a strong adjective which means very big. A synonym is *huge*.

isolated is an adjective which means alone or apart from other people.

library is the noun for a place where you can borrow books.

lonely is an adjective. It describes a sad feeling you get when you are not with other people. To talk about the physical state of not being with other people, we use the word *alone*.

on their own is a phrase which is used to show that something is done without another person. Another possibility is *by themselves*.

population is a noun which means the number of people living in one particular area. It is always used in the singular.

post is the method by which letters and packages are delivered to your door. To send a letter you put it in the *post box* or take it to the *post office*. The person who delivers it is a *post man* or a *post woman*.

prepare is a regular verb. The third person form is *prepares* and the past simple form is *prepared*.

subject is a countable noun for something that you study at school, e.g. maths, history, science.

take place is an idiom used about a meeting or event. It means to happen. *Take* is an irregular verb and the past simple form is *took*.

travel is a regular verb which means to go from one place to another. The third person form is *travels* and the past simple form is *travelled*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
  – *More than* [over]
  – *Millilitre litre, metre,* _____ [kilometre]
  – *Important for some reason* [special]
  – *A place where you do sport* [playing field]
  – *Once,* _____, *three times, four times* [twice]
  – *Four or five times a week* [quite often]
  – *Festival* [carnival]
  – *Get to know someone* [make friends]

Quick Test: Noughts and crosses

Play a game of noughts and crosses with one student on the board. Then draw another grid and write one word from the new vocabulary into each square. Divide the class into two teams, *noughts* and *crosses*. *Noughts* choose a square and have to give an example sentence including the word in the square. Then the turn moves to *crosses*. The winner is the first team to make a line of noughts or crosses, or the team with the most squares. Students could then play in pairs using different words.

Optional Activity: Interview

Aim: To talk about a typical day at the School of the Air.
Preparation: Tell students they are journalists from a teenage magazine and that they are going to interview a student from the School of the Air.

Students in pairs write ten questions to ask the School of the Air student about their typical day. Monitor and help. Put students in different pairs to carry out the interview. Student A is the journalist and Student B is the School of the Air student. Student A asks Student B their questions and makes a note of the answers.
Change pairs for Student B to interview Student A. This time Student B is the journalist and Student A is the School of the Air student. Student B asks Student A their questions and makes a note of the answers.
Students write up their answers as a magazine article.

More practice

Workbook page 18

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Vocabulary PAGE 22

Target Vocabulary

School of the air: annual borrow chat discuss enormous isolated library lonely on his own population post prepare subjects takes place travel

Places in schools: canteen corridor gym hall library playing fields staff room stairs

Expressions with *take*: take apart take away take down take in take off take out

Verbs for talking: announce argue discuss gossip interview shout whisper

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What do you call the number of people who live in a country? [the population]
  Why do people go to a library? [to borrow a book]
  How do you describe something that is very big? [enormous]
- Students complete the sentences. Check the answers.

ANSWERS
1 travel, post 2 enormous, population
3 isolated, on his own, lonely, chats
4 subject, prepare, library, borrow 5 discuss
6 annual, takes place

Extend

Exercise 1 Places in a school

- Books closed. Brainstorm places in a school with the class and write their ideas on the board. Make sure to include the words in the exercise by giving a definition yourself, if necessary.
- Students complete the sentences with the words in the box. Check the answers.

ANSWERS
1 gym 2 stairs 3 hall 4 playing fields 5 corridor
6 staff room 7 canteen 8 library

Exercise 2

- Put students in pairs to tick the places their school has. Then they make a list of other places in the school. Compare their ideas with the whole class.

ANSWERS
Students' own answers.

Exercise 3 Expressions with *take*

- Look at the pictures and ask questions about what is happening in each one. Look at the example and check the meaning of *take down*.
- Students work individually to match the sentences to the pictures. Check the answers.

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

Teaching Tip: Illustrating phrasal verbs

Get students to draw their own pictures illustrating phrasal verbs. You could get them to hold up the pictures for the others to guess the phrasal verb and then you put them up on the wall. Revise the phrasal verbs each class by pointing to them and eliciting the phrasal verb.

Exercise 4 Verbs for talking

- Focus on the verbs in the box. You could elicit their meaning by demonstrating them in the following way:
  shout shout: *Sit down!*
  whisper whisper: *Be quiet!*
  argue stand facing the left and say: *Yes, you did!* Stand facing the right and say: *No, I didn't!*
  discuss stand facing the left and say: *What do you think?* Stand facing the right and say: *Well, I think …*
  gossip look furtively around the class and say: *Have you heard about (your name)? Well, …*
  announce in a loud voice say: *I'd like to tell you about your next exam*.
  interview stand facing the left and ask: *Where do you live?* Stand facing the right and answer the question.
- Students complete the sentences. Check the answers.

ANSWERS
1 discuss 2 argue 3 whisper 4 shout 5 interview
6 gossip 7 announce

Quick Test: Question time

Divide the class into two teams. Ask the questions to each team in turn. If they answer correctly, their team gets two points. If not, pass the question to the other team for one point. If they can't answer, give the answer yourself. The winner is the team with the most points.

How do you send a letter to another country? [by post]
Where do students play football? [playing field]
What do you do when you talk about other people? [gossip]
What do you do if you don't like a picture? [take it down]
How do you feel when you are on your own? [lonely]
What does a mechanic do with a car engine? [take it apart]
How big is the Atlantic Ocean? [enormous]
Where do teachers spend their break? [staff room]
Where can you borrow books from? [a library]
What does a dentist do with a bad tooth? [takes it out]
What do you do if you don't agree? [argue]
Where do students wait for class? [in the corridor]
How do you talk in a library? [whisper]
What do you do with your coat at home? [take it off]
What's the number of people in a country? [population]
Where do students eat lunch? [canteen]
How do you talk in a noisy place? [shout]
Where does the whole school meet? [hall]
What do you do if you talk about things seriously? [discuss]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice
Workbook page 19

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Grammar PAGE 23

there is / there are

Warm-up

- Give students one minute to write down all the things they can see in the classroom. Ask the student with the longest list to read it out while the others tick off the items on their own lists.

Explore

Exercise 1

- Focus on the photo and establish that it shows an outdoor classroom.
- Students read the text and answer the question.

ANSWER

The classroom is in India.

Exercise 2

- Focus on the table and highlight the first sentence: *There's a teacher.* Elicit the meaning of *there is.* Focus on the heading *there are* and elicit the meaning.
- Students complete the table with the highlighted words from the text. Check the answers.

ANSWERS

1 There are 2 There isn't 3 There aren't 4 Is there
5 Are there

Optional Activity: Comparing

Explain that students are going to compare their classroom with the classroom in the photo. Write on the board: *In our classroom …* and *In the photo …* Give students two minutes to write sentences comparing the two classrooms. Check the answers by asking pairs of students to read out a sentence while the others listen and tick their sentences.

- Read through the **Look out!** box with the class. Practise forming questions by saying nouns to individual students and eliciting the questions, e.g. *door* [Is there a door?] *windows* [Are there any windows?]

Follow-up

Grammar Reference page 64

Exploit

Exercise 1

- Students look at the photo and complete the sentences individually. Then they compare answers.

ANSWERS

1 There are 2 There isn't 3 There isn't 4 There aren't
5 There isn't 6 There isn't 7 There aren't 8 There are

Exercise 2

- Students work in pairs to write sentences about their classroom using the words in the box and their own ideas. Compare their answers with the class.

ANSWERS

Students' own answers.

Teaching Tip: *a* / *any*

Students often need reminding to use *a* with singular nouns and *any* with plural nouns in negative and question forms with *there is / there are*. If a student makes a mistake with this, use the prompt *singular* or *plural* and ask them to repeat the sentence correctly.

Exercise 3

- Focus on the picture and ask students what they can see. Write any new vocabulary on the board.
- Students complete the questions. Check the answers.

ANSWERS

1 Is there a
2 Are there any
3 Is there a
4 Is there a
5 Are there any
6 Is there a
7 Are there any
8 Is there a
9 Are there any
10 Are there any
11 Is there a
12 Is there a
13 Are there any
14 Is there a

Exercise 4

- Check the meaning of the prepositions by asking questions about objects in the classroom.
- Elicit the short answers: *Yes, there is*; *Yes, there are*; *No, there isn't* and *No, there aren't* and write them on the board.
- Focus on the example and ask two students to read it out. Do question 2 with the same two students.
- Students in pairs continue asking and answering questions. Monitor and make a note of any common mistakes.

Quick Test: Dictation

Instructions: See **Quick Test** on page 9.

In my room there's a bed under the window. There's a desk next to the bed and there's a chair in front of the desk. There are some shelves on the wall and there are some books on the shelves. There's a computer, but there isn't a TV. There are some posters, but there aren't any plants.

More practice

Workbook page 20
Grammar Builder page 65, exercises 1–3

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 1

1 There are 2 There's 3 There are 4 There's
5 There are 6 There are 7 There's 8 There's

Exercise 2

1 There isn't a computer in the room.
2 There aren't 650 students in the school.
3 There aren't two possible answers.
4 There isn't a teacher in the classroom.
5 There isn't a table next to the door.
6 There aren't three plants near the window.
7 There aren't five shelves near the board.
8 There isn't a bin under the desk.

Exercise 3

3 Is there a noticeboard? No, there isn't.
4 Are there any students? Yes, there are.
5 Is there a clock? Yes, there is.
6 Is there a table? No, there isn't.
7 Are there any CDs? No, there aren't.
8 Are there any blinds? Yes, there are.

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Skills PAGE 24

Talking about school

Target Vocabulary

School subjects: Arabic art and design biology chemistry design and technology (D.T.) English French geography German history information and communications technology (I.C.T.) maths physical education (P.E.) physics science Spanish

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbooks during the lesson to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students match the books to the subjects.

Exercise 2 1.20

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 French **2** English **3** maths
4 art and design **5** Spanish
6 information and communications technology (I.C.T.)
7 chemistry **8** geography **9** history **10** biology

Exercise 3

- Elicit a sentence from a student, e.g. *I study Arabic*.
- Students in pairs continue discussing the subjects.

ANSWERS

Students' own answers.

More practice
Workbook page 21

Listen 1.21

- Read through the **Listening tip** with the class.
- Explain the listening task.
- Play the CD for students to write the subjects.
- Play the CD again for students to check their answers.

ANSWERS

1 maths **2** French **3** English **4** P.E. **5** geography
6 information and communications technology (I.C.T.)
7 chemistry

TAPESCRIPT

Lesson 1
Teacher OK, settle down. Now, open your books at page 43. Let's check your homework. Question 1, Sonia.
Sonia Yes?
Teacher What's the answer?
Sonia The answer to …
Teacher Question 1!
Sonia Is it 4,763,976?
Teacher No, the correct answer is ten.
Sonia Oh.

Lesson 2
Teacher Bonjour! Asseyez-vous!
Class Huh?
Teacher Asseyez–vous!
Belinda That means 'sit down'.
Teacher Merci, Belinda.

Lesson 3
Teacher OK Sonia, can you spell communication?
Sonia COMUNICATION.
Teacher No, try again.
Sonia COMMUNICATION
Teacher Good, that's much better.

Lesson 4
Teacher OK, so do you all know the rules of basketball?
Class Yes. Yes.
Teacher Great! So, now we need two teams.
James Can I be team captain?

Lesson 5
Teacher OK, today's lesson is about Africa. What do you know about Africa, Jack?
Jack Is it in Australia?
Teacher Jack! Africa is a continent.
Jack Oh.
Teacher Can you name any countries in Africa?
Jack Egypt?
Teacher Good!

Lesson 6
Teacher Good, now … can everybody see a computer?
Class Yes. Yes.
Teacher Today's lesson is about the internet – how it works, why it's important …
Jack Yes! I win!
Teacher What's that, Jack?
Jack Oh, sorry. Nothing.
Teacher Is that a computer game?
Jack No, it's a … er … it's a website.
Teacher Hmm. Well, just pay attention.

Lesson 7
Teacher Good. Now, add the red liquid to the mixture. … Just a very small amount – one or two millilitres. And be careful because …

Speak

Exercise 1

- Ask one pair to read out the example dialogue.
- Students ask and answer questions in pairs.

Exercise 2

- Students in pairs compile their perfect timetable for a day.

Exercise 3

- Students ask and answer questions about their timetables.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 10.

A What have we got first today?
B Physics.
A Oh no! I hate physics.
B Do you? I love it.

A What's after physics?
B Geography.
A Good. Geography is OK.
B I can't stand it.

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Grammar PAGE 25

have to

Warm-up

- Students make a list of good and bad points about their school. Compare answers with the class.

Explore

Background Notes

Summerhill School was founded by A. S. Neill in 1921. It has 69 students, aged from five to seventeen, many of whom come from abroad (especially Japan, Korea and Taiwan). The school's underlying philosophy is that children learn best when they are free from pressure. The British Government tried to close the school in 1999 since it did badly in a government inspection, but the school appealed against the decision and won.

Exercise 1

- Students read the text individually and answer the question.

ANSWER

They have to follow the rules.

Exercise 2

- Read through the **Learn this!** box with students and elicit the correct answers.
- Point out that the negative of *have to* is *don't have to* and that we use the auxiliary verb *do* to form questions.

ANSWERS

1 have to 2 don't have to 3 Does 4 does

Follow-up

Grammar Reference page 64

Exploit

Teaching Tip: *have to* and *must*

Students may be tempted to use *must* here instead of *have to*. Explain that both verbs have similar meanings but *have to* is more common in everyday spoken English.

Exercise 1

- Students work individually. Then they compare answers.

Exercise 2 1.22

- Play the CD once for students to listen and check.
- Play the first sentence again to elicit the weak pronunciation of *to* in *have to* and *has to*.
- Play the CD again for students to listen and repeat.

ANSWERS

1 has to, don't have to 2 don't have to 3 have to
4 have to 5 have to 6 doesn't have to

Exercise 3

- Focus on the chart. Explain that *compulsory* means you have to do something.
- Students discuss in pairs and circle *yes* or *no*.
- Students write sentences with *have to* or *don't have to*.

Exercise 4

- Focus on the picture and explain that it shows a student's view of their ideal school.
- Students complete the sentences individually. Then they compare answers before checking with the class.

ANSWERS

1 don't have to 2 don't have to 3 have to
4 don't have to 5 don't have to 6 don't have to

Exercise 5

- Students write about their ideal school in pairs. Monitor and help.
- You could display students' ideas on the wall.

Quick Test: Sentence transformation

Read out the affirmative sentences and ask students to write them in the negative form, or as questions.

I have to make my bed. (–)
The students have to do homework. (?)
My father has to get up early. (?)
We have to cook the dinner. (–)
My sister has to wear a uniform. (?)
You have to go to bed early. (?)
Ben has to work hard. (–)
They have to study tonight. (–)
Laila has to study tonight. (–)
We have to finish the exercise. (?)

More practice

Workbook page 22

Grammar Builder page 65, exercises 4–7

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 4

1 do the washing 2 make breakfast
3 go to the supermarket 4 cook dinner
5 tidy his / her bedroom 6 clean the house

Exercise 5

2 Suzie doesn't have to tidy her bedroom.
3 Mark has to clean the house.
4 Suzie doesn't have to clean the house.
5 Mark and Suzie don't have to cook dinner.
6 Mark and Suzie have to do the washing.
7 Mark and Suzie have to make breakfast.
8 Suzie has to go to the supermarket.
9 Mark doesn't have to go to the supermarket.

Exercise 6

2 Does Suzie have to tidy her bedroom? No, she doesn't.
3 Does Mark have to clean the house? Yes, he does.
4 Does Suzie have to clean the house? No, she doesn't.
5 Do Mark and Suzie have to cook dinner? No, they don't.
6 Do Mark and Suzie have to do the washing? Yes, they do.
7 Do Mark and Suzie have to make breakfast? Yes, they do.
8 Does Suzie have to go to the supermarket? Yes, she does.
9 Does Mark have to go to the supermarket? No, he doesn't.

Exercise 7

Students' own answers.

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Writing PAGE 26

A note

Target Language

Note: Welcome to … I hope that you …
Lessons start at … you have to / don't have to
Lunch is at … there's / there are

Referring to time: at on in before after from … to …

Warm-up

- Write on the board: *from … to …* and ask students: *What time is your first lesson?* Elicit the answer and continue asking about the lessons, the morning break and lunch.

Read

Exercise 1

- Focus on the note and explain that the paragraphs are not in the correct order.
- Students number the paragraphs in the correct order.

ANSWERS

3, 2, 4, 1

Exercise 2

- Students read the note again in the correct order and answer the questions individually. Check the answers.

ANSWERS

1 8.45 2 10.20 3 next to the gym 4 on Tuesdays at 1.45
5 at 3.30 6 early, at 2.30

- Focus on the note and elicit the following information:

– There are four paragraphs.
– The first paragraph includes two welcoming sentences.
– The second paragraph includes information about the morning classes.
– The third paragraph includes information about the lunch break.
– The fourth paragraph includes information about the afternoon classes.

Teaching Tip: Referring to time

In English we use particular prepositions to refer to different types of time. We use *at* to refer to times on a clock, e.g. *at 8.30*. We use *in* to refer to months or parts of a day, e.g. *in May*, *in the morning*. We use *on* to refer to days and dates, e.g. *on Friday*, *on September 22nd*. We use *from* to mark the beginning of a period of time, and *to* to mark the end, e.g. *from January to March*.

Prepare

Exercise 1

- Read through the Writing tip with students and elicit examples for each of the uses of capital letters.

SAMPLE ANSWERS

I'm a student, I like my school.
Tuesday, June
Mark, Laila
English, Egyptian
London, Australia

Exercise 2

- Students rewrite the sentences individually. Then they compare before checking the answers with the class.

ANSWERS

1 The new school year starts on Monday 6th September.
2 Your first lesson on Thursday is history.
3 Our Spanish teacher is from Lima, in Peru.
4 My brother James and I go to Eton College.
5 Our geography teacher's name is George White.

Write

Exercise 1

- Students answer the questions in pairs. Then they organize the information into four paragraphs.

Exercise 2

- Students work individually. Remind them to use the note in Read as a model and also their notes from exercise 1.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Welcome to Oxford Secondary School. I hope you enjoy your first week.
Lessons start at 8.30 in the morning, but you have to be in school at 8.20. There are five lessons in the morning, three before the morning break and two after the break. The morning break is from 10.50 to 11.15.
Lunch is at 12.55. You have to bring a sandwich for lunch or buy lunch in the canteen. There isn't a shop in our school.
Lessons start again at 2 o'clock and finish at 3.40. On Mondays and Wednesdays you have to go to the gym before 2 o'clock.
On Fridays there aren't any lessons in the afternoon.

Marking Scheme

- Four clear paragraphs. [1 mark]
- Content of first paragraph to include welcome and good wishes for the first week. [1 mark]
- Content of second paragraph to include information about the morning. [1 mark]
- Content of third paragraph to include information about lunch. [1 mark]
- Content of fourth paragraph to include information about the afternoon. [1 mark]
- Capital letter for the personal pronoun *I*. [1 mark]
- Correct use of capital letters for days of the week. [1 mark]
- Correct use of capital letters for the name of the school. [1 mark]
- Correct use of *at*, *in* and *on*. [1 mark]
- Correct grammar and spelling. [1 mark]

More practice
Workbook page 23

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Review PAGE 27

Language Skills

Exercise 1 1.23

- Students work individually to complete the dialogue, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 are 2 have 3 Is 4 a 5 There 6 near 7 don't 8 any 9 aren't 10 to

Exercise 2

- Students work individually. They correct the false sentences. Check the answers.

ANSWERS

1 F (There are about eight hundred students.)
2 T
3 F (They have to wear black skirts / white blouses.)
4 T
5 F (There isn't a swimming pool.)
6 F (They don't have to study French.)
7 T
8 F (There aren't any computers in her classroom.)

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

1 What time do you have to get up?
2 Is there a swimming pool at your school?
3 Do you have to wear a uniform to school?

Exercise 4

- Students make the sentences negative. Check the answers.

ANSWERS

1 There aren't any Chinese boys in my class.
2 We don't have to go to school seven days a week.
3 There isn't a TV in my bedroom.
4 My brother doesn't have to do homework every evening.
5 There aren't any students in the hall.

Dictionary Corner

Teaching Tip: Information about nouns

The OSD contains a lot of information about nouns, such as irregular plural forms and whether a noun is countable [C] or uncountable [U]. Some nouns are always used in the plural and this is indicated by the abbreviation [pl].

Activity: Students look up the nouns *child*, *team*, *education* and *people* to find out information about them, e.g. The plural of *child* is *children*; *team* is countable; *education* is uncountable; *people* is always used in the plural.

Exercise 1 Exploring vocabulary: education

boarding school noun [C] (AMERICAN) a school that schoolchildren live at while they are studying, going home only in the holidays

- Students look up the word *boarding school* in their dictionary.
- Focus on the dictionary entry and elicit the following information:

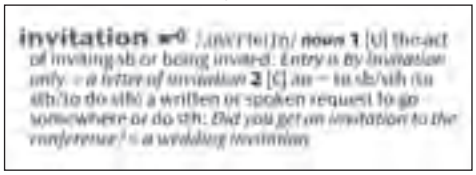
– *boarding school* has no blue key symbol which indicates that it is *not* an Oxford 3000 keyword.
– *boarding school* is a noun.
– The symbol [C] indicates that it is a countable noun.
– The dictionary definition matches the definition in question 1 of the exercise.

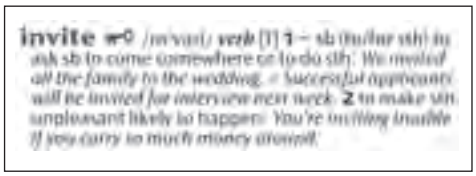
- Students continue working individually.

ANSWERS

1 boarding school 2 head 3 field 4 term
5 public school

Exercise 2 Making nouns from verbs


invitation noun 1 [U] the act of inviting sb or being invited: *Entry is by invitation only.* ◦ *a letter of invitation* 2 [C] an ~ (to sb/sth) (to sth/to do sth) a written or spoken request to go somewhere or do sth: *Did you get an invitation to the conference?* ◦ *a wedding invitation*

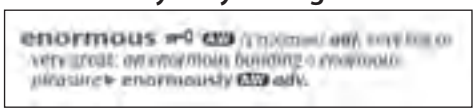

invite /ɪnˈvaɪt/ verb [T] 1 ~ sb (to/for sth) to ask sb to come somewhere or to do sth: *We invited all the family to the wedding.* ◦ *Successful applicants will be invited for interview next week.* 2 to make sth unpleasant likely to happen: *You're inviting trouble if you carry so much money around.*

- Students look up the verb *invite*. They will see the noun form *invitation* directly before the verb entry.
- Read the first definition of the verb and noun and look at the example sentences.
- Students continue by looking up the verbs and finding the noun form. The noun may appear before or after the verb depending on the spelling.

ANSWERS

1 invitation 2 preparation 3 discussion 4 payment
5 revision 6 argument 7 collection

Exercise 3 Synonyms: big or small?


enormous AW /ɪˈnɔːməs/ adj. very big or very great: *an enormous building* ◦ *enormous pleasure* ▸ **enormously** AW adv.

- Students look up *enormous*. Focus on the dictionary entry and elicit the following information:

– The blue key symbol indicates that *enormous* is an Oxford 3000 keyword. [see p vi–viii of the OSD]
– The AW symbol indicates that it also appears on the Academic Word List. [see p vi–viii of the OSD]
– *enormous* is an adjective.
– Adverbs are often listed within the same entry as adjectives, e.g. *enormously* is the adverb of *enormous*.
– The dictionary definition of *enormous* indicates that it refers to something big.

- Students continue working individually.

ANSWERS

big: enormous, huge, massive, colossal
small: little, minute, tiny

Follow-up

Self Check, Workbook pages 24–25
Test Unit 3, Teacher's Book pages 74–75

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4 Celebrate!

This unit includes
Vocabulary: clothes • types of celebration • describing events • parts of speech • expressions with *get* • weddings • prefixes: opposites • idioms
Grammar: present continuous • *can / can't* • adverbs
Skills: reading and listening about organizing a celebration • describing clothes • talking about the clothes you are wearing
Writing: an invitation
Workbook pages 26–33

Reading PAGES 28–29

Warm-up

- Look at the unit title and ask students: *What do you celebrate?* [weddings, passing exams, festivals, religious holidays]
- Read the title of the reading page, *Time to celebrate!* Ask students what they prepare for a celebration, e.g. food, presents, invitations, decorations.

Before Reading

- Read through the **Speaking tip** with students. Model and drill the phrases.
- Focus on the photo. Students answer the questions in pairs and then discuss the questions as a class. Encourage students to use the phrases from the **Speaking tip.**

Background Notes

The text is about Meg Burton, a holiday planner. Holiday planners plan all kinds of events. They can be contracted by individuals or by companies.

Read

Exercise 1

- Read through the **Reading tip** with the class. Check that students understand by asking: *What can you use to help you find information in an interview?* [the interviewer's questions]
- Students read the text quickly and find the answers to the questions. Check the answers.

ANSWERS

1 She's a holiday planner. She organizes holidays.
2 Yes, she does. She loves it.

Exercise 2 1.24

- Play the CD while students read the text a second time and do the exercise. With a weaker class, ask students to underline the relevant lines in the text. Check the answers.

ANSWERS

1 b (These days people don't have much time, so I do it for them.)
2 c (Oh, all sorts of holidays.)
3 c (I'm planning a holiday for a very well known person.)
4 b (Sorry! I can't tell you!)
5 c (… there are always problems. But it's never boring!)

Optional Activity: Reading skills

Aim: To focus on the order of the information presented in an interview.
Preparation: Write the following questions on the board:
And how do you help? [3]
What kinds of holidays do you organize? [2]
What do you do in your job, Meg? [1]
Do you enjoy your job? [5]
What are you doing at the moment? [4]

Books closed. Students work in pairs to number the questions in the order they appear in the interview. They check the order in the reading on page 28. Number the questions on the board in the right order. Books closed. In pairs students role play the interview. Student A is Jenny and Student B is Meg. Then swap.

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

Teaching Tip: Beat the clock

Introducing a time limit often introduces an element of competition, which encourages students to participate more in the class. Put students in pairs. Tell them they have one minute to write down as many answers as possible to each of the questions. Shout out *Question 1, Go!* And every 20 seconds remind them how much time they have left. When the first minute is up, shout out *Question 2, Go!* Continue until the time has finished. Check the answers.

SAMPLE ANSWERS

1 It rains, the food isn't cooked properly, there's a power cut, the equipment doesn't work, the hotel is too small or too big, it's too hot or too cold, etc.
2 It's expensive because you have to rent a hotel, buy food and drinks, pay some people to help you, pay for entertainment, etc.
3 Meg is organizing a Caribbean beach holiday for a well known person. She has to send the invitations, rent the tent, buy the food and drinks, contract the cooks and cleaning staff, and she probably has to fly to the Caribbean herself.

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Vocabulary

Teaching Tip: Opposites

When students are learning new words, encourage them to learn the opposite of the words too, e.g. *unusual – normal*, *remember – forget*, *outdoors – indoors*. They should make a note of both words in the **Vocabulary Notebook** section of their Workbooks (see pages 58–69).

Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 abroad **2** guests **3** outdoors **4** castle
5 mountain **6** celebrate **7** memorable
8 remember **9** forest **10** extravagant
11 organize **12** fast **13** tent **14** island **15** book

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

abroad is an adverb of place which means in a different country. It is used without a preposition, e.g. *He lives abroad. We're going abroad.*

book is a regular verb which means to reserve. The third person form is *books* and the past simple form is *booked*. We say a place is *fully booked* when there are no tickets left.

castle is a countable noun for a large building that was built in the past to defend people from attack. A well-known idiom is *An Englishman's home is his castle.* This means that the most important place for English people is their own house.

celebrate is a regular verb which means to show you are happy about something. The third person form is *celebrates* and the past simple form is *celebrated*. The noun is *celebration* and the adjective is *celebratory.*

extravagant is an adjective which means costing a lot of money. The noun form is *extravagance* and the adverb is *extravagantly.*

fast is an adjective and an adverb. It describes things which move at speed. The opposite is *slow* or *slowly*.

forest is a noun which describes a large area of trees. It is larger than a wood. A jungle like the Amazon is called a *rainforest*.

guests are people who have been invited to a special event, e.g. a wedding or a party. It can also be used for people staying in a hotel.

island is a countable noun which describes a piece of land surrounded by water.

memorable is an adjective. It describes something that is worth remembering.

mountain is a countable noun which describes a very high hill. The highest mountain in the world is Mount Everest.

organize is a regular verb. The third person form is *organizes* and the past simple form is *organized*. This word may also be written *organise*.

outdoors is an adverb which means outside a building. The opposite is *indoors*.

remember is a regular verb. The third person is *remembers* and the past simple form is *remembered*. The opposite is *forget*.

tent is a countable noun for the place where you sleep when you're camping.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
  – *The day you get married* [wedding]
  – *The noun form of fly* [flight]
  – *Plants and animals* [nature]
  – *Swimming under the sea* [diving]
  – *Below the surface of the sea* [underwater]
  – *Famous* [well known]
  – *A way of travelling through the sky in a basket* [hot-air balloon]
  – *An important day* [special occasion]

Quick Test: Blah

Write *blah* on the board and explain that it is a nonsense word with no meaning. Tell students you are going to use the word *blah* instead of a real word in a sentence, and they have to guess the real word. Give an example to check understanding then read out the following sentences:
I can't blah your name. [blah = remember]
Crete is a blah. [an island]
My dad works very blah. [hard]
It's raining, so we can't play blah. [outdoors]
There's a beautiful view from the top of the blah. [mountain]
I often go blah on holiday. [abroad]
I always blah a table before I go to a restaurant. [book]
We sleep in a blah when we go camping. [tent]
There are 200 blahs at this dinner. [guests]
My mum drives very blah. [fast]
It's easy to get lost in a blah. [forest]

Optional Activity: Organizing an event

Aim: To practise talking about organizing celebrations.
Preparation: Ask students to underline the unusual celebrations in the reading text and make a list on the board.

Students choose one of the celebrations in pairs and make a list of the things they have to do to organize the event. They read out their list for the others to guess which celebration they have chosen.

More practice
Workbook page 26

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Vocabulary PAGE 30

Target Vocabulary
Holiday planner: abroad book castle celebrate extravagant fast forest guests island memorable mountain organize outdoors remember tent
Adjectives describing events: amazing boring crowded fascinating incredible quiet terrible unusual
Parts of speech: book extravagant fast guest hard island memorable remember
Expressions with *get*: get dressed get married get ready get tired get together get well

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What do you call the people at a party? [guests]
  What do you do before going to a popular restaurant? [you book a table]
  How do you describe something worth remembering? [memorable]
- Students complete the sentences. Check the answers.

ANSWERS
1 forest 2 island 3 castle 4 book 5 remember
6 celebrate 7 extravagant, memorable 8 fast
9 abroad 10 organize 11 outdoors 12 tent
13 guests 14 mountain

Extend

Exercise 1 Adjectives describing events

- Books closed. Brainstorm adjectives that can be used to describe events and write them on the board.
- Read the example and do the next sentence with the whole class. Then students continue individually.

ANSWERS
1 unusual 2 crowded 3 incredible 4 terrible 5 quiet
6 amazing 7 boring 8 fascinating

Teaching Tip: Categorizing adjectives

Draw a table on the board for positive and negative adjectives. Get students in pairs to look up the adjectives and decide if they have a positive or a negative connotation. They write the adjective in the appropriate column. Compare with the class and ask students to justify their answers.

Exercise 2 Parts of speech

- Students find the words in the text and write them in the correct box. Check the answers.

ANSWERS
verbs: remember, book
adjectives: extravagant, memorable
nouns: guest, island
adverbs: fast, hard

Exercise 3

- Students look up the word *book* in their dictionaries. Ask them to write down two examples of *book*: one as a noun and one as a verb. Check the answers.
- Explain that there are more words like *book*, which can be used as nouns and verbs with different meanings.
- Students read the sentences and decide whether the words are nouns or verbs. Check the answers.

ANSWERS
1 verb 2 noun 3 noun 4 verb 5 noun 6 verb
7 verb 8 noun

Exercise 4 Expressions with *get*

- Focus on the pictures and tell students to cover the sentences. Ask questions about what is happening in each picture.
- Students check the meaning of the expressions in their dictionaries and match the sentences to the pictures. Check the answers.

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

Quick Test: Tennis

Divide the class into two teams. Students in pairs choose five words from page 30 and write definitions for the words. Explain that students are going to play a game of tennis with their definitions. One student from team A chooses a student from team B and reads out a definition. If the student in team B guesses the word correctly, then they choose a student from team A and read out a different definition. If students can't guess the word then the other team wins a point. Continue until teams have run out of definitions. The winners are the team with the most points.

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the Vocabulary Notebook section of their Workbooks.

More practice
Workbook page 27

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Grammar PAGE 31

Present continuous

Warm-up

- Ask students: *What are you doing?* Elicit as many answers as possible to the question. [We're studying English, we're sitting on chairs, we're listening to the teacher, etc.]

Explore

Exercise 1 1.25

- Students listen to the conversation between Jane and Sue. Ask: *Where's Jane and where's Sue?* [Sue's at Sarah's house; Jane's at home.]
- Write: *Jane is sitting in the living room* on the board. Explain that *is sitting* is the present continuous form of the verb *sit*.
- Play the CD again for students to listen and find more examples of the present continuous.

ANSWERS

I'm not having a good time.
She's chatting.
What are you doing?
I'm sitting in the living room.
We're watching TV.

Teaching Tip: Present continuous questions

Remind students that in present continuous questions the subject goes between the two parts of the verb like a sandwich. If students make a mistake, use the prompt *sandwich* and ask them to repeat the question correctly.

Exercise 2

- Elicit the words to complete the sentences from the class.

ANSWERS

1 's 2 watching 3 'm not having 4 are you

Exercise 3

- Read through the **Look out!** box with the class.
- Students find one more example of each rule from the dialogue. Check the answers.

ANSWERS

+ *-ing*: doing, watching
e + *-ing*: having
double consonant + *-ing*: chatting, sitting

Follow-up

Grammar Reference page 66

Exploit

Exercise 1

- Students write negative or affirmative sentences.

ANSWERS

1 I'm wearing / I'm not wearing a sweatshirt.
2 I'm sitting / I'm not sitting next to my friend.
3 The teacher is / isn't smiling.
4 We are / aren't studying maths.
5 The sun is / isn't shining.
6 I'm wearing / I'm not wearing trainers.
7 My parents are / aren't working.
8 My friends and I are / aren't eating.

Exercise 2

- Focus on the verbs in the box. Check their meaning by miming the action and eliciting the verb.
- Ask students: *Who can you see?* Demonstrate the activity by pointing at the woman in the picture and asking: *What's the woman doing?* Elicit the answer in the example.
- Put students in pairs and elicit another question and answer.
- Students ask and answer questions about the picture.

ANSWERS

Students' own answers.

Exercise 3

- Elicit a description of one of the people in the picture onto the board.
- Students write about a different person in the picture. Monitor and help.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See Quick Test on page 9.

It's a celebration. Some girls are chatting in the middle of the picture. They look happy because they're laughing. Another girl is watching them. She isn't chatting. She's standing on her own. Some boys are sitting at a table. They're playing a game. They look very serious because they aren't smiling.

More practice

Workbook page 28
Grammar Builder page 67, exercises 1–6

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 1
1 is 2 am 3 are 4 is 5 is 6 are

Exercise 2
1 studying 2 doing 3 writing 4 swimming 5 reading 6 having

Exercise 3
1 are swimming 2 is studying 3 are doing 4 am reading 5 are having 6 is writing

Exercise 4
1 I'm not working.
2 Tom and I aren't reading.
3 Kate isn't sitting next to Paul.
4 David and Lucy aren't watching TV.
5 Martin isn't wearing brown shoes.
6 I'm not walking to town.
7 The sun isn't shining.
8 We aren't chatting to Robert.

Exercise 5
2 Are Fred and Sue playing computer games?
3 Is Sarah doing gymnastics?
4 Are you phoning your friend?
5 Is he driving to Oxford?

Exercise 6
2 Are Wendy and Pam cycling? Yes, they are.
3 Are you using that computer? No, I'm not.
4 Is Pam getting up? Yes, she is.
5 Are Cathy and Steve cooking? No, they aren't.
6 Is Harry doing the washing up? Yes, he is.

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Skills PAGE 32

Describing clothes

Target Vocabulary

Clothes: blouse boots cap cardigan dress headscarf jacket jeans jumper shirt shoes shorts skirt socks sweatshirt T-shirt tie top tracksuit bottoms trainers trousers

Vocabulary

Exercise 1

- Students match the clothes vocabulary to the picture.

Exercise 2 1.26

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

cap, jacket, jeans, jumper, shoes, sweatshirt, T-shirt, trainers, trousers

Not illustrated: shirt, shorts, socks, tie, top, tracksuit bottoms, headscarf, blouse, boots, cardigan, dress, skirt

Exercise 3

- Read the example and make the next sentence with the whole class. Students continue individually.

Exercise 4

- Focus on the prompts and elicit a few questions.
- Students write down at least five questions individually.

Exercise 5

- Put students in pairs. Student A closes their book. Student B asks their questions and Student A answers. Then swap.

ANSWERS

Students' own answers.

Exercise 6

- Look at the example. Elicit a similar description for Tom.
- Students write descriptions of three more people.

ANSWERS

Students' own answers.

More practice
Workbook page 29

Listen

Exercise 1 1.27

- Students listen to the four teenagers in the photos talking about their clothes and answer the question.

ANSWER

David and Fiona

TAPESCRIPT

1 David

Interviewer What do you usually wear to school?
David We have to wear a uniform, so it's always the same! It's a green jacket, white shirt, and a red and green tie, and black trousers.
Interviewer And what do you wear when you go out with friends?
David I usually wear trousers or jeans, and a sweatshirt or a jumper.

2 Maria

Interviewer What do you usually wear to school?
Maria It depends. Sometimes I wear jeans, trainers and a top. Sometimes I wear a skirt and a blouse.
Interviewer And what do you wear when you go out with friends?
Maria The same things really – jeans or a skirt. If it's a special occasion, I sometimes wear a dress.

3 Peter

Interviewer What do you usually wear to school?
Peter I wear tracksuit bottoms and trainers.
Interviewer And what do you wear with them? A shirt?
Peter Yes, sometimes, or just a T-shirt.
Interviewer And what do you wear when you go out with friends?
Peter I usually wear a T-shirt and a jacket, and jeans.

4 Fiona

Interviewer What do you usually wear to school?
Fiona I wear the school uniform – grey skirt, white blouse and a blue jacket.
Interviewer And what do you wear when you go out with friends?
Fiona I usually wear jeans and a top, and sometimes a jacket if it's cold.

Exercise 2 1.27

- Play the CD again for students to complete the sentences.

ANSWERS

1 trousers, jumper 2 skirt, dress 3 T-shirt, jeans
4 top, jacket

Speak

Exercise 1

- Students work in pairs to ask and answer the questions.

Exercise 2

- Students discuss what clothes they take on the different holidays. Compare with the class.

Optional Activity: Dialogue

Instructions: See Optional Activity on page 10.

A What are your favourite clothes?
B Jeans and a T-shirt.
A When do you usually wear them?
B I usually wear them at the weekend.

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Grammar PAGE 33

can and adverbs

Warm-up

- Cut out four pictures of verbs, e.g. *ride a bike, play tennis, ski, dance*. Show them to students and elicit the verbs.
- Take one picture, point at it and say: *I can / can't (ski)*. Ask a few students: *Can you (ski)?* to elicit the answer: *Yes* or *No*. Continue with the other verbs.
- Write *can = ability* on the board.

Explore

Exercise 1

- Read through the text with students and ask them to find the sentences with *can*.

ANSWERS

He **can** do lots of things … he **can't** do in real life … he **can** do martial arts … What else **can** he do? He **can** ice-skate really well … he **can** rollerblade.

Exercise 2

- Read the table and elicit the missing words.
- Point out that we always use *can* with the infinitive of another verb without *to*.

ANSWERS

1 can't 2 Can

Exercise 3

- Read through the **Learn this!** box with students and elicit more adjectives that don't change.
- Point out that we place adverbs of manner after the verb.

SAMPLE ANSWERS

high, low, hard

Follow-up

Grammar Reference page 66

Exploit

Teaching Tip: Using the infinitive form

Some students are tempted to use an infinitive with *to* after *can*. Use the prompt *extra word* if they do this and ask them to repeat the sentence correctly.

Exercise 1

- Read the example and do the next sentence with the whole class. Then students continue individually. Check the answers.

ANSWERS

1 can ride, can't drive 2 can't type 3 can play, can do
4 can't speak 5 can count 6 can't swim 7 can't talk

Exercise 2

- Read the example and do the next sentence with the whole class. Students continue individually.

ANSWERS

1 slowly 2 carefully 3 early 4 late 5 well 6 easily

Exercise 3

- Focus on the table. Students read and tick the things they can do in the **You** column.

Exercise 4

- Look at the example and model and drill the question and answers.
- Elicit the questions for the rest of the phrases.
- Put students in pairs. Student B: books closed. Student A asks Student B the questions and ticks the things they can do. Then swap.
- Students compare their tables to check their answers.

Exercise 5

- Read the example and explain that *both* is for two people. Then students continue individually writing sentences using the answers in the table. Monitor and help.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Write the prompts on the board and ask students to write sentences with *can* and an adverb.

My sister / jump / high [My sister can jump high.]
Ben / not ride a bike / slow [Ben can't ride a bike slowly.]
You / swim / well? [Can you swim well?]
We / not type / fast [We can't type fast.]
Those children / run / fast? [Can those children run fast?]
They / speak French / fluent [They speak French fluently.]
You / write / beautiful [You write beautifully.]
Your friends / study / hard? [Do your friends study hard?]

More practice

Workbook page 30
Grammar Builder page 67, exercises 7–10

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 7

1 I can't swim.
2 We can speak English.
3 Jenny and Mary can rollerblade.
4 Anne can't sing.
5 Charles and Jeff can't use a computer.
6 Philip and I can cook.
7 Edward can't do gymnastics.
8 You can play table-tennis.

Exercise 8

Can Clare and Beth ride a bike? Yes, they can.
Can Rob play volleyball? No, he can't.
Can Clare and Beth play volleyball? Yes, they can.
Can Rob speak Italian? Yes, he can.
Can Clare and Beth speak Italian? No, they can't.

Exercise 9

1 b, early – late
2 d, fast – slowly
3 c, quietly – loudly
4 a, well – badly

Exercise 10

1 late 2 quietly 3 well 4 early 5 fast 6 slowly

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Writing PAGE 34

An invitation

Target Language

Invitation: Dear … Hi … Please come to my …
We're organizing a … It's at … Can you …?
Hope you can come. See you soon. Cheers Love

Linking words: so because

Warm-up

- Ask students: *How do you celebrate special occasions?* Elicit answers onto the board. Ask: *Do you send invitations?* Ask them to put their hands up if they do. Explain that they're going to learn how to write invitations.

Read

Exercise 1

- Focus on the photo. Students discuss the questions in pairs. Check the answers.

ANSWERS

1 He's at a barbecue.
2 He's wearing a shirt.
3 He's cooking kebabs.

Exercise 2

- Students look at the box and ask about any words they don't understand.
- Students read the invitations and match them to the events.

ANSWERS

1 barbecue 2 picnic 3 volleyball match

- Focus on the invitations and elicit the following information:

– Invitations have just one paragraph containing the following information: the event, the day, the time and the place.
– The inclusion of a request at the end of the paragraph.
– The use of a closing sentence before the end of the invitation, e.g. *I hope you can come, I hope to see you there* or *Hope you can come.*

Prepare

Exercise 1

- Read through the **Look out!** box with students. Highlight that we can use *can* for ability and for requests. Ask students for a definition of *requests*.
- Students underline the three requests in the emails.

ANSWERS

Can you invite John, please?
Can you bring something to eat?
Can you bring your trainers?

Exercise 2

- Students read the invitations again and number the information. Check the answers.

ANSWERS

1 the event 2 the day 3 the time 4 the place
5 extra information or request

Teaching Tip: Linking words *so* and *because*

The linking word *because* explains the reason for something, e.g. *I'm having a party because it's my birthday.* The linking word *so* explains the consequence of something, e.g. *It's my birthday so I'm having a party.*

Exercise 3

- Students look for ways of starting and finishing an email.

ANSWERS

starting an email: Hi …, Dear …
finishing an email: See you soon, Love, Cheers

Exercise 4

- Read through the **Writing tip** with the class.
- Students look for the mistakes in the invitation. They compare answers in pairs before you check the answers.

ANSWERS

We're **playing** tennis **on** Saturday. The match **starts** at ten **thirty**. After the match we're having lunch at my house. I hope you can ~~to~~ come.

Write

Exercise 1

- Students read through the instructions and writing plan. Make sure they understand what they are going to write.
- Students write their invitations individually.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.

Exercise 2

- Ask students to check each other's first drafts. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Hi Karen,
I'm organizing a special meal next Sunday. I'm having the meal at home. The party starts at two o'clock. My address is 11 South View Park.
Can you bring some snacks?
Hope you can come.
Cheers
Jenny

Marking Scheme

- Use of *Dear* or *Hi* to start the invitation. [1 mark]
- Main paragraph to include information about the event, the day, the time and the place. [4 marks]
- Inclusion of a suitable request. [1 mark]
- Use of a closing sentence before the end of the invitation. [1 mark]
- Use of *See you soon*, *Love* or *Cheers* to end the invitation. [1 mark]
- Use of linking words *so* or *because*. [1 mark]
- Correct grammar and spelling. [1 mark]

More practice
Workbook page 31

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Review PAGE 35

Language Skills

Exercise 1 1.28

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 are 2 watching 3 good 4 well 5 Do 6 can't
7 Let's 8 at 9 watch 10 Can

Exercise 2

- Students read the dialogue again and correct the mistakes in the sentences. Check the answers.

ANSWERS

1 Terry and Martin are watching a **football** match.
2 Newton are playing **well**.
3 Martin is visiting his **grandfather** after the match.
4 Jim and Martin are meeting at **eight** o'clock this evening.
5 Terry **can** go to Jim's house in the evening.

Exercise 3

- Students work individually and then compare with a partner. Check the answers.

ANSWERS

1 hard 2 I'm studying 3 well 4 noisy 5 is watching
6 watches 7 noisily 8 are

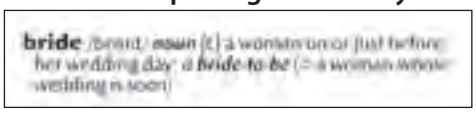
Dictionary Corner

Teaching Tip: Synonyms and opposites

The OSD can help students increase their vocabulary by giving them information about synonyms and opposites. Synonyms are shown by the symbol SYN and opposites are shown by the symbol OPP.

Activity: Students look up *distinguish, used, easy* and *capable to* find synonyms and opposites. The synonyms of *distinguish* and *used* are *differentiate* and *second-hand*; the opposites of *easy* and *capable* are *hard* and *incapable*.

Exercise 1 Exploring vocabulary: weddings


bride /braɪd/ *noun* [C] a woman on or just before her wedding day: *a bride-to-be* (= a woman whose wedding is soon)

- Students look up the word *bride* in their dictionary.
- Focus on the dictionary entry and elicit the following information:

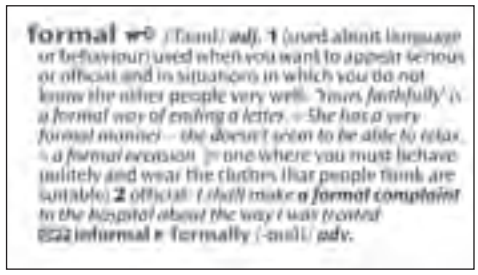
– *bride* has no blue key symbol which indicates that it is *not* an Oxford 3000 keyword.
– *bride* is a noun.
– The [C] symbol indicates that *bride* is countable.
– *bride* is used in the expression *bride-to-be*, which refers to a woman whose wedding is soon.
– The dictionary definition matches the definition in question 1 of the exercise.

- Students look up the other words individually.

ANSWERS

1 bride 2 bridegroom 3 honeymoon

Exercise 2 Prefixes: opposites


formal /ˈfɔːml/ *adj.* **1** (used about language or behaviour) used when you want to appear serious or official and in situations in which you do not know the other people very well: *'Yours faithfully' is a formal way of ending a letter.* ◦ *She has a very formal manner – she doesn't seem to be able to relax.* ◦ *a formal occasion* ▷ one where you must behave politely and wear the clothes that people think are suitable **2** official: *I shall make a formal complaint to the hospital about the way I was treated.*
OPP **informal** ▸ **formally** /-məli/ *adv.*

- Students look up the word *formal* in their dictionary.
- Focus on the dictionary entry and elicit the following information:

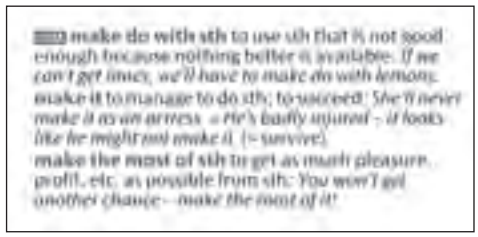
– The blue key symbol indicates that *formal* is an Oxford 3000 keyword. [see p vi–viii of the OSD]
– *formal* is an adjective.
– *formal* has two meanings.
– The adverb from *formal* is *formally*.
– The symbol OPP indicates the opposite of a word, so the opposite of *formal* is *informal*.

- Students look up the other words in their dictionary to find the opposites.

ANSWERS

1 informal 2 dishonest 3 unmemorable 4 unnecessary
5 impolite 6 impossible 7 irregular 8 unreliable

Exercise 3 Useful idioms


IDM **make do with sth** to use sth that is not good enough because nothing better is available: *If we can't get lines, we'll have to make do with lemons.*
make it to manage to do sth; to succeed: *She'll never make it as an actress.* ◦ *He's badly injured – it looks like he might not make it.* (= survive)
make the most of sth to get as much pleasure, profit, etc. as possible from sth: *You won't get another chance – make the most of it!*

- Students look up idioms with *make* in their dictionary.
- Focus on the dictionary entry and elicit the following information:

– The symbol IDM indicates the beginning of the idioms section for the verb *make*.
– The OSD lists three idioms for *make*.
– The second idiom, *make it*, matches the use of *make* in the first sentence in the exercise.

- Explain that students should look up the first meaningful word in an idiom: *dot, cost, easy, butterfly*.
- Some words with a large number of idioms may not list them at that entry; such as *take it easy*, which can be found at the entry for 'easy' rather than 'take'.
- Students look up other idioms in their dictionary.

ANSWERS

1 manage to go to
2 exactly
3 costs a lot of money
4 relaxing
5 was nervous

Follow-up

Self Check, Workbook pages 32–33
Test Unit 4, Teacher's Book pages 76–77

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5 Wild!

This unit includes

Vocabulary: geographical features • continents • prepositions of place • holiday accommodation • compound adjectives • suffixes: *-ful*, *-y*, *-able*, *-ly* • animals • synonyms: extreme adjectives • compound words: nature • holiday words

Grammar: comparative adjectives • superlative adjectives

Skills: reading an article • listening to a radio quiz • asking and answering quiz questions • giving opinions • describing a landscape

Writing: a postcard

Workbook pages 34–41

Reading PAGES 36–37

Warm-up

- Look at the unit title and ask students: *What kind of places in the world are wild?* [deserts, forests, the middle of the ocean, mountains]
- Read the title of the reading page, *Dangerous!* Elicit what is dangerous about wild places: there's no food or water, there are wild animals, the weather is harsh.

Before Reading

- Students work in pairs to answer the questions. Monitor and help with vocabulary. Write any new words on the board. Compare answers with the class.

Background Notes

The text includes three of the deadliest animals in the world. Of the three, the mosquito is the deadliest, killing between two and three million people per year. Other animals in the top ten are snakes, scorpions, big cats, crocodiles, elephants, sharks and bears.

Read

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 B (You can find box jellyfish in the seas around Australia.)
2 C (You can find mosquitoes all over the world.)
3 A (You can find hippos in Africa.)

Exercise 2 1.29

- Play the CD while students read the text a second time and do the exercise. With a weaker class, ask students to underline the relevant lines in the text. Check the answers.

ANSWERS

1 c (In cartoons, hippos are usually slow, happy and funny.)
2 a (They can run faster than an Olympic sprinter.)
3 b (A sting from one of these tentacles is very painful.)
4 a (… you can find it all over the world.)
5 b (Mosquitoes can fly for four hours continuously.)

Exercise 3

- Students read the **Reading tip**. Check that they understand by asking: *How can you write numbers?* [as words or figures]
- Students work individually. Check the answers.

ANSWERS

1 The body of the box jellyfish is about 20 cm long.
2 Mosquitoes give malaria to over 300 million people every year.
3 Some hippos weigh about 3,000 kilograms.
4 About three million people die of malaria every year.
5 Hippos eat 68 kilograms of grass every evening.
6 Box jellyfish have got about 60 tentacles.

Optional Activity: Reading skills

Aim: To focus on the first and last sentences of paragraphs.
Preparation: Dictate the following sentences:
1 They can fly for four hours continuously and they often travel 10 kilometres a night.
2 The animal with the most dangerous bite isn't a snake or a lion.
3 When people think of dangerous animals in the sea, they usually think of sharks.
4 They kill more people in Africa than any other animal.
5 In cartoons, they are usually slow, happy and funny.
6 When they are there, nobody goes swimming.

Explain that these sentences are the first and the last sentences from the three paragraphs in the text.
Students in pairs mark the sentences first (F) or last (L) and decide which animal they refer to.
Students check their answers in the text. [Answers: 1L, 2F – mosquitoes; 3F, 6L – box jellyfish; 4L, 5F – hippos]

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

Teaching Tip: Groupwork

Ask students: *What's your favourite cartoon*? Write their ideas on the board. [*Lion King, Ice Age, Finding Nemo, Ratatouille, Over the Hedge, Madagascar, Aristocats*, etc.] Divide students into small groups and allocate a film to each group. They answer question 1 for the characters in their film and then report back to the class.

SAMPLE ANSWERS

1 Remy, the rat in *Ratatouille*, is different because he's very clean and he loves good food.
2 Hippos are unusual because they are excellent swimmers despite being so heavy. Jellyfish are unusual because they are nearly transparent. Mosquitoes are unusual because they transmit diseases without dying themselves.
3 People think bears are very cuddly, but they're extremely dangerous in the wild.

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Vocabulary

Teaching Tip: Vocabulary cards

A fun way to revise vocabulary is for students to make vocabulary flash cards for the class. Divide students into five groups and give each group ten cards. You can cut up A4 sheets of paper into eight pieces for this. Allocate a unit from the Student's Book to each group and ask them to choose ten words from the unit. Students write the word and the part of speech on the front of the card, and a picture or a definition on the back. Students then swap cards with another group and one person tests the group. Keep the cards in a plastic file on the wall for use as a warmer or filler in future classes.

Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 sadly **2** sprinter **3** painful **4** insect **5** mud **6** cartoons **7** continuously **8** bite **9** aggressive **10** bad-tempered **11** dusk **12** tentacles **13** sting **14** blood **15** kill

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

aggressive is an adjective. It describes someone who is ready to fight or argue. The adverb is *aggressively*.

bad-tempered is an adjective. It describes a person who is often angry or impatient.

bite is countable noun. It can also be used as an irregular verb. The simple past form is *bit*.

blood is an uncountable noun for the red liquid inside the human body.

cartoon is a countable noun for a film made with moving pictures.

continuously is an adverb. It describes an action that doesn't stop. The adjective is *continuous*.

dusk is an uncountable noun for the time in the evening when it is getting dark. The time in the morning when it is getting light is *dawn*.

insect is a countable noun for a living thing with six legs and two pairs of wings. Some common insects are flies, ants and beetles.

kill is a regular verb which means to make somebody die. The third person form is *kills* and the past simple form is *killed*.

mud is an uncountable noun for soft, wet earth. The adjective is *muddy*.

painful is an adjective. It describes something that hurts. It comes from the noun *pain* and the opposite is *painless*.

sadly is an adverb. It describes an action that makes you unhappy. The adjective is *sad* and the noun is *sadness*.

sprinter is a countable noun for a person who runs very fast. It comes from the verb *sprint*.

sting is a countable noun for the pain you get from insects or jellyfish. It can also be used as an irregular verb. The past simple form is *stung*.

tentacle is a countable noun for one of the long thin 'legs' that sea animals have. For example, an octopus has eight tentacles.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
  – *Definitely* [certainly]
  – *A tropical illness* [malaria]
  – *An animal with a large head and short legs that lives in rivers in Africa* [hippopotamus]
  – *Metre, litre,* _____ [kilogram]
  – *40* _____ *of the population may catch a tropical illness* [per cent]
  – *Cows and horses eat this* [grass]
  – *Funny* [comical]

Exercise 3 1.30

- Students in pairs match the photos and the words.
- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 tiger **2** whale **3** snake **4** lion **5** mosquito **6** eagle **7** jellyfish **8** hippo **9** elephant **10** bear **11** shark

Quick Test: Guess the picture

Tell students you are going to draw a picture on the board and you want them to guess the word. Choose a word from page 37 and draw it. The student who guesses first comes to the board. They choose another word from the page and draw it. You can continue playing as a whole class, or students can play in pairs with their books closed.

Optional activity: Guess the animal

Aim: To practise talking about animals.
Preparation: Write the following description on the board: *It's big and grey and it's very heavy. It lives in Africa. It eats leaves. It has got a long trunk and sharp tusks. What is it?*

Students read the description and guess the animal. [an elephant]
In pairs students choose an animal from **Vocabulary** exercise 3, page 37 and write a description. They read out their description for the others to guess.

More practice
Workbook page 34

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Vocabulary PAGE 38

Target Vocabulary

The world's deadliest animals: aggressive bad-tempered bite blood cartoons continuously dusk insects kill mud painful sadly sprinter sting tentacles

Compound adjectives: bad-tempered badly-written first-class good-looking hard-working left-handed second-hand well known

Suffixes: cloudy enjoyable friendly helpful lively painful rainy washable

Animals: bat bee bear eagle goat lobster octopus ox parrot prawn rhinoceros whale

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What do you call the thin 'legs' that some sea animals have? [tentacles]
  What does someone do if they make an animal die? [kill it]
  How do you describe a person who becomes angry very easily? [bad-tempered]
- Students complete the sentences. Check the answers.

ANSWERS
1 sting, painful
2 insects, dusk
3 mud, bad-tempered
4 continuously, sprinter
5 cartoons, tentacles
6 aggressive, bite
7 blood, Sadly
8 kill

Extend

Exercise 1 Compound adjectives

- Explain that compound adjectives are adjectives made with two words. Focus on the box in **Activate** and ask students to find a compound adjective. [bad-tempered]
- Students match the words to make compound nouns. If they are finding it difficult, they could look up the first word in a dictionary. Check the answers.

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

- Check meaning by reading out the following prompts:
  – *Very famous* [well known]
  – *A model* [good-looking]
  – *Always at the office* [hard-working]
  – *Something difficult to read* [badly-written]
  – *Always angry* [bad-tempered]
  – *Not new* [second-hand]
  – *Not cheap* [first-class]
  – *When you don't use your right hand* [left-handed]

Exercise 2 Suffixes

- Books closed. Write *pain* on the board and elicit the adjective. [painful] Explain that *-ful* is a suffix which changes a word into an adjective.
- Books open. Focus on the table. Explain that the suffixes *-y, -able,* and *-ly* also change words into adjectives.
- Students work individually. Check the answers.

ANSWERS
-ful: painful, helpful
-y: cloudy, rainy
-able: washable, enjoyable
-ly: friendly, lively

Teaching Tip: Using wallcharts

Copy the table from the Student's Book onto a big sheet of card and put it on the wall of the classroom. Students can then add any more adjectives with these suffixes as they come across them.

Exercise 3

- Students work individually. Check the answers.

ANSWERS
1 friendly 2 cloudy 3 helpful 4 painful 5 enjoyable
6 rainy 7 washable 8 lively

Exercise 4 Animals

- Students look up the words in a dictionary and match them with the photos. Check the answers.
- Say the words for students to listen and repeat.

ANSWERS
1 ox 2 bat 3 goat 4 eagle 5 parrot 6 whale
7 octopus 8 bear 9 rhinoceros 10 bee 11 prawn
12 lobster

Exercise 5

- Students write the animals in the table.
- Give students two minutes to add more animals to each group. Compare with the class.

ANSWERS
land: goat, ox, bear, rhinoceros
sea: lobster, prawn, whale, octopus
air: eagle, parrot, bee, bat

Quick Test: Just two minutes

Write the new words from **Vocabulary** page 38 on cards. Divide the class into two teams. Put a chair at the front of the class. Choose one student from Team A and ask them to sit on the chair. Explain that they have two minutes to define the words for their team to guess them. They get two points for every word their team guesses correctly. Team B must keep quiet and write down any words Team A fails to guess. They get one point for each of these words. Now choose a student from Team B to come to the front. Continue until all the words have been defined.

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice
Workbook page 35

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Grammar PAGE 39

Comparative adjectives

Warm-up

- Ask: *What's the difference between African and Asian elephants?* Elicit possible answers. [Asian elephants are smaller and have smaller ears.]

Explore

Exercise 1

- Students read the text and underline examples of adjectives comparing the two elephants. Explain that this form of the adjective is called the comparative because we are comparing two things. Check the answers.

ANSWERS

larger, heavier, bigger, more intelligent, better

> **Teaching Tip: Comparative**
>
> Students are sometimes tempted to use *more* to form the comparative of all adjectives. If you hear a mistake, use the prompt *long or short adjective?* and ask the student to repeat the sentence correctly.

Exercise 2

- Students complete the table with the adjectives from the text. Check the answers.

ANSWERS

1 larger 2 heavier 3 more intelligent 4 better

- Books closed. Ask students to explain the different ways of forming the comparative. Write their ideas on the board and elicit more examples of adjectives in each group.
- Open books. Students compare your table on the board with the table in the book. Did they forget anything?

Follow-up
Grammar Reference page 68

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 wider 2 further 3 more dangerous 4 bigger
5 faster 6 more expensive 7 heavier

Exercise 2

- Students answer the questions in pairs. Check the answers.

ANSWERS

1 The Pacific is wider than the Atlantic.
2 Saturn is further from the sun than Jupiter.
3 Hippos are more dangerous than dolphins.
4 Russia is bigger than Canada.
5 Cats are faster than horses.
6 Gold is more expensive than silver.
7 Water is heavier than ice.

Exercise 3

- Focus on the chart. Explain that it gives information about the two deserts in the photos.
- Students write sentences in pairs. Check the answers.

ANSWERS

1 The Atacama Desert is colder than the Arabian Desert.
2 The Atacama Desert is drier than the Arabian Desert.
3 The Arabian Desert is bigger than the Atacama Desert.
4 The Arabian Desert is higher than the Atacama Desert.
5 The Arabian Desert is hotter than the Atacama Desert.
6 The Arabian Desert is wetter than the Atacama Desert.

Exercise 4

- Students in pairs think of two places they know.
- Focus on the box. Answer any questions about adjectives students don't remember.
- Students compare the two places using the adjectives in the box. Monitor and make a note of any mistakes. Correct them on the board at the end of the activity.

> **Quick Test: Dictation**
>
> Instructions: See Quick Test on page 9.
> Preparation: Write *crocodiles* and *alligators* on the board.
>
> *Crocodiles and alligators are from different families. In general, crocodiles are larger than alligators and they are a lighter colour. Crocodiles also have longer and thinner noses than alligators. Finally, people say that crocodiles are more aggressive than alligators.*

More practice
Workbook page 36
Grammar Builder page 69, exercises 1–3

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

Exercise 1
1 higher 2 easier 3 bigger 4 wetter 5 friendlier
6 nicer 7 taller 8 later

Exercise 2
1 noisier 2 shorter 3 wider 4 further 5 hotter
6 better 7 heavier 8 larger

Exercise 3
2 Books are more interesting than TV. / TV is more interesting than books.
3 Wayne Rooney is more famous than Ronaldhino. / Ronaldhino is more famous than Wayne Rooney.
4 Lions are more dangerous than elephants. / Elephants are more dangerous than lions.
5 Girls are more intelligent than boys. / Boys are more intelligent than girls.
6 Money is more important than love. / Love is more important than money.
7 Baseball is more exciting than football. / Football is more exciting than baseball.

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Skills PAGE 40

Our world

Target Vocabulary

Geographical features: beach desert forest hill island lake mountains ocean rainforest river sea valley waterfall

Continents: Africa Asia Australia Europe North America South America

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbooks to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students work individually.

Exercise 2 1.31

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.
- Read through the **Look out!** box with students.

ANSWERS

1 island, sea 2 river 3 mountains, valley 4 desert
5 rainforest 6 forest 7 ocean 8 hill 9 beach
10 waterfall Lake is not illustrated.

Exercise 3 1.32

- Students work individually. Play the CD for students to listen and check their answers.

ANSWERS

1 rainforest 2 Sea 3 island 4 Mountains 5 River
6 Desert 7 Lake

Exercise 4 1.33

- Play the CD once, pausing for students to repeat each word.

Exercise 5

- Students work in pairs. Monitor and help.

ANSWERS

1 The Amazon rainforest is in South America.
2 The Black Sea is in Asia.
3 The island of Tasmania is in Australia.
4 The Atlas Mountains are in Africa.
5 The Euphrates River is in Asia.
6 The Gobi Desert is in Asia.
7 Lake Superior is in North America.

More practice
Workbook page 37

Listen

Exercise 1 1.34

- Explain that students are going to listen to a radio quiz.
- Play the CD for them to listen and complete the questions. They then try to answer the questions in pairs.

ANSWERS

1 Europe 2 River 3 ocean 4 Desert 5 islands
6 Lake

Exercise 2 1.35

- Play the CD for students to listen and check their answers to exercise 1.

ANSWERS

1 North America 2 the Black Sea
3 the Pacific Ocean 4 Asia
5 Possible islands: Mallorca, Sicily, Malta, Cyprus, Corsica, Sardinia, Rhodes, Crete 6 Africa

TAPESCRIPT

Quizmaster Welcome to the Geography Quiz. Our first contestant is Kevin from London. Are you ready, Kevin?
Kevin Yes.
Quizmaster OK. Here's the first question: Are the Rocky Mountains in North America or Europe?
Kevin They're in North America.
Quizmaster That's correct. Well done. Here's the next question: Which sea does the River Danube flow into – the Black Sea or the Mediterranean?
Kevin Is it the Mediterranean? … I think it's the Mediterranean.
Quizmaster No, that's the wrong answer. The Danube flows into the Black Sea. OK. Question 3: Which ocean is between America and Asia?
Kevin That's easy. It's the Pacific Ocean.
Quizmaster That's right – the Pacific Ocean. Are you ready for the next question?
Kevin Yes.
Quizmaster OK. Here it is. Where's the Gobi Desert – in Africa or Asia?
Kevin The Gobi Desert. Mmm, I'm not sure.
Quizmaster Have a guess.
Kevin Asia?
Quizmaster That's right. It's in China. Question five: Can you name two islands in the Mediterranean Sea?
Kevin Cyprus – that's in the Mediterranean. I often go there on holiday.
Quizmaster Lucky you! Can you name another island?
Kevin Malta.
Quizmaster Well done. They're both in the Mediterranean Sea. You've got four points, Kevin. Now for the last question: In which continent is Lake Victoria?
Kevin Lake Victoria. It's in Australia, I think.
Quizmaster Is that your final answer?
Kevin Yes, Australia.
Quizmaster Oh, dear, Kevin. Lake Victoria is in Africa.
Kevin Oh, yes, of course!
Quizmaster You've got four points! Well done, Kevin!

Speak

Exercise 1

- Students write three quiz questions individually.

Exercise 2

- In pairs, students ask and answer each other's questions.

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Grammar PAGE 41

Superlative adjectives

Warm-up

- Write: *Antactica is _____ _____ continent* on the board and elicit the answer. [the coldest] Explain that we use the superlative to talk about one thing out of a group.

Explore

Exercise 1

- Look at the photos and ask students: *Where is it?* [Antarctica] *Which animals live there?* [penguins]
- Students read the article and underline the superlatives.

ANSWERS

1 the coldest 2 the worst 3 the lowest 4 the wettest
5 the driest 6 the most difficult

Exercise 2 1.36

- Students complete the table.
- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 the largest 2 the heaviest 3 the hottest
4 the most difficult 5 the worst

Follow-up
Grammar Reference page 68

Exploit

Exercise 1

- Students work individually.
- Discuss the statements with the class.

ANSWERS

1 the funniest 2 the hottest 3 the most important
4 the best 5 the most exciting 6 the most difficult

Exercise 2 1.37

- Students work individually.
- Play the CD for students to listen and check their answers.

ANSWERS

1 the furthest 2 the deepest 3 the most dangerous
4 the longest 5 the fastest 6 the largest 7 the biggest
[Quiz answers: 1a, 2c, 3b, 4a, 5a, 6b, 7b]

TAPESCRIPT

1 Oslo is further north than Ottawa, but Reykjavik is the furthest north – 2,874 km from the North Pole.
2 The deepest Ocean in the world is the Pacific. The Mariana Trench near the Philippines is more than 11,000 metres deep.
3 Crocodiles and elephants are dangerous but snakes kill more people per year so they are the most dangerous. 2,000 deaths are caused by crocodiles, 600 by elephants and 100,000 by snakes.
4 All three rivers are more than 6,000 kilometres long. The Amazon and the Yangtze are both about 6,400 kilometres, but the longest is the Nile, which is more than 6,800 kilometres.
5 The lion is very fast, but the cheetah is the fastest animal in the world. It can run at 110 kilometres per hour.
6 The largest land animal is the elephant. However, the blue whale is much bigger and is the largest and heaviest animal in the world. They can be 30 metres long and weigh 130 tonnes.
7 The three largest continents are Africa, Asia and North America. But which is the biggest? The answer is Asia – it's 45 million square kilometres.

Exercise 3

- Students work in pairs. Monitor and help.
- Compare answers as a class.

ANSWERS

1 What's the most beautiful continent in the world?
2 What's the most interesting city in your country?
3 What's the best way to travel?
4 What's the worst food in the world?
5 What's the easiest subject at school?
6 Who's the best football player in the world?
7 Who's the funniest person in the class?
Students' own answers.

Quick Test: Sentence transformation

Write the sentences on the board. Students write the opposite using the word in brackets.
Geography is the easiest subject. (Physics)
Antarctica is the coldest place. (Mali)
A cheetah is the fastest animal. (a sloth)

More practice
Workbook page 38
Grammar Builder page 69, exercises 4–6

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

Exercise 4
2 the highest 3 the easiest 4 the wettest 5 the nicest
6 the worst 7 the funniest 8 the furthest

Exercise 5
2 Who's the most intelligent person in your family?
3 What's the most popular food in your country?
4 Who's the most famous person in the world?
5 What's the most important school subject?
6 What's the most boring sport?

Exercise 6
2 France is hotter than Britain, but Spain is the hottest.
3 Harry is more intelligent than Dave, but Robert is the most intelligent.
4 Magazines are cheaper than books, but newspapers are the cheapest.
5 History is more interesting than science, but music is the most interesting.
6 Kate is friendlier than Steve, but Wendy is the friendliest.
7 New York is larger than London, but Tokyo is the largest.
8 Rugby is better than tennis, but football is the best.

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Writing PAGE 42

A postcard

Target Language

Postcard: Hi … Dear … We're in …
It's lovely / great here. The weather is …
This is a picture of … every day / morning / afternoon
Wish you were here. Bye for now. See you …

Prepositions of place: at a campsite in a youth hostel on a lake by a river

Holiday accommodation: apartment cottage hotel villa youth hostel

Warm-up

- Students cover the writing and focus on the postcards. Elicit the countries in the photos. [Turkey, Scotland]

Read

- Put students in pairs. Student A reads the first postcard and Student B reads the second one. They answer the questions for their postcard and then tell their partner about the postcard. Check the answers.

ANSWERS

Dan and Kate's postcard

1 They're in Turkey. **2** They think it's lovely.
3 It's fantastic. **4** They're staying at a campsite.
5 It's the beach near the campsite.
6 They go swimming every day and Kate goes sailing.

Sally's postcard

1 She's in Scotland. **2** They think it's great.
3 It isn't very good. **4** They're staying in a youth hostel.
5 It's Loch Ness. **6** They go walking in the mountains.

- Focus on the postcards and elicit the following information:

– We start a postcard with *Hi* … or *Dear* … .
– Postcards only contain one paragraph.
– This paragraph contains information about the place, the weather, the accommodation and the activities you do every day.
– We use a short phrase before finishing the postcard, e.g. *Wish you were here!* or *See you next week.*
– We finish the postcard with *Love* or *Bye for now.*

Prepare

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 It's lovely here and the weather is fantastic.
2 Wish you were here.
3 See you next week.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

We're **at** a campsite **in** a small village … the beach **near** the campsite … We're **in** a youth hostel **near** Loch Ness … **in** the mountains

Teaching Tip: Using short forms

The more informal a piece of writing is, the more usual it is to use short forms. Postcards are extremely informal and so we always use short forms on a postcard, e.g. *We're in Turkey. It's lovely here.*

Exercise 3

- Students work individually. Check the answers.

ANSWERS

Italy – villa Egypt – hotel Spain – apartment
Finland – cottage Austria – youth hostel

Write

Exercise 1

- Read through the **Writing tip** with students.
- Students choose a place from **Prepare** exercise 3 and make notes. Monitor and help.

Exercise 2

- Students read through the instructions and writing plan. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's postcards. Has all the information been included? Are there any errors? After peer correction, students write a second postcard and hand it in.

SAMPLE ANSWER

Dear Debbie,
I'm in Spain. It's great here and the weather is fantastic. I'm in an apartment near the sea with some friends. This is a picture of the beach near the apartment. We go windsurfing every morning and in the afternoon we sunbathe on the beach.
Wish you were here.
Love
Jane

Marking Scheme

- Use of *Hi* … or *Dear* … to start the postcard. [1 mark]
- Content of main paragraph to include information about where they are. [1 mark]
- Content of main paragraph to include what the place and the weather is like. [1 mark]
- Content of main paragraph to include information about the accommodation. [1 mark]
- Content of main paragraph to include information about the picture. [1 mark]
- Content of main paragraph to include what they do every day. [1 mark]
- Use of an appropriate final sentence. [1 mark]
- Appropriate end to the letter. [1 mark]
- Use of short forms. [1 mark]
- Correct use of prepositions. [1 mark]

More practice
Workbook page 39

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Review PAGE 43

Language Skills

Exercise 1 1.38

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 doing 2 on 3 like 4 than 5 apartment 6 seaside 7 sail 8 lovely 9 does 10 That

Exercise 2

- Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

1 Jane is reading her emails.
2 Jane has got an email from Anne.
3 Anne is in Malta.
4 The weather is fantastic.
5 They're staying in an apartment in a small village.
6 Anne is learning to sail.
7 She'd like to learn to sail.
8 Anne's mum and dad are in the second photo.

Exercise 3

- Students complete the sentences with the correct forms of the adjectives. Check the answers.

ANSWERS

1 the biggest 2 more interesting 3 the worst 4 happier 5 better 6 the most intelligent 7 nicer 8 older

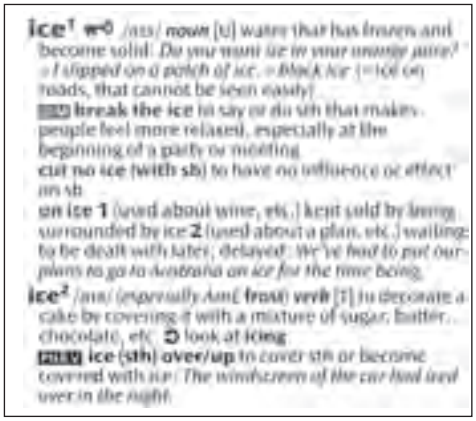
Dictionary Corner

Teaching Tip: Register

The OSD contains a number of labels which give students information about how formal a word is, and in what situation you can use it, e.g.
formal: used in serious or official language
informal: used between friends, or in a relaxed situation

Activity: Students look up *freezing, obtain, specs* and *defamatory* to find out their register. *Freezing* and *specs* are informal; *obtain* and *defamatory* are formal.

Exercise 1 Compound nouns: nature

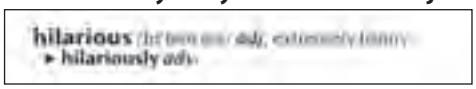


- Students look up the word *ice* in their dictionary.
- Focus on the dictionary entries for *ice* and the compound nouns following it: *iceberg, ice cap, ice rink*.
- Note that compound nouns may be written as one or two words. Elicit the following information:
  – *iceberg* is a noun and it is written as one word.
  – The subject label GEOGRAPHY in blue indicates that *iceberg* and *ice cap* are related to this particular subject.
- Students look up the other words in their dictionary.

ANSWERS

1 iceberg, ice cap, ice rink
2 riverbank, river bed, riverside
3 sandbank, sand dune, sandstorm
4 sea anemone, sea front, seagull
5 sunbeam, sunburn, sunflower

Exercise 2 Synonyms: extreme adjectives

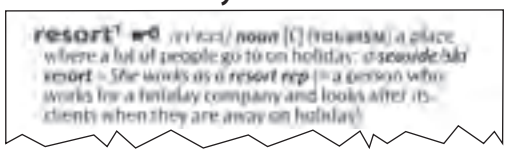


- Students look up the word *hilarious* in their dictionary.
- Focus on the dictionary entry and elicit:
  – *hilarious* means extremely funny which matches synonym e in exercise 2.
- Students continue working individually.

ANSWERS

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

Exercise 3 Holiday words



- Students look up the word *resort* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – *resort* is a noun.
  – The [C] symbol indicates that *resort* is countable.
  – The subject label TOURISM in blue indicates that *resort* is related to this particular subject.
  – *resort* means a place where people go on holiday which fits in the first gap in exercise 3.
- Students continue looking up the words to complete the text. Check the answers.

ANSWERS

1 resort 2 books 3 fortnight 4 half board 5 sightseeing

Follow-up
Self Check, Workbook pages 40–41
Test Unit 5, Teacher's Book pages 78–79

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6 Out and about

This unit includes
Vocabulary: places in town • sequence words • expressions with *time* • prepositions + nouns • jobs: *-er* or *-or*?
Grammar: past simple: *be* and *can* • past simple affirmative (regular verbs)
Skills: reading, listening and talking about places in town • talking about past ability • memory game
Writing: phone messages
Workbook pages 42–49

Reading PAGES 44–45

Warm-up

- Look at the unit title and ask students: *What do you do when you go out and about?* [go shopping, play sports, visit relatives, meet friends]
- Read the title of the reading page, *Around town*. Elicit places that students go to in town. [the shops, the library, the sports centre, restaurants, etc.]

Before Reading

- Students look at the photos and answer the questions in pairs. Then discuss the questions as a class.

Background Notes

Skydiving is a sport in which you jump from an aeroplane and fall for as long as you safely can before opening your parachute.

Read

Exercise 1

- Students read the **Reading tip**. Check that they have understood by asking: *What is a skydiver?* [a person who jumps from planes with a parachute] *How do you know?* [because of the context of the text]
- Students read the text quickly to answer the question. Ask them to underline the sentence where they found the information. Check the answer.

ANSWER

Definition b is the correct definition of freefall. (They wanted to freefall for 3,000 metres and then open their parachutes.)

Exercise 2 1.39

- Play the CD while students read the text a second time and do the exercise. With a weaker class, ask students to underline the relevant lines in the text. Check the answers.

ANSWERS

1 b (He jumped 1,000 times before he was 19.)
2 c (One morning at an airport near Lake Taupo, he prepared for a routine jump.)
3 c (The plane climbed slowly to 4,500 metres …They wanted to freefall for 3,000 metres and then open their parachutes.)
4 c (He couldn't open it because of the cords from the main parachute.)
5 c (He could see a car park and a park next to it.)

Optional Activity: Reading skills

Aim: To focus on paragraph order.
Preparation: Write the following questions on the board:
What happened when Michael tried to open his parachute? [4]
Where did Michael land? [5]
How did he prepare for the jump at Lake Taupo? [2]
When did Michael make his first jump? [1]
When did Michael and the other instructors jump? [3]

Students number the questions in the order that the information appears in in the text. Then they close their books and ask and answer the questions with a partner. Monitor and help.

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

Teaching Tip: Using your imagination

Do this activity with the whole class by asking the students to close their eyes and imagine that they are going skydiving. Tell them to imagine the following steps:
You're checking your equipment.
You're getting onto the plane.
The plane is taking off.
The plane is at 4,500 metres.
The door opens.
You jump.
After each step, ask them how they feel, and write their answers on the board.

SAMPLE ANSWERS

1 They find it exciting. It gives them a high. It helps them forget their problems. It's different from their everyday lives.
2 So the students could have a souvenir of their jump; just in case anything went wrong.
3 Because the bushes stopped his fall.

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Vocabulary

Teaching Tip: Countable and uncountable nouns

Make sure students understand that countable nouns can be counted and so have a singular and plural form, whereas uncountable nouns cannot be counted and so do not have a plural form. Encourage students to record nouns with the symbols [C] for countable or [U] for uncountable. If a noun has both forms encourage them to write two example sentences to illustrate the difference between the two forms.

Exercise 1

- Students label the picture. Check the answers.

ANSWERS

1 parachute 2 helmet 3 goggles 4 altimeter
5 harness 6 jumpsuit 7 boots

Exercise 2

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 ready 2 ground 3 lung 4 equipment 5 penknife
6 experience 7 instructor 8 cords 9 alive 10 main
11 landed 12 impossible 13 bushes 14 pilot 15 film

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

alive is an adjective which cannot be used before a noun, e.g. *All my grandparents are still alive*. The opposite is *dead*.

bush is a countable noun for a small thick tree with many low branches, e.g. *a rose bush*.

cord is a countable noun for a piece of strong, thick string.

equipment is an uncountable noun for the things that are needed to do a particular activity, e.g. a sport. We say *a piece of equipment* to talk about one item.

experience can be countable or uncountable. As a countable noun it refers to something unusual or exciting that has happened to you, e.g. *The book is about her experiences in China.* As an uncountable noun it refers to the knowledge you have of doing something, e.g. *She has a lot of driving experience.*

film can be a noun or a verb. As a verb it is regular so the third person form is *films* and the past simple form is *filmed*.

ground can be countable or uncountable. As a countable noun it means the solid surface of the earth and it is always used in the singular, e.g. *We sat on the ground*. As an uncountable noun it means an area or type of soil, e.g. *Our house is surrounded by stony ground*.

impossible is an adjective formed from the prefix *im-* and the adjective *possible*. It describes something you cannot do, e.g. *This exercise is impossible*.

instructor is a countable noun for a person whose job is to teach a practical skill or sport. Other words from the same root are the verb *instruct*, the noun *instruction* and the adjective *instructive*.

land is a regular verb which means to come down from the sky. The third person form is *lands* and the past simple form is *landed*.

lung is a countable noun for one of the two organs in your body used for breathing.

main is an adjective used only before a noun which means the most important thing, e.g. *The main reason I'm here is to help you.*

penknife is a countable noun for a small knife that closes.

pilot is a countable noun for a person that flies an aircraft.

ready is an adjective that means you are prepared to do something.

Quick Test: Buzz

Divide students into groups of three or four. Ask students if they ever watch quiz shows on the TV. Establish that each team on a quiz show needs a buzzer. Pretend that you are taking one out of your pocket and put the imaginary buzzer on your desk. Press it to demonstrate the noise it makes, e.g. *Bzzzz!* Tell students to put their own imaginary buzzers on their desks and to invent a noise for it. Ask each group to demonstrate their buzzer noise to the rest of the class.

Tell students you are going to give them a definition for the words from the reading and they have to press their buzzer to answer. Emphasize that you will not accept any answers that are shouted out. Read out the definitions in **Vocabulary** on page 45 and invite the first team that presses their buzzer to answer the question. If the team answers correctly award them two points, if not move on to the next definition. The team with the most points is the winner.

Optional Activity: Interview

Aim: To role play an interview with Michael Holmes.
Preparation: Ask students in pairs to write down five questions they would like to ask Michael.

Students work in different pairs to role play the interviews. Student A is Michael and Student B asks their questions. Then swap.

Students could write up their interviews for homework.

More practice
Workbook page 42

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Vocabulary PAGE 46

Target Vocabulary

A flying visit to the park: alive bush cord equipment experience film ground impossible instructor land lungs main penknife pilot ready

Sequence words: after that as soon as finally first of all later then

Expressions with *time*: at times on time run out of time take your time time flies waste time

Preposition + noun: at home at night at the seaside by car by hand for a walk in danger in a hurry in the morning in the mountains in a newspaper on foot on holiday on my own on the radio on TV

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What do you call the organs you use to breathe? [lungs]
  What does a plane do when it comes down out of the sky? [land]
  How do you describe a person who isn't dead? [alive]
- Students complete the sentences. Check the answers.

ANSWERS

1 film **2** equipment **3** experience **4** ready **5** ground **6** lungs **7** alive **8** instructor **9** land **10** cord **11** impossible **12** bush **13** penknife **14** pilot **15** main

Extend

Exercise 1 Sequence words

- Introduce the concept of sequence words by writing the following on the board: *I get up at 7 a.m. _____ I have a shower and _____ I get dressed. _____ I have breakfast.* Elicit the missing words. [First of all, then, After that]
- Students find these words in the text in **Read** on page 44 and underline them. Then they find and underline three more sequence words.
- Students match the words with the definitions. Check the answers.

ANSWERS

1 After that **2** finally **3** first of all **4** then **5** later **6** as soon as

Exercise 2

- Students circle the correct words in the sentences. Check the answers.

ANSWERS

1 Finally **2** First of all **3** As soon as **4** Then **5** Later **6** After that **7** Later **8** First of all

Exercise 3 Expressions with *time*

- Write on the board: *It was _____ to jump!* Elicit the missing word. [time] Elicit more expressions with *time*.
- Students look up the word *time* in their dictionaries and match the sentences to the expressions. Check the answers.

ANSWERS

1 time flies **2** on time **3** at times **4** take your time **5** run out of time **6** waste time

Exercise 4 Preposition + noun

- Write the prepositions *at*, *in* and *on* on the board.
- Read out the following and elicit the right preposition for each word: *the seaside, the morning, TV.*
- Students write the nouns in the correct column. Check the answers.

ANSWERS

at: the seaside, home, night
in: a newspaper, the mountains, the morning
on: TV, my own

Teaching Tip: Learning prepositions

Choose four important prepositions (e.g. *in, on, at, for*) and allocate one preposition to each corner of the room. Stick a different coloured sheet of card in each corner and label it with the preposition. Write the expressions from the exercise on slips of paper and get students to stick them in the right corner. Get students to add to the card as they come across different expressions containing the prepositions. Test them regularly on the prepositions by reading out an expression and asking them to point at the correct corner.

Exercise 5

- Point out that students can use their dictionaries to find the correct preposition to use in a phrase by looking up the noun in the expression.
- Students complete the expressions with the help of their dictionaries. Check the answers.

ANSWERS

1 in **2** on **3** by **4** for **5** in **6** on **7** on **8** by

Quick Test: Gapped dictation

Students work in pairs. Explain that you are going to read out ten gapped sentences and students have to write down the missing words. Emphasize that they should not attempt to write down the whole sentence. After you have read out the sentences, give students five minutes to reconstruct them from the words they have written. Check the answers.

1 *Wait a minute! I'm not . . . . [ready]*
2 *First you boil the water. . . . you add the spaghetti. [Then]*
3 *They weren't late. They were . . . time. [on]*
4 *We haven't got much time, so we're . . . a hurry. [in]*
5 *My brother is a driving . . . . He teaches people how to drive. [instructor]*
6 *Peter called his wife as . . . as he got to the hotel. [soon]*
7 *Do your homework and don't . . . time. [waste]*
8 *We always go to school . . . foot. [on]*
9 *You need to check your . . . before you climb a mountain. [equipment]*
10 *I prefer studying with friends to studying . . . my own. [on]*

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice
Workbook page 43

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Grammar PAGE 47

Past simple: *be* and *can*

Warm-up

- Ask a few students: *Where was your last holiday?*

Explore

Exercise 1 1.40

- Focus on the photo. Ask students: *Where is it?* [the Emirates Towers, Dubai]
- Play the CD for students to underline the past simple forms of *be* and *can* in the dialogue.

ANSWERS

Are you … we**'re** in … **Were** you there … No, we **weren't** …
We **were** in Dubai … What **was** it like? … It **was** amazing …
we **were** at … They**'re** two … What **could** you see? …
We **could** see … we **couldn't** see … they **are** so high

Teaching Tip: Past simple

Point with your right thumb over your right shoulder to indicate past tense. Do this when students say the present form of a verb instead of the past, and ask them to repeat the sentence correctly.

Exercise 2

- Students complete the table. Check the answers.
- Then read the **Look out!** box with the class.

ANSWERS

1 was 2 were 3 wasn't 4 weren't 5 Was 6 was
7 wasn't 8 Were 9 were 10 weren't 11 could
12 couldn't 13 Could 14 could 15 couldn't

Follow-up

Grammar Reference page 70

Exploit

Exercise 1

- Students complete the sentences. Check the answers.

ANSWERS

1 were 2 wasn't 3 was 4 weren't 5 wasn't 6 were
7 weren't 8 wasn't

Exercise 2

- Read the example and do the next question with the whole class. Students continue individually. Check the answers.

ANSWERS

1 Budhia Singh could run marathons when he was three.
2 Maria Sharapova could play tennis when she was four.
3 David Beckham could play football when he was five.
4 Michael Schumacher could drive when he was four.
5 Sergey Karjakin could play chess when he was four.

Exercise 3

- Read the example and do the next question with the whole class. Students continue individually. Check the answers.

ANSWERS

1 I couldn't go to school because I was ill.
2 I couldn't read my book because it was dark.
3 She couldn't swim because the water was very cold.
4 We couldn't eat our dinner because we weren't hungry.
5 I couldn't speak to Kevin because he wasn't home.
6 They couldn't play tennis because it was wet.
7 I couldn't sleep because I wasn't tired.
8 They couldn't drive because they weren't 17 years old.

Exercise 4

- Read the example and do the next question with the whole class. Students continue individually. Check the answers.

ANSWERS

1 Could you read when you were four?
2 Could you write your name when you were two?
3 Could you walk when you were one?
4 Could you count to 10 when you were three?
5 Could you speak English when you were nine?
6 Could you ride a bike when you were ten?
7 Could you swim when you were four?

Exercise 5

- Focus on the example. Model and drill the phrases.
- Students ask and answer the questions in pairs.
- A few students tell the class about their partner.

ANSWERS

Students' own answers.

More practice

Workbook page 44
Grammar Builder page 71, exercises 1–3

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 1

2 Joe and Helen were in Alexandria on Wednesday.
3 Joe wasn't in Paris on Tuesday.
4 Helen was in Liverpool on Saturday.
5 Joe was in Qatar on Thursday.
6 Joe and Helen weren't in Liverpool on Friday.
7 Helen wasn't in Istanbul on Monday.

Exercise 2

2 was – She was in Paris.
3 Was – No, she wasn't. She was in Alexandria.
4 Was – No, he wasn't. He was in Liverpool.
5 Were – No, they weren't. Joe was in Qatar and Helen was in Athens.
6 were – They were in Alexandria.
7 was – He was in Qatar.
8 Were – Yes, they were.

Exercise 3

1 couldn't go 2 couldn't find 3 couldn't finish
4 couldn't understand 5 couldn't hear 6 couldn't ring
7 couldn't sleep 8 couldn't play

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Skills PAGE 48

In town

Target Vocabulary

Places in town: bank bus station car park department store library museum park police station post office railway station tourist information office town hall

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbooks during the lesson to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students match the places with the words in the box.

Exercise 2 1.41

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 park **2** town hall **3** post office **4** museum **5** library **6** department store **7** tourist information office **8** car park **9** police station **10** railway station **11** bank **12** bus station

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 railway station **2** library **3** post office **4** tourist information office **5** park **6** bus station **7** car park

More practice
Workbook page 45

Listen 1.42

- Focus on the words in the list in exercise 1.
- Play the CD for students to do the task. Check the answers.

ANSWERS

1 car park **2** department store **3** tourist information office **4** post office **5** railway station **6** library **7** bus station

TAPESCRIPT

1 **Man 1** Go on … go on … There's lots of space behind the car.
Man 2 We're very near to that blue car.
Man 1 Which blue car?
Man 2 That one.
Man 1 Oh, dear. Sorry.

2 **Woman** Excuse me. I'm looking for a gift for my aunt. Do you have a jewellery section?
Assistant Yes, you can find accessories and jewellery on the next floor. You can take the escalator, over there.
Woman And is there a coffee shop? All this shopping makes me tired.
Assistant Yes, there's a cafeteria on the sixth floor. Take the escalator, or there's also a lift next to the stairs by the entrance.

3 **Tourist** Good morning. Do you have a map of London, please?
Clerk Yes, here you are.
Tourist Thanks. And I'd like some information about Buckingham Palace, please.

4 **Customer** I want to send this postcard to the USA. How much is it?
Clerk 55p, please.

5 **Boy 1** Quick! There's the train. Don't miss it!
Boy 2 Oh, no! I haven't got a ticket yet!

6 **Boy 1** There's a really good book here.
Boy 2 Really? What is it?
Boy 1 It's called …
Librarian Sshhhh!

7 **Boy** I'd like a ticket to Liverpool, please.
Clerk Single or return?
Boy Single, please.
Clerk That's £20, please.
Boy What time's the next bus?

Speak

Exercise 1

- Focus on the prepositions. Check understanding.
- Students in pairs ask and answer about places on the map.

ANSWERS

Students' own answers.

Exercise 2

- Students write sentences about their town or city. Monitor and help.

ANSWERS

Students' own answers.

Exercise 3

- Individual students describe a place for the others to guess.

ANSWERS

Students' own answers.

Optional Activity: Dialogue

A Where's the tourist information centre?
B It's in the railway station.
A Is it next to the ticket office?
B No, it isn't. It's opposite the shop.
A Thanks.

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Grammar PAGE 49

Past simple: affirmative (regular verbs)

Warm-up

- Ask: *How often do you go to the library with your friends?*

Explore

Exercise 1

- Write on the board: *Why didn't the two friends meet?*
- Students read the text and answer the question. [because they were at different libraries]
- Focus on the verbs in blue and ask: *How do we form the past simple of regular verbs?*

ANSWER

We form the past simple of regular verbs by adding the ending *-d* or *-ed*.

Exercise 2

- Point out that there are some spelling rules for forming the past simple of regular verbs.
- Focus on the four groups in the **Learn this!** box and ask students for an explanation of each rule.
- Point out that the letter *y* only changes to *-ied* when it is preceded by a consonant. Contrast: *study – studied*; *play – played*.
- Point out that the final consonant is only doubled when it is preceded by one vowel. Contrast: *chat – chatted*; *wait – waited*.
- Students complete the **Learn this!** box. Check the answers.

ANSWERS

1 wanted, waited, asked, answered, walked
2 decided, agreed, arrived, phoned
3 hurried
4 jogged

Exercise 3 1.43

- Explain that *-ed* can be pronounced in three different ways: /t/, /d/ or /ɪd/. Model and drill the three pronunciations.
- Play the CD for students to listen and repeat.

> **Teaching Tip: Pronunciation of *-ed* endings**
>
> Prepare three cards to represent the three pronunciations of *-ed*, one for /t/, one for /d/ and one for /ɪd/. When students pronounce a regular past simple form incorrectly, show them the card and ask them to repeat the sentence correctly.

Exercise 4

- Students work individually. Check the answers.

ANSWERS

1 last night 2 yesterday evening 3 yesterday afternoon
4 the day before yesterday 5 last week 6 last month
7 three months ago 8 last year 9 two years ago

Follow-up

Grammar Reference page 70

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 visited 2 watched 3 hurried 4 parked 5 decided
6 asked 7 stopped 8 arrived

Exercise 2

- Write: *Why did the man go to the bank?* on the board. Students read the text and answer the question. [to use the bank's car park while he was in America]
- Students complete the text. Check the answers.

ANSWERS

1 walked 2 wanted 3 replied 4 agreed 5 parked
6 returned 7 asked 8 continued 9 answered

Exercise 3

- Look at the example. Read A yourself. One students reads B and another reads C. Ask a third student to continue the memory game and continue until the verbs have been used.

ANSWERS

Students' own answers.

> **Quick Test: Sentence transformation**
>
> Read out the present simple sentences and students write them in the past simple.
>
> *I wait for the bus every day.* [I waited for the bus yesterday.]
> *She helps her mum every day.* [She helped her mum yesterday.]
> *He jogs in the park every day.* [He jogged in the park yesterday.]
> *We arrive on time every day.* [We arrived on time yesterday.]
> *You phone your sister every day.* [You phoned your sister yesterday.]
> *They watch TV every day.* [They watched TV yesterday.]
> *We chat to our friends every day.* [We chatted to our friends yesterday.]

More practice

Workbook page 46
Grammar Builder page 71, exercises 4–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 4

1 phoned 2 answered 3 watched 4 hurried 5 studied
6 missed 7 stopped 8 visited 9 travelled 10 spotted

Exercise 5

1 hurried 2 studied 3 watched 4 answered 5 visited
6 stopped 7 missed 8 phoned

Exercise 6

1 I walked to school every day.
2 They agreed to meet at six o'clock.
3 Kevin jogged in the park before breakfast.
4 Sue studied maths at school.
5 The bus stopped near the school.
6 We arrived at school at quarter to nine.
7 Jim watched television after dinner.
8 Sally phoned her friend on her mobile.
9 Fred helped his mum with the washing up.
10 The football match started at seven o'clock.
11 We lived in London.
12 My dad worked in Manchester.

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Writing PAGE 50

A phone message

Target Language

Phone message: Jenny phoned from London at 10.
She wants to talk to you. It's urgent.
Can you call her back? Please call her on 674533.
You can phone her on her mobile.

Warm-up

- Focus on the notes and elicit that they are phone messages. Elicit what information should be in the message. [Who called? What's the message? What's their number?]

Read

Exercise 1

- Students read the phone messages and complete the table.

ANSWERS

1 at the police station 2 at the park 3 in London
4 at the garage

Exercise 2

- Students find similar sentences in the phone messages and complete the missing words.

ANSWERS

1 You can phone him on his mobile.
2 Please phone Dave Adams on 674533.
3 Can you phone her tomorrow at Mary's house?
4 Can you call him back?

- Focus on the phone messages and elicit the following information:

– Phone messages start with the name of the person the message is for and finish with the name of the person writing the message.
– They have only one paragraph containing the following information: the name of the person who phoned, where they are, what the message is, what their phone number is.

Prepare 1.44

- Explain that students are going to listen to the two phone conversations that generated the two phone messages. Play the CD for students to complete the messages.

ANSWERS

1 Alison 2 café 3 two 4 06588 49327 5 garage
6 ready 7 afternoon 8 five 9 243055

TAPESCRIPT

1 **Mrs Brown** Hello.
Alison Oh, hello, is that Mrs Brown?
Mrs Brown Yes, speaking.
Alison Hello, this is Alison. Can I speak to Mandy, please?
Mrs Brown She isn't here at the moment. Can I take a message?
Alison Yes, please. I'm going to the café with Vicky this afternoon. I wanted to invite Mandy.
Mrs Brown OK. What time are you going to the café?
Alison At two o'clock.
Mrs Brown OK, I'll give her the message.
Alison Thanks. Can you ask her to phone me on my mobile?
Mrs Brown Yes, of course. What's your number?
Alison 06588 49327.
Mrs Brown That's 06588 49327.
Alison Thanks, Mrs Brown.
Mrs Brown You're welcome, Alison. Goodbye.

2 **Mechanic** Hello, this is Peter Grey from Grey's Garage. Can I speak to Mr Simpson, please?
Sarah I'm sorry. He isn't here at the moment.
Mechanic Can I leave a message, please?
Sarah Yes, of course.
Mechanic Can you tell him that his car is ready? He can pick it up this afternoon. The garage closes at five.
Sarah OK, I've got that. I'll give him your message. Can you give me your phone number, please?
Mechanic Yes, it's 243055.
Sarah 243055. OK.
Mechanic Thanks very much.
Sarah Goodbye.
Mechanic Goodbye.

Teaching Tip: Prepositions in phone messages

Highlight the use of the preposition *on* in phone messages, e.g.
*You can phone him **on** his mobile.*
*Please phone him **on** 674533.*

Write

- Students read through the instructions and writing plan. Make sure they understand what they are going to write.
- Students write their phone messages individually.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft.

SAMPLE ANSWER

Alison,
Cath phoned. She's in town. She wants to buy you a shirt, but she needs to know your size. It's urgent. Can you call her back on her mobile? Her number is 01752 61927.
Jane

Marking Scheme

- Use of name only to start the message. [1 mark]
- Layout of message as one paragraph. [1 mark]
- Inclusion of name of caller. [1 mark]
- Inclusion of their whereabouts. [1 mark]
- Coherent explanation of the message. [2 marks]
- Inclusion of the caller's number. [1 mark]
- Use of name only to finish the message. [1 mark]
- Correct use of the preposition *on*. [1 mark]
- Correct grammar and spelling. [1 mark]

More practice
Workbook page 47

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Review PAGE 51

Language Skills

Exercise 1 1.45

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 Are **2** cooking **3** isn't **4** phoned **5** About **6** wants **7** think **8** on

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Tom's mum **2** Mike **3** Mike **4** Tom **5** James

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 We lived in Oxford and we studied engineering at university.
2 His mobile wasn't on so I couldn't speak to him.
3 She stayed at home and watched TV.
4 We couldn't go to the park because we were at our grandparents' house.
5 I phoned my sister at 6 o'clock and we chatted about our friends.
6 I was at home so I could watch the film on TV.

Exercise 4

- Students write the past form of the verbs in the correct column. Check the answers.

ANSWERS

add *-ed*: stayed, watched, jumped
finish in *e* + *-d*: arrived, loved, decided
***y* + *-ied*:** studied, hurried, tried
double final consonant + *-ed*: jogged, chatted, stopped

Dictionary Corner

Teaching Tip: Example sentences

Example sentences are very important in a dictionary because they show you how a word is used.

Activity: Write the following sentences on the board:
We sat _____ the ground to eat our picnic. [on]
The car will be ready _____ you to collect on Friday. [for]
We all learn _____ experience. [from]
My main _____ for learning English is to get a better job. [reason]
The bird landed _____ the roof. [on]

Students look up the words *ground, ready, experience, main* and *land* to complete the sentences.

Exercise 1 In town

'reference book ... [C] a book that you use to find a piece of information: *dictionaries, encyclopedias and other reference books*

- Students look up the word *reference book* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – *reference book* has no blue key symbol which indicates that it is *not* an Oxford 3000 keyword.
  – *reference book* is a noun.
  – The [C] symbol indicates that *reference book* is countable.
  – Examples of reference books are dictionaries and encyclopedias.
- Students continue working individually. Check the answers.

ANSWERS

1 reference **2** cash machine **3** leaflets **4** return ticket **5** mayor **6** box office **7** frame **8** franchises **9** airmail

Exercise 2 Jobs: *-er* or *-or*?

- Students look up the verb *instruct* in their dictionary.
- Guide them to look at the entries following the verb until they reach *instructor*.
- Focus on the dictionary entry and elicit the following information:
  – *instructor* is a noun ending in *-or*.
- Students continue working individually. Check the answers.

ANSWERS

instructor, interviewer, inspector, sailor, translator, diver

Follow-up

Self Check, Workbook pages 48–49
Test Unit 6, Teacher's Book pages 80–81

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7 World famous

This unit includes
Vocabulary: countries • nationalities • university life • collocations with *do*, *give*, *go* and *take* • places of work • prepositions: biography • chemistry • stages in life
Grammar: past simple: affirmative (irregular verbs) • past simple: negative and interrogative
Skills: reading, listening and talking about famous people • describing your weekend • game: 20 questions
Writing: an email
Workbook pages 50–57

Reading PAGES 52–53

Warm-up

- Look at the unit title and ask students: *What kind of people are world famous?* [sports celebrities, film stars, pop singers, musicians, politicians, scientists]
- Read the title of the reading page, *Discoveries*. Elicit some important discoveries. [electricity, TV, computers, mobile phones, cars]

Before Reading

Background Notes

Ada Lovelace (1815–1852) was the daughter of the Romantic poet, Lord Byron. From 1842–43 she worked with Charles Babbage on a machine of his called the Analytical Engine. She wrote a set of notes explaining how to calculate Bernoulli numbers with the Engine. These calculations are recognized by historians as the world's first computer program.

- Students cover the task and focus on the photos. Ask students if they recognize any of the scientists.
- Students read the task and match the scientists with their work. Check the answers.

ANSWERS
1 c 2 d 3 a 4 b

Read

Exercise 1

- Students look at the main photo and read the text quickly to answer the questions.

ANSWER
The famous scientist in the photo is Marie Curie. She is famous because she discovered radium.

Exercise 2 1.46

- Students read the **Reading tip**. Check that they have understood by asking: *What usually comes first in a biographical text?* [information about the person's birth and childhood]
- Play the CD while students read the text a second time and do the exercise. Check the answers.

ANSWERS
1 T
2 F (Her mother was head teacher of a girl's school.)
3 F (She couldn't go to university because she was a woman.)
4 T
5 F (They discovered radium and polonium.)
6 T

Exercise 3

- Students read the text again and choose the best answers. Ask them to underline the relevant sentences in the text. Check the answers, asking for justification.

ANSWERS
1 c (… she got the job of Professor of Physics.)
2 c (… he was happy to help her.)
3 b (… Marie didn't stop working.)
4 a (She tried to use her discoveries to help people who were ill in hospital.)

Exercise 4

- Students answer the questions. Check the answers.

ANSWERS
1 physics 2 science 3 in 1895 4 two
5 in a road accident

Optional Activity: Reading skills

Aim: To focus on paragraph organization.
Preparation: Write the following headings on the board:
1 Marie's early life
2 Her marriage to Pierre
3 Life after Pierre

Dictate the following questions and students say which paragraph contains the answers:
How did Pierre Curie die? [2]
What did Marie's parents do? [1]
How did Marie die? [3]
Where did she meet Pierre? [2]
Where was Marie born? [1]
Where did Marie spend the rest of her life? [3]
How many children did they have? [2]
Where did Marie study science? [1]

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

SAMPLE ANSWERS
1 intelligent, hard-working, kind, generous, etc.
2 She tried to cure people who were ill.

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Vocabulary

Teaching Tip: Using synonyms and antonyms

Encourage students to make a note of any synonyms (words with similar meaning) and antonyms (words with opposite meaning) when they are recording new vocabulary. These words are marked with the symbols SYN and OPP in a dictionary. Students can use the same symbol in their own notes, e.g. *wealthy* SYN *rich*, *awake* OPP *asleep*.

Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

ANSWERS

1 rest **2** ill **3** discovered **4** governess **5** wealthy **6** genius **7** extremely **8** collected **9** prize **10** needy **11** awake **12** laboratory

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 46–55).

awake is an adjective for someone who isn't sleeping. It is not used before a noun. The opposite is *asleep*.

collect is a regular verb which means to go and get something from a particular place. The third person form is *collects* and the past simple form is *collected*. A synonym of *collect* is the phrasal verb *pick* sb *up*.

discover is a regular verb which means to find something that nobody has found before. The third person form is *discovers* and the past simple form is *discovered*.

extremely is an adverb which is slightly stronger than *very*.

genius is a countable noun for a person with a great and unusual ability.

governess is a countable noun for a woman who was employed in the past to teach the children of a rich family.

ill is an adjective for someone who isn't well. It is not used before a noun. In American English the word *sick* is used.

laboratory is a countable noun for a room or laboratory that is used for scientific research.

needy is an adjective for someone who does not have enough money, food, clothes, etc. *The needy* describes this group of people in general.

prize is a countable noun for something of value that is given to the winner of a race, competition, game, etc.

rest is a noun used in the construction *the rest of (sb or sth)*. It means the part that is left or the ones that are left.

wealthy is an adjective for a person who has a lot of money. *Rich* is a synonym of *wealthy*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:

– *A white radioactive metal used to treat illnesses* [radium]
– *An illness* [cancer]
– *A high-level university teacher* [professor]
– *You can win this if you make an outstanding contribution to literature, peace or science* [Nobel Prize]
– *Without anyone knowing* [secretly]
– *Another radioactive metal* [polonium]
– *It produces dangerous rays that can cause illness or death* [radioactivity]
– *For example, a car crash* [road accident]

Quick Test: Synonym race

Tell students you are going to read out synonyms for the words from the lesson. They have a minute to guess as many words as possible. Read out the synonyms in the list and stop after one minute. Repeat until students can guess all the words in less than a minute.

sick [ill]
not asleep [awake]
trophy [prize]
poor [needy]
clever person [genius]
teacher [governess]
very [extremely]
place of research [laboratory]
pick up [collect]
what's left [rest]
found [discovered]
rich [wealthy]

Optional Activity: Make a presentation

Aim: To give a short presentation about a famous scientist.
Preparation: Ask students to research information about a famous scientist for homework.

Students write their presentation in class. Monitor and help.
They practise their presentation in pairs. Monitor and correct any mistakes.
They give their presentation to the class without saying the name of the person. The class has to guess who the scientist is.

More practice
Workbook page 50

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Vocabulary PAGE 54

Target Vocabulary

A great scientist: awake collected discovered extremely genius governess ill laboratory needy prize rest wealthy

University life: degree graduate lecture lecturer notes professor research undergraduate

Collocations with *do, give, go* and *take*: do a course do research give advice give lectures go to a lecture go to university take a break take a degree take notes

Places of work: court laboratory operating theatre stock exchange studio surgery

Prepositions: biography: after at for in into of to with

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What's a synonym for picked up*?* [collected]
  How do you describe a person who isn't asleep? [awake]
- Students complete the sentences. Check the answers.

ANSWERS
1 extremely, awake
2 prize, collected
3 rest, governess
4 needy, ill, wealthy
5 laboratory, genius, discovered

Extend

Exercise 1 University life

- Students use their dictionaries to match the words with the definitions. Check the answers.

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

Exercise 2 Collocations with *do, give, go* and *take*

Teaching Tip: Collocations

Encourage students to use their dictionaries to find the correct verb that collocates with a noun. Write on the board: *I always _____ lots of notes when I'm in a lecture.* Ask students which word they need to look up to find the correct verb. [notes] Get one student to look up *notes* and tell the class the correct verb. [take] Remind students to look up the noun in the expression when they need to check a collocation.

- Remind students of the meaning of 'collocation' = a combination of words that is very common. The wrong combination sounds incorrect.
- Elicit expressions with *do, give, go* and *take*. [do research, give a lecture, go to university, take a degree, etc.]
- Students use their dictionaries to complete the sentences with the correct verb. Check the answers.

ANSWERS
1 take 2 give 3 go 4 do 5 go, do, take 6 give 7 do

Exercise 3 Places of work

- Students use their dictionaries to complete the sentences with the places of work. Check the answers.

ANSWERS
1 laboratory 2 operating theatre 3 stock exchange
4 court 5 surgery

Exercise 4 Prepositions: biography

Background Notes

Prince Sultan bin Salman bin Abdulaziz Al Saud was born on June 27, 1956 in Saudi Arabia. He went to school in Riyadh. After school he studied Social and Political Science at Syracuse University in the USA. He studied for a pilot's licence and became a certified civil pilot. He was also a fighter pilot in the Royal Saudi Air Force.

In 1985 he flew in the Space Shuttle *Discovery* as part of an international crew of seven. He was the payload specialist on the flight. Sultan is the youngest person to fly in the Space Shuttle, as he was twenty-eight at the time.

- Write on the board: Prince Sultan bin Salman bin Abdulaziz Al Saud. Ask students what they know about him.
- Students complete the biography with the prepositions. Check the answers.

ANSWERS
1 on 2 in 3 to 4 in 5 After 6 at 7 in 8 for
9 in 10 in 11 on 12 in 13 at

Quick Test: Right or wrong

Divide the class into three teams. Explain that they have to decide if the sentences you say are right or wrong. They have to repeat the incorrect sentences with the right word. They get two points if they answer correctly. If they are wrong, the sentence is passed to the next team for one bonus point.
Read out the following sentences:

A person without money is wealthy. [WRONG – needy]
A scientist works in an office. [WRONG – laboratory]
An undergraduate is a university student. [RIGHT]
Professor White does lectures on geology. [WRONG – gives]
Mia studied maths in Manchester University. [WRONG – at]
You get a governess if you win a competition. [WRONG – prize]
A lecturer is an important teacher at a university. [WRONG – professor]
A doctor works in a surgery. [RIGHT]
I want to give research into a new plastic. [WRONG – do]
Dr El-Baradei was born in June 17th, 1942. [WRONG – on]
A lecture is a university qualification. [WRONG – degree]
They give advice about careers at my school. [RIGHT]
A judge works in an operating theatre. [WRONG – court]
We're moving in Paris next year. [WRONG – to]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice
Workbook page 51

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Grammar PAGE 55

Past simple: affirmative (irregular verbs)

Warm-up

- Write on the board: *be*, *become*, *begin*, *give*, *go*, *make*, *spend* and *teach*. Ask: *What do these verbs have in common?* [They're all irregular.] Ask: *How do we know they are irregular?* [Because they have an irregular past simple form.]

Explore

Exercise 1

- Students complete the text with the past simple forms of the irregular verbs in brackets. Check the answers by eliciting the spelling and writing the verb forms on the board.

ANSWERS

1 was 2 became 3 spent 4 went 5 began 6 gave 7 taught 8 made

Teaching Tip: Irregular past simple forms

Students will need frequent reminding of the past simple forms of irregular verbs, so give them a quick test at the beginning or the end of each class. Always elicit the spelling of the past simple forms and write them on the board, so that they are being exposed to the form visually as well as orally.

Exercise 2

- Students use the irregular verb list on page 80 to complete the past simple forms. Check the answers by eliciting the spelling and writing the verb forms on the board.

ANSWERS

1 got 2 came 3 did 4 had 5 wrote 6 knew 7 took 8 spent 9 became 10 won

Follow-up

Grammar Reference page 72

Exploit

Exercise 1

- Students complete the sentences with past simple forms from Explore. Check the answers.

ANSWERS

1 spent, became, gave, won
2 was, went, got
3 wrote

Exercise 2

- Read through the Look out! box with students. Turn to the irregular verb list and get students to study the past simple forms for a few minutes. Give students a quick test on some of the verbs.
- Students complete and match the sentence halves. Check the answers.

ANSWERS

1 brought – c 2 thought – f 3 taught – a 4 bought – e 5 fought – b 6 caught – d

Exercise 3 1.47

- Focus on the example and point out that *began* and *ran* rhyme.
- Students write the past simple verbs in pairs that rhyme.
- Play the CD once for students to listen and check.
- Play the CD again for them to listen and repeat.

ANSWERS

began – ran
broke – spoke
went – sent
made – paid
read – said
saw – wore
sold – told

Exercise 4

- Students write true sentences using the time expressions. Monitor and check. Correct any common mistakes on the board. Ask individual students to read out a sentence.

ANSWERS

Students' own answers.

Exercise 5

- Model the activity with some sentences about yourself.
- Elicit things students did the previous weekend.

ANSWERS

Students' own answers.

Quick Test: Dictation

Write on the board: *Doctor Mohamed El-Baradei.*

Doctor Mohamed El-Baradei was born in Cairo on 17th June, 1942. He studied law at Cairo University and then continued his studies in Geneva. Finally, he went to New York to get a doctorate in International Law. In 1997 El-Baradei became Director General of the International Atomic Energy Agency. He and the agency won the Nobel Peace Prize in 2005 for helping people use nuclear energy safely in the world.

More practice

Workbook page 52
Grammar Builder page 73, exercises 1–3

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 1

1 I – won 2 I – got 3 R – studied 4 R – lived 5 R – worked 6 I – took 7 I – came 8 R – started

Exercise 2

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

Exercise 3

1 ran 2 gave 3 made 4 went 5 saw 6 were 7 said 8 broke 9 began 10 caught

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Skills PAGE 56

On the map

Target Vocabulary

Countries: Australia Brazil Britain China Egypt France Germany Italy Japan Jordan Kuwait Oman Poland Russia Saudi Arabia Spain Sweden Syria Turkey the UAE the USA Yemen

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbooks during the lesson to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students put a cross on the map where they live.

ANSWERS

Students' own answers.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

Students' own answers.

Exercise 3 1.48

- Students write the countries and the nationalities.
- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 Australia – Australian 2 Brazil – Brazilian
3 Britain – British 4 China – Chinese 5 Egypt – Egyptian
6 France – French 7 Germany – German 8 Italy – Italian
9 Japan – Japanese 10 Jordan – Jordanian
11 Kuwait – Kuwaiti 12 Oman – Omani 13 Poland – Polish
14 Russia – Russian 15 Saudi Arabia – Saudi
16 Spain – Spanish 17 Sweden – Swedish 18 Syria – Syrian
19 Turkey – Turkish 20 the UAE – Emirati
21 the USA – American 22 Yemen – Yemeni

Exercise 4

- Students label the countries on the map. Monitor and help. Check the answers by asking students to spell the countries.

ANSWERS

1 Egypt 2 Saudi Arabia 3 Yemen 4 Oman 5 Jordan
6 Syria 7 Turkey 8 Italy 9 Poland 10 Germany
11 France 12 Spain 13 Britain

More practice
Workbook page 53

Listen

Exercise 1

- Focus on the photos. Students discuss the questions in pairs.

Exercise 2 1.49

- Play the CD for students to listen and check their answers.

ANSWERS

A Pablo Picasso, Spain
B Mohamed Al-Fayed, Egypt
C Pelé, Brazil

TAPESCRIPT

A Pablo Picasso was a Spanish artist. He was born in 1881 in Malaga, Spain. His father was a painter and an art teacher. Picasso studied art at school. In 1904 he moved to Paris and he lived in France for the rest of his life. Picasso painted over 13,000 pictures. He died in 1973.

B Mohamed Al-Fayed is a very rich Egyptian businessman. He was born in Alexandria in 1933. His father was a professor of Arabic. As a child, he sold lemonade to earn money. In 1985 he bought the British store Harrods for £615 million. He spent some time in Switzerland but returned to Britain. He calls Britain his home but is very proud to be Egyptian.

C Pelé is probably the most famous footballer in the world. He was born in Brazil in 1940. He played for two football clubs – Santos and New York Cosmos. He played 92 times for Brazil and appeared in four World Cups. He scored 77 goals in international matches. He stopped playing football in 1977.

Exercise 3 1.49

- Play the CD for students to listen and mark the sentences true or false. Check the answers.

ANSWERS

1 F (He moved to France when he was 23 and lived there for the rest of his life.)
2 F (He died in 1973.)
3 T
4 F (He bought Harrods in 1985.)
5 F (He played for two clubs.)
6 F (He scored 77 goals in 92 matches for Brazil.)

Speak

- Model the game yourself and elicit questions from students.
- Students play 20 questions in pairs or small groups.

Optional Activity: Dialogue

A Is your English teacher a man or a woman?
B He's a man.
A Where's he from?
B He's Australian. What about your English teacher?
A She's a woman.
B Is she British?
A No, she isn't. She's American. She's from the USA.

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Grammar PAGE 57

Past simple: negative and interrogative

Warm-up

- Ask a few students: *How often do you take photos?*

Explore

Exercise 1 1.50

- Ask: *Who can you see in the photo?* [Bill Gates]
- Students complete the dialogue, then listen and check.

ANSWERS

1 photo 2 London 3 Africa 4 acts 5 documentaries 6 speech

Exercise 2

- Students work individually. Check the answers.

ANSWERS

negative: I didn't take it. I didn't go. I didn't know that.
interrogative: Where did you take it?
interrogative and short answers: Did you see it? No, I didn't. Did a lot of acts perform? Yes, they did.

Exercise 3

- Students read the **Learn this!** box and complete the rules.

ANSWERS

1 didn't 2 did

Follow-up
Grammar Reference page 72

Exploit

Teaching Tip: Past simple negative and interrogative

As with the present simple where students forget to use the infinitive form after *don't* and *doesn't*, they often forget to use it after *did* and *didn't* too. You can use the same red card to show them when they forget and ask them to repeat the sentence correctly.

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 Did Suzie take the photo? No, she didn't.
2 Did Molly take the photo? Yes, she did.
3 Did Molly go to the Live 9 event? Yes, she did.
4 Did Suzie go to the Live 9 event? No, she didn't.
5 Did Suzie watch the event on TV? Yes, she did.
6 Did Helen watch the event on TV? No, she didn't.
7 Did Bill Gates make a speech at the event? Yes, he did.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 I didn't watch Live 9 on television.
2 We didn't go on holiday last year.
3 It didn't rain last weekend.
4 I didn't have breakfast this morning.
5 My sister didn't break my mobile phone.
6 England didn't win the World Cup in 2010.

Exercise 3

- Students tick the activities in the chart.

ANSWERS

Student's own answers.

Exercise 4

- Model the activity. Students ask you the questions.
- Put students in pairs. Student A asks Student B the questions and ticks the chart. Then swap.

ANSWERS

Student's own answers.

Exercise 5

- Students tell the class about their partner's weekend.

Quick Test: Sentence transformation

Read out the affirmative sentences and students write them in the negative or the interrogative past simple.

I wear jeans. (–)
You miss the bus. (?)
Mark takes photos. (–)
Sally reads a magazine. (?)
My friends say hello. (–)
You run to school. (–)
We make pizzas for dinner. (?)

More practice
Workbook page 54
Grammar Builder page 73, exercises 4–8

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 4
1 They didn't watch TV last night.
2 He didn't win a Nobel Prize.
3 I didn't see you at school.
4 Harry didn't tidy his room yesterday evening.
5 I didn't forget your books.
6 We didn't go to school yesterday.
7 She didn't study French at university.
8 You didn't buy a new sweatshirt.

Exercise 5
2 didn't take 3 didn't do 4 didn't send 5 didn't win
6 didn't work 7 didn't have 8 didn't write
9 didn't become 10 didn't spend 11 didn't finish

Exercise 6
2 What time did you get up?
3 Did you go to school?
4 Did it rain in the morning?
5 Where did you have lunch?
6 Did you watch television?
7 What time did you go to bed?

Exercise 7
Students' own answers.

Exercise 8
2 Who did you go with?
3 What was the weather like?
4 Did you go to London?
5 How did you go there / to England?
6 How long did you spend in England?
7 What did you think of the food? / What was the food like?
8 Did you speak English?

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Writing PAGE 58

An email message

Target Language

Email: Dear … Hi … I hope you're well. Great to hear from you. Say hi to (Frank). How was your weekend? (Frank) sends his love. Speak to you soon.

Linking words: and but so then

Warm-up

- Ask students: *How often do you send emails?*

Read

Exercise 1

- Students read the emails quickly and answer the question. Check the answer.

ANSWER

John had a better weekend than Peter.

Exercise 2

- Students read the emails again and tick the activities. Check the answers.

ANSWERS

John: do homework, go shopping, have lunch in a café, play tennis, watch a basketball match, watch a DVD
Peter: go to bed early, have a barbecue, play volleyball

Exercise 3

- Students read the emails again and answer the questions. Check the answers.

ANSWERS

1 He bought two new T-shirts.
2 Yes, he did.
3 No, he didn't.
4 No, they didn't.
5 He thought it was very boring.
6 Because he didn't feel well.

- Focus on the emails and elicit the following information:

– We can use *Dear (name)* or *Hi (name)* to start an email.
– The emails have two paragraphs; the first contains information about Saturday and the second about Sunday.
– We can use *Love* or *Best wishes* to finish an email.

Prepare

Exercise 1

- Read through the **Writing tip** with students.
- Students mark the phrases *J* or *P*. Check the answers.

ANSWERS

John: I hope you're well. Say hi to (Frank). How was your weekend?
Peter: Great to hear from you! (Frank) sends his love. Speak to you soon.

Exercise 2

- Students work individually.

ANSWERS

Students' own answers.

Teaching Tip: Linking words in emails

Common linking words in emails are *and, but, so* and *then*. We use *and* to add information and *but* to contrast information. *So* is used to say the consequence of something and *then* is used to say what happened next.

Write

- Students read through the instructions and writing plan. Make sure they understand what they are going to write.
- Students write their emails individually.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Hi Karen,
I hope you're well. I'm fine, but I didn't have a very good weekend. On Thursday morning I did all my homework, and in the afternoon I went shopping with my parents. I wanted to buy a new jacket, but I couldn't find one I liked. In the end I didn't buy anything.
On Friday I got up very late. We had lunch in a restaurant, but I didn't enjoy the meal. I didn't feel well in the afternoon, so I couldn't go out with my friends.
Speak to you soon.
Love
Jane

Marking Scheme

- Use of *Dear* or *Hi* (name) to start the email. [1 mark]
- Use of a useful phrase to start the first paragraph. [1 mark]
- Two clear paragraphs. [1 mark]
- Content of first paragraph to include information about Saturday. [1 mark]
- Content of second paragraph to include information about Sunday. [1 mark]
- Use of a useful phrase before the end. [1 mark]
- Use of *Best Wishes* or *Love* to end the email. [1 mark]
- Correct use of linking words. [1 mark]
- Correct spelling and grammar. [2 marks]

More practice
Workbook page 55

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Review PAGE 59

Language Skills

Exercise 1 1.51

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 How 2 went 3 was 4 bought 5 didn't 6 Did
7 On 8 about 9 had 10 See

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 F (He had an exciting weekend.)
2 T
3 F (His parents bought him a present.)
4 F (He didn't know about Tony's exam.)
5 F (He ate in a restaurant on Saturday evening.)
6 F (He stayed at home.)
7 T
8 T

EXERCISE 3

- Students work individually. Check the answers.

ANSWERS

1 became 2 brought 3 caught 4 fought 5 met
6 taught 7 thought

Exercise 4

- Students work individually. Check the answers.

ANSWERS

1 Did Simon see the TV programme last night?
2 They didn't go to Turkey.
3 My dad didn't win the tennis club final.
4 Did they spend all their money?
5 Did Kate visit her sister in Oxford?
6 We didn't eat at a Lebanese restaurant.
7 Did Tom travel to Paris?
8 He didn't give me an interesting book.

Dictionary Corner

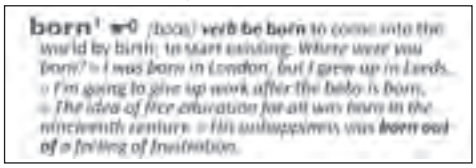
Teaching Tip: Phrasal verbs

Students can find phrasal verbs in the OSD by looking for the PHR V symbol towards the end of the entry. Remind them that a phrasal verb can have more than one meaning.

Activity: Write on the board the following definitions:
to repair a building and make it more modern [do sth up]
to cheat somebody [do sb out of sth]
to manage without having something [do without]
to fasten a piece of clothing [do sth up]
to get rid of something [do away with sth]

Students look up the verb *do* to find phrasal verbs that match the definitions.

Exercise 1 Stages in life


born¹ adj. (born) verb be born to come into the world by birth; to start existing. Where were you born? ▫ I was born in London, but I grew up in Leeds. ▫ I'm going to give up work after the baby is born. ▫ The idea of free education for all was born in the nineteenth century. ▫ His unhappiness was born out of a feeling of frustration.

- Students look up the words in bold and read the example sentences. These examples will show them how to use the words correctly in a sentence.
- Focus on the dictionary entry for *born* and elicit the following information:

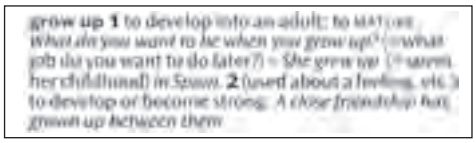
– *born* is used with the verb *be*. Read the example sentences and the use of the verb *be*: *Where were you born? I* ***was*** *born in London*.

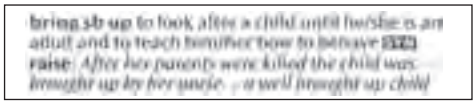
- Students continue working individually.

ANSWERS

1 was 2 in, from 3 got 4 having, to
5 did / took / sat, passed, failed

Exercise 2


grow up 1 to develop into an adult: to MATURE What do you want to be when you grow up? ▫ what job do you want to do later?) ▫ She grew up (= spent her childhood) in Spain. 2 (used about a feeling, etc.) to develop or become strong: A close friendship has grown up between them

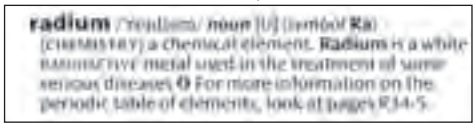

bring sb up to look after a child until he/she is an adult and to teach him/her how to behave SYN raise: After her parents were killed the child was brought up by her uncle. ▫ a well brought up child

- Students look up *grow up* and *bring sb up* in their dictionary.
- Focus on the dictionary entries and elicit the following information:

– *grow up* means to develop into an adult, e.g. *What do you want to be when you grow up?*
– *bring sb up* means look after someone, e.g. *After her parents were killed she was brought up by her uncle.*

- Explain that *grow up* is an intransitive verb and you do it yourself. Explain that *bring up* is a transitive verb so it can take an object.
- Students write example sentences. Monitor and help.

Exercise 3 Chemistry


radium /ˈreɪdiəm/ noun [U] (symbol Ra) (CHEMISTRY) a chemical element. Radium is a white radioactive metal used in the treatment of some serious diseases ❶ For more information on the periodic table of elements, look at pages R34–5

- Focus on the dictionary entry for *radium* and elicit the following information:

– The chemical symbol for radium is Ra.
– The subject label indicates that the word *radium* is related to CHEMISTRY.
– You can find more information about the periodic table of elements on pages R34–5 of the OSD.

- Students continue working individually.

ANSWERS

1 radium 2 copper 3 aluminium 4 iron
5 magnesium 6 brass 7 uranium 8 lead

Follow-up

Self Check, Workbook pages 56–57
Test Unit 7, Teacher's Book pages 82–83

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Workbook answer key

PAGE 2 Unit 1

READING A day in the life of two African children

1 2 drives 3 clean 4 walks 5 iron 6 cooks 7 does 8 go 9 get up 10 make 11 looks after

2 1 T 2 T 3 F 4 T 5 F

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

PAGE 3 VOCABULARY Supermum!

1 2 c 3 b 4 a 5 b 6 a 7 b 8 c 9 c 10 a 11 c 12 c 13 c 14 a 15 a

2 make: your bed, a lot of noise
have: a break, a shower, a celebration
do: the shopping, the washing, your homework

3 2 have 3 does 4 make 5 have 6 have, do 7 does 8 makes

4 2 d 3 f 4 a 5 c 6 b

5 2 Look ~~after~~ *at* that expensive picture. I think it's fantastic!
3 It's your dog! Look ~~around~~ *after* it please! Give it food and take it for a walk!
4 Is your bag in your bedroom? In the kitchen? Get a move on and look ~~at~~ *for* it!
5 Look ~~like~~ *out*! Stop the car now!
6 I want to visit Rome and look ~~like~~ *around* all the important places.

PAGE 4 GRAMMAR Present simple: affirmative

1 2 goes to school by bus
3 works in London
4 plays tennis every Saturday
5 lives in Manchester
6 studies English at school
7 goes to the park every Friday
8 gets up late on Sunday mornings
9 speaks three languages

2 2 on Tuesdays, he studies English.
3 On Wednesdays, he watches television.
4 On Thursdays, he works in a café.
5 On Fridays, he goes out with friends.
6 On Saturdays, he listens to the radio.
7 On Sundays, he reads books.

3 3 Julie cooks dinner on Mondays.
4 Martin studies French on Tuesdays.
5 Julie watches TV on Thursdays.
6 Martin cooks dinner on Thursdays.
7 Julie plays football on Tuesdays.
8 Martin and Julie go to the cinema on Fridays.

PAGE 5 SKILLS Talking about family and friends

1 2 aunt 3 sister 4 daughter 5 grandfather 6 nephew 7 granddaughter 8 wife

2 2 cousin 3 father 4 husband 5 uncle 6 brother 7 daughter 8 sister

3 2 Where is John's DVD?
3 Have you got your brother's bike?
4 This is my parents' car.
5 These are Sandra's pens.
6 The students' bags are in the classroom.

4 2 leaves 3 wives 4 boxes 5 teeth 6 sandwiches 7 trees 8 people 9 stories 10 photos

5 1 sandwiches 2 leaves, trees 3 stories, people 4 photos, teeth

PAGE 6 GRAMMAR Present simple: negative

1 A Connor B Tom C Jack

2 2 My parents don't like fish.
3 I don't like pizza.
4 Ben doesn't play tennis.
5 My parents don't watch TV.
6 My friend doesn't go to school by bus.
7 Bella doesn't eat meat.
8 We don't like computer games.
9 She doesn't study science.

3 2 doesn't play 3 don't like 4 doesn't study 5 don't work 6 don't get up 7 doesn't drive 8 don't come

4 2 Melanie doesn't play football.
3 Melanie walks to school.
4 Tom and Vicky don't speak French.
5 Tom and Vicky play football.
6 Tom and Vicky don't walk to school.

PAGE 7 WRITING An informal letter

1 1 21 Brighton Road, Hastings 2 24th July 3 Dear 4 Best wishes,

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

3 1 so 2 then 3 or 4 and

4 2 15th 3 30th 4 31st 5 11th 6 22nd

5 Students' own answers.

PAGE 8 Self check 1: Grammar

1 1 They *play* volleyball on Tuesdays.
2 My mum *teaches* English at our school.
3 Jack *goes* to school by bike.
4 My brother and sister *wash* their hands before meals.
5 We *hate* homework!
6 You *work* a lot.
7 Alice *studies* before dinner.
8 My dad *watches* football on TV.

2 1 get up 2 stays 3 play 4 study 5 do 6 hates 7 read 8 watch

3 doesn't, verb

4 1 don't do 2 doesn't want 3 don't like 4 doesn't play 5 don't go 6 don't enjoy

5 1 No, they don't drive to school. They walk to school.
2 No, Lily doesn't work in a bank. She works in a shop.
3 No, they don't live in Paris. They live in New York.
4 No, they don't speak English. They speak French.
5 No, Tom doesn't cook pizzas. He cooks pasta.
6 No, Sally doesn't study architecture. She studies science.
7 No, Mike and Steven don't like tennis. They like chess.
8 No, Alice doesn't come from Liverpool. She comes from Manchester.

PAGE 9 Self check 1: Vocabulary

1

Across
2 daughter
6 cousin
8 studies
9 father
12 potatoes
13 nice
15 this
16 in
17 families
18 don't
19 where

Down
1 leaves
3 grandson
4 doesn't
5 watches
7 not
10 aunt
11 goes
14 children
15 teach

2
1 lunch / dinner
2 homework
3 celebration / break / shower
4 noise
5 break / celebration / shower
6 washing / shopping
7 dinner / lunch
8 phone
9 shower / celebration / break
10 shopping / washing

C	L	E	A	I	R	F	L	V	Y	G	N
I	U	E	H	O	M	E	W	O	R	K	A
N	N	I	D	A	H	O	I	I	N	N	E
O	C	E	L	E	B	R	A	T	I	O	N
T	H	F	E	Y	R	O	T	S	E	I	A
D	D	I	W	L	E	A	U	H	E	S	N
S	D	R	A	N	A	P	H	O	N	E	N
T	R	H	S	T	K	I	D	W	N	L	O
I	D	F	H	D	I	N	N	E	R	Y	Y
E	D	H	I	W	H	E	T	R	R	I	I
I	E	S	N	S	H	O	P	P	I	N	G
B	O	R	G	N	G	S	T	I	A	T	G

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PAGE 10

Unit 2

READING Tae kwon do school

1 2 eyes 3 ears 4 fingers 5 mouth 6 foot 7 head 8 neck 9 legs
2 1 shoulder 2 arm 3 back 4 chest 5 stomach 6 hand 7 knee
3 c
4 1 Australia 2 after 3 afternoon 4 Korean 5 in 6 early

PAGE 11

VOCABULARY No pain, no gain

1 2 routine 3 typical 4 run 5 stretch 6 practise 7 hit 8 hard 9 break 10 kick 11 jump 12 dangerous 13 defend 14 fight 15 rest
2 2 defends 3 rest 4 dangerous 5 hard
3 2 adjective 3 verb 4 verb 5 noun 6 noun 7 verb 8 verb
4 1 rushes 2 stroll 3 jog 4 sprints 5 hike 6 march

PAGE 12

GRAMMAR Present simple: questions

1 2 Does 3 Do 4 Does 5 Do 6 Does
Students' own answers.
2 do: karate, photography
play: basketball, chess, tennis
go: cycling, jogging, rollerblading, swimming
3 2 Does Megan do karate? No, she doesn't.
3 Do Sue and Kate play basketball? No, they don't.
4 Does Dave watch TV? No, he doesn't.
5 Does Megan play basketball? Yes, she does.
6 Do Sue and Kate do karate? Yes, they do.
4 2 What TV programme do you watch?
3 When do you go to bed?
4 How do you spell 'athletics'?
5 Where does James do his homework?
6 Who do you see at weekends?
5 b How do you get to school? 3
c When do you phone your friends? 4
d What do you do after school? 6
e Who do you go jogging with? 1
f Where do you play football? 5

Challenge!

1 Where do kangaroos live? In Australia.
2 When do people celebrate New Year? In January.
3 What do dolphins eat? Fish.
4 & 5 Students' own questions.

PAGE 13

SKILLS Free-time activities

1 2 tennis 3 chess 4 athletics 5 walking 6 swimming 7 football 8 computer games 9 basketball 10 gymnastics 11 cycling 12 ice skating 13 films 14 jogging 15 painting 16 books 17 rollerblading 18 photography
2 Students' own answers.
3 2 go 3 play 4 go 5 play 6 goes 7 do 8 goes
4 1 listen to 2 a walk 3 magazines 4 play 5 TV 6 takes 7 karate 8 does

PAGE 14

GRAMMAR Adverbs of frequency

1 2 usually 3 often 4 sometimes 5 hardly ever 6 never
2 2 He is hardly ever in bed by ten o'clock.
3 He never stays out until two o'clock.
4 He often goes out with friends.
5 He sometimes plays football after school.
6 He usually does his homework.
7 He never plays computer games.
8 He hardly ever stays in bed late.
3 2 She often goes to work by bus. She sometimes goes to work on foot.
3 She always has lunch at work. She never has lunch at home.
4 She hardly ever comes home early. She usually comes home late.
5 She is sometimes in bed before 11 o'clock. She is sometimes in bed after 11 o'clock.
4 Students' own answers.
5 Students' own answers.

PAGE 15

WRITING An announcement

1 2 Come 3 Bring 4 Phone 5 Don't forget
2 2 a 3 f 4 e 5 g 6 b 7 d 8 h
3 1 Tell your friends.
2 Join our club.
3 Visit our website.
4 Play basketball and get fit.
5 Come to our next meeting.
6 Talk about your favourite hobby.
4 1 at, on 2 at 3 to 4 about 5 on 6 for
5 Students' own answers.

PAGE 16

Self check 2: Grammar

1 1 Does Steven go swimming?
2 Do they live in London?
3 Do you play chess after school?
4 Does Mary make nice pizzas?
5 Do Tom and David study Spanish?
6 Does Alice like photography?
7 Do you work at the weekends?
8 Does she enjoy snowboarding?
2 1 Where 2 How 3 What 4 When 5 Who 6 What 7 Who 8 When
3 1 We *are always* late for school.
2 They *sometimes come* to visit us.
3 She *never goes* out with friends.
4 I *am hardly ever* at home.
5 My mum *is always* happy!
6 We *sometimes go* shopping with our parents.
7 Dad *usually cooks* at the weekends.
8 I'm often in bed when my brother *comes* home.
4 1 We never wake up early.
2 I'm always in bed on Saturday mornings.
3 I'm never at home before 6 o'clock.
4 We usually visit our grandparents at the weekend.
5 She sometimes goes to school by bus.
6 We are often in the school library.
7 They are hardly ever at home.
8 They usually have lunch at school.

PAGE 17

Self check 2: Vocabulary

1

Across	Down
1 take	1 terrible
4 sometimes	2 does
6 when	3 usually
8 stand	5 swimming
10 awful	7 play
11 go	9 popular
12 which	13 hate
15 playing	14 cycling
17 hardly	16 where
19 never	18 read

2

C	Y	R	M	L	R	G	K	M	A	G	O	
T	O	A	S	X	E	U	I	D	S	E	S	
D	E	S	T	R	E	T	C	H	T	R	A	
T	H	G	R	N	O	L	K	H	R	M	S	
P	P	R	A	C	T	I	S	E	A	S	E	
O	R	C	I	U	T	S	D	Y	I	P	E	
R	M	A	N	S	F	P	E	T	N	O	O	
H	I	K	E	N	A	R	U	N	E	R	A	
P	D	L	S	T	H	I	B	I	R	T	T	
S	J	U	M	P	I	N	N	T	O	S	R	
O	O	I	M	H	I	T	T	E	G	N	A	
R	G	T	N	S	F	A	E	O	O	A	I	

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PAGE 18

Unit 3

READING Home school

1 2 corridor 3 library 4 computer room 5 gym 6 stairs 7 playing field 8 staff room
2 2 f 3 e 4 d 5 a 6 c
3 2 travel to school 3 prepare lessons 4 discuss problems 5 make friends 6 stay for a night
4 1 d 2 a 3 e 4 b 5 c
5 1 HS 2 both 3 HS 4 NS 5 NS 6 HS

PAGE 19

VOCABULARY School of the air

1 2 subjects 3 take place 4 post 5 population 6 annual 7 lonely 8 chat 9 library 10 travel 11 borrow 12 on their / its own 13 isolated 14 revise 15 discuss
2 2 corridor 3 staff room 4 canteen 5 stairs 6 gym 7 playing fields 8 hall
3 2 down 3 away 4 off 5 apart 6 out
4 2 whisper 3 interview 4 argue 5 discuss 6 shout 7 announce

PAGE 20

GRAMMAR *there is / there are*

1 2 There aren't 3 There isn't 4 There aren't 5 There aren't 6 There isn't 7 There isn't 8 There aren't
2 1 bikes 2 CDs 3 dogs 4 pencils 5 book 6 girls 7 cars 8 computer
3 2 There are four CDs.
3 There are three dogs.
4 There are five pencils.
5 There is one book.
6 There are two girls.
7 There are three cars.
8 There is one computer.
4 Students' own pictures.
5 2 Are there any children in the classroom? No, there aren't.
3 Are there any books on the shelves? Yes, there are.
4 Are there any plants near the window? No, there aren't.
5 Are there any posters on the wall? Yes, there are.
6 Is there a pen on the desk? No, there isn't.
7 Is there a noticeboard on the wall? Yes, there is.
8 Is there a computer in the classroom? Yes, there is.

PAGE 21

SKILLS Talking about school

1 Students' own timetables.
2 Students' own answers.
3 2 It's ten past ten.
3 It's half past three.
4 It's twenty-five past seven.
5 It's quarter to one.
6 It's quarter past nine.
7 It's five to twelve.
8 It's half past four.
4 2 CD player 3 shelves 4 board 5 desk 6 cupboard 7 clock
5 (Possible answers)
2 It's on the desk.
3 It's near / next to the board.
4 It's behind the desk.
5 It's in front of the board.
6 It's under the desk.

PAGE 22

GRAMMAR *have to*

1 2 have to 3 don't have to 4 doesn't have to 5 have to 6 don't have to
2 2 He doesn't have to wear a school uniform.
3 He has to carry some books to school.
4 He doesn't have to walk to school.
5 He has to study chemistry.
6 He has to walk home.
3 2 Do you have to get up
3 Do you have wear
4 Do you have to tidy
5 Do you have to walk
6 Do you have to do
7 Do you have study
8 Do you have to come
(Students' own answers.)
4 2 We don't have to use computers at school.
3 We have to play basketball in P.E. lessons.
4 Do you have to get up early?
5 We have to listen to the teacher.
6 Does John have to work hard at school?
7 They don't have to take exams every year.

PAGE 23

WRITING A note

1 2 We, geography 3 I, school 4 Tom, UK 5 Monday, February 6 Where's, The
2 1 Is it Friday today?
2 Marco and Antonella are from Florence, in Italy.
3 Pete and I study English but we don't study French.
4 My cousin's name is Sam. He lives in Dublin in Ireland.
5 Queen Elizabeth lives in Buckingham Palace.
3 1 Welcome to
2 before 8.30
3 the morning break
4 in the canteen
5 Lessons start again
4 Arrive at school: before 8.30
Lessons start: 9.00
Number of lessons in the morning: five
Break is from: 10.45 to 11.00
Lunch is at: 1.00
In the afternoon lessons start at: 2.00
Number of lessons in the afternoon: three
School finishes: 4.00
5 Students' own answers.

PAGE 24

Self check 3: Grammar

1 1 There are 2 There's 3 There are 4 There are 5 there's 6 There are 7 there's 8 there's
2 1 there's 2 there are 3 there aren't 4 There's 5 there aren't 6 There are
3 1 Are there any 2 there are 3 Are there any 4 there aren't 5 Is there an 6 there isn't 7 Are there any 8 there are
4 1 We don't have to go to school on Saturdays.
2 We have to go to the school hall.
3 My dad doesn't have to buy us some new jeans.
4 She has to buy a new computer.
5 Tom doesn't have to walk to school.
6 She doesn't have to help her sister with her homework.
7 You have to go to the dentist.
8 We have to get up early.
5 1 Does she have go do her homework?
2 Does his dad have to go to work today?
3 Do you have to do the English exam this morning?
4 Do you have to go bed at 10 o'clock?
5 Do they have to discuss it with the head teacher?
6 Does he have to work tonight?
7 Where do they have to sit?
8 What do we have to do?
9 What time does he have to get up?
10 What do we have to do?

PAGE 25

Self check 3: Vocabulary

1

Across
2 shelves
5 information
7 has
8 do
9 there
10 aren't
12 on
13 opposite
17 discuss
18 next
19 stairs

Down
1 chemistry
3 history
4 doesn't
6 annual
8 design
11 notice
14 plants
15 left
16 under

2

N	O	T	I	C	E	B	O	A	R	D	T	
E	O	I	I	U	E	L	H	S	R	O	N	
G	Y	M	A	M	B	T	R	R	U	R	E	
M	L	E	I	S	E	J	H	A	L	T	O	
N	E	T	I	C	C	A	N	T	E	E	N	
S	T	A	F	F	R	O	O	M	S	N	V	
I	S	B	D	D	E	B	O	B	T	E	B	
H	O	L	I	B	R	A	R	Y	L	X	D	
A	N	E	C	M	E	L	T	A	M	A	E	
L	S	A	A	U	N	I	F	O	R	M	C	
C	O	R	R	I	D	O	R	I	T	S	K	
O	T	H	A	D	J	F	D	K	T	M	U	

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PAGE 26

Unit 4

READING Playing the clown

1 2 meal 3 wedding 4 picnic 5 invitation 6 party
2 2 parties 3 clothes 4 never 5 enjoy 6 boring 7 think
3 1 F 2 T 3 T 4 F 5 T 6 F
4 1 outside 2 use a room 3 after John 4 students 5 enjoys

PAGE 27

VOCABULARY Holiday planner

1 2 c 3 a 4 c 5 c 6 a 7 b 8 a 9 b 10 c 11 c 12 c 13 c 14 a 15 b
2 2 fascinating 3 quiet 4 terrible 5 amazing 6 unusual 7 crowded
3 2 noun 3 adjective 4 verb 5 adjective 6 noun 7 adverb 8 adverb
4 2 gets well soon 3 getting married 4 get together 5 get ready 6 getting tired

PAGE 28

GRAMMAR Present continuous

1 1 F 2 F 3 F 4 T 5 F
2 2 are watching 3 am wearing 4 are leaving 5 are sitting 6 is writing 7 am having 8 is chatting
3 2 We aren't watching TV, we're watching a DVD.
3 I'm not drinking coffee, I'm drinking tea.
4 Jenny isn't wearing a skirt, she's wearing a dress.
5 Joe and Rupert aren't driving to London, they're driving to Oxford.
6 That child isn't smiling at you, she's smiling at me.
4 2 What are your friends eating?
3 Why are you going to bed?
4 Are Dave and Sarah playing tennis?
5 Is the sun shining?
6 What is Tony wearing?
5 2 e 3 f 4 b 5 a 6 c

PAGE 29

SKILLS Describing clothes

1 1 top 2 dress 3 jeans 4 cap 5 jacket 6 trousers 7 blouse 8 shirt 9 skirt 10 boots 11 shorts 12 tie 13 T-shirt 14 shoes 15 jumper 16 sweatshirt
Mystery word: tracksuit bottoms
2 1 Steve has got a blue jacket, a white shirt, a red tie, black shoes and black trousers.
2 Josh has got a red cap, a yellow T-shirt, blue shorts, blue trainers and white socks.
3 Ella has got a pink blouse, a black skirt and black boots.
3 Students' own answers.
4 2 fast – h, slow 3 bad – j, good 4 quiet – a, loud 5 small – f, big 6 new – k, old 7 easy – i, difficult 8 cold – b, hot 9 expensive – g, cheap 10 ugly – c, beautiful 11 late – e, early

PAGE 30

GRAMMAR *can* and adverbs

1 2 Sue can drive a car, but she can't ride a bike.
3 Tom can't speak French and he can't play volleyball.
4 Mike and Tom can ride a bike, but Sue can't.
5 Tom and Sue can't speak French, but Mike can.
6 Tom can't play volleyball, but Sue and Mike can.
7 Mike, Sue and Tom can drive a car.
2 (Students' own answers.)
2 Can you play a sport?
3 Can you ride a bike?
4 Can you speak French?
5 Can you stand on your head?
6 Can you swim 100 metres?
7 Can you use a computer?
3 2 early 3 hard 4 quickly 5 carefully 6 easily 7 beautifully 8 fluently
4 2 Ben is swimming fast.
3 Tom's dad is cycling badly.
4 Wendy and Sam are arriving early.
5 Patricia is shouting loudly.
6 Jamie and Beth are playing happily.

PAGE 31

WRITING An invitation

1 2 theme park 3 wedding anniversary 4 sightseeing 5 museum
2 2 sightseeing 3 hope 4 soon 5 Hi 6 organizing 7 starts 8 invite
3 2 Can you bring some food, please?
3 Can you invite our aunt to our house, please?
4 Can you phone David and tell him, please?
5 Can you come with us to the museum, please?
6 Can you let me know if you can come, please?
4 Students' own answers.

PAGE 32

Self check 4: Grammar

1 1 is shining 2 are working 3 is playing 4 are shopping 5 is having 6 is cleaning 7 is sleeping 8 am writing
2 1 They aren't working in London.
2 Alan isn't doing his homework.
3 My dad isn't wearing jeans.
4 We aren't having lunch.
5 My cousins aren't watching a film.
6 The teacher isn't sitting in the staff room.
3 1 is he playing 2 are they cooking 3 am I reading 4 are they drawing 5 is she studying 6 are they watching 7 are you going 8 is she arriving 9 are they visiting 10 is he talking to
4 1 Can, drive 2 can speak 3 can't play 4 can't buy 5 can count 6 can, go 7 can run 8 can't write
5 1 well 2 fluently 3 quickly / fast 4 hard 5 carefully / slowly 6 beautifully / well 7 late 8 loudly

PAGE 33

Self check 4: Vocabulary

1

Across
1 guests
2 castle
4 fast
7 shorts
9 new
10 dress
11 in
12 difficult
14 easily
17 sock
18 jeans

Down
1 tent
3 shoes
5 abroad
6 shining
7 swimming
8 well
13 cheap
15 about
16 top

2

T	T	A	E	R	S	O	P	T	T	R	B
M	E	M	O	R	A	B	L	E	L	R	O
A	X	A	R	O	C	B	O	R	I	N	G
C	T	Z	A	N	U	H	A	R	C	E	T
K	R	I	N	C	R	E	D	I	B	L	E
S	A	N	S	T	L	U	B	B	E	H	C
U	V	G	A	M	I	C	S	L	R	F	R
I	A	E	I	H	Q	U	I	E	T	P	O
T	G	D	N	T	A	V	C	O	F	E	W
F	A	S	C	I	N	A	T	I	N	G	D
W	N	C	L	D	T	E	F	L	P	T	E
H	T	E	U	N	U	S	U	A	L	W	D

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Unit 5

READING Crocodiles

1 2 eagle 3 elephant 4 jellyfish 5 hippo 6 lion 7 mosquito 8 shark 9 snake 10 tiger 11 whale
2 2 mosquito 3 tiger 4 shark 5 snake 6 hippo 7 whale 8 jellyfish 9 eagle 10 bear 11 lion
3 2 kill 3 long 4 heavy 5 aggressive 6 run 7 bite
4 1 hundreds 2 about 20 centimetres 3 over six metres 4 about 1,000 kilograms 5 70 to 80 years 6 near rivers and in the sea 7 Yes, they can.

PAGE 35

VOCABULARY The world's deadliest animals

1 2 tentacles 3 kill 4 mud 5 bad-tempered 6 aggressive 7 bite 8 painful 9 dusk 10 insect 11 sting 12 blood 13 continuously 14 sprinters 15 sadly
2 2 well known 3 good-looking 4 badly written 5 second-hand 6 hard-working 7 left-handed 8 first-class
3 2 friendly 3 washable 4 enjoyable 5 cloudy 6 lively 7 rainy 8 helpful
4 1 lively 2 cloudy 3 painful 4 enjoyable 5 helpful 6 rainy 7 friendly 8 washable

PAGE 36

GRAMMAR Comparative adjectives

1 1 Susan 2 Tina 3 Jessica 4 Maria 5 Harriet
2 1 wider 2 quieter 3 uglier 4 more dangerous 5 higher 6 more important 7 earlier 8 bigger
3 2 Harry is more intelligent than Susan.
3 My sister is nicer than my brother.
4 My mum's car is bigger than my dad's car.
5 Mark is friendlier than Peter.
6 Your exam results are worse than my exam results.
7 Football is more exciting than tennis.
8 Mars is further from the sun than the Earth.
4 2 The Bullet is more expensive than the Arrow.
3 The Bullet is faster than the Arrow.
4 The Arrow is heavier than the Bullet.
5 The Arrow is longer than the Bullet.

PAGE 37

SKILLS Our world

1 lake, sea, ocean, island, valley, mountains, waterfall, desert, rainforest, river, hill
2 2 island 3 Mountains 4 Desert 5 River 6 Lake 7 Ocean 8 Beach 9 Valley
3 3 the 4 ✓ 5 the 6 the 7 ✓ 8 ✓
4 2 South America 3 Europe 4 Africa 5 Asia 6 Australia

Challenge!

1 Lake Superior – North America
2 The Amazon rainforest – South America
3 The Mediterranean Sea – Europe
4 Mount Everest – Asia
5 The River Nile – Africa
6 The Arabian Desert – Asia
7 Lake Victoria – Africa
8 Mount Sinai – Africa

5 1 long 2 heavy 3 old 4 tall 5 big 6 deep

PAGE 38

GRAMMAR Superlative adjectives

1 2 the worst 3 the heaviest 4 the most famous 5 the largest 6 the most expensive 7 the latest 8 the ugliest
2 2 the most dangerous 3 the coldest 4 the biggest 5 the most intelligent 6 the hottest 7 the most famous 8 the noisiest
3 Students' own answers.

Challenge!

Students' own answers.

4 2 North America is bigger than South America, but Africa is the biggest.
3 K2 is higher than Kangchenjunga, but Everest is the highest.
4 The Indian Ocean is wider than the Atlantic Ocean, but the Pacific Ocean is the widest.
5 London is wetter than Madrid, but Rome is the wettest.
6 Venus is further from the sun than Mercury, but the Earth is the furthest.

PAGE 39

WRITING A postcard

1 2 campsite 3 hotel 4 cottage 5 villa 6 apartment
2 2 at / by 3 in 4 at 5 by 6 in / at 7 by / on 8 in / at
3 1 c 2 e 3 g 4 a 5 f 6 d 7 b
4 Students' own notes.
5 Students' own postcards.

PAGE 40

Self check 5: Grammar

1 1 France is *bigger* than Britain.
2 London is *busier* than Oxford.
3 Sara's book is *more interesting* than yours.
4 April is often the *wettest* month of the year in Britain.
5 Tom is the *liveliest* of all my friends.
6 Sudan is hotter *than* Denmark.
7 His homework is *worse* than mine.
8 My sister has *longer* hair than my mum.
2 1 Sara is friendlier than Anne.
2 Tom's dog is more dangerous than Jack's dog.
3 My brother is taller than my dad.
4 Manchester is further from London than Birmingham.
5 Cristiano Ronaldo is more famous then Andy Smith.
6 My brother is heavier than my sister.
3 1 Ulaan-Baatar is the coldest city in the world.
2 Asia is the largest continent in the world.
3 Venice is the most beautiful city in the world.
4 Flying is the safest way to travel.
5 Mount Everest is the tallest mountain in the world.
6 Ireland is the cloudiest country in Europe.
7 Rolls-Royce cars are the most expensive in the world.
4 1 the oldest 2 the tallest 3 the best 4 the most dangerous 5 the worst 6 the heaviest 7 the most intelligent 8 the shortest 9 the friendliest

PAGE 41

Self check 5: Vocabulary

1

Across
2 waterfall
4 whale
5 painful
7 time
9 worst
10 blood
12 would
13 most
15 hotter
16 sea
18 rainforest

Down
1 desert
2 well known
3 than
6 furthest
8 mountains
11 lively
14 more
17 cost
19 the

2

R	L	O	G	N	B	P	S	S	G	T	R
B	A	D	T	E	M	P	E	R	E	D	S
I	G	E	B	N	O	P	B	I	M	E	O
N	G	I	R	S	S	T	T	A	A	G	T
O	R	I	H	T	Q	A	E	A	L	R	E
C	E	A	C	E	U	E	H	W	A	O	N
E	S	O	S	T	I	N	G	B	R	E	T
R	S	A	R	R	T	D	S	B	I	I	A
B	I	T	E	C	O	T	M	R	A	O	C
S	V	T	E	N	P	A	I	N	F	U	L
J	E	L	L	Y	F	I	S	H	R	G	E
Y	P	Q	U	F	N	H	I	P	P	O	U

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Unit 6

READING A postman flies home

1 2 then 3 after that 4 a few moments later 5 later that day 6 in the end
2 2 went to 3 ordered 4 watched 5 parked
3 2 decided 3 noticed 4 arrived 5 phoned 6 shouted 7 asked
4 1 F 2 F 3 T 4 T 5 F 6 F

PAGE 43

VOCABULARY A flying visit to the park

1 2 b 3 b 4 b 5 c 6 a 7 a 8 a 9 c 10 b 11 a 12 a 13 c 14 b 15 c
2 2 Then / Next 3 As soon as / When 4 Then / Next 5 Finally 6 Later
3 1 wastes 2 flies 3 on 4 Take 5 at 6 running
4 2 c 3 g 4 e 5 b 6 h 7 d 8 a
5 1 in, in 2 at, on 3 by, on 4 on, at 5 for, in 6 at / by, on

PAGE 44

GRAMMAR Past simple: *be* and *can*

1 1 Were 2 wasn't 3 Were 4 was 5 Were 6 weren't 7 were 8 Was 9 was
2 (Students' own answers.)
2 Where were you at half past three yesterday afternoon?
3 Where were you at nine o'clock on Friday night?
4 Where were you at half past eleven yesterday morning?
5 Where were you at eleven o'clock on Saturday morning?
6 Where were you at eight o'clock this morning?
3 1 was 2 was 3 were 4 was 5 were 6 was 7 was 8 were
4 2 He could drink water.
3 He couldn't talk to his family.
4 He could stand up.
5 He could sleep.
6 He couldn't walk.
5 2 Could he drink water while he was in the box? Yes, he could.
3 Could he talk to his family while he was in the box? No, he couldn't.
4 Could he stand up while he was in the box? Yes, he could.
5 Could he sleep while he was in the box? Yes, he could.
6 Could he walk while he was in the box? No, he couldn't.

PAGE 45

SKILLS In town

1 1 bus station, j 2 car park, a 3 library, b 4 museum, g 5 park, c 6 post office, h 7 police station, d 8 railway station, f 9 tourist information office, i 10 town hall, e
2 2 go 3 a car 4 visit 5 a pizza 6 have 7 a park 8 pay for 9 a friend 10 take
3 1 j 2 a 3 g 4 c 5 i 6 f 7 b 8 d 9 h 10 l 11 k 12 e

PAGE 46

GRAMMAR Past simple: affirmative (regular verbs)

1 *-ed*: walked
-d: cycled, decided
-y → *-ied*: hurried, replied
double consonant and add *-ed*: chatted, stopped
2 2 arrived 3 watched 4 jogged 5 studied 6 visited
3 2 f 3 a 4 e 5 c 6 b
4 2 months 3 week 4 morning 5 ago 6 yesterday 7 last
5 2 I played basketball last weekend.
3 I cycled to the sports centre last night.
4 I listened to the news yesterday morning.
5 My dad cooked dinner yesterday.
6 Steve phoned his cousin on Saturday evening.
7 It rained a lot in Manchester last month.
8 The bus stopped at the end of our road two minutes ago.

PAGE 47

WRITING A phone message

1 2 You can pick it up tomorrow.
3 The library is open from 9 a.m. until 3 p.m.
4 He's going to the football match tonight.
5 He wants you to go with him.
6 The match starts at 8 p.m.
7 Can you call him on his mobile?
2 1 on 2 from 3 to 4 at 5 at 6 on
3 Important information: this is Lisa, I'm meeting Anna this afternoon, I'm going to be late, at the library, at half past three, phone me on my mobile, 07428 6986
4 Students' own messages.

PAGE 48

Self check 1: Grammar

1 1 Were there mobile phones 20 years ago?
2 He couldn't play tennis when he was two.
3 Could you buy MP4 players ten years ago?
4 Mike wasn't at home at the weekend.
5 Was your tennis match tiring?
6 Could she play chess when she was five?
7 They weren't late for the meal.
8 We couldn't do the chemistry exam.
2 1 was 2 was 3 could 4 could 5 wasn't 6 weren't 7 was 8 couldn't
3 1 *-ed* 2 most 3 *-d* 4 *-e* 5 consonant 6 *-ied* 7 vowel 8 double
4 1 hurried 2 jogged 3 walked 4 stayed 5 arrived 6 returned 7 lived 8 cycled
5 1 watched 2 played 3 studied 4 visited 5 listened 6 parked, walked 7 chatted

PAGE 49

Self check 6: Vocabulary

1

Across
1 penknife
4 before
5 could
8 past
11 take
12 drawn
14 ago
15 tree
16 park
18 metre
19 waste
21 cord

Down
2 film
3 message
5 couldn't
6 studied
7 speak
9 library
10 stopped
13 helmet
17 land
20 soon

2

P	E	N	K	N	I	F	E	A	G	E	S
P	Q	M	N	E	A	T	T	X	A	H	C
E	U	I	E	K	E	R	N	T	L	E	O
E	I	N	A	M	N	E	N	G	I	L	R
R	P	S	I	A	M	I	G	E	C	M	D
Y	M	T	T	P	G	O	G	G	L	E	S
E	E	R	I	T	G	S	G	E	A	T	M
U	N	U	P	A	R	A	C	H	U	T	E
V	T	C	J	U	M	P	S	U	I	T	F
A	L	T	I	M	E	T	E	R	S	I	G
E	T	O	T	E	L	R	U	O	O	D	C
H	A	R	N	E	S	S	T	U	N	O	I

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Unit 7

READING Alexander Fleming

1 1 born 2 worked 3 moved 4 died 5 was 6 studied 7 invented 8 became

2 1 a 2 b 3 b 4 a

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

PAGE 51

VOCABULARY A great scientist

1 2 governess 3 collect 4 genius 5 wealthy 6 rest 7 discover 8 awake 9 laboratory 10 prize 11 extremely 12 ill

2 2 degree 3 go 4 lectures 5 take 6 notes 7 lecturers 8 research 9 Professor 10 graduate

3 2 goes 3 gave 4 take

4 2 A judge 3 A broker 4 A doctor 5 A surgeon

PAGE 52

GRAMMAR Past simple: affirmative (irregular verbs)

1 2 taught 3 began 4 saw 5 spoke 6 spent 7 said 8 won

2 2 won 3 began 4 taught 5 said 6 spoke 7 spent 8 brought

3 2 Maria and I bought a lot of clothes.
3 Jason read books in bed.
4 I sent a lot of emails at the weekend.
5 My mum made my bed.
6 My parents got up early.

4 2 yesterday evening 3 yesterday afternoon 4 the day before yesterday 5 last week 6 last month 7 two months ago 8 last year 9 three years ago

5 2 grew 3 died 4 moved 5 wanted 6 found 7 woke 8 went 9 made 10 got 11 began 12 wrote 13 did 14 met 15 became 16 changed 17 started 18 learned / learnt 19 won 20 left

PAGE 53

SKILLS On the map

1 2 Germany 3 Sweden 4 Russia 5 Poland 6 Italy 7 Spain 8 France

2 1 Japan 2 China 3 Australia 4 Brazil

3 2 My penfriend is French.
3 This radio is Chinese.
4 Selin is Turkish.
5 We're Egyptian.
6 Our English teacher is Australian.
7 This pasta is Italian.
8 That car is American.

4 1 housework 2 friends 3 a phone call 4 a dream 5 lunch 6 a bus 7 a photo

PAGE 54

GRAMMAR Past simple: negative and interrogative

1 Students' own answers.

2 2 Did Celia watch TV? Yes, she did.
3 Did Fred and John play computer games? Yes, they did.
4 Did Andy read a book? No, he didn't.
5 Did Celia do any housework? Yes, she did.
6 Did Fred and John take any photos? No, they didn't.
7 Did Andy go for a ride on his bike? Yes, he did.
8 Did Celia play computer games? No, she didn't.

3 2 You didn't leave home at two o'clock. When did you leave home?
3 Sam and Ed didn't take the bus to town. How did Sam and Ed go to town?
4 Kate didn't spend £100. How much did Kate spend?
5 You didn't buy a radio. What did you buy?
6 Harry's team didn't win five matches last year. How many matches did Harry's team win?

4 2 didn't 3 wanted 4 wasn't 5 did you do 6 went 7 Was 8 didn't see 9 took 10 didn't arrive

PAGE 55

WRITING An email message

1 2 go 3 read 4 go 5 have 6 tidy 7 play 8 go 9 see 10 have 11 write

2 2 a phone call 3 my friends 4 an email 5 housework 6 a DVD 7 computer games / volley ball 8 music 9 a play 10 volleyball / computer games

3 2 went 3 had 4 listened 5 made 6 met 7 read 8 saw 9 sent 10 tidied 11 watched 12 wrote

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

5 1 for 2 On 3 with 4 On 5 in 6 on 7 in 8 to 9 at

6 Students' own emails.

PAGE 56

Self check 2: Grammar

1 1 wore 2 paid 3 spoke 4 fought 5 sold 6 ran 7 gave 8 came

2 1 went 2 bought 3 had 4 ate 5 gave 6 met

3 1 did they meet 2 did Jane go 3 did Tom eat 4 did he listen to the news 5 did they travel to Italy 6 did Mike buy

4 1 No, we didn't go shopping yesterday. We watched TV at home.
2 No, he didn't see his friends at the weekend. He visited his uncle and aunt.
3 No, Sara didn't study for her exams. She played chess.
4 No, they didn't have fried eggs for breakfast. They ate toast for breakfast.
5 No, Tom didn't make a phone call last night. He sent an email.
6 No, their parents didn't fly to Rome. They drove to Paris.

5 Students' own answers.

PAGE 57

Self check 7: Vocabulary

1

Across
3 knew
4 laboratory
7 court
10 give
11 extremely
14 Turkish
16 awake
17 how
19 spent

Down
1 lecturer
2 governess
6 move
8 discover
9 Yemeni
12 Chinese
13 taught
15 have
18 won

2

R	T	O	A	V	A	T	N	O	T	A	U
A	U	S	T	R	A	L	I	A	N	Y	W
M	R	D	R	E	I	F	R	E	N	C	H
E	K	Y	N	N	O	S	B	T	N	J	Y
R	I	E	A	S	T	D	R	N	E	O	N
I	S	G	S	P	A	N	I	S	H	R	S
C	H	Y	E	R	A	D	T	I	P	D	E
A	R	P	U	G	U	E	I	E	A	A	N
N	A	T	N	T	O	A	S	U	A	N	Y
R	O	I	T	O	C	O	H	I	L	I	D
O	M	A	N	I	H	R	T	M	S	A	R
U	R	N	I	S	S	Y	R	I	A	N	L

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1 Test

Vocabulary

1 Complete the sentences with an expression using the word in brackets.

1 Peter never stops working at lunchtime. (break)
Peter never _____ a _____ at lunchtime.

2 My mother washes the clothes on Mondays. (washing)
My mother _____ the _____ on Mondays.

3 I am very similar to my sister. (look)
I _____ _____ my sister.

4 I usually finish my exercises before dinner. (homework)
I usually _____ my _____ before dinner.

5 You're going to be late if you don't hurry up. (move)
You're going to be late if you don't _____ a _____ on.

6 Our nieces and nephews are very noisy. (noise)
Our nieces and nephews _____ a lot of _____.

7 David often stays with his friends after football practice. (hang)
David often _____ _____ with his friends after football practice.

8 Do you always celebrate with your family? (celebration)
Do you always _____ a _____ with your family?

9 Be careful! We're going to crash! (look)
_____ _____! We're going to crash!

10 If we get lost, we can call our friends. (phone call)
If we get lost, we can _____ a _____ _____ to our friends.

Marks: __ /10

2 Complete the text.

Jane gets [1]_____ well with her sister's children, so she sometimes looks [2]_____ them when her sister goes to work. Jane gets [3]_____ at about 7.30 and she [4]_____ a shower before she wakes up the children. The younger children [5]_____ her a hand to make breakfast while the older children [6]_____ the beds. After breakfast Jane helps them look [7]_____ their uniforms. At this time in the morning they [8]_____ Jane crazy because they spend [9]_____ getting dressed. When they're ready, Jane takes them to school. On the way home she [10]_____ the shopping, so that she can cook a nice meal for the children when they come home from school.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

The twin town of Kodinho

In the south of India there is a village with a mystery. More twins are born in Kodinho, in the state of Kerala, than anywhere else in the world. Doctors really don't know why although they probably have some ideas.

The country with the biggest number of twins is Nigeria. In general, Asia is the continent with the lowest number of twins – only 4 sets per 1,000 babies. China has one of the lowest numbers with 1 birth in 300 being multiple. Yet in Kodinhu 45 sets of twins are born per 1,000 babies, which is nearly six times the global average. At the last count there were 220 sets of twins among Kodinhu's 2,000 families.

In the village there is a special association called TAKA for families with twins. This association aims to help parents with twins because it is very expensive to have two children at the same time.

1 Kodinho has the highest number of . . . in the world.
a twins **b** children **c** doctors

2 Doctors . . . the twin mystery.
a understand **b** don't understand **c** can't stand

3 Compared to the rest of the world there are . . . twin births in Asia.
a more **b** fewer **c** as many

4 . . . twins are born in Kodinho than anywhere else in the world.
a Six times more **b** Four times more **c** Fewer

5 The association for twins, TAKA, exists . . .
a in all of India **b** in all of Kerala. **c** only in Kodinho.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What is the mystery of the village of Kodinho?
_____

2 How many sets of twins are born on average in Asia?
_____

3 How many sets of twins are born in Kodinho?
_____

4 Which families can be members of TAKA?
_____

5 Why does TAKA help parents with twins?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line. Write the correction below.

1 We live in a new town outside Cairo. We not have
2 a very big house, but I like very much it. I've got
3 one brother and three sisters. My sisters all goes
4 to school, but my brother has 20 years old,
5 so he don't go to school any more. He's a student
6 and he studies medicine at university to Alexandria.
7 My brother comes home often to visit us. He
8 travels on train, so it takes him about three hours.
9 My parents is always very happy. My mother
10 makes a dinner special and we have a celebration.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Rewrite the affirmative sentences in the negative, and the negative sentences in the affirmative using the words given.

1 I get on well with my sister. (my brother)
_____
2 Keira doesn't do her homework in class. (at home).
_____
3 We don't have a break in the morning. (in the afternoon)
_____
4 Tom hangs around with his friends. (his cousins)
_____
5 My parents don't have lunch at home. (at work)
_____
6 Jack hasn't got a daughter. (a son)
_____
7 My niece doesn't get up early. (late)
_____
8 We've got a shower. (bath)
_____
9 You look like your father. (your mother)
_____
10 Sarah helps her mother with the shopping. (with the washing)
_____

Marks: __ /10

Language skills

7 Complete the dialogue.

Alex Hello. I'm Alex.
Tom Hi. I'm Tom. Are you new?
Alex Yes, I [1]_____. We're in the [2]_____ class.
Tom Oh. Nice to [3]_____ you. Where's your house?
Alex I [4]_____ near the school. What about you?
Tom Me, too. What are your hobbies?
Alex Well, I play football and I [5]_____ swimming at the weekend. Do you like sport?
Tom Not really. I like [6]_____ computer games and [7]_____ TV.
Alex Have you got any brothers or [8]_____?
Tom Yes, I've [9]_____ one brother. But he's three years old so he [10]_____ go to school.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A How many brothers and sisters have you got?
B [1]_____
His name's Tony. He's 15.
A What does he do?
B [2]_____
He goes to the same school as me.

Dialogue 2

A [3]_____?
B Laila's one of my friends.
A [4]_____?
B She's 16.
A [5]_____?
B She lives next door.

Marks: __ /10

Writing

9 Write an informal letter to a penfriend. Write about 70 words and organize your writing into three paragraphs:

- write about yourself
- write about your family
- write about your school

Marks: __ /20

TOTAL: __ /100

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2 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable word or expression.

1 My favourite hobby is <u>riding a bike</u>.
My favourite hobby is _____.
2 It's <u>not safe</u> to swim in the sea today.
It's _____ to swim in the sea today.
3 Those boys often <u>use physical force</u> together.
Those boys often _____ together.
4 It's very <u>difficult</u> to become a professional athlete.
It's very _____ to become a professional athlete.
5 Soldiers <u>walk in regular steps</u> when they go from one place to another.
Soldiers _____ when they go from one place to another.
6 They looked at the <u>list of days and months</u> before planning their holiday.
They looked at the _____ before planning their holiday.
7 It's <u>not typical</u> for students to live away from home.
It's _____ for students to live away from home.
8 I enjoy going <u>for a relaxing run</u> after work.
I enjoy going _____ after work.
9 Residents often <u>go for a pleasant walk</u> through the park at weekends.
Residents often _____ through the park at weekends.
10 In football, you <u>hit</u> the ball <u>with your foot</u> into the net.
In football, you _____ the ball into the net.

Marks: __ /10

2 Complete the text.

Being a basketball player isn't [1]_____. In fact, it's quite hard as you have to [2]_____ a lot. A [3]_____ day for a professional player starts early in the morning at the arena. The players begin with a warm up; first of all they [4]_____ around the court slowly and then they [5]_____ very fast from one end to the other. After that, they get close to the net and [6]_____ shooting. Basketball players also need to develop mental strategies for dealing with their opponents, so, after a short [7]_____, they get together again and watch DVDs of matches of other teams. They have to work out how to [8]_____ as well as attack. The training [9]_____ is much harder just before a match, but after a match the team has a [10]_____ for two days.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Made in Spain

Rafa Nadal is a professional Spanish tennis player. He has won six Grand Slam singles titles, and the 2008 Olympic gold medal in singles. Nadal became the World No. 1 in August 2008 after beating Roger Federer at Wimbledon in one of the best games ever played there. He subsequently lost this position to Federer again after the Swiss player's triumph at the Madrid Masters in July 2009.

One of Nadal's uncles Toni Nadal, a former professional tennis player, introduced him to tennis when he was three years old. He has been coaching him ever since. His other uncle is a retired professional football player. Until Nadal was twelve he played tennis and football all the time. At this point his father made him choose between the two sports so that he would still have time for his school work. By the age of sixteen, Nadal was ranked in the world's top 50 players.

1 Rafa Nadal is from _____.
2 _____ won the 2009 Madrid Masters.
3 Nadal has been playing tennis since he was _____.
4 _____ of Nadal's relatives used to be professional sportsmen.
5 Nadal stopped playing _____ when he was twelve.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What did Nadal win in the 2008 Olympic Games?
_____
2 How long was Nadal ranked Number 1 in the world?
_____
3 Who is Nadal's coach?
_____
4 Why did Nadal give up playing football?
_____
5 What did Nadal achieve when he was sixteen?
_____

Marks: __ /15

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Grammar

5 Write the questions.

1 _____?
Peter goes to school by bus.
2 _____?
Yes, I have. I've got five brothers and sisters.
3 _____?
We have lunch at one o'clock.
4 _____?
My sister likes news programmes.
5 _____?
Yes, she does. My teacher speaks perfect English.
6 _____?
I go swimming twice a week.
7 _____?
I play chess with my cousin.
8 _____?
Yes, they are. My dad's from Cairo and my mum's from Alexandria.
9 _____?
Gary plays football in the park.
10 _____?
My hobbies are rollerblading and ice skating.

Marks: __ /10

6 Order the words to write sentences. Put the adverbs in brackets in the correct place.

1 my brother / do the washing-up / after / dinner (never)
_____
2 we / not read a newspaper / at the weekend (often)
_____
3 my cousins / be at my house / after school (always)
_____
4 John / not read a book / when / he / be / in his room (usually)
_____
5 they / be late for school / when / they / catch the bus? (sometimes)
_____?
6 Tina / not do her homework / before / she / go out (always)
_____
7 I / be ill / during the summer holidays (hardly ever)
_____
8 you / watch TV / before / you / go to bed? (usually)
_____?
9 gymnastics / not be easy / when / you / start (often)
_____
10 my sisters and I / argue / when / my parents / be home (hardly ever)
_____

Marks: __ /10

Language skills

7 Complete the dialogue.

Edward Have you [1]_____ a computer?
John Yes, I have.
Edward How [2]_____ do you play computer [3]_____?
John Well, I hardly [4]_____ play during the week because I've got a lot of homework. But at weekends I have more [5]_____ time and so I sometimes play in the morning.
Edward Do you [6]_____ sport at the weekend?
John Yes, I do. I really [7]_____ cycling, so every Saturday afternoon I meet some friends and we [8]_____ cycling. I [9]_____ like ice skating too but not as much, so we sometimes go to the ice rink.
Edward Do you play any team sports?
John No, I don't. I [10]_____ like hockey and I'm not very good at basketball.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A What do you think of swimming?
B [1]_____
I go to the swimming pool every day.
A How often do you go jogging?
B [2]_____
I hate it!

Dialogue 2
A [3]_____?
B In my free time I read.
A [4]_____?
B I play hockey and tennis.
A [5]_____?
B No, I don't. I hate football!

Marks: __ /10

Writing

9 Imagine you have a computer club. Write an announcement for your club. Write about 70 words and include the following information:

- when you meet
- where you meet
- what you do every week
- what you do every month
- what your phone number and / or email address is

Marks: __ /20

TOTAL: __ /100

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3 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable verb.

1 Our geography teacher often <u>speaks in a loud voice</u> in class.
Our geography teacher often _____ in class.

2 We never <u>go on trips</u> abroad.
We never _____ abroad.

3 We tried to <u>speak in a soft voice</u> so that the teacher didn't hear us.
We tried to _____ so that the teacher didn't hear us.

4 Maria <u>has a conversation</u> with her friends at lunch time.
Maria _____ with her friends at lunch time.

5 The dentist is going to <u>extract</u> one of my teeth.
The dentist is going to _____ one of my teeth.

6 They are going to <u>make</u> the winner <u>known</u> tomorrow.
They are going to _____ the winner tomorrow.

7 We're practising because we have to <u>get ready</u> for the next basketball season.
We're practising because we have to _____ for the next basketball season.

8 Steven's parents met his teacher to <u>talk about</u> his progress.
Steven's parents met his teacher to _____ his progress.

9 I'm going to <u>remove</u> all the posters in my room.
I'm going to _____ all the posters in my room.

10 For homework, we have to <u>ask questions to</u> our grandparents about their life in the past.
For homework, we have to _____ our grandparents about their life in the past.

Marks: __ /10

2 Complete the text.

Richard isn't a very good student. His worst subject is [1]_____ because he finds it hard to take [2]_____ all the important dates from the past. He never goes to the [3]_____ to study, and he doesn't often [4]_____ books to read at home on his [5]_____ either, unless, of course, they are about sport. Richard's favourite subject is [6]_____ education. He usually wears sports clothes and he hardly ever takes his tracksuit [7]_____. He loves playing football on the playing [8]_____ outside and he often watches it on TV. After the game he sometimes calls a friend to [9]_____ the match. However, Richard's best sport is athletics and he's busy training for the marathon that [10]_____ place in his city every spring.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

A day in a Chinese boarding school

Students get up at six and have breakfast together at 7.10. The first class starts before eight, and lessons continue until the break at 9.40, when all the children do their morning exercises in the playground. Lessons continue after the break until lunchtime at 11.35. The students have a two-hour lunch break which many of them spend sleeping.

In the afternoon lessons start again at 1.30 and go on until 3.15 when the students stop to do compulsory eye exercises. Classes finish at 4.10 and then they have dinner. After dinner the students spend a few hours playing basketball, before going back to class at six for three hours of self study.

At the end of the day the students go back to their rooms at 9.30, and when the lights go out at 9.40 most of them go straight to sleep.

1 Before the first class, students . . .
a play a game. **b** have a meal. **c** do their exercises.

2 The students do their morning exercises . . .
a outside. **b** in the gym. **c** in their classroom.

3 After lunch, most of the students . . .
a do sport. **b** do homework. **c** go to bed.

4 Lessons in the afternoon before the break last for . . .
a nearly two hours. **b** two hours.
c more that two hours.

5 Immediately after dinner, the students . . .
a go to bed. **b** do sport. **c** study in their rooms.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What do the students have to do at 6 a.m.?
_____

2 What time is the first break?
_____

3 How long do they have for lunch?
_____

4 What do the students have to do during the afternoon break?
_____

5 How do the students spend their evenings?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line. Write the correction below.

1 There are an isolated island, 3,500 km west of Chile,
2 called Easter Island. Are between two and three
3 thousand people living there, but there not many jobs.
4 There are a farms, so most people work as farmers.
5 Easter Island exports wool because there is a lot
6 of sheep. There three lakes on the island, but
7 there aren't a rivers. In the past it was covered with
8 palm trees, but now there isn't as many trees. Tourists
9 visit Easter Island although there isn't any airport. It is
10 popular because there is some stone statues there.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Complete the dialogues with the correct form of *have to* and the verb in brackets.

1 Why is John still in bed? (go)
Because _____ to work today. He's on holiday.
2 Can't you be quiet? (make)
_____ so much noise?
3 Why is your father carrying a suitcase? (travel)
Because _____ to London on business.
4 Why are we walking so slowly? (hurry)
Because _____. We've got plenty of time.
5 Why is your sister in her room? (study)
Because _____. Her exams start tomorrow.
6 Can we stay in bed tomorrow morning? (get up)
_____ early tomorrow?
7 Why aren't you going to Laura's barbecue? (look after)
Because _____ my little sister. My parents are going out.
8 Why can't Tony and Jim go to football practice? (do)
Because _____ their homework.
9 Can Diana wear normal clothes to work? (put on)
_____ a uniform?
10 Why are you looking so happy? (buy)
Because my phone is working again.
_____ a new one.

Marks: __ /10

Language skills

7 Complete the dialogue.

Beth What time [1]_____ you have to get to school?
Anna We have [2]_____ be there at 8.30. Our first [3]_____ starts at 8.40.
Beth What [4]_____ you got at 8.40 on Mondays?
Anna Physics. I can't [5]_____ it. It's really hard.
Beth What's your favourite [6]_____?
Anna P.E. I [7]_____ it. It's great.
Beth Is there [8]_____ gym at your school?
Anna Yes, there is, but there [9]_____ any playing fields, so we can't do sport outside. Do you like P.E.?
Beth It's not [10]_____. But I prefer reading.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A What do you think of I.C.T.?
B [1]_____
I can't stand computers.
A Which subject do you like best?
B D.T. [2]_____
I love it.

Dialogue 2
A [3]_____?
B At half past two I've got maths.
A [4]_____?
B Yes, it's great! I love doing experiments.
A [5]_____?
B English. I love learning languages.

Marks: __ /10

Writing

9 Imagine you are a student at the Australian School of the Air. Write a note about your daily timetable. Follow the plan. Write 80–100 words.

- introduce your school
- write about the morning
- write about lunch
- write about the afternoon

Marks: __ /20

TOTAL: __ /100

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4 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable word or expression.

1 My teacher is moving <u>to a different country</u> next year.
My teacher is moving _____ next year.
2 I've just seen a <u>very interesting</u> documentary on TV.
I've just seen a _____ documentary on TV.
3 What time did you <u>reserve</u> the table for?
What time did you _____ the table for?
4 Karen has gone home to <u>change her clothes</u> for dinner.
Karen has gone home to _____ _____ for dinner.
5 The hotel they stayed at <u>cost a lot of money</u>.
They stayed at an _____ hotel.
6 We were still hungry after the meal. The food was <u>awful</u>.
We were still hungry after the meal. The food was _____.
7 Our barbecue starts at 7 o'clock, so we don't have long to <u>prepare</u>.
Our barbecue starts at 7 o'clock, so we don't have long to _____ _____.
8 I'm sorry you're ill. I hope you <u>feel better</u> soon.
I'm sorry you're ill. I hope you _____ _____ soon.
9 We had a holiday <u>worth remembering</u> last year.
We had a _____ holiday last year.
10 Time passes very <u>quickly</u> when you're enjoying yourself.
Time passes very _____ when you're enjoying yourself.

Marks: __ /10

2 Complete the text.

My brother has decided to [1]_____ a barbeque in the summer. It will be [2]_____ of course, so hopefully the weather will be nice. Our parents are going to help us pay for the food and drink. He's going to send [3]_____ to 30 [4]_____ and ask all of our family to come too so our house will be really [5]_____. Our cousin lives [6]_____ in France so he will have to take a [7]_____ to get here. My brother will [8]_____ it for him. The last time I saw him was a year ago! I'm going to buy some new [9]_____ because my trousers are too formal. I really enjoy it when we all get [10]_____!

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Have a football party!

For teens who love football and food, this party idea is a celebration to remember. A football trainer can come directly to your back garden or meet you at a local playing field. The event is usually outdoors and you can still have a good time if it rains! Your guests will take part in some mini football competitions, play fun games and practise their football skills. Then they can take a break and have something to eat and drink before the mini match! We will prepare picnic food for everyone. At the end of the party all your guests will get a personalised certificate. Football parties are three and a half hours long so you'll need to have lots of energy. The football trainers like having fun and are friendly. They will put a smile on your face. Please call us on 07733 445566 to book your football party to remember!

1 This party is especially for _____.
2 Guests don't need to make any _____.
3 The _____ is the last activity.
4 The football trainers are _____.
5 The football trainers will give your guests a _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Who will come to your party?
_____
2 Where can you have your party?
_____
3 What will your guests do at the party?
_____
4 Why do you need to have lots of energy?
_____
5 What can you do if you want to have a football party?
_____

Marks: __ /15

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Grammar

5 Complete the text with the correct present continuous form of the verbs in the box.

change	do	leave	put on	save	sell	rise	try	turn off	use

Saving energy

The price of electricity [1]_____ fast, so families all over the world [2]_____ to save energy. How [3]_____ they _____ this? Well, first of all, many people [4]_____ all their light bulbs to energy saving bulbs. Shops in many countries [5]_____ the old bulbs any more. Secondly, people [6]_____ their central heating as much, and they [7]_____ an extra jumper instead.

We spoke to a representative from the Energy Trust. How [8]_____ he _____ energy?
'I [9]_____ all the lights in my house when no one is in the room. I [10]_____ them on any more because it's just a waste of energy', he said.

Marks: __ /10

6 Rewrite the sentences with *can* and an adverb.

1 My aunt is a good swimmer.
_____

2 Those children are fast runners.
_____

3 My friend is a quick worker.
_____

4 You're a beautiful writer.
_____

5 I'm a fluent English speaker.
_____

6 Harry's writing is very clear.
_____

7 It's easy for her to solve the problem.
_____

8 I know the correct spelling of most words.
_____

9 My sister is a perfect cook.
_____

10 The students are quiet workers.
_____

Marks: __ /10

Language skills

7 Complete the dialogue.

Daniel What do you usually [1]_____ at the weekend?
Charlie I spend most of the weekend in sports [2]_____ because I do a lot of sport. I wear a sweatshirt and [3]_____ bottoms if it's cold or if it's hot a T-shirt and [4]_____.
Daniel What sports do you play?
Charlie I can run very [5]_____ so I do athletics. I also play hockey quite [6]_____.
Daniel How about tennis?
Charlie No, I'm terrible at tennis. I play really [7]_____.
Daniel Why [8]_____ you wearing sports clothes now?
Charlie Because I [9]_____ going to school. Our school has a uniform so we [10]_____ wear what we like.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A What colour is your new top?
B [1]_____. Dark green.

Dialogue 2
A Can you wear jeans to school?
B No, [2]_____.
A [3]_____?
B I usually wear a shirt and trousers to school.

Dialogue 3
A [4]_____?
B Tim. Look, he's got an orange jumper.

Dialogue 4
A [5]_____?
B Anna's wearing a long purple dress and black boots.

Marks: __ /10

Writing

9 Write an invitation to a basketball match. Write 40–60 words. Include this information:

- the event
- when it starts (time / day)
- the place
- a request

Marks: __ /20

TOTAL: __ /100

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5 Test

Vocabulary

1 Complete the sentences with an expression using the correct form of the word in brackets.

1 We couldn't see the sun because it was so _____. (cloud)
2 Simon failed the exam because his essay was _____. (write)
3 Your brother is so popular because he's very _____. (look)
4 Beth's children are very _____, so she's often exhausted at the end of the day. (live)
5 It rains _____ in winter in my country. (continue)
6 Nobody speaks to my uncle because he's very _____. (temper)
7 Dave's new white jacket isn't _____, so he'll have to be careful at dinner. (wash)
8 Your broken arm must be very _____. (pain)
9 My grandfather was successful because he was very _____. (work)
10 In general, boys are more _____ than girls. (aggression)

Marks: __ /10

2 Complete the text.

Madagascar is the fourth largest [1]_____ in the world. It is in the Indian [2]_____ off the south-eastern coast of [3]_____. In the east there is an area of [4]_____, but the jungle is disappearing because the trees are being cut down. This is causing the land to fall into the rivers and fill them with [5]_____. In the north there is a range of [6]_____, whose highest peak is Maromokotro. Madagascar is home to many unusual animals, including lemurs. These primates eat [7]_____, like ants and beetles, but [8]_____ many species are now extinct. Madagascar became [9]_____ all over the world because of the animated films of the same name. These [10]_____ are about a group of animals who escape from a zoo and visit the island.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

Australia: the island continent

The country of Australia is both the world's smallest continent and the world's biggest island. Its nearest neighbours are Indonesia about 4,000 km to the north, Papua New Guinea 150 km to the north-east and New Zealand about 2,000 km to the south-east. Much of the land is very dry and a large part of it is desert. These dry areas are known as the *outback*. Many animals are found in Australia that do not exist anywhere else in the world, for example marsupials like the kangaroo and the koala. Australia has the greatest number of reptiles of any country, with 755 species. Among these are some of the deadliest snakes in the world. Most of the population lives in the cities in the south east of the country, like Sydney, Melbourne and the capital, Canberra. Australians take a great interest in the environment and they think the greatest danger facing their country is climate change.

1 Australia is the largest . . . in the world.
a continent. b island. c country.
2 The nearest country to Australia is . . .
a New Zealand. b Indonesia. c Papua New Guinea.
3 Over 700 species of . . . live in Australia.
a snakes b reptiles c marsupials
4 The capital of Australia is . . .
a Sydney. b Melbourne. c Canberra.
5 Many Australians are interested in . . .
a ecology. b politics. c business.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Where is New Zealand in relation to Australia?
_____
2 What do Australians call the dry area of their country?
_____
3 Which countries other than Australia have kangaroos and koalas?
_____
4 Where do most Australians live?
_____
5 What are the people of Australia worried about?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line. Write the correction below.

Cheetahs versus leopards

1 Cheetahs and leopards are the more beautiful big cats,
2 but how are they different? A cheetah's spots are simplest
3 that those of a leopard, and its head is smaller. In general,
4 leopards are biger than cheetahs and they are also
5 most powerful because they do not run fast. A leopard's
6 teeth are stronger because they hunt often large animals.
7 Cheetahs have longer and thiner legs than leopards so
8 they can run faster, and their tails are more flat so
9 they keep their balance. Leopards are most slower than
10 cheetahs. Cheetahs be the fastest animals in the world!

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Complete the sentences with the opposite comparative or superlative adjectives.

1 Jordan is nearer Egypt than Turkey.
Turkey is _____ from Egypt than Jordan.
2 Monday is the worst day of the week.
Saturday is _____ day of the week.
3 Silver is cheaper than gold.
Gold is _____ than silver.
4 History is the most boring subject.
Science is _____ subject.
5 Chinese is more difficult than English.
English is _____ than Chinese.
6 Asia is the largest continent.
Australia is _____ continent.
7 Flying is the safest way to travel.
Riding a motorbike is _____ way to travel.
8 The country is quieter than the city.
The city is _____ than the country.
9 July is often the driest month of the year.
April is often _____ month of the year.
10 In my country winter is colder than summer.
In my country summer is _____ than winter.

Marks: __ /10

Language skills

7 Complete the dialogue.

Harry Hi Stuart. Where's your brother?
Stuart He's in Santorini.
Harry [1]_____ is Santorini?
Stuart It's one of the Greek [2]_____.
Harry Is it [3]_____ biggest one?
Stuart No. Crete is a lot [4]_____ than Santorini. In fact, Crete is the [5]_____ of all of them.
Harry So, is Santorini nice?
Stuart Yes, it is. It's one of the [6]_____ beautiful islands. It looks like a postcard.
Harry Is Greece [7]_____ Europe or in Asia?
Stuart Europe, I think. Would you [8]_____ to go there?
Harry I don't know. It's a bit hot for me. It's [9]_____ than Britain anyway.
Stuart That's true. But at least the weather is [10]_____ reliable. I prefer to know it's going to be sunny on holiday, don't you?

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A Is the River Seine in Germany?
B No, it isn't. [1]_____
A Are the Himalayas in Europe?
B No, they aren't. [2]_____

Dialogue 2

A [3]_____?
B The Canary Islands are in the Atlantic Ocean.
A [4]_____?
B Lake Titicaca is in South America.
A [5]_____?
B The Indian Ocean is between Africa and Australia.

Marks: __ /10

Writing

9 Imagine you are in a different city for the weekend. Write a postcard to a friend. Write 50–70 words. Include this information:

- the city
- the weather
- the accommodation
- the picture
- your activities

Marks: __ /20

TOTAL: __ /100

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6 Test

Vocabulary

1 Complete the sentences with an expression using the word in brackets.

1 You don't have to hurry. You can _____ _____ _____. (time)
2 There was nobody there. I was _____ _____ _____. (own)
3 We can buy everything from the same shop if we go to a _____ _____. (store)
4 I've had a terrible morning. _____ _____ _____ I overslept and then I missed the bus! (first)
5 It's a beautiful day. Why don't we _____ _____ _____ _____? (walk)
6 My little brother can be very annoying _____ _____. (at)
7 These dresses aren't made in a factory. They're made _____ _____. (hand)
8 They haven't got bikes, so they go to school _____ _____. (foot)
9 I didn't finish the exam because I _____ _____ _____ _____. (ran)
10 When my handbag was stolen, we went to the _____ _____ to report the crime. (police)

Marks: __ /10

2 Complete the text.

The summer holidays are an ideal time to take up a new sport, whether you're [1]_____ holiday [2]_____ the seaside or [3]_____ the mountains. As [4]_____ as you arrive at your holiday destination, go to the [5]_____ information office and find out what activities are available. Don't [6]_____ time, or all the places may be taken by the time you get around to booking. Most activity courses start early [7]_____ the morning, so make sure you arrive [8]_____ time. If you go [9]_____ car, your first job will be finding a safe place to leave it. After [10]_____, you can go off and enjoy an unforgettable experience, be it kite surfing or mountain biking, jet skiing or hang gliding.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Zorbing

Zorbing is the latest very popular adventure activity to come out of New Zealand. The sport involves rolling down a hill in a large inflatable ball called a zorb. The zorb is made up of two different balls, both made of flexible plastic. The outer ball is about three metres in diameter, and the inner ball is about 60 cm smaller. They are connected by hundreds of different cords. The air between the two balls absorbs the shock of the ball hitting the ground as the riders roll downhill.

There are two types of zorbing rides: dry and wet. On a dry ride, the rider wears a harness inside the zorb whereas on a wet ride, there is no harness. Instead warm or cold water – depending on the weather – is added to the zorb. The wet ride experience is compared to being a pair of socks in a washing machine.

1 Zorbing was invented in _____.
2 Zorbs are made of _____.
3 The balls are connected by _____.
4 On a dry ride, riders have to wear a _____.
5 Riders say the wet ride is like being in a _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What is a zorb?
_____
2 How many balls make up a zorb?
_____
3 How big is the inner ball?
_____
4 Why don't the riders get hurt?
_____
5 What are the different types of rides?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line. Write the correction below.

1 The American Thomas Nuttal were a famous nineteenth
2 century botanist. However, his expeditions wasn't very
3 successful because he can never find his way back
4 to camp. His colleagues often help him by lighting torches
5 to show him the way. One night, his colleagues could
6 find him, and so a group of men start looking for him.
7 Unfortunately, Nuttal decided that the men are
8 probably Indians and so he tryed to escape.
9 The men stoped looking for him three days later,
10 when he accidentally walks back into the camp.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Complete the mini dialogues with the affirmative or negative past simple form of the verb in brackets.

1 Why was Tania late for work?
Because she _____ the bus. (miss)
2 Why did Ben get out of bed?
Because he _____ a noise. (can / hear)
3 Why didn't we win the match?
Because we _____ very good. (be)
4 Why was your barbecue successful?
Because I _____ it well. (plan)
5 Why didn't Jack and Dan go to school yesterday?
Because they _____ ill. (be)
6 Why did your grandparents move house?
Because they _____ too far away from us. (live)
7 Why did your father leave his job?
Because he _____ happy. (be)
8 Why didn't you call your parents?
Because I _____ my mobile phone. (can / find)
9 Why can't your aunt and uncle speak English?
Because they _____ French at school. (study)
10 Why was your teacher angry with you?
Because I _____ rude to him. (be)

Marks: __ /10

Language skills

7 Complete the dialogue.

Beth Hi. Sorry, I'm late.
Sophie Where [1]_____ you? I [2]_____ to call you, but your phone [3] _____ on.
Beth No, I [4]_____ in the library so I [5]_____ it off.
Sophie We have to hurry. The bookshop closes [6]_____ five minutes.
Beth [7]_____ is the bookshop?
Sophie It's not far.
Beth Is it the one opposite the [8]_____ office?
Sophie No, it's the one [9]_____ to the museum.
Beth We're late. Let's go shopping instead.
Sophie OK. There's a department [10]_____ near here. Come on.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A Where were you last night?
B [1]_____
We watched the football on TV.
A Where was David yesterday morning?
B [2]_____
He played football there with some friends.

Dialogue 2
A [3]_____?
B The museum is opposite the railway station.

Dialogue 3
A [4]_____?
B My parents were at the mall last night.

Dialogue 4
A [5]_____?
B Holly could read when she was four.

Marks: __ /10

Writing

9 Imagine you are staying at your cousin's house in the UK, but your cousin isn't at home. A friend phones about a tennis match. Write a message to your cousin. Write 30–50 words and include the following information:

- who called
- where are they
- what is the message
- what is the caller's number

Marks: __ /20

TOTAL: __ /100

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7 Test

Vocabulary

1 Complete the sentences with an expression using the word in brackets.

1 The surgeon was exhausted when he left the _____ _____. (theatre)
2 Teachers are the best people to _____ _____ to students on their future career. (give)
3 Stephen Hawking _____ _____ _____ 1942. (born)
4 Most brokers are based at the _____ _____. (stock)
5 That lecturer speaks so fast that it's impossible to _____ _____. (notes)
6 John is staying on at university to _____ _____ _____ black holes. (research)
7 Isabel's grandmother _____ _____ old age when she was 102. (died)
8 To be a secretary you have to _____ _____ _____ in typing. (course)
9 Can I borrow your notes? I didn't _____ _____ _____ _____ yesterday. (lecture)
10 My sister wasn't ready, so I _____ _____ _____ by the front door. (waited)

Marks: __ /10

2 Complete the text.

Sir Isaac Newton [1]_____ born on 4th January 1643 in a small village in Lincolnshire. When he was 18, he [2]_____ to Cambridge University, initially to [3]_____ a degree in Law. However, he soon became interested in other subjects like Mathematics and Physics and he spent a lot of time in the university [4]_____ doing experiments with light. He graduated in 1665, but he stayed [5]_____ the university because of his research. Five years later, he started teaching as a university [6]_____ and he [7]_____ lectures on optics. In 1696 he moved [8]_____ London. Newton died [9]_____ 20th March 1727. He was a very intelligent man and lots of modern scientists say he was a [10]_____.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

Adunis

Ali Ahmad Said Asbar, also known as Adunis, is a Syrian writer who has made his career largely in Lebanon and France. He has written more than twenty books. From an early age he worked in the fields, but his father also made him memorize words. Soon he began to write and in 1947 he won a scholarship to go to a school in Latakia, the city of his birth. Later he won another scholarship so he could study philosophy at the Syrian University in Damascus. In 1956 he moved to Beirut, Lebanon, where he founded a magazine with a colleague. From 1970 to 1985 Adunis was professor of Arabic literature at the University of Lebanon. In 1980 he emigrated to France and became professor of Arabic at the Sorbonne in Paris for a year. Many literary experts would like to see Adunis win the Nobel Prize in Literature.

1 Ali Ahmad Said Asbar was born in . . .
a France. **b** Syria. **c** the Lebanon.
2 As a child, Said had to . . .
a stay at home. **b** go to school.
c help on the farm.
3 Said's parents didn't have to . . .
a pay for his education. **b** work very hard.
c get up early.
4 Said was Professor of Arabic at a . . . university.
a British **b** French **c** Syrian
5 In his life Said has won . . .
a a competition. **b** a Nobel prize.
c several scholarships.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Where is Said most famous?
_____
2 What degree did he take?
_____
3 What did he do in Beirut in 1956?
_____
4 What did he lecture on at the University of Lebanon?
_____
5 Where did he emigrate to in 1980?
_____

Marks: __ /15

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Grammar

5 Complete the text with the correct past simple form of the verbs in the box.

do	find	give	go	leave	plan	see	think	win	write

Few people know that Alexander Fleming [1]_____ his discovery of penicillin in 1928. So, how [2]_____ he _____ it? Well, when he [3]_____ on holiday that year, he [4]_____ the bacteria he was investigating in some dishes in the corner of his laboratory. On his return, he [5]_____ a green substance in one of the dishes. He [6]_____ more research into the substance and later [7]_____ it the name 'penicillin'. He [8]_____ about it in a medical journal, but at first scientists [9]_____ it could be used to cure patients. However, with the help of the chemists Howard Florey and Ernst Chain the drug was soon being mass produced. In 1945 the three men [10]_____ the Nobel Prize in Medicine.

Marks: __ /10

6 Write past simple questions and answer them with the words given.

1 what / you / take to the barbecue? (a salad)
_____
_____

2 what time / your parents / come home (at midnight)
_____
_____

3 what / you / do last night? (homework)
_____
_____

4 who / your friends / fly with? (Spanair)
_____
_____

5 where / Susan / go on holiday? (to Turkey)
_____
_____

6 when / you / meet your best friend? (five years ago)
_____
_____

7 who / the students / see at the park (their teacher)
_____
_____

8 how much money / Harry / spend on holiday? (£500)
_____
_____

9 where / Mark / buy his dictionary (a bookshop)
_____
_____

10 what / your mother / make for dinner? (a curry)
_____
_____

Marks: __ /10

Language skills

7 Complete the dialogue.

Rob Hi, Nick. How [1]_____ your weekend?
Nick Terrible. I [2]_____ enjoy it at all.
Rob Why? What did you [3]_____?
Nick We [4]_____ camping. We [5]_____ home on Friday evening at about six, but there [6]_____ a lot of cars. We didn't [7]_____ to the campsite until midnight.
Rob How [8]_____ you put up the tent?
Nick We didn't. We slept in the car.
Rob What about the rest of the weekend?
Nick We put up the tent the next morning, and then it [9]_____ to rain. We [10]_____ all weekend inside the tent waiting for the rain to stop. I'm never going camping again!

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A Where was Dostoyevsky from?
B [1]_____
He was born in Moscow.
A What language did Shakespeare speak?
B [2]_____
He lived in Stratford and London.

Dialogue 2
A [3]_____?
B I was born in Madrid, Spain.
A [4]_____?
B My parents got married in 1985.

Dialogue 3
A [5]_____?
B Yes, I did my homework last night.

Marks: __ /10

Writing

9 Write an email to a friend to describe your last holiday. Write 90–110 words and include the following information:

- where you went
- who you went with
- what you did

Marks: __ /20

TOTAL: __ /100

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Test answer key

Test Unit 1

Exercise 1
1 has a break 2 does the washing 3 look like
4 do my homework 5 get a move on 6 make a lot of noise
7 hangs around 8 have a celebration 9 Look out!
10 make a phone call

Exercise 2
1 on 2 after 3 up 4 has 5 give 6 make 7 for 8 drive
9 ages 10 does

Exercise 3
1 a 2 b 3 b 4 a 5 c

Exercise 4
1 More twins are born in Kodinho that anywhere else in the world.
2 In Asia there are 4 sets of twins per 1,000 babies.
3 In Kodinho there are 45 sets of twins per 1,000 babies.
4 Families with twins in Kodinho can be members of TAKA.
5 TAKA helps them because it is very expensive to have two children at the same time.

Exercise 5
1 **don't** have 2 like **it** very much 3 all **go** 4 brother **is** 20
5 **doesn't** go 6 **in** Alexandria 7 **often** comes home 8 **by** train
9 My parents **are** 10 a **special** dinner

Exercise 6
1 I don't get on well with my brother.
2 Keira does her homework at home.
3 We have a break in the afternoon.
4 Tom doesn't hang around with his cousins.
5 My parents have lunch at work.
6 Jack's got a son.
7 My niece gets up late.
8 We haven't got a bath.
9 You don't look like your mother.
10 Sarah doesn't help her mother with the washing.

Exercise 7
1 am 2 same 3 meet 4 live 5 go 6 playing 7 watching
8 sisters 9 got 10 doesn't

Exercise 8
1 I've got one brother.
2 He's a student.
3 Who's Laila?
4 How old is she?
5 Where does she live?

Exercise 9
Students' own answers.

Test Unit 2

Exercise 1
1 cycling 2 dangerous 3 fight 4 hard 5 march 6 calendar
7 unusual 8 jogging 9 stroll 10 kick

Exercise 2
1 easy 2 train 3 typical 4 jog 5 sprint 6 practise
7 break 8 defend 9 routine 10 rest

Exercise 3
1 Spain 2 Roger Federer 3 three 4 Two 5 football

Exercise 4
1 He won a gold medal.
2 He was ranked number 1 for 11 months.
3 Nadal's coach is his uncle, Toni Nadal.
4 He gave up football to have time for his school work.
5 He became one of the top 50 tennis players in the world.

Exercise 5
1 How does Peter go to school?
2 Have you got any brothers and sisters?
3 When do you have lunch?
4 What programmes does your sister like?
5 Does your teacher speak English?
6 How often do you go swimming?
7 Who do you play chess with?
8 Are your parents Egyptian / from Egypt?
9 Where does Gary play football?
10 What are your hobbies?

Exercise 6
1 My brother never does the washing-up after dinner.
2 We don't often read a newspaper at the weekend.
3 My cousins are always at my house after school.
4 John doesn't usually read a book when he is in his room.
5 Are they sometimes late for school when they catch the bus?
6 Tina doesn't always do her homework before she goes out.
7 I'm hardly ever ill during the summer holidays.
8 Do you usually watch TV before you go to bed?
9 Gymnastics isn't often easy when you start.
10 My sisters and I hardly ever argue when my parents are home.

Exercise 7
1 got 2 often 3 games 4 ever 5 free 6 do 7 like 8 go
9 quite 10 don't

Exercise 8
1 I really like it / swimming.
2 I never go jogging.
3 What do you do in your free time?
4 What sports do you play / do?
5 Do you like / play football?

Exercise 9
Students' own answers.

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Test Unit 3

Exercise 1
1 shouts 2 travel 3 whisper 4 chats 5 take out
6 announce 7 prepare 8 discuss 9 take down 10 interview

Exercise 2
1 history 2 in 3 library 4 borrow 5 own 6 physical 7 off
8 field 9 discuss 10 takes

Exercise 3
1 b 2 a 3 c 4 a 5 b

Exercise 4
1 They have to get up at 6 a.m.
2 The first break is at 9.40.
3 They have two hours for lunch.
4 They have to do eye exercises.
5 They go back to class to do self study.

Exercise 5
1 There **is** 2 **There** are 3 there **aren't** 4 **some** farms
5 there **are** 6 There **are** 7 **any** rivers 8 there **aren't**
9 **an** airport 10 there **are**

Exercise 6
1 he doesn't have to go
2 Do you have to make
3 he has to travel
4 we don't have to hurry
5 she has to study
6 Do we have to get up
7 I have to look after
8 they have to do
9 Does she have to put on
10 I don't have to buy

Exercise 7
1 do 2 to 3 lesson 4 have 5 stand 6 subject 7 love
8 a 9 aren't 10 bad

Exercise 8
1 I hate it.
2 It's great.
3 What lesson have you got at half past two?
4 Do you like chemistry / science?
5 What's your favourite subject?

Exercise 9
Students' own answers.

Test Unit 4

Exercise 1
1 abroad 2 fascinating 3 book 4 get dressed 5 extravagant
6 terrible 7 get ready 8 get well 9 memorable 10 fast

Exercise 2
1 organize 2 outdoors 3 invitations 4 guests 5 crowded
6 abroad 7 flight 8 book 9 jeans 10 together

Exercise 3
1 teenagers 2 picnic food 3 mini match 4 friendly
5 personalised certificate

Exercise 4
1 A football trainer.
2 In your back garden or at a local playing field.
3 Take part in some mini football competitions, play fun games and practise their football skills.
4 Because the parties are three and a half hours long.
5 You can call them on 07733 445566 to book your football party.

Exercise 5
1 is rising 2 are trying 3 are … doing 4 are changing
5 aren't selling 6 aren't using 7 are putting on 8 is … saving
9 am turning off 10 am not leaving

Exercise 6
1 My aunt can swim well.
2 Those children can run fast.
3 My friend can work quickly.
4 You can write beautifully.
5 I can speak English fluently.
6 Harry can write clearly.
7 She can solve the problem easily.
8 I can spell most words correctly.
9 My sister can cook perfectly.
10 The students can work quietly.

Exercise 7
1 wear 2 clothes 3 tracksuit 4 shorts 5 fast 6 well
7 badly 8 aren't 9 am 10 can't

Exercise 8
1 My new top is green. / It's green.
2 we can't (wear jeans to school).
3 What do you usually wear to school?
4 Who's got a jumper?
5 What's Anna wearing?

Exercise 9
Students' own answers.

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Test Unit 5

Exercise 1
1 cloudy 2 badly-written 3 good-looking 4 lively
5 continuously 6 bad-tempered 7 washable 8 painful
9 hard-working 10 aggressive

Exercise 2
1 island 2 Ocean 3 Africa 4 rainforest 5 mud
6 mountains 7 insects 8 sadly 9 well known 10 cartoons

Exercise 3
1 b 2 c 3 b 4 c 5 a

Exercise 4
1 It's about 2,000 km to the south-east of Australia.
2 They call it the outback.
3 Kangaroos and koalas are only found in Australia.
4 They live in the cities in the south east of the country.
5 They're worried about climate change.

Exercise 5
1 **most** beautiful 2 are **simpler** 3 **than** those 4 are **bigger**
5 **more** powerful 6 **often** hunt 7 **thinner** legs 8 are **flatter**
9 **slower** 10 cheetahs **are**

Exercise 6
1 further 2 the best 3 more expensive 4 the most interesting
5 easier 6 the smallest 7 the most dangerous 8 noisier
9 the wettest 10 hotter

Exercise 7
1 Where 2 islands 3 the 4 bigger 5 biggest 6 most 7 in
8 like 9 hotter 10 more

Exercise 8
1 It's in France.
2 They're in Asia.
3 Where are the Canary Islands?
4 Where's Lake Titicaca?
5 Which ocean is between Africa and Australia?

Exercise 9
Students' own answers.

Test Unit 6

Exercise 1
1 take your time 2 on my own 3 department store 4 First of all
5 go for a walk 6 at times 7 by hand 8 on foot
9 ran out of time 10 police station

Exercise 2
1 on 2 at 3 in 4 soon 5 tourist 6 waste 7 in 8 on
9 by 10 that

Exercise 3
1 New Zealand 2 flexible plastic 3 hundreds of cords
4 harness 5 washing machine

Exercise 4
1 It's a large inflatable ball.
2 Two balls make up a zorb.
3 It's about 2.40 m in diameter.
4 Because of air between the two balls.
5 There are dry rides and wet rides.

Exercise 5
1 **was** a famous 2 expeditions **weren't** 3 he **could** never
4 often **helped** 5 **couldn't** find 6 **started** looking 7 men **were**
8 he **tried** to 9 men **stopped** 10 **walked** back

Exercise 6
1 missed 2 could hear 3 weren't 4 planned 5 were
6 lived 7 wasn't 8 couldn't find 9 studied 10 was

Exercise 7
1 were 2 tried 3 wasn't 4 was 5 turned 6 in 7 Where
8 post 9 next 10 store

Exercise 8
1 We were at home.
2 He was at the park.
3 Where is the museum?
4 Where were your parents last night?
5 When could Holly read?

Exercise 9
Students' own answers.

Test Unit 7

Exercise 1
1 operating theatre 2 give advice 3 was born in
4 stock exchange 5 take notes 6 do research into 7 died of
8 do a course 9 go to the lecture 10 waited for her

Exercise 2
1 was 2 went 3 take 4 laboratory 5 at
6 professor / lecturer 7 gave 8 to 9 on 10 genius

Exercise 3
1 b 2 c 3 a 4 b 5 c

Exercise 4
1 He's most famous in France and Lebanon.
2 He took a degree in philosophy.
3 He founded a poetry magazine with a colleague.
4 He lectured on Arabic literature.
5 He emigrated to France.

Exercise 5
1 didn't plan 2 did … find 3 went 4 left 5 saw 6 did
7 gave 8 wrote 9 didn't think 10 won

Exercise 6
1 What did you take to the barbecue? I took a salad.
2 What time did your parents come home? They came home at midnight.
3 What did you do last night? I did my homework.
4 Who did your friends fly with? They flew with Spanair.
5 Where did Susan go on holiday? She went (on holiday) to Turkey.
6 When did you meet your best friend? I met him / her five years ago.
7 Who did the students see at the park? They saw their teacher.
8 How much money did Harry spend on holiday? He spent £500.
9 Where did Mark buy his dictionary? He bought it from / at / in a bookshop.
10 What did your mother make for dinner? She made a curry.

Exercise 7
1 was 2 didn't 3 do 4 went 5 left 6 were 7 get 8 did
9 started / began 10 spent

Exercise 8
1 He was from Russia. / He was Russian.
2 He spoke English.
3 Where were you born?
4 When did your parents get married?
5 Did you do your homework last night?

Exercise 9
Students' own answers.

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FUNCTIONS BANK

Introducing people

Good morning.
Good afternoon.
Good evening.
How are you?
Fine, thanks. And you?
Hi I'm Jenny.
Nice to meet you (too).
How old are you?
I'm [17].
What about you?
This is [Martin].
Where are you from?
I'm from [London].

Giving an opinion

Do you like music / films / books?
Who's your favourite singer?
He's / She's OK. But I prefer [Justin Timberlake].
Who do you like, then?
He's terrible.
I can't stand it.
He's all right / OK / not bad.
She's great / brilliant.
I love them.

Giving directions

Excuse me. Where's the [library]?
It's near the [canteen].
Go along the corridor / street.
Turn left / right.
Go up / down the stairs.
First / Second floor.
Go past the [stairs].
The [canteen] is on your right / left.
Go through the doors.
Go outside / inside.

Making arrangements

Do you want to go [swimming] on [Friday]?
I'm afraid I can't.
What about [Saturday]?
Are you doing anything on [Sunday]?
I'm free at [four] / on [Thursday].
Let's go on [Thursday], then.
Let's meet at the [bus stop] at [four].
See you there.

Asking for information

I'd like some information, please.
What time do you open / close?
How much does it cost (to get in)?
How much is it for a child?
Last entry is at four o'clock.

On the phone

Hello. Is that [John]?
Yes, speaking.
This is [Joanna].
Can I speak to [Mark], please?
Just a moment.
She / He isn't here.
Do you want to leave a message?
No, it's OK, thanks.
I'll try his / her mobile.
I'll try again later.
Please tell him / her I called.
What's your number?

Talking about your weekend

How was your weekend?
It was OK / great / not bad, thanks.
What did you do on [Friday]?

In a café

Can I help you?
Can / Could I have [a cheese sandwich]?
I'd like [a coffee].
Here's your change.
Enjoy your meal.
That's [£6.50], please.

Buying a train ticket

I'd like a ticket to London, please.
Single or return?
Which platform is it?
The next train is at [11.45].

Giving advice

Can I ask your advice?
You should / shouldn't ...
Do you think so?
You're probably right.
Thanks for the advice.

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