PROJECT

DAVID NEWBOLD
TOM HUTCHINSON

TEACHER'S BOOK

3

OXFORD

PROJECT

DAVID NEWBOLD

TOM HUTCHINSON

TEACHER'S BOOK

OXFORD

OXFORD
UNIVERSITY PRESS
Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2000

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2000
2009 2008 2007
10

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press (with
the sole exception of photocopying carried out under the conditions stated
in the paragraph headed 'Photocopying'), or as expressly permitted by law, or
under terms agreed with the appropriate reprographics rights organization.
Enquiries concerning reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford University Press, at the
address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach.
School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

We are very grateful to the many teachers who have shared their invaluable
comments and suggestions with us, and in particular to the following:

Ludmila Vitková, Irena Klecková, Jiri Šádek, Dr Martina Ulvrová, Hana
Tröglová, Dalmila Mališová, and Lenka Korgerová from the Czech Republic;
Nagy Ildikó, Pappné Udvaros Éva, Maljusinné Kis Edit, and Csikósné
Szilágyi Erzsébet from Hungary; Alina Cichof, Maria J. Kwiatkowska, Emilia
Misiuk, and Ewa Kościuk from Poland; Ivana Chytrá from Slovakia;
Damjana Tomicevic, Slavica Šketako, Mojca Uhernik Pipan, Romana Ivacic,
Viljenka Savli, Melita Keber Jasovic, Zlatko Veber, and Dominika Smitek
from Slovenia.

Permission kindly granted to reproduce the following illustrations in
answer keys:
Kathy Baxendale (map, Student's Book p50)
DTP Gecko (maps, Workbook pp39, 70;
wordsquare, Workbook page 67)

Tests illustrated by Pavely Arts
ISBN-13: 978 0 19 436534 5

Printed in China

Contents

Introduction to *Project* 4

Who is *Project* for? 4

What are the aims of *Project*? 4

What does *Project* 3 consist of? 4

About the Student's Book 4

How can I get the best out of Project?
- General advice on class management 5
- Using group and pair work 6
- Using the mother tongue 6
- Learner development 6
- Listening activities 7
- Mixed ability classes 7
- Evaluation 8

Project work
- Why do project work? 8
- Implications 8
- Getting started 9
- Evaluation of projects 9
- Conclusion 9

Teaching notes 10

Student's Book Introduction		10
Unit 1	Section A	12
	Section B	14
	Section C	16
	Section D	18
Unit 2	Section A	21
	Section B	23
	Section C	24
	Section D	26
Extension 1		29
Revision 1		31
Unit 3	Section A	33
	Section B	35
	Section C	37
	Section D	38
Unit 4	Section A	40
	Section B	42
	Section C	44
	Section D	45
Extension 2		49
Revision 2		51
Unit 5	Section A	53
	Section B	55
	Section C	57
	Section D	59
Unit 6	Section A	63
	Section B	64
	Section C	67
	Section D	69
Extension 3		72
Revision 3		74
Unit 7	Section A	76
	Section B	78
	Section C	80
	Section D	82
Unit 8	Section A	85
	Section B	87
	Section C	89
	Section D	91
Extension 4		94
Revision 4		96

Workbook answer key 98

Tests 109

Tests answer key 134

Introduction to Project

Who is Project for?

Project is a five-level course for young learners aged 10–14/15. Each level provides approximately ninety hours of teaching material. The whole course takes learners from beginner to pre-intermediate level.

What are the aims of Project?

Project combines the best of contemporary and traditional approaches to language teaching. It incorporates ideas such as learner development, project work, a task-based methodology, role play, and cross-curricular themes, while providing a solid grammar framework and thorough practice of structures, functions and vocabulary.

The course aims particularly at presenting language in realistic and motivating contexts, working on the principle that any language is a living tool and students must be able to use their language knowledge and skills in the outside world beyond the classroom. To this end, *Project* places emphasis on bringing English to life within a structured learning environment.

For example, through project work students are actively encouraged to use their English with creativity and imagination, at the same time as consolidating new language and extending their vocabulary. The strong cultural focus of the course also helps students to establish a connection between language and life. Aspects of life in both Britain and other English-speaking countries are regularly presented, with students being invited to explore differences and draw comparisons with their own cultural backgrounds.

What does Project 3 consist of?

Student's Book

- An introductory unit and song
- Eight main units
- Four revision units
- Four extension units, each containing Culture section, projects and song with activities
- A pronunciation section with exercises for each main unit
- A list of irregular verbs plus past simple/past participle forms

Workbook

- Activities for further practice and reinforcement of the language in the Student's Book. These include grammar consolidation activities, vocabulary practice and fun activities, such as puzzles, wordsquares, and crosswords.
- A Progress check at the end of each unit. This contains tasks which incorporate both the new language of the unit and items from previous units. The Progress check acts as an important part of learner development by encouraging students to maintain regular evaluation of their progress throughout the course.
- A grammar reference section with tables and rules to illustrate the main grammar points of each unit.
- A wordlist with all the new words for each unit, and their phonetic transcriptions.
- A list of irregular verbs.

Class cassettes

All the Student's Book listening material is recorded here, including

- listening skills activities
- pronunciation practice activities
- songs
- reading texts.

All the items on the tape are numbered and indicated in the Student's Book by this symbol: 1

Teacher's Book

- An introduction outlining the rationale and structure of *Project*, with suggestions for classroom management and teaching techniques.
- Complete lesson notes with keys for all the activities in the Student's Book and tapescripts for all the listening activities.
- Optional extra activities for fast finishers.
- Tests – one for each Student's Book unit, with four revision tests to match the Student's Book revision units. Each test contains items for testing specific aspects of grammar and vocabulary as well as skills-based tests. The tests are on pp. 102–125, with a key on pp. 126–128.
- A key for all the Workbook activities (pp. 92–101).

About the Student's Book

Project 3 has a different structure from previous levels, in order to meet the needs of older students.

Introduction

This introductory unit helps students to familiarize themselves with their new book. In particular, students meet the 'Kids', characters from the episodic photostory which appears in each main unit. There is a tour of the new features in the book, plus foundation work for study skills – using a dictionary. The Introduction also contains a song and activities.

Units 1–8

Each main unit contains four topic-based sections. These sections cover language areas as follows:

Sections A and C Grammar

The two grammar sections present and practise a combination of new and revision material. **Language in use** offers students a motivating and authentic contextualization of language through a variety of texts, including several episodes of the cartoon strip, 'Sweet Sue and Smart Alec'. This is followed by **What's the rule?** where students are encouraged to analyse grammar form and meaning in context. **Practice** consolidates the grammar focus by allowing students to produce and practise the language themselves.

The cognitive approach to grammar is an important aspect of the methodology of *Project*. It not only helps the students to remember the grammar more easily, but also encourages them to develop the important learning strategy of working things out for themselves. In this way the approach to grammar contributes to the whole process of learner development.

Section B Everyday English

This section is based around an episode of the teenage photostory, 'Kids'. Functional language is presented in the realistic context of a teenage drama, with useful vocabulary presented in the **Everyday expressions** section. Students are encouraged to compare with colloquial expressions in their own language, as well as using the new vocabulary in production activities. Specific functions are then drawn out from the photostory context, and practised. Speaking and listening skills are developed in this section.

Section D Skills

Skills work is based around a longer reading text with a follow-on listening text, focusing on reading, listening and writing (speaking is the main skills focus of Section B, Everyday English). The writing sections alternate between **Improve your writing** and **Practise your writing** – the former presents writing techniques such as the use of pronouns, and the latter widens students' experience of writing different text types.

Other features

In addition to the main unit sections, the following features appear throughout the units as appropriate:

Working with words

Vocabulary activities developing students' ability to guess meaning from context, record and learn new vocabulary, and use words appropriately.

Study skills

Each Study skills item focuses on an aspect of how students can help themselves to become more effective learners. Activities are generally linked to the topic/language challenge of the section in which they appear.

The Progress diary

One of the 'Kids' characters introduces this at the end of each unit. Students are encouraged first to complete the **Progress check** in the Workbook, so that they develop a sense of their progress to date and their ability to understand and produce the language input of the unit. They are then asked to rate how they feel about their progress. This gives both students and teacher the opportunity to troubleshoot any problem areas, adjust to individual needs and, most importantly, to feel satisfaction at progress made.

Extension units

After every two main units, an Extension unit provides the opportunity for culture and project work which expands the unit topics.

Culture offers a longer reading/listening text around a cultural aspect of English-speaking countries. Activities guide students through comprehension of the text, then encourage a personal response and comparison with the students' own country.

The **Project** section contains three project ideas for students to choose from. Through producing their own project, students can articulate and develop their personal response to topical and cultural issues. Detailed stage instructions are given for each project, with support over content and project structure. The three options provide different levels of challenge, to allow for students of all abilities.

General information and guidance about doing project work is provided below (page 8); more detailed guidance for individual projects appears in the lesson notes for the Extension unit concerned.

The Extension unit concludes with the **Song** and activities. All the songs are by original artists and have been chosen for their appeal to a teenage class. Listening skills are further developed in this section, plus the ability to interpret text. The songs are powerfully memorable, and it is hoped that students will feel motivated to sing/learn the songs.

Pronunciation section

This appears at the end of the book, and has exercises for each unit. Communication demands both fluency and accuracy, so it is important that students are able to produce the sounds of English correctly. The pronunciation activities practise some important aspects of English pronunciation, such as the differences between long and short vowels, weak forms, etc. *Project* 3 also introduces students to the phonetic alphabet in full. This should provide an aid to students' ability to distinguish sounds and use references such as dictionaries effectively.

How can I get the best out of *Project*?

Full support for handling the activities in *Project* is given in the lesson notes. The following sections give some general guidance for using *Project* in the classroom, so that you can make the best use of the course.

General advice on class management

1 Prepare the activity carefully. Make sure everyone understands what they have to do before you start an activity.
2 Use techniques regularly so that students get used to particular ways of working. In this way you need to spend less time on explaining what to do.
3 Don't rush activities. Take time to explain and demonstrate what to do and how to do it.
4 Use students to demonstrate and give answers as much as possible. This will help you to discover if there are any problems.
5 Monitor what pupils are doing carefully. If they have not understood what they should be doing, don't abandon the task. Stop the class and find out what the problem is. Demonstrate again, if necessary, or deal with any problem that is causing difficulties.
6 Don't assume that what has been taught has been learnt. Learning is a long process and even the best students will only remember part of what they have been taught, so you need to monitor student progress constantly and adjust your teaching in order to revise things that have not been learnt effectively.
7 Remember that every class is different and every individual student is different. A coursebook can only give an approximate guide to how fast you can move through the syllabus, so be prepared to speed up or slow down as necessary to fit the needs of the students.
8 Keep your own notes in this Teacher's Book on how any lesson worked — whether there were any problems, if

something particularly caught the students' imagination. You will find these notes very valuable the next time you come to teach the lesson.

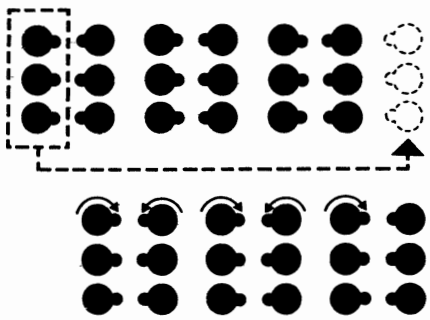
Using group and pair work

Project makes extensive use of group and pair work, which makes a whole range of activities available and so adds variety to the lesson. However, these three points should be taken into consideration:

1 Group and pair work do not replace whole class teaching. A lot of work still has to be done with the whole class together. Choose the best format for each activity.
2 Group and pair work naturally produce more noise than whole class teaching. However, it should be productive noise. Don't tolerate other noise that is not related to the task in hand, and teach students how to move quickly and quietly into groups or pairs.
3 An important part of group and pair work is getting students to report back their ideas or to demonstrate what they have done. However, you must be selective. Don't get every group or pair to report back or demonstrate, as it will be very time-consuming and tedious. It is also important to make sure that you don't choose the same groups and pairs every time — give all students a chance.

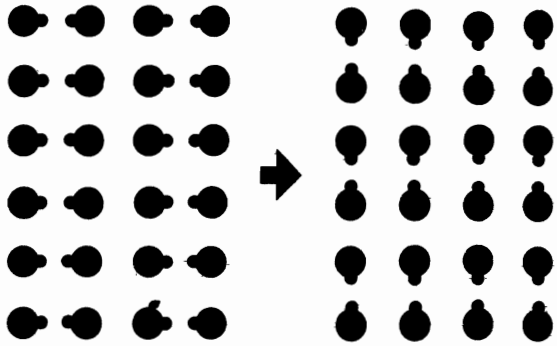
Here is a simple procedure for doing pair work. (You can adapt this for group work, too.) This example is based on dialogue reading in pairs.

1 Explain the activity.
2 Tell students to turn and face the person next to them.
3 Demonstrate the dialogue with one pair. Say the parts of the dialogue and get the two students to repeat the parts after you. Correct any mistakes carefully.
4 Choose another pair to do the dialogue unaided.
5 Tell the whole class to do their dialogues. Go round and listen to a few pairs. Help where necessary and note down any common errors that may occur
6 Get one or two pairs to do their dialogues in front of the whole class. Deal with any errors that you have noticed.
7 Form new pairs. You can do this in a number of ways.
   a Tell pupils to turn and face the other way. The end row will have to move to the other end of the class like this:



When the class is quiet, start the activity again.

   b Tell students in alternate rows to turn to face the person behind them.



When the class is quiet, start the activity again.

   c Get students to stand up and find a partner by moving round the class. This will be noisy, but it can be very useful for doing a short dialogue with several different people.
8 Always finish the activity by getting one or two pairs to demonstrate their dialogue in front of the class (choose different pairs each time), and by dealing with any errors that have come up.

Using the mother tongue

The golden rule for the English classroom is: use English as much as possible right from the start. This is important for several reasons:

1 The only effective way to learn a language is to hear it and to use it as much as possible.
2 Students need to learn that English can be used for real communication, such as giving classroom instructions.
3 Students can understand a lot more than they can say and they need to learn that they don't have to understand every word to know what is meant.

However, having said this, the mother tongue can still be a valuable tool in the classroom:

1 It can be a quick and simple way of giving the meaning of a word, which can't be easily worked out from context.
2 It can be used to highlight differences between English usage and mother tongue usage.
3 It can be useful in the early stages for talking about aspects of culture or of learning.

Learner development

The importance of students' acquiring essential study skills and developing an awareness of their own progress has long been recognized in the ELT classroom. Learner development is essentially about helping learners to learn more easily and more effectively both in the classroom and outside. There are a number of ways in which you can work towards learner development.

1 Always encourage learners to work things out for themselves as much as possible. The basis of all learning is that we use what we already know to make sense of something new, so encourage your students to
   – work out new vocabulary, using such clues as pictures, the context of use, similarities to the mother tongue etc.
   – work out grammar rules, by observing how the grammar is used in a text and/or by using their existing knowledge, for example using their knowledge of plural endings to work out the third person present simple endings, or using their

knowledge of the verb 'to be' to help them understand how the present continuous tense is constructed.
- work out the gist of what someone is saying even if they don't understand every word.

2 Teach students how to use the various reference sources available to them.
- Make sure they know where to find the grammar reference section and the wordlist. Teach students how to use them.
- Teach them how to use a dictionary.
- Show students how to keep useful vocabulary records.

3 Use the Progress diary and the Progress check in the Workbook to encourage students to reflect on how well they know things. Take action to deal with problems that come up.
4 Reassure students that errors are a natural and useful part of language learning. Encourage them through things such as the skills activities and project work to take risks with the language, even though they will inevitably make mistakes.
5 Try to develop a feeling of fun and challenge in the classroom. Learning a language is hard work, but we don't make it any easier by taking it too seriously. The most important aspect of learner development is developing a positive attitude towards English and the learning process.

Listening activities

Project contains a wide variety of listening activities. Detailed guidance for each activity is given in the lesson notes. Here are some general points to bear in mind about using listening material.

It is important to recognize that listening to a cassette recorder in a classroom can be more difficult than listening in real life, so that you can ensure your techniques take account of this. The reasons why it can be difficult are:

1 The cassette recorder is non-interactive. It can't monitor whether something has been understood and slow down, paraphrase or explain, as a real speaker can. The only repair strategy available is to replay the tape.
2 All students can have a copy of a written text and can read at their own speed, and re-read as required. A cassette recorder goes at the same speed for everyone.
3 There is no visual content. Important features such as gesture, facial expression and posture can't be shown. These are important clues that help us to grasp meaning.
4 Most classrooms have poor acoustics. This is because they usually have large areas of hard, bare surfaces — walls, desks, floor — which reflect the sound and make it indistinct.

Here are some simple techniques that you can use to help with listening activities:

1 Build up contextual knowledge before listening. Use pictures to establish the context or get students to predict what is likely to come up on the tape. Introduce a few key items of vocabulary, if you think they will interfere with the students' understanding. Don't, of course, introduce all the new words, as one of the things students need to learn is that they don't always need to understand every word to get the message.
2 We normally listen to something for a purpose. In *Project* students are always given a task to do while listening. Make sure students understand the task and know exactly what to do before you play the tape.
3 Students will listen more carefully if they are given a personal motive to listen. With many activities you can get the students to try to do the task or to predict what they will hear before they listen. Then they will not just listen for information. They will listen to see whether they were right, which is much more motivating.
4 A lot of knowledge is built up as the listening proceeds. Understanding the later parts often depends on understanding the earlier parts. With longer passages, stop the cassette periodically and make sure students have understood things up to that point.
5 Don't be afraid to replay the tape more than once, if you think it will help the students. The lesson notes only give you the minimum number of times you should play the tape, but you should play it as often as you think is necessary.
6 Try to improve the acoustics of the classroom. Here are three possible ways:
- Reduce the amount of bare surface in the classroom by, for example, drawing curtains, if fitted.
- Get the students to sit in a circle round the recorder. This will not only bring them closer to the sound source but their bodies will also act as sound absorbers.
- If possible, use a separate large speaker.

Mixed ability classes

Any class will contain a wide range of abilities and learning styles, so you need to adjust your teaching to fit the different needs. *Project* offers a number of solutions to student diversity.

1 New language is processed through many different stages and in a variety of ways. For example, in a normal grammar cycle students will
- see the grammar point in use in a text
- identify examples of the point
- formalize a rule or a table
- do controlled and freer practice activities
- use the grammar point in skills activities
- do further consolidation exercises in the Workbook
- combine the grammar point with other knowledge in doing a project
- reflect upon their knowledge in the Progress diary
- revise the point in the Revision unit.

This wide range of ways of dealing with the language allows for different learning styles and speeds.

2 *Project 3* encompasses a thorough revision of the main grammar covered in the previous level(s). This gives students a chance to catch up on any items that have been missed the first time round or forgotten.
3 Being open-ended, project work is particularly suitable for mixed ability classes. All students can tackle the projects and achieve something worthwhile, regardless of their abilities.
4 The Teacher's Book contains additional activities which can be used with faster classes or individuals.

Evaluation

Evaluation of progress is an integral aspect of *Project*. Regular evaluation has two main aims:

- to motivate and encourage students as they see the progress they are making;
- to provide a diagnostic measure of individual students' competence in all areas.

Various evaluation stages are built into the structure of *Project 3*. The first of these takes the form of an open-ended process which encourages both students and teachers to look closely at individual progress and needs:

- Student's Book, Units 1–8 – the Progress diary for each unit encourages self-evaluation on the part of the student, and feedback between teacher and student.

Evaluation takes a more structured form in the following sections:

- Workbook – the Progress check provides integrated practice of language and skills work from the unit, which also serves as a check on how much students have retained and how their skills have developed.
- Student's Book, Revision units 1–4 – designed to be done together in class, these units focus clearly on the language and skills of the previous two units and allow teachers to troubleshoot any difficulties the class may still be having.

Finally, the teacher may wish to give a formal test where students work alone and feedback is given only after completion of the test:

- Teacher's Book, tests – one for each unit, plus four revision tests.

Project work

Why do project work?

Project work captures better than any other activity the three principal elements of a communicative approach. These are:

1 a concern for motivation;
2 a concern for relevance;
3 a concern for the general educational development of the learner.

1 Motivation

Positive motivation is the key to successful language learning and project work is particularly useful as a means of generating this positive motivation.

Firstly, project work is very personal. The students are writing about their own lives – their house, their family, their town, their dreams and fantasies, their own research into topics that interest them.

Secondly, project work is a very active medium. Students aren't just receiving and producing words. They are

- collecting information
- drawing pictures, maps, diagrams and charts
- cutting out pictures
- arranging texts and visuals
- colouring
- carrying out interviews and surveys
- possibly making recordings.

Lastly, project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This makes it particularly well suited to the mixed ability class, because students can work at their own pace and level.

2 Relevance

If learners are going to become real language users, they must learn that English can be used to talk about their own world. Project work helps to bridge this relevance gap in three ways:

- It encourages the use of a wide range of communicative skills.
- It provides learners with opportunities for communicating about their own world – about their friends, their interests, their feelings, etc. Project work thus enables students to rehearse the language and factual knowledge that will be of most value to them as language users.
- It establishes a sounder relationship between language and culture. English is not just for talking about the ways of the English-speaking world. It should also be a means for learners to tell the world about their own culture. Project work helps to create this approach.

3 Education

The processes and content of the language class should contribute towards the general educational development of the learner.

Most modern school curricula require all subjects to encourage initiative, independence, imagination, self-discipline, co-operation and the development of useful research skills. Project work is a way of turning such general aims into practical classroom activity.

Implications

Project work brings considerable benefits to the language classroom, but it is important to be aware of the implications of the way of working.

1 Noise

Teachers are often afraid that the project classroom will be noisier than the traditional classroom. But remember that the traditional classroom has quite a lot of noise in it, too. There is no reason why project work should be any noisier than thirty or forty students giving a choral response, for example.

In project work, students are working independently. They must, therefore, take on some of the responsibility for managing their learning environment. Part of this responsibility is learning what kind of, and what level of noise is acceptable.

2 Time

It takes longer to prepare, make and present a project than it does to do more traditional activities. But bear in mind two points.

Firstly, not all project work needs to be done in class time.

Secondly, when choosing to do project work, you are making a philosophical choice in favour of the quality of the learning experience over the quantity of activities. Project work provides rich learning experiences. The positive motivation that it generates colours the students' attitude to all the other aspects of the language programme. Learning grammar and vocabulary will appear more relevant, because the students know they will need these things for their project work.

3 Use of the mother tongue (L1)

It is likely that most students will speak in their mother tongue while they are working on their projects. However, rather than seeing this as a problem, we should consider its merits.

Firstly, it is a natural way of working. As long as the final product is in English, it doesn't matter if the work is done in the mother tongue.

Secondly, project work can provide some good opportunities for realistic translation work. A lot of the source material for projects – leaflets, maps, interview, texts from reference books, etc. – will be in the mother tongue.

Thirdly, project work should be seen as a chance to practise that most difficult of skills – writing. There is no need to worry if the students use the mother tongue to talk about it.

4 Different levels

Some teachers are concerned that, without the teacher's firm control, the weaker students will be lost and will not be able to cope. Again the answer to this worry is to see the positive side of it. Not all students want or need the teacher's constant supervision. By encouraging the more able students to work independently, you are free to devote your time to those students who need it most.

In practice, most teachers find that their worst fears about project work do not materialize. The work is so motivating for the students that it produces its own momentum. The noise of the well-managed project classroom is the sound of creativity.

Getting started

The key to successful project work is good preparation.

1 You'll need some basic materials and equipment.
   - scissors
   - rulers
   - glue
   - large sheets of paper or card

2 It's a good idea to have some reference books available.
   - a dictionary
   - a grammar book
   - an atlas

3 Try to keep a stock of magazines, maps and leaflets in the class. The material does not have to be in English. As already noted, material in the student's mother tongue can provide opportunities for some creative translation work. You do not have to provide all the material yourself. Encourage the students to provide material as well.

4 Teach your students how to do project work. Before starting any project, discuss with the students how they will tackle it.

5 One of the most important features of project work is presentation. Public display gives students an added incentive to do their best work. Projects can be presented in various ways:
   - as a poster. This is a particularly useful form of presentation for group projects.
   - as a book. Students keep their own project book. This is the best format for individual projects. Students can make two kinds of book. They can do their projects in large format (A4 or A3) scrapbook. Alternatively they can make a project file. Students do their projects on separate pieces of paper and then collect them together in a ring file.
   - in other ways. As the students become more confident in their project work you might like to give them the option of presenting suitable projects orally, or by preparing an audio-cassette or even a short video.

Note
For some projects students need to collect information or illustrations. It's a good idea to look at the project at the beginning of the unit, so that you can give students time to collect things if necessary.

Evaluation of projects

There are two basic principles for assessing project work:

1 Language is only a part of the total project. Consequently, it is not very appropriate to assess a project only on the basis of linguistic accuracy. A wide-ranging 'profile' kind of assessment that evaluates the whole project (creativity, neatness, clarity, effort, etc.) is needed.

2 If at all possible, don't correct mistakes on the final project itself – or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is thus a shame to put red marks all over it. This draws attention to things that are wrong about the project over the things that are good.

So what do you do about errors? There are two useful techniques:

1 Encourage the students to do a rough draft of their project first. Correct this in your normal way. The students can then incorporate corrections in the final product.

2 If errors occur in the final product, correct it in pencil or on a separate sheet of paper. It is then up to the students whether they wish to correct the finished piece of work. If possible, get students to provide a photocopy of their project. Put your corrections on the photocopy.

But fundamentally, the most important thing to do about errors is to stop worrying about them. Projects are real communication. When we communicate, all we can do is the best we can with what we know. And because we usually concentrate on getting the meaning right, errors in form will naturally occur.

Students invest a lot of themselves in a project and so they will usually make every effort to do their best work. And remember that any project will only form part of the total amount of work that the students produce in the language course. There will be plenty of opportunities to evaluate accuracy in other parts of the language programme. Project work provides an opportunity to develop creativity, imagination, enquiry and self-expression, and the assessment of the project should reflect this.

Conclusion

Project work is one of the most exciting developments in language teaching. It combines in practical form both the fundamental principles of a communicative approach and the values of good education. It has the added virtue of being a long-established and well-tried method of teaching in other subject areas.

INTRODUCTION Student's Book pages 4–5

Meet the kids page 4

1 The purpose of this unit is to introduce your students to the book. It may also, of course, be the moment for you to introduce yourself to the students. If so, do that first! Focus attention on the pictures. Ask how many people the students can see. How many are boys? How many are girls? How old do they think they are? If you like, get the students to describe them briefly. Play the tape 1 for the students to read and listen to what the Kids say, and tell you something more about them (e.g. *They come from St. Albans, near London*). Ask the students to find a word which means best friend (*best mate*).

OPTIONAL EXTRA **all groups**

Ask students to introduce themselves to you giving you their name, telling you where they live, and, if they like, saying who their friends are.

Get to know Project 3 page 4

2 **a** Read the list of things to find. Check students' understanding of terms (e.g. *A Progress diary*). Tell them to work with their partner to find all these things, or examples of them, in the book and write the page numbers. Ask questions about everything, e.g. *What topics can you find in the culture pages? How many irregular verbs are there? What do you think a 'Progress diary' is ?* Students can reply in their own language.

b Students look for more than one example of the symbol. It is found with the *Working with words* section – there are usually three of them in each unit. These sections contain new vocabulary, and also word-building or word association activities.

c Students tell you where the grammar summary and wordlist are to be found (pages 74–83 and pages 84–88 of the Workbook). You could tell students how you intend to use the Workbook, and how often.

d The Study skills section for Unit 2 is on page 20. Ask students to read all of it, or part of it, and tell you what they think the general purpose of the Study skills sections is (*to make students reflect about how they learn, and how to improve their learning*).

STUDY SKILLS

Using a dictionary

You will need a dictionary (at least one for every two students) for this activity. Begin by asking how often students use a dictionary (in their own language, and for English), and what they use it for. Discuss their ideas, and tell them that dictionaries can help in a number of ways, not just to find out the meaning of the words.

a Students use their dictionaries to find the words and translate them into their own language. Ask for their translations, and decide which are best.

OPTIONAL EXTRA **all groups**

Students write a sentence for each of the four words in a. Walk round the class as they write, giving help where needed. Write four good sentences on the board, for example:
I like books of folk tales.
Mum, can you put a bandage on my knee?
The eagle is a large strong bird with a curved beak and wide wings.
I would like a receipt for the hotel expenses.

b Students work in pairs to discover the different types of information that a good dictionary can give. Walk round the class giving help where needed. Go through the solutions with the whole class.

Answer key

1 potatoes, oxen, geese
2 grew, tried, stank
3 desk – noun; rich – adjective; sit – verb; type – noun or verb
4 No, they don't. To reach this conclusion, students need to look at the phonetic transcription of the words in the dictionary. The vowel sound in each word is different. Students can get practice recognising phonetic symbols in the pronunciation section for each unit which appears at the end of the Student's Book.
5 *programme* is the British spelling; *program* is the American spelling of the same word.

c **1** Students may already know the two different uses of *like* (e.g. *I like chocolate. What's the weather like?*). Get them to explain the different meanings in their own language. Then ask for examples of the two different uses of *too*, and write two sentences on the board, e.g. *I like chocolate and I like cheese, too. There are too many questions in this test.*

2 Students discuss with their partner. How many words in their own language with more than one meaning can they find? Write them on the board. If you like, tell them that in English there are a lot of words with more than one meaning.

SONG page 5 2

Cultural/background note

The song Every day *is by Charles Hardin Holley, better known as Buddy Holly (1936 Texas–1959 Iowa). Considered one of the fathers of rock 'n' roll, Buddy Holly formed his own band, the Crickets. He was the guitarist and singer, Norman Petty the producer. Holly and the Crickets entered areas of music which until then had been exclusive to black artists. In March 1958, they toured Great Britain where they became more popular than in the USA. Buddy Holly died in a plane crash on February 3rd, 1959. Despite a rather short music career, Holly's innovative music style, as well as his enthusiastic and energetic performances, made him one of the most popular singers in music history.*

1 a Tell students there are songs every two units. It might be useful at this point to find out a little about the students' musical tastes, and if anyone plays a musical instrument, or likes singing. Get students to look at the words in the box. What have they all got in common? (*They're comparative adjectives.*) Students work with their partner and choose four of the words to complete the song.

b Play the tape 2 for students to listen and check their ideas. Write the missing words on the board. Play the song again.

2 and answer key

Every day it's a-getting <u>closer</u>,
Going faster than a roller coaster.
Love like yours will surely come my way.

Every day it's a-getting <u>faster</u>.
Everyone said 'Go on up and ask her'.
Love like yours will surely come my way.

Every day
Seems a little <u>longer</u>.
Every way
Love's a little <u>stronger</u>.
Come what may,
Do you ever long for
True love from me?

2 Talk about the song. What is it about? (*Love.*) Explain *roller coaster* (*a fairground ride which goes up and down steep slopes, usually making people scream with excitement*). How does the singer feel about it? (*Excited.*) Ask the students if they like the song. Why (not)? Play the tape again, more than once if you like, for you and the students to join in.

Tell students that their situation is like the situation of the song: every day, in every way, they are getting better and stronger in English!

1 HOME AND AWAY

Student's Book pages 6–13

UNIT OVERVIEW

Topic New beginnings

Grammar Present simple; past simple

Functional language Exchanging personal information; making polite requests

Vocabulary areas Life events; grading likes and dislikes; family relations

Skills
Reading: a personal essay
Listening: identifying items, sequencing information
Speaking: finding out about a family
Writing: using pronouns

Pronunciation The phonetic alphabet

A MOVING pages 6–7

Topic Moving

Aim To revise and contrast present simple and past simple

Vocabulary Life events (*be born, die,* etc.); time expressions (*a week ago, last year,* etc.)

Language in use page 6 3

1 Use this warm-up to get to know your class, or, if you already know the students, to get to know them a bit better. Begin by asking Kelly's questions around the class to four or five students; then, especially if students do not know their partners well, they could continue to ask and answer the same questions in pairs. Suggested time for the activity: minimum five minutes.

2 Draw attention to the title of the magazine article: *Moving.* Can anyone explain the meaning? (= going to live in another place). If not, you could ask the question again after students have read the article. Read (or ask a student to read) the four questions, checking that the meaning is clear. Give students one or two minutes to find the answers, and go through them with the class.

Answer key
1 John
2 In Brisbane, Australia.
3 In Birmingham, England.
4 Yes, he does ... now!

3 Prepare the activity by asking again *Where was John born?* to elicit *in Australia.* Ask *Was he born in the USA?* to elicit *No (he wasn't).* Draw attention to the first statement *John was born in the USA* and explain that this is a false statement. Ask students to read the remaining statements. While they are reading you could walk round the class checking understanding. Play the tape 3 for students to listen and read. They then decide (working by themselves or with a partner) if statements 2 to 7 are true or false. Go through the answers with the class. Check understanding by asking questions, especially where information is not explicitly given, e.g. (no 5) *How do you know it wasn't July when John arrived? (Because it was winter.)*

Ask a couple more questions on the text not covered in the statements (e.g. *Why did John want to go back to Australia? (Because he felt lonely.)* and explain, or get students to guess, the meaning of new words e.g. *soap opera* (see cultural/background note below), *kids* (= children). You will soon meet these words again, in the photostory!

Cultural/background note

Soap operas, *or continuing television dramas about 'real life', often with a new episode every day, have always been popular on British TV. In recent years, American and Australian* soaps *have become popular too.*

Answer key
1 False. John was born in Brisbane, Australia.
2 False. They moved to England two years ago.
3 True.
4 False. They moved because his Dad got a new job.
5 False. They arrived in England in winter.
6 False. They thought that his accent was really cool.
7 False. He likes Birmingham now. He thinks it's a great city.

What's the rule? pages 6–7

Past simple

4 a Invite students to try and remember the words before looking back at the text. Go through the answers with them.

Answer key

1 was	**3** watched	**5** wanted	**7** went
2 were	**4** moved	**6** made	

b Ask two or three students to provide an answer (in their own language) to the question. Comment on their suggestions, and elicit if possible a short and simple definition such as *When we speak about past events.* Write this definition (in English) on the board.

c Remind students that many common English verbs are irregular. Ask them to work with their partner to label the verbs in 4a *regular, irregular* or *to be.* Go through the answers with them.

Answer key

1 *to be*	**3** regular	**5** regular	**7** irregular
2 *to be*	**4** regular	**6** irregular	

Ask students how we form the past simple (regular) to elicit *by adding -ed to the verb stem.* Explain that this is the case with most verbs, but there are some variations in the spelling. Ask students to tell you which of the regular verbs in 4a does not add *-ed* (*moved*). Why not? (because it already ends in *-e*; so it just adds *-d*.)

d Tell students they need to remember one word to form the past simple negative of all verbs except *to be*. What is it? (*Didn't*.) Remind them that *didn't* is really made up of two words (*did not*). Ask students what follows *didn't* (the verb stem). Give them two minutes to find examples in the story of the past simple of *to be* and of regular and irregular verbs.

Answer key

to be	The weather **wasn't** very nice.
regular	I **didn't want** to leave Australia. I **didn't like** it in England.
irregular	I **didn't have** any friends.

ago

5 a Explain that time expressions are often used with the past simple to say when an event happened. Get students to look at the diagram. Explain that it is September now. Ask *When did John start windsurfing?* to elicit *In July*. Agree, and add *two months ago*.

b Ask a student to translate the sentences. Write the translation (correct it if necessary) on the board. The class could then copy the diagram and the translation into their exercise books. Ask students to find the example of *ago* in John's story (line 4, *We moved to England two years ago*).

OPTIONAL EXTRA **all groups**

Ask students to work in pairs and make a list of other words (besides months and years) which can be used with *ago*. Walk round the class as they work, giving help where needed. Write a list of possible words on the board. The obvious time units are *minute(s), day(s), week(s)*, but other words (e.g. *term, winter, Monday*, etc.) will be possible. Ask students to write two true sentences about themselves using words from the list and *ago*.

Practice page 7 4

6 Ask a few questions about John's life now. *Is he happy?* (*Yes.*) *Was he happy when he moved to England?* (*No.*) *Why not?* (*Because life was different and he didn't have any friends.*) Remind students how far apart Australia and England are – if you can, show them the two countries on a globe.

Draw attention to the example and the first picture in the exercise. It shows a *bungalow* (a single storey house). Say: *John lives in a flat in England. But he didn't live in a flat in Australia. He lived in a bungalow.* Get students to repeat the example chorally. They then continue in pairs, with students taking it in turn to give the prompt *In England he lives in a flat* or the reply *In Australia he didn't live in a flat. He lived in a bungalow.* Walk round the class as they practise, insisting on accuracy.

Answer key

2 He didn't walk to school. He went by bus.
3 He didn't get up at eight o'clock. He got up at seven fifteen.
4 School didn't start at nine o'clock. It started at eight forty-five.
5 He didn't go home at half past three. He went home at twenty past (three).
6 He didn't wear a blue school uniform. He wore a green (school) uniform.
7 It didn't rain a lot. It was sunny.
8 He didn't watch TV after school. He went to the beach.

WORKING WITH WORDS

Life events

7 a Begin by saying a few things about yourself (if the information is not top secret). You might say *I was born in* (place). *I moved to* (place) *when I was* (age). Write the sentences on the board. Explain that *born* and *moved* give basic information about your life.

Ask students to do the activity working by themselves or with a partner. Go through the answers, checking that students know how to use *be born* and the verb stem of *grew* (*grow*).

Answer key

1 born	**3** grew	**5** married	**7** died
2 moved	**4** lived	**6** started	

b Students think of other important 'life events' (in their own language if necessary). Control this activity by limiting the number of events (i.e. not more than three). Translate and write a few of the words on the board. Possible 'life events': *leave school, find/get a job, have children*.

OPTIONAL EXTRA **all groups**

Students write three sentences about someone in their family (not themselves), using the vocabulary from activity 7. Remind them that the new words in 7b should be used in the past simple. While they are writing, walk round the class giving help where needed. Get one or two students to read out their sentences; the rest of the class should enjoy listening to these personal histories.

8 a Tell students they are going to listen to a teenager speaking on a radio *phone-in* (a radio programme in which listeners can take part by

phoning). Explain that they should identify the things she talks about from the list of topics. Give them a minute to read the list before playing the tape 4, and explain any unknown words (e.g. *accent*). Play the tape more than once if necessary.

4

Radio presenter Welcome to Teenline. Our topic today is moving home. Our first caller is Alison, and she's calling from London. Hello, Alison.

Alison Hi.

Radio presenter What's your story?

Alison Well, I was born in a small town in Wales. There was a big factory near the town and both my parents worked there. But when I was twelve, the factory closed down and my mum and dad lost their jobs. My dad tried to get another job, but he couldn't find one in Wales. So we moved to London. I didn't want to move and I didn't like London. It was very big and noisy. But most of all I missed all my friends. I missed my grandparents, too, because they didn't come with us. They stayed in Wales.

Radio presenter Oh dear. It wasn't an easy move, then.

Alison No, it wasn't. And when I started school in London it was really difficult, because some of the kids laughed at my accent. They said it was funny. I felt very lonely, and then my dog died. I was very unhappy and I cried a lot.

Radio presenter You poor thing. But did things get better?

Alison Oh yes. Luckily, about two weeks later, another new girl started at the same school. She was from Manchester, so she had a different accent, too. We became best friends and things were all right after that. Now, when I visit my grandparents, they say that I've got a London accent!

b Ask students what Alison says about some of the things she talks about, and help them as they try to remember. Play the tape again and ask them to work in pairs to write a sentence for each topic. Walk round the class as they work, giving help where needed. When most pairs have finished, write the sentences on the board for them to check. Show them that the sentences provide a simple summary of Alison's story.

Possible answer key

Her parents worked in a factory.
When she was twelve the factory closed (down).
Alison and her family moved to London.
She missed her friends. She missed her grandparents too.
She didn't like school at first.
Some of the children laughed at her accent.
Her dog died.
A girl from Manchester started at Alison's school.
They became friends.
Now when Alison goes to Wales her grandparents say she has a London accent.

9 Ask students what they can remember (or what they've been told) about when they were a baby. Say something about yourself, e.g. *When I was a baby I had beautiful curly hair*. Get two or three students to say something about themselves, e.g. *When I was a baby I didn't have any hair*.

Draw attention to the time expressions in the box. Invite students to think of something to say about themselves, using each expression in turn, and to tell their partners. Walk round the class as they speak, giving help where needed. You could report back any interesting or amusing episode to the rest of the class.

Revision idea

In turn, students make a sentence about themselves using the expression *ago*, e.g. *I went to Warsaw two months ago*.

B KIDS pages 8–9

Topic First day at a new school

Aim To give practice with asking personal questions and making polite requests

Vocabulary Everyday expressions (*It's a pity, Pardon?, Sorry,* etc.)

Kelly's first day pages 8–9 5

1 As a warm-up, ask students what they can remember about their first day at (secondary) school. Did they like it? Were they afraid? Of what? Did they make new friends? Encourage students to use English in their answers. Then ask if they can remember when they met their best friends. Was it at school? Where and how did they meet? Explain that the photostory episode shows how two friends first met.

Cultural/background note

The school year in Britain begins in September and finishes in July; there are three terms (autumn, spring, and summer), with the main school holiday in the summer, and short 'half-term' holidays in the middle of each term. For a note on school uniforms, see the cultural/background note on page 76 of the Teacher's Book.

STORY OUTLINE

It's Kelly Morrison's first day at a new school. The school secretary, Mrs King, asks Vicky to take her to her new classroom. But Kelly has been noticed by Phil, a boy from another class. She's made such an impression on him that he can't concentrate on the lesson. Has Phil fallen in love with Kelly?

2 Play the tape 5 for students to read and listen. Play it again (more than once if necessary), and get students to identify the characters. Ask who the two friends are (Vicky and Kelly).

3 Do this as a general comprehension check with the whole class, or as a pairwork activity. Ask a few more questions if they can help clarify the situation, e.g. *Who is Mrs King?* (*The secretary.*) *Are Phil and Kelly in the same class?* (*No, they aren't.*)

Answer key

1 Because she's new.
2 He thinks she's very nice.
3 9K.
4 No, they aren't.
5 Geography.
6 Because he isn't listening

Everyday expressions page 9

4 **a** Tell students to look back at the story and check how the expressions are used. Invite translations: are they appropriate? Sometimes more than one translation may be possible.

b Students work individually or in pairs to complete the dialogues. Check the answers, and then get students to read the dialogues with their partner.

Answer key

1 Why is Phil staring at that girl?
I think he's in love.
What's her name?
I don't know. She's new here.
2 Hello, Mrs Morrison. Is Kelly in?
Yes, come in.
3 What's the time?
Pardon?
I said what's the time?
Oh, sorry, it's two o'clock.

5 You will need to allow plenty of time for this activity. Divide students into groups of six. Assign the roles in each group. As students practise reading the story, walk around the class giving help, especially with rhythm and intonation. Encourage students to remember their parts, and recite them without their books.

Choose a good group to act out the scene in front of the class.

Reduced roleplay

Choose just one section of the story, e.g. frames 3 and 4. Divide students into groups of three and assign the roles. Students practise reading the scene and one or two groups act it out in front of the class.

Joke

Ask if anyone can explain the 'letter' joke (the letter *e* is always in the word *bed*; anyone who is always in bed must be lazy!). Are there any similar 'letter' jokes in the students' own language? Ask for examples.

Getting to know someone page 9

6 **a** Tell students that Kelly is answering people's questions on her first day at school. Focus attention on the first answer, and ask *What was the question?* to elicit *What's your surname?* Do the same thing with the second answer to elicit *How do you spell that?* Students then continue individually or in pairs. Go through the questions with the class.

Answer key

1 What's your surname?
2 How do you spell it/that?
3 Where did you live before?
4 Why did you move/come here?
5 How old are you?
6 When's your birthday?
7 Where do you live?

b Ask students to imagine they are meeting Kelly for the first time. Can they think of four more questions to ask? Ask for one or two suggestions (e.g. *Do you like this school? What's your favourite pop group?*) before telling students to write four more. Walk round the class as they write, giving help where needed.

c In pairs, students take it in turn to be Kelly and answer the questions in 6a and 6b. Note that 'Kellys' will have to use the information given to answer questions in 6a, but invent answers to other questions.

Requests page 9

7 **a** Focus attention on the request, and ask who is speaking to whom (*Mrs King, to Vicky*). Tell students that Mrs King didn't use these exact words, and get them to remember or find the words she used (*Could you take her to the classroom, please?*). Can students think of any possible difference between the two requests? (the second is more polite; draw attention to *could* and the changed position of *please*, at the end of the phrase).

b Give students time to read the situations and think of the appropriate requests. Then go through the solutions, reading out the cues (*someone is speaking too fast*, etc.) and asking individual students to make the requests. Insist on the use of *please* at the end of each request.

Answer key

2 Could you speak more slowly, please?
3 Could you turn your radio down, please?
4 Could you switch on the TV, please?
5 Could you answer the phone, please?
6 Could you open the door for me, please?
7 Could you pass the salt, please?
8 Could you give me a lift, please?

Optional Extra **stronger groups**

Individually or in pairs, students think of another situation which can lead to a polite request. Ask for their suggestions and write three or four on the board e.g. *it's dark in the room; you haven't got the book you need for the homework*; etc. Students write appropriate requests for each situation.

Revision idea

Students imagine that they are in a new school. In pairs, they think of two questions to ask their new teacher, and one request beginning *Could you ...?*

C How was your weekend? pages 10–11

Topic Leisure activities

Aim To revise the past simple (interrogative form)

Vocabulary Grading likes and dislikes (*brilliant, all right, a bit boring,* etc.)

Language in use page 10 6

1 a Get students to look at the photos. Ask questions, e.g. *Who's the girl?* (*Kelly.*) *What's the boy doing in the photo?* (*He's jumping off a bridge.*) *What's the name of this sport?* (*Bungee jumping.*)

Cultural/background note

Bungee jumping, *or jumping off a high place like a bridge with a long piece of elastic tied round the ankles, has become increasingly popular over the last ten years or so. Many people believe the inspiration for the sport came from the Pacific islands of Vanuatu, where young men still keep the tradition of jumping off a 30 metre high tower, with only a couple of vines tied round their ankles to stop the fall, in the belief that this will ensure a good harvest.*

b Ask students to read what Kelly says and to tell you who the boy is. (*It's her brother Bob.*) Correct the sentences about Bob with the whole class.

Answer key

1 Kelly's brother is in the photo.
2 He's in Canada.
3 He's doing a bungee jump.
4 He e-mailed Kelly a photo of it.

2 Tell students they are going to listen to Kelly speaking to Bob after the jump. Play the tape 6 at least twice. If you think it would be useful, you could ask students to close their books for the first listening. Students then complete the gapped sentences. Go through the answers, and ask a couple more questions on the conversation, e.g. *Was Bob scared?* (*A bit.*) *Were his parents pleased?* (*No, they thought he was mad.*)

Answer key

1 a couple of days
2 bridge
3 three
4 photo

What's the rule? page 11

Past simple questions

3 a Write the question endings on the board and ask students to reconstruct (by guessing or remembering) the original questions. Give help with the first one (e.g. by saying *She asks if he enjoyed it*). Students write the questions in their books.

Answer key

1 Did you enjoy it?
2 Did you get my e-mail?
3 Was it good?
4 Were you scared?

b Invite a student to come out and label each of the four questions *regular, irregular* or *to be*. Ask if the past simple question form is the same for regular and irregular verbs (it is). Ask students what word comes first (the auxiliary *did*). If you think it would be useful, get students to copy and complete the structure:

DID + SUBJECT + ... + REST OF SENTENCE.

What's missing? (The VERB STEM.)

c Continue by asking what form of the verb is used in past simple questions, to elicit *the verb stem*. Write VERB STEM into the structure on the board. Draw attention to the fundamental difference between questions in the past (which use the auxiliary *did* and the verb stem) and statements, for which you need to know the past tense of the verb. Complete the two sentences with the class.

Answer key

1 think
2 thought

d Explain (or remind students) that there are two types of questions – those which are introduced by question words, and those which aren't. If they

know what you are talking about, get them to identify the question word (*What*, in the second question). If not, explain that a number of words, usually beginning with *wh*, like *what*, are used to introduce questions. Ask students for more examples, to elicit *when, where, why, how,* etc.

Highlight the difference between the two types of question by asking *How many answers are possible with questions beginning 'Did'?* (three: *Yes, No,* or *I don't know*) and *How many answers are possible with questions beginning 'What'?* (perhaps lots of answers).

e Students try to reconstruct the questions. If they can't remember, they can look back to the dialogue and copy the question word or phrase.

Answer key

1 What **2** How many times

Practice page 11 7 8

4 a Ask *What did Bob's parents think?* to elicit *They thought he was mad* or *They weren't happy.* Tell students they asked him lots of questions. Ask students to work in pairs and construct the questions from the cues. Remind them that both types of questions (YES/NO and WH) are needed. Walk round the class as they write, checking that the questions are being correctly formed. Finally, write the questions on the board for students to check.

Answer key

2 How much did it cost?
3 How high was the bridge?
4 Did you have a headache afterwards?
5 How long were you in the air?
6 Did one of your friends take the photo?
7 Did they do it, too?

b Tell students they are going to hear Bob's answers to the questions. Play the tape 7, more than once if necessary, for students to listen and take notes. Go through the answers.

7 and answer key

Mum Hello, Bob.
Bob Hi, Mum. What did you think of the photo?
Mum Well, it looked very dangerous. Why did you do it?
Bob Well, it looked exciting and all my friends wanted to do it, so ...
Mum How much did it cost?
Bob It was a hundred and twenty Canadian dollars for two jumps. That's about fifty pounds.
Mum Oh, that's expensive.
Bob Yes, but then they weren't very busy, so we got a third jump free.
Mum How high was the bridge?
Bob It was very high – about eighty-five metres high.
Mum Did you have a headache afterwards?
Bob No, I felt great. I just wanted to do it again.
Mum How long were you in the air?
Bob Only about fifteen seconds. It's very fast.
Mum Did one of your friends take the photo?
Bob Yes. Then I photographed them.
Mum Did they do it, too?
Bob Yes, we all did it. Anyway, how are you and ...

OPTIONAL EXTRA **all groups**

Tell students to imagine they have done a bungee jump. What would be the first questions their own parents would ask? Tell them to write two questions in the past simple: a YES/NO question and a WH question. Ask some of the students to read out their questions, and write them on the board under two separate headings, e.g.

YES/NO	'WH'
Were you with friends?	*Why did you do it?*
Did you feel ill afterwards?	*When did you do it?*

5 a Ask a few questions around the class (e.g. *Did you go to a party last weekend? Did you watch a football match?*) to elicit short answers *Yes, I did./No, I didn't.*

b Play the tape 8 for students to match the people with the activities. Tell them to check their answers in pairs by asking questions beginning with *what*, e.g. *What did Kieran do?*

8

1

Melissa Hi, Kieran.
Kieran Hi, Melissa.
Melissa Did you have a good weekend?
Kieran Yes, it was great.
Melissa What did you do?
Kieran I went to a pop concert in the park.
Melissa Oh, wow! What was it like?
Kieran It was fantastic. What about you? How was your weekend?
Melissa It was OK. I went to my cousin's wedding on Saturday.
Kieran Oh, did you enjoy it?
Melissa Well, the wedding was a bit boring, but I had a good time at the party.
Kieran Great. Where was the wedding?

2

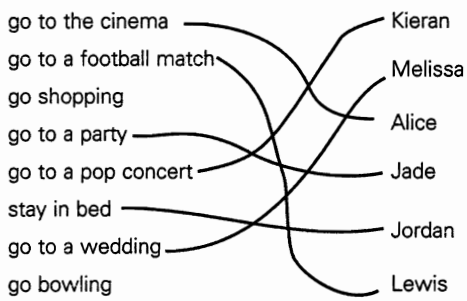
Alice Hi, Jade.
Jade Hi, Alice. How was your weekend?
Alice It wasn't bad. I didn't do anything exciting. I went to the cinema on Saturday evening. We saw the new James Bond film.

Jade	Was it good?
Alice	It was all right. What did you do?
Jade	My brother had a birthday party.
Alice	How did it go?
Jade	It was fun.
Alice	Good. How many people were there?

3

Lewis	Hi, Jordan. Did you have a good weekend?
Jordan	No, it was terrible.
Lewis	Why?
Jordan	I was ill. So I stayed in bed on Saturday, and on Sunday I just watched TV all day.
Lewis	Oh dear. Are you OK now?
Jordan	Yes, I'm fine now – when we have to go to school! Anyway, did you have a good time?
Lewis	Yes, I went to a football match. It was Chelsea and Liverpool.
Jordan	Was it a good game?
Lewis	It was brilliant. It was really exciting.
Jordan	Oh, there's the bell. Come on.

Answer key



WORKING WITH WORDS

What was it like?

6 a Ask students if they can remember any of the expressions people used (in exercise 5) to describe the things they did at the weekend. Write some of the words (e.g. *brilliant, terrible*) on the board. Draw attention to the list of words. Read them for students to repeat chorally, giving lots of expression to highlight the positive or negative meanings. Students should enjoy this. Play the tape again for students to match the expressions with the speaker, and then go through the answers with the class.

Answer key

Kieran – It was great.
Melissa – It was OK.
Alice – It wasn't bad.
Jade – It was fun.
Jordan – It was terrible.
Lewis – It was brilliant, really exciting.

b Ask students to draw symbols against the words to show if they have positive ☺, negative ☹, or neutral 😐 meanings. They then copy the words in three columns in their exercise books. Alternatively, build the columns on the board by inviting one student at a time to come to the front and add a word.

Language note

Most of the words in this list belong to a fairly informal register. Really *takes the place of 'very' as an intensifier* (really exciting). Brilliant *and* mega *are currently very fashionable with British teenagers.*

7 Start by asking a student a few questions about his/her weekend. Ask *What was it like?* to elicit one of the expressions in 6a. Ask why it was good or bad. Continue by inviting students to ask you similar questions about your weekend. Then they work in pairs asking and answering questions about their own weekend. Walk round the class as they talk, offering encouragement and giving help where needed.

OPTIONAL EXTRA **all groups**

Students write three sentences about their partner's weekend. Some of these could be read out to the rest of the class.

Revision idea

Play a 'chain game' to practise the past of *to be*. Ask a student *Where were you at six o'clock last night?* to elicit, e.g. *I was at home.* The student then asks another student the same question, but changing the time reference, e.g. *Where were you on Sunday afternoon?* Continue until every student has spoken.

D KELLY'S FAMILY pages 12–13

Topic The family

Aim To develop specific skills: *reading* a personal essay; sequencing information after *listening*; using pronouns when *writing*

Vocabulary Family relations (*son, daughter,* etc.)

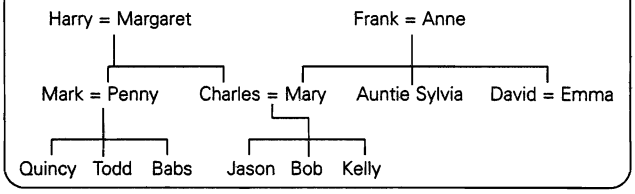
Reading page 12

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 As a warm-up, ask a few students about their relations, especially those outside their immediate family, e.g. *Have you got any aunts or uncles? Where does your cousin live?* etc. Suggested time for the activity: maximum four–five minutes. Tell students to read Kelly's essay about her family and

then to work with their partner and write the names under the photos. Check the names with the whole class.

Answer key



2 In pairs, students complete the sentences. Go through the answers.

Answer key

1 Bob
2 Jason
3 Uncle Mark
4 Aunty Penny and Uncle Mark with cousins Quincy, Todd and Babs
5 Kelly's father
6 Aunt Sylvia
7 Quincy and Todd
8 Auntie Emma
9 Uncle David and Auntie Emma
10 Nana and Grandad

WORKING WITH WORDS

Word building: families

3 a/b Students complete the lists by themselves and then check with their partner. Spend some time on the pronunciation of these words, especially potentially difficult ones such as *mother* /'mʌðə/, *son* /sʌn/, *daughter* /'dɔ:tə/, *brother* /'brʌðə/, *aunt* /ɑ:nt/, *niece* /ni:s/, and *nephew* /'nefju:/.

Answer key

a

male	*female*
grandfather	grandmother
father	mother
son	daughter
brother	sister
husband	wife
uncle	aunt
nephew	niece
cousin	cousin

b

parents	grandparents
child	grandchild
children	grandchildren
son	grandson
daughter	granddaughter
father	grandfather
mother	grandmother

OPTIONAL EXTRA **all groups**

Ask *Who's your father's mother?* to elicit *grandmother*. Then say *aunt's son* to elicit *cousin* and *brother's daughter* to elicit *niece*. Turn the activity into a game: each student in turn takes your role. Continue until the vocabulary has been thoroughly revised.

4 In pairs, students ask and answer questions about Kelly's family. Walk round the class as they talk, giving help where needed.

Listening page 13 9

5 a Tell students they are going to hear about Kelly's great-grandfather. Ask what a great-grandfather is (to elicit *grandfather's* or *grandmother's father*). Ask if anyone still has a great-grandfather; if so, ask a couple of questions, e.g. *How old is he?* Play the tape 9, more than once if necessary, for students to listen and tick the countries they hear. Go through the answers.

9 and answer key

Kelly This is a photograph of my great-grandfather. His name was Peter and he had a very interesting life. He wasn't born in Britain. He was born in Poland. He didn't have any brothers or sisters and both his parents died when he was quite young, so he lived with an old aunt until he was eighteen. When she died, he didn't have any relatives in Poland, so he left and went to the United States.

He worked in a restaurant there for a few months, but he didn't like it. Then one day he went to see a circus. He liked it, so he got a job there. He looked after the animals and things like that. It was a great life – he really enjoyed it and he travelled all over the USA.

In 1936 the circus came to Britain, but while it was here, my great-grandfather had a very bad accident and he broke both his legs. He was in hospital for a long time and the circus went back to the USA without him. While he was in hospital he fell in love with his nurse, Alice. They got married, and she was my great-grandmother.

When he came out of hospital my great-grandfather got a job in a factory. The Second World War started in 1939 and he joined the air force, but his plane crashed in France and he was a prisoner of war there for two years. Then he escaped.

After the war he wanted to go back to the USA, but my great-grandmother didn't want to leave Britain, so he got a job as a train driver. He died about five years ago, so I can still remember him. He told me lots of stories about his life.

b Ask students if they can remember any facts about Peter's life. Do not spend more than a minute or so on this focusing activity. Read the list of cues and ask students to number them in the order in which they hear them. Play the tape 9 again, more than once if necessary, and go through the correct order with the class. Ask students what they think was the most interesting thing Peter did in his life.

Answer key

a restaurant	**2**	a train driver	**9**
a prisoner of war	**8**	a circus	**3**
a factory	**6**	Alice	**5**
the air force	**7**	an aunt	**1**
an accident	**4**		

Optional Extra **stronger groups**

In pairs students write three sentences about Peter's life. They then compare what they have written with another pair. Have they written the same things?

Improve your writing page 13

Using pronouns

6 a Draw attention to the highlighted words in the two sentences. Ask what words can be used to replace them, to elicit *He* and *They*.

b Find and read the original sentences in Kelly's essay. Ask what these words are called (pronouns). Ask why they are used (to avoid repetition).

c Students do the activity individually or in pairs. Walk round the class as they write, giving help where needed.

Answer key

1 My mum's a dentist. She comes from York.
2 I've got two brothers. They're older than me.
3 This is my dad. He works in a factory.
4 Our house is in Lancaster Road. It's quite big.
5 My cousins live in California. They're twins.
6 I like Auntie Emma. She's expecting a baby.

Revision idea

Students write three sentences entitled *My favourite relative*. Read some of them out; the rest of the class must guess the identity of the writer.

Pronunciation 1 page 86 62 63

The phonetic alphabet

a Begin by asking students to think about their own language: is every letter always pronounced in the same way? Tell them that letters in the English alphabet often have more than one pronunciation. This is why a phonetic alphabet can be useful – to show how words are really pronounced. Draw attention to the example and play the tape 62 for students to listen and repeat. Ask if it is a vowel or consonant which changes in each pair of words (a vowel). Ask students to look closely at the phonetic transcriptions, and play the tape again as they do so.

b Students need dictionaries with standard (IPA, or *International Phonetic Alphabet*) phonetic transcriptions. They work with their partner to check if the same phonetic symbol is given for the highlighted vowels. If it isn't, the sound is different.

c Play the tape 63 for students to check. Pairs 1 and 4 have the same sounds, so the two words rhyme; 2 and 3 have different sounds.

Progress diary page 13

Try to allocate five minutes at the end of the unit for this activity. Tell students to think before deciding which box to tick! Get feedback about the unit from a variety of students, and involve them in a short discussion about the unit by asking questions such as *What were the most important things you learnt? Which was the most interesting section? What did you find difficult?* etc., noting in particular students' responses to this last question.

Test

For an objective evaluation of what students have learnt in the unit, use the Test for Unit 1 on pages 110–11 of the Teacher's Book.

2 HAVING FUN! Student's Book pages 14–21

UNIT OVERVIEW

Topic Keeping fit

Grammar Present simple; *like + -ing; going to;* present continuous

Functional language Talking about future plans; talking about likings

Vocabulary areas Sports and free-time activities; expressions with *have*; school subjects and technology

Skills
Reading: a magazine article
Listening: identifying opinions
Speaking: discussing ideas
Writing: joining sentences

Pronunciation The phonetic alphabet: vowels

A WHAT'S YOUR SPORT? pages 14–15

Topic Sport

Aim To revise the present simple

Vocabulary Sports and free-time activities (*golf, running, cooking,* etc.)

Language in use page 14 10

1 Draw attention to the photo. Do students recognize the sport? (*golf*) Does anyone play golf? Ask what students' favourite sports are, and find out which are most popular. Make a list of the students' sports on the board. Does anyone do an unusual sport?

2 Ask a student to read the four questions. Tell the class to glance quickly at the article to find the answers to the first three questions (*Annie Lightfoot, aged 15, golf*). Ask if anyone can explain the main aim of golf; you could help by drawing a simple diagram (or inviting a student to draw a diagram) of a golf club, a small ball, and a hole with a flag in the distance. Try to elicit something like: *When you play golf you try to get a small ball into a small hole.* Explain the word *club* (= the stick you hit the ball with), and *course* (= the place where you play).

Cultural/background note

Golf dates back at least to the 15th century, but the game we know today developed rapidly after the foundation of St. Andrew's golf club in Scotland, in the mid-eighteenth century. Golf used to have a middle-class image but today it's very popular and people from all walks of life play it.

3 Play the tape 10, more than once if necessary, for students to listen and read. Ask what Annie says about her father. Ask students to work together in pairs to find out what Annie says about the other things. Walk round the class as they read and talk, giving help where needed. Go through the main points, check understanding of any potentially unknown words (e.g. *second-hand*) and deal with any other difficulties in the text.

Answer key

her father: he plays golf; he taught Annie golf; she doesn't play with him often; he doesn't like it when she beats him; he takes her to competitions; he carries her bag.
golf clubs: you use different clubs for different things – to hit the ball a long way or high into the air; Annie's are second-hand.
the golf course: there are 18 holes, so you have to walk a long way.
competitions: last year Annie won six; she often plays in them at weekends, all over the country.

What's the rule? page 15

Present Simple

4 **a** Begin by asking students to tell you something about Annie to elicit phrases like *She plays golf, She practises every day, She often plays in competitions,* etc. Ask *When do we use the present simple?* to elicit something like *to speak about things people do regularly.* This definition should be good enough for the moment.

b Students should not have difficulty pointing out that the third person singular form requires an *s*.

Answer key

1 play **2** plays

c Ask students to tell you the spelling rules behind the two sentences, and then draw a simple chart on the board for them to copy:

play	+ s	plays	(most verbs)
watch	+ es	watches	(verbs ending in ch)
carry	– y + ies	carries	(verbs ending in y after a consonant)

Ask them to write the 3rd person singular form of *try, want,* and *catch* (*tries, wants, catches*).

d Allow students one or two minutes to study the diagram, which probably presents old information in a new form. Ask how many pronouns go with *doesn't play* (three: *He, She, It*) and how many go with *don't play* (four: *I, You, We, They*). Repeat the procedure with the question forms. (*Do + I, you, we, they; Does + he, she, it.*)

e Ask students to underline or copy examples of negative and question forms in the text. How many have they found?

Answer key
3 negatives: I don't play with my dad very often now. He doesn't like it when I beat him. Some people don't know much about golf.
5 questions: How do you play it? Why do you need them all? How long does a game of golf last? How often do you play? Does your dad take you?

f Ask students to write in the correct words. Check that most of them get them right.

Answer key
1 Does your mum like golf?
2 No. She doesn't like sport. She likes music.

Practice page 15

5 a Ask students to think of their favourite sport, a real one or an imaginary one. Write the names of the sports on the board. Tell students to write questions to ask their partner about their sport, using the cues. Walk round the class as they write, checking that students are forming the questions correctly.

b In pairs, students interview each other about their favourite sport. Walk round the class listening and giving help where needed. Report back, or get students to report back, any interesting or amusing details.

c Students write a short paragraph (three or four sentences) about their partner's sport. Ask two or three students to read out their paragraphs.

WORKING WITH WORDS

Free time activities: *like + -ing*

6 a Go through the list of words with students, getting them to repeat the items chorally. Ask which activities are not sports (*dancing, cooking*). Draw attention to the *-ing* ending of some words: can anyone say *which type* of words end in *-ing?* (they are words formed from verbs: *run, dance, cook,* etc.) Draw attention to the double consonant in *running* and *swimming.* If you think it will be useful, remind students of the rule: monosyllabic verbs ending in a short vowel + one consonant double the final consonant.

Make sure that students' favourite sports are still listed on the board from 5a. Ask for some more free time activities which are not sports, to elicit e.g. *listening to music, collecting stamps or phone cards, playing computer games/chess/the guitar, reading,* etc. If you prefer, you could do this brainstorming activity as a game: give students a time limit (e.g. two minutes) to write down as many activities as they can think of.

b In pairs students ask and answer questions about the activities they like. Walk round the class giving help where needed, checking that students are using the short form *Yes, I do/No, I don't* in their replies.

c Students should now form new pairs, and ask and answer questions about the previous partner. This means that the structure practised becomes the third person singular. Walk round the class as before, checking accuracy.

OPTIONAL EXTRA stronger groups

Organize a survey on free time activities. Students work with their partner and think of questions to ask. Choose five or six of the best questions, e.g. *How much free time do you have? Which is your favourite sport? How often do you do it? Which other activities do you like? When do you do them?* Write these questions on the board for students to copy.

Students should use this questionnaire in the survey. The survey could be done at the end of a lesson, in break time, or with people outside (e.g. another class, teachers, or members of their family – so long as they can interact in English). At some point, perhaps the start of the next lesson, students should present the findings of their survey.

Revision idea

Play a chain game. Say *I like* or *I don't like* and give the name of a sport. Another student then reports what you said, and agrees or disagrees. Students who disagree add another sentence about themselves. The chain continues in the same way from one student to the next. It could go something like this:

A *I like football.*
B *He likes football. I like football too.*
C *He likes football. I don't like football. I like basketball.*
D *She doesn't like football. She likes basketball. I ...*

B KIDS pages 16–17

Topic Getting to know people and making new friends

Aims To practise making, accepting and refusing invitations; to talk about future plans using *going to*

Vocabulary Expressions with *have* (*have a party, have dinner,* etc.)

Kelly feels homesick pages 16–17 11

1 a Get students to remember what happened in the last episode (*Kelly, a new girl, arrived in school, and Phil saw her ...*). Ask what it feels like to arrive in a new school, or any new environment. Is it easy? If someone answers 'no', ask *Why not?* to elicit something like *Because you don't know anybody.* Draw attention to the title of the episode, *Kelly feels homesick,* and invite guesses about the meaning. (*She misses her old home and friends.*)

STORY OUTLINE

Kelly feels homesick. She misses her friends in Bristol. But when Vicky takes her along to the school sports centre, she meets Justin, who is Vicky's cousin, and a very nice boy called Phil. Kelly begins to think that things aren't so bad after all.

b Play the tape 11 for students to look, read and listen. Play it again, more than once if necessary, and ask *How does Kelly feel at the beginning?* (*Homesick.*) and *How does she feel at the end?* (*A bit better.*) Go through the comprehension questions.

Answer key

1 To the sports centre.
2 Justin (Vicky's cousin) and Phil.
3 She changes her mind about how she feels.
4 Because she likes Phil.

2 Ask students to write the missing names. Go through the answers.

Answer key

1 Kelly
2 Vicky
3 Kelly and Vicky
4 Justin and Phil
5 Justin
6 Justin
7 Vicky
8 Kelly

Everyday expressions page 17

3 a Work through the list of expressions with the class, getting students to repeat and translate. As you do so, ask students if they can remember who says these things. Ask which two expressions are similar in meaning (*Do you want* and *Do you fancy*: but point out that *fancy* is followed by a noun, not a verb).

b Take the part of A and do these exchanges with some good students first. For the third exchange, call a student out to the front and introduce him/her to several other students, saying *This is ...* The students need only say *Hello* or *Hi.* Students then practise similar exchanges with their partner, and for the third exchange with another pair. If you think it would be useful, they could write out the dialogues.

4 a You will need to allow plenty of time for this activity. Divide students into groups of four. Assign the roles in each group. As students practise reading their roles, walk around the class giving help, especially with rhythm and intonation. Encourage students to remember their parts, and recite them without their books. Choose a good group to act out the whole scene in front of the class.

REDUCED ROLEPLAY

Choose just one section of the story, e.g. frames 3 and 4. Divide students into groups of three and assign the roles. Students practise reading the scene and one or two groups act it out in front of the class.

b Ask students to imagine what Phil and Kelly will say to each other. Students write two or three conversational exchanges and act them out in front of the class.

Describing future plans page 17

5 a Ask students to complete the sentences from the story, looking back at the text only if they have to. Go through the answers, and ask for translations, ensuring that students understand *going to* is used to express an intention or a plan.

Answer key

1 'm/am going to
2 're/are going to
3 's/is going to

b Ask students to work out the correct word order with their partner. Go through their solutions.

Answer key

1 are they going to do
2 is Phil going to play

6 Draw attention to the example, showing students that the cues may be a long way from the final sentences which they have to produce. In pairs students write out the dialogue and practise reading it. Walk round the class as they do this, giving help

where needed. Finally, have two students read the conversation for the rest of the class to check their own versions.

Answer key

2	**Vicky**	Are you going to have the party at your house?
	Justin	No, I'm not. I'm going to have it here at the sports centre.
3	**Vicky**	What time is it going to start?
	Justin	It's going to start at eight o'clock.
4	**Vicky**	How many people are you going to invite?
	Justin	I'm going to invite all my friends.
5	**Vicky**	Are you going to hire a DJ?
	Justin	Yes, I am. I'm going to have the guy from the Carlton Club.

7 a Ask a few students if they like going to parties. How often do they go? What do they do? What do they wear? What do they eat? What music do they listen to? Tell students they are going to plan a party. They should think about when and where to hold it, and who to invite. Tell them they can invite a special guest celebrity, as well as their friends. They should then think about the entertainment, and things to eat and drink.

Divide the class into groups of three or four, with one person in each group to take notes. Walk round the class as students talk, making suggestions. Allow plenty of time for the planning.

b Ask a student in each group to tell you about the party, using the notes if necessary. Elicit *going to* by asking *When is it going to be?* and invite the rest of the class to ask further questions. When each group has spoken, you could organize a vote to find out which party people would most like to go to.

Optional Extra **all groups**

Each group produces an invitation to their party. Tell students to make the invitation appealing and difficult to refuse. ('*Come to my party on ...*' is not enough!) They should explain why the party is going to be really good. The completed invitations could be wall-mounted.

Working with words

have

8 a Go through the expressions with *have* and elicit some more (*have breakfast, lunch, a meal, a break, a shower, a bath, a rest, a look*, etc.). Write them all on the board. If you think it will be useful, tell students that *got* is not used with *have* in these expressions.

b Working by themselves or with their partner, students write sentences to show understanding of expressions with *have*. Walk round the class as they write, giving help where needed.

Joke

Fleas are very small insects which can infest animals (and sometimes people). Elephants are too big to infest fleas! Ask students if the joke can be translated into their own language.

Revision idea

Students write two sentences: the first about something they are definitely going to do tonight, the second about something they are definitely not going to do.

C Sweet Sue and Smart Alec pages 18–19

Topic A new detective in town

Aim To revise and contrast the present simple and the present continuous

Vocabulary Time expressions (*every day, at the moment,* etc.)

Language in use page 18 12

1 a Get students to look at the pictures and identify the two main characters. What are their names? (*Sweet Sue* and *Smart Alec*.) Ask if these are real names (they aren't, they're nicknames. A *smart alec* is a clever person, or rather, someone who thinks they're clever).

b Play the tape 12 more than once for students to read and listen to the story. Read the sentences and ask students to say whether they are true or false (and explain *lazy* if necessary). Ask one or two more questions, e.g. *What's Smart Alec's job?* (*He's a private detective, too.*) Check any problems with vocabulary (e.g. *win a medal, jewel thief, fit and healthy*) and general understanding.

Answer key

1 True.
2 False. Smart Alec is a new private detective.
3 False. Smart Alec is very fit and does a lot of exercise.
4 True.
5 False. Sweet Sue is very upset.

2 Begin by reading the dialogue with a (good) student, giving full emphasis to the moment of misunderstanding (*Job? I'm not looking for a job!*) and Sweet Sue's final annoyance (*You can't do that!*). Students then read in pairs (if possible, pair boys with girls), and finally practise without books. Tell them it doesn't matter if they cannot remember all the information. Walk round the class as they

talk, prompting where necessary. If any pair is particularly good at this activity, get them to perform in front of the class.

What's the rule? page 19

Present continuous and present simple

3 a Look at the two sentences with students. Ask which is in the present continuous tense (*the second*). Ask the name of the tense in the other sentence (*the present simple*). Ask why the present simple is used in the first sentence (*to describe a regular or repeated action*). Ask why the present continuous is used in the second sentence (*to describe what is happening in a photo*).

b Tell students that different time expressions are used with different tenses. Ask how we know from the first sentence in 3a that *run* refers to a regular or repeated activity (because of the time expression *every day*). Ask for another time expression from the list which can be used to indicate a regular or repeated action (e.g. *usually, regularly*). Ask students to work together in pairs and divide the expressions into two columns, under the headings *present simple* and *present continuous*. When most of them have finished, write the two columns on the board.

Answer key

present simple: usually, every day, always, regularly
present continuous: now, today, at the moment, in this picture

Optional Extra **stronger groups**

Ask students to add some more expressions to each list. Go through their suggestions, writing suitable words and phrases on the board, in the appropriate columns. It might help to explain that there is a limited number of expressions which can be used with the present continuous. Examples:
present simple: often, on Saturdays, every week, in the morning, etc.
present continuous: this week, this year, this morning, in the photo, etc.

Present continuous: affirmative and negative

c Complete the chart on the board (or ask students to come up to the board in turn and complete it), reminding students of the short form alternatives.

Answer key

I	'm/am 'm not	laughing. running.
He She It	's/is isn't	
We You They	're/are aren't	

Present continuous: questions

d Write *Are they dancing?* on the board. Ask students to look at the exercise and say what you have done (transformed the statement into a question). Ask how you did it (by putting the verb *be* at the front). Students write the other two questions in their exercise books. Write the correct forms on the board for them to check.

Answer key

1 Are they dancing?
2 Is he riding a motorbike?
3 Is she reading a book?

e Ask students to look back at the story and find the question (*What are they doing?*). Ask who *they* refers to (*the painters*).

Practice page 19 13

4 Tell students to write sentences in the present continuous about the story, using the verbs given. They can be in the affirmative or negative. Walk round the class as they write, giving help where needed. To help focus the way in which the present continuous is used (to describe temporary phenomena), ask students to identify which frame their sentences refer to (if they refer to specific frames).

Possible answer key

Sweet Sue is looking for an assistant. (frame 1)
She isn't reading a magazine. (frame 1)
She isn't eating a hamburger. (frame 1)
Smart Alec isn't wearing glasses.
Sue and Alec are looking at a photo. (frame 3)
Some men are painting a sign. (frame 5)
Smart Alec is winning a medal. (frame 4)
He's moving into the office next to Sue's.

5 a Tell students they are going to play a memory game, to see if they are good detectives. Play the tape 13 pausing after each question to allow students time to write it. Get students to read the questions to ensure they have written them correctly.

13

1 What newspaper is Sweet Sue reading?

2 What is she eating?
3 Are both the painters wearing glasses?
4 Is Smart Alec wearing black shoes or brown shoes?
5 What colour top is Sweet Sue wearing?
6 How many photographs is Smart Alec showing to Sweet Sue?
7 What number is Smart Alec wearing in the London Marathon photo?
8 What is Smart Alec holding when he comes in?
9 What colour is Sweet Sue's pen?

b Students write the answers to the questions – if they can remember. Walk round the class as they write, giving help and hints where needed.

c Students compare their answers with their partner's, and then open their books to check. Find out who has the best visual memory in the class. Would he/she like to be a detective?

Answer key

1 She's reading *The Daily Record.*
2 She's eating a sandwich.
3 No, they aren't.
4 He's wearing brown shoes.
5 She's wearing an orange top.
6 He's showing two photographs to Sweet Sue./He's showing her two photographs.
7 He's wearing number seventy-nine.
8 He's holding a drink/a can of drink/a can of (cool) cola.
9 Her pen is green.

6 Ask students how Sweet Sue probably feels about her new neighbour (*not very happy; perhaps worried*). Why? (*She doesn't want to lose customers.*) Explain that she has written an e-mail to a friend about him. Tell students to work in pairs and complete the text, putting the verbs in the correct tense (present simple or present continuous.) When most students have finished, ask a (good) student to read his or her version.

Answer key

Oh, Sophie, I really don't like that Smart Alec. He's so perfect. Do you know, he does the London Marathon every year? He cycles to work every day. I can see him out of the window now – he's arriving on his bicycle again. And he's clever, too. He learns a new language every year. At the moment he's learning Chinese. Maybe that's why he gets lots of customers every day. Three people are sitting outside his office at the moment. And his telephone is ringing now. It rings all the time! Mine doesn't ring very often. Well, I tell you, Sophie – he isn't going to take my customers! I'm going to fight back ...

Revision idea

In turn, each student guesses what someone in their family is doing at this moment (e.g. *I think my mum is reading the paper*).

D Are you a couch potato? pages 20–21

Topic Young people's lifestyles

Aim To develop specific skills: *reading* a magazine article; *listening* to identify people's opinions; expressing ideas when *speaking*; joining sentences when *writing*

Vocabulary School subjects

Study skills

New words

Begin by asking students to write down any new word they have learnt recently. Write some of the words on the board and exchange ideas with them about why they have remembered these words (and forgotten others!).

Ask students what they do when they come across an unknown word when they are reading. Do they always try to understand it? Read the three points with the class. You may find it useful to translate them, or to get a student to translate them. Ask which points they agree with most. Has anybody got any more advice about learning new words?

Reading pages 20–21

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 a Draw attention to the title of the article. Can anyone explain it? If not, ask students to look up the word *couch* (= sofa) in their dictionary. Ask whether they think to call someone a 'couch potato' is a compliment or not. Ask again if anyone can explain the term. If not, tell them not to worry. You can ask again after they have read the article.

b Allow enough time for students to read through the article before asking *Who are the couch potato generation?* (*British teenagers.*) Ask where the information comes from (*a survey*). Ask if there are couch potatoes in the students' own country – do they know any?

2 In pairs, using the pictures as prompts, students summarize the information in the article. Walk round the class as they speak, giving help where needed. Students who finish this activity quickly can go on to ask their partner more questions about the text.

OPTIONAL EXTRA **stronger groups**

Choose a word in the text which is likely to be new for most students, e.g. *slump*. Ask students (1) to identify the part of speech: verb, noun, etc. (2) whether the meaning is 'positive' or 'negative' (3) to re-write the sentence using another word. Go through their suggestions. If students replace *slump* with *sit* or *stay*, tell them they are developing excellent reading skills!

3 Involve students in the discussion by asking slightly provocative questions like *What do you when you get home from school? Do you sit down and switch on the TV?* Draw attention to Dr Morgan's explanation: *life is too easy nowadays.* Do students agree? Why (not)? Keep this as a discussion between you and the class as a whole.

OPTIONAL EXTRA **all groups**

In pairs or groups, students draw up advice to avoid becoming a couch potato. They could list advice under two columns, DO and DON'T. Show them the sort of thing you have in mind by starting two lists on the board, e.g.

DO walk or cycle to school if you can
DON'T switch on the TV when you get home

Get the group with the longest list to read them out to the rest of the class. Wall-mount any interesting lists.

Listening page 21 14

5 a Begin by getting students to look at the pictures and predict who won't agree with the survey. Play the tape 14, more than once if necessary, for them to check their ideas. Go through the answers with the whole class.

14 and answer key

1

My name's Mike. I think that the survey is wrong. We do a lot of PE and Games at our school, and I play football for the school team on Saturday mornings. I eat a lot of junk food like hamburgers and pizzas and things, but that's all right, because I take a lot of exercise.

2

Hi. I'm Sara. I think that the survey is wrong, too. I don't play any sports in my free time, but I go to dance class on Saturdays and on Wednesday evenings. I like crisps and chocolate, but I don't eat a lot of junk food.

3

Hello. I'm Tim. What do I do in my free time? Well – I watch TV and I listen to CDs, so I suppose that the survey is right! I've got a TV in my room, but all my friends have too. I don't walk to school. My dad takes me in the car, but he works near the school, so it's easier for him.

4

My name's Molly. I think that the survey is wrong about computers. I've got a computer, but I don't just play games on it. I use the Internet and I send e-mails to my penfriends. I don't read a lot of books, that's true, but I read a lot on the Internet and I write e-mails.

b Students prepare a chart to record the opinions of the four young people. Play the tape as many times as necessary. Walk round the class as they write, encouraging students to keep their notes simple, and modifying the chart if they like.

Possible answer key

Person	Is the survey right or wrong?	Topic	What do they say about the topic?
Mike	wrong	PE and games football junk food	They do a lot at his school. He plays for the school team. He eats a lot, but takes exercise.
Sara	wrong	sports junk food	She goes to dance classes. She doesn't eat a lot.
Tim	right	TV and CDs going to school	He watches TV and listens to CDs. He doesn't walk. His dad takes him.
Molly	wrong	computers	She doesn't just play games. She uses the Internet and writes e-mails.

Improve your writing page 21

Joining sentences

6 a Ask a student to read the passage. Ask whether the sentences are long or short (*they're short*).

b Explain that short sentences can often be combined to make a reading text more fluent. Ask students to read the modified text and identify the linking words (*because, and, but, because*). Get students to tell you the different functions of these words (*because* introduces a reason, *and* adds information, *but* is used to make a contrast).

c Working directly from the chart in 5b, or writing out short sentences first, students write a similar passage about one of the other speakers. Walk round as they write, making suggestions and giving help where needed.

d If there is time, get students to write a short paragraph on their own life style, using the cues. Walk round the class as before, giving help where needed. When students have finished, they can give their work to their partner to read and comment on. If possible, take in the work at the end of the lesson and mark it. If you don't have time to do this activity in class, it could be set as homework.

Revision idea

Play a memory game. Students close their books. In turn, students come to the board and write a word under the heading *technology* or *school subjects*. Any student who fails to add a word to the list, or spells it incorrectly, is eliminated from the game.

Pronunciation 2 page 86 64

The phonetic alphabet: vowels

a First check students' understanding of vowels (a sound in which the airflow is not blocked, and so can go on indefinitely). Ask them to count the number of vowels in English (twenty). Remind them that there are only five 'vowel' letters (A, E, I, O, U) – so the English alphabet can't be very good at representing sounds! Play the tape 64 for students to listen and repeat. Let them study the symbols for a couple of minutes.

b Students work with their partner and think of other words with the same sounds. Walk round the class as they write, making suggestions. Get students to give you their suggestions and write them on the board. Read the words for students to repeat chorally.

Possible answer key

/iː/	me, tree, pea
/ɪ/	six, big, fit
/e/	red, bed, bread
/æ/	man, bag, plan
/ɑː/	far, car, bath
/ʌ/	sun, mum, love
/ɒ/	hot, what, lot
/ɔː/	door, more, draw
/ʊ/	look, foot, put
/uː/	two, shoe, moon
/juː/	new, you, usually
/ɜː/	bird, word, world
/ə/	never, mother, teacher
/eɪ/	May, day, great
/aɪ/	five, why, night
/ɔɪ/	boy, toy, noise
/aʊ/	cow, brown, town
/əʊ/	nose, show, know
/eə/	hair, fair, bear
/ɪə/	dear, ear, year

Progress diary page 21

For teaching notes, see Teacher's Book page 20.

Test

Use the Test for Unit 2 on Teacher's Book pages 112–13.

EXTENSION 1 pages 22–23

CULTURE page 22 15

1 Ask students how much time they spend with their families. What do they enjoy doing most with their family? What don't they like doing? How much time do they spend with friends? When? What do they usually do together? Keep the discussion in English as far as possible.

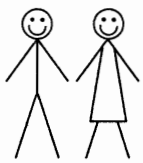
2 There are a number of ways in which you can use this material. Here are some suggestions:

a Exploit the pictures. Ask students to describe what they can see, and ask questions to involve them in the situations, e.g. *How many people do you think live in the house? Would you like to live there? Why (not)? How old is the person in the second photo? What similarities can you see between the British wedding and weddings in your own country?*

b Use the text as a reading comprehension. Students listen to 15 and read the text (with or without the aid of a dictionary). Ask questions to check their understanding, or get students to ask each other questions in pairs.

c Use the text as the starting point for a cross-cultural discussion. Ask students to work in small groups and identify similarities and differences with their own culture. One student from each group could report back to the rest of the class.

d Use the text as the basis for a 'graphic' summary. The frequent references to figures and percentages mean that the information can be effectively represented in a series of diagrams. Show students what you want by summarizing the first paragraph. Write a heading on the board, e.g. *Britain today*. Underneath write *typical families*, and alongside draw matchstick figures to represent a



two-parent family (with 1 to 3 children) and a single-parent family (with 1 to 3 children). Then draw a symbol for a house with a tree to represent a garden; alongside write *67% of people have their own house.* By now students should have the idea, and can continue in pairs or small groups. Walk round the class as they work, encouraging them to be creative in their use of symbols and to write only simple phrases in English.

PROJECT page 23

Ask students to read through the project ideas and tell you which one they are most interested in, and why. Allocate the projects on the basis of their responses. It is not necessary for the whole class to work on the same project, but it would be a good idea for students who choose the same project to work together in small groups. In this way they can exchange ideas and help each other.

For each project, some initial planning will be necessary. For example, you will need to decide how much time to devote to the project. Students should think about the materials they need for the project (e.g. photos or picture from magazines), and where they are going to find them.

Project A

Write about your own family.

1 Encourage students to draw a rough copy first. When they do the final version, ensure that the sheet of paper they are working with is large enough.

2 Tell students that the description does not have to be as detailed as the one in Kelly's essay on p. 12.

3 Get students to write notes about their relative's life events before they write the story in full. You may need to give help with vocabulary.

Project B

Create a fictional family for a TV soap opera.

1 First, students should decide how many people there are in the family (not more than ten, including cousins and/or aunts).

2 Tell students to think of the main characters first. Magazine pictures should help to give ideas about personalities. For each character students should produce a summary of information. They could also think about the relationships between the different members of the family. Who gets on well with whom? Who doesn't? Students should enjoy giving a title to the soap. Finally, if there is time, they could also think about what might happen in the first episode.

Project C

Describe family life in your country.

1 This project is connected with the Culture page. Get students to make a note of the kinds of things they want to write about (e.g. family size, types of accommodation, how old people live, family traditions, etc.). As a variant, students might like to contrast life in two different regions.

2 Each topic should be illustrated by photos, magazine pictures, or drawings. Alternatively, students could interview people (in English, if possible), especially family and neighbours, about their own life styles and opinions. Before they conduct the interviews, give help with drawing up the questions they are going to ask.

Extension 1

SONG page 23 16

Cultural/background note

The song I'm only sleeping *was written by John Lennon and Paul McCartney in 1966. It was recorded by the Beatles.*

1 Tell students to look at the song and find out what the singer likes doing (*sleeping*). Ask them to underline the words they think are about sleeping and resting, and make a list of them on the board (*yawning, dream, bed, lying, sleepy*). Explain any new words; *yawning, shake* etc. could be shown by the appropriate action.

2 **a** Play the song 16 for students to listen and enjoy. Play it again. Get students to answer the questions, and to tell you if they identify with the singer. Ask how many students find it difficult to get up in the morning.

Answer key

1 Sleeping.
2 They think he's lazy.
3 He thinks they're crazy.

b Draw attention to the first rhyme in the song: *morning* and *yawning* (see language note below). Ask students to work together in pairs and find all the other rhyming words. Play the song again for them to check, and go through the rhymes (*morning – yawning; dream – upstream; wake – shake; lazy – crazy; speed – need; day – away; ceiling – feeling*). If you think it would be useful, get students to read the song aloud, chorally or individually, paying special attention to rhythm and rhyme. Play the song again for students to enjoy and to sing, if they want to. Join in with them.

Language note

A technical definition of 'rhyme' can be useful. In English, two words rhyme if the final stressed vowel and all following sounds (if there are any) are the same. So shop *rhymes with* top *but not with* shock.

REVISION 1 pages 24–25

STUDY SKILLS

Revising

The Study skills section is intended for reflective learning. You may like to use it as a quiet moment for students to look back individually over the previous two units, or to organize students in groups of three or four to check things together. Ask them to note any difficulties, and to limit their revision to the three tasks given. Walk round the class as students work, giving help where needed. Suggested time for each activity: five minutes. Get feedback by asking a few simple questions, e.g. *Which tense is used to talk about what is happening now? What do you say if you don't hear what someone says? What's the English for ...?*

Past simple page 24

1 Exploit the picture. Ask what it shows. (*A group of schoolchildren going on a trip.*) Ask students for their opinions about school trips. Do they like them? Why (not)? What would their ideal destination be? Tell students to look at the gapped text and identify the 'problem' student (*George*). Ask what the problem is. (*He eats too much.*) Go through the first part of the story together with the class, writing the past tenses of each verb on the board in the correct order. Students continue individually or in pairs. Walk round the class as they work, giving help where needed. Get two or three students to read out the completed text, and write the correct verbs in order on the board for the class to check. If you have a map of Great Britain, point to the Lake District in the North West of England, and tell students that Lake Windermere is the biggest lake in England.

Answer key

1 went; met; wanted; was; didn't leave; ate; drank; couldn't
2 arrived; went; watched; sat; had (ate); ate (had); didn't want; had
3 was; was; rolled; started; went; didn't come; stayed; felt
4 came; was; stopped; was; were; didn't arrive

OPTIONAL EXTRA **stronger groups**

In pairs, students write three more sentences about what George did the next day.

Ask some of the pairs to read what they have written to the rest of the class.

Talking about experiences page 24 17

2 Ask students how George probably felt after the trip (*terrible!*). Tell them that different people had different feelings about the trip. Some thought it was good, some were indifferent, and some didn't like it. Read the list of names with the students, and tell students to listen to the people talking, and to tick the chart in the appropriate place. Play the tape 17, more than once if necessary. Check their answers. Can they remember some of the expressions used to express likes and dislikes?

17

Announcer What did the kids think about the school trip to Lake Windermere? Joanne.

Joanne Yes, it was brilliant. I had a great time. It's a beautiful place and the museum was very interesting.

Announcer Michael.

Michael It was all right. It was better than a day at school. I enjoyed the video about the lake.

Announcer Anthony.

Anthony It was great. The boat trip was fantastic. I love boats. And George was really funny. His face just went greener and greener.

Announcer George.

George No, it was terrible. The Visitors' Centre was boring and the boat trip made me sick.

Announcer Karen.

Karen Yes, it was fun. I liked the museum and the boat. And we had a good laugh on the coach. We sang a lot of songs. It was really good.

Announcer Henrietta.

Henrietta It was OK, but the journey home was so slow. We didn't get home till half past five, so I missed my dance class, because of that idiot George Thomson. I was really annoyed.

Answer key

	☺	😐	☹
Joanne	✔		
Michael		✔	
Anthony	✔		
George			✔
Karen	✔		
Henrietta		✔	

b Students listen again to the tape to find out what people liked, or didn't like, about the trip, and write notes. Go through their answers, and play the tape again for a final check.

Answer key

Joanne liked the place and the museum.
Michael liked the video about the lake.
Anthony liked the boat trip.
George didn't like the Visitor's Centre or the boat trip.
Karen liked the museum and the boat.
Henrietta didn't like the journey home.

OPTIONAL EXTRA **all groups**

If students in your class have recently been on a school trip, take this opportunity to get them to tell you about it, in English. Encourage them to use some of the expressions they heard in 2.

Present simple and continuous page 25

3 Begin by getting students to tell you the names of the two girls in the picture (*Kelly and Vicky*). Ask *What do you think they are talking about?* to elicit, perhaps, *boys*. Draw attention to the first gapped sentence, invite the correct form of the verb (*go*, present simple), and discuss briefly the reason behind the choice of present simple (it refers to a regular or repeated action). Tell students to complete the exercise, reminding them to think carefully before writing. Go through the answers on the board.

Answer key

1 go	**7** are using
2 come	**8** play
3 play	**9** finish
4 are waiting	**10** are coming
5 are using	**11** are leaving
6 play	**12** are going

Reading and writing page 25

4 **a** Ask a student to read the instructions for the rest of the class. Students then read the e-mail and talk about the topics in the box with their partner. Check overall understanding by asking why Sandy is Ross's 'favourite person' (probably because she's young, and has an exciting job).

b Students work out the questions with their partner. Walk round the class checking what they write and insisting on the correct interrogative forms.

Answer key

1 How old is she?
2 do you like her?
3 Where does she live?
4 Was she born in Britain?
5 When did she go to the USA?
6 Who does she work for?
7 Does she meet any famous people?
8 Is she married?
9 Did you go to the wedding?
10 Did you like it?

c Read the dialogue with a student, while the rest of the class check what they have written. Students then practise reading and acting out the dialogue with their partner.

d Tell students they can write about a real person or an imaginary one. They can use Ross's letter as a model. If you can, take in the work and mark it.

like + -ing page 25

5 **a** Start by writing a couple of sentences about yourself, e.g. *I like watching football. I don't like playing football.* Students write some more sentences about themselves.

OPTIONAL EXTRA **all groups**

Read out some of the sentences, without saying who wrote them. Students have to guess the identity of the writer.

b Put students in groups of four or five. Tell them to ask and answer questions about the things they like and don't like doing. Walk round the class as they talk, giving help where needed, and encouraging them to take their ideas further, by asking questions like *Why do/don't you like ...?*

Test

Use the Test for Revision 1 on Teacher's Book pages 114–15.

3 TOMORROW'S WORLD

Student's Book pages 26–33

UNIT OVERVIEW

Topic The future

Grammar *Will*

Functional language Predicting; offering; making suggestions; taking sudden decisions

Vocabulary areas Transport; places

Skills
Reading: a questionnaire
Listening: predictions
Speaking: personal hopes and predictions
Writing: paragraphs

Pronunciation The phonetic alphabet: consonants 1

A DRIVE INTO THE FUTURE pages 26–27

Topic Futuristic transport: *the skycar*

Aim To present and practise *will* for the future

Vocabulary Transport (*car, traffic jam,* etc.)

Language in use page 26 18

1 Focus attention on the questions. Ask students the first one; then ask if they think this age limit is too young. Why (not)? Find out if anyone in the class doesn't want to learn to drive. Why not? Ask a few questions about the kind of car students want to have in the future. Give help here if needed, by suggesting alternatives: *big, small, fast, Italian, with an open top, with four-wheel drive,* etc.

Cultural/background note

In the United Kingdom the minimum age for driving a car is 17; for a moped (a small motorcycle) it is 16. To get a full driving licence, *you must pass a* driving test. *Learner drivers (who have not yet passed the test) must display* L plates *(a big letter L) on the front and back of the car they are driving.*

2 Tell students that transport in the future will probably be very different from transport today. Focus attention on the picture, and ask what it shows. Ask *Is it an aeroplane? Is it a car?* and invite students to comment.

Read the questions with the class, and play the tape 18 for students to listen and read. Play the tape again. Give students a couple of minutes to think about the answers with their partner, and then go through the answers with the class, dealing with any problems in understanding (e.g. *traffic jams; less than*).

Answer key
1 The skycar.
2 It will solve the problem of traffic jams.
3 In less than five years.

What's the rule? page 26

will for the future

3 a Students complete the sentence, from memory if possible, and then check with the text. If you think it will be helpful, translate the sentence, or get a student to translate it. Write the sentence on the board. Tell students to close their books. Rub out the sentence. Can students reconstruct it?

Answer key
In the future people will have their own planes, so they won't drive to the shops – they'll fly there.

b The sentence should now be on the board again. Underline the three versions of *will.* Ask students to tell you which is the affirmative form (*will have*), the negative (*won't drive*), and the short form (*'ll fly*). Ask what part of speech they are all followed by (the verb stem). Ask for examples of other verbs which are followed by the verb stem, to elicit *can, must,* etc. (modal verbs).

c For each gapped sentence, students write three complete sentences to practise the three forms of *will.*

Answer key
1 I will buy a skycar. I won't buy a skycar. I'll buy a skycar.
2 They will solve our traffic problems. They won't solve our traffic problems. They'll solve our traffic problems.

d Explain that *won't,* as well as *'ll,* is a short form. Ask what the full form is (*will not*). Get students to remind you when we use short forms (when we are speaking) and when we prefer long forms (when we are writing, especially formally).

e Ask students to underline all the questions with *will.* How many are there? (Four.) Get students to read them out. Write two of them (a WH question and a YES/NO question) on the board and ask students to analyse the structures. Write the two structures under the questions for students to copy in their books, e.g.

Will we spend more time in traffic jams?
Will + SUBJECT + VERB STEM + REST OF SENTENCE

How will we solve our traffic problems?
Question word + *will* + SUBJECT + VERB STEM + REST OF SENTENCE

f Students rewrite the sentences putting the words in the correct order. Ask two students to write them on the board for the rest of the class to check. Make sure they remember the question marks!

Answer key
1 Will skycars be dangerous?
2 When will we have them?

Optional Extra **all groups**
Students write another question about the skycar. After they have read the text in 4, check whether any of these questions can now be answered.

Practice page 27

4 Students work in pairs to complete the text, using *will* or *won't* and the verbs in the box. Go through the completed text with the class, explaining any new vocabulary (e.g. *engines, land, take off, vertically*). Alternatively, check understanding by asking students to draw a simple diagram of the skycar making a vertical landing.

Answer key
The skycar will have eight engines, and it will carry four people. It will take off and land vertically like a helicopter, so it won't need an airport. A computer will control the skycar, so it won't be dangerous. It will be a lot faster than a car. A journey of a hundred miles will take only sixteen minutes! The first skycars will cost about a million dollars each, but after a few years they will become a lot cheaper.

5 a Begin by reading the instructions. But before students start the exercise, get them to look at the cues and identify which of the questions will be of the YES/NO type (nos 5 and 8). Walk round the class as they write, making sure the questions are accurately formed.

Answer key
2 How many people will it carry?
3 How will it land?
4 Will it be dangerous?
5 Will it be faster than a car?
6 How fast will it be?
7 How much will the first skycars cost?
8 Will they get cheaper?

b When students have finished writing the questions, they practise reading and answering them in pairs. Walk round the class giving help where needed.

Optional Extra **all groups**
Revise the information in the text by writing a few cues on the board, e.g. number of people? speed? cost? In turn, with their books closed, students summarize the information.

Study Skills

Recording vocabulary

Ask students if they regularly record vocabulary. How do they do it? Remind them that it can be done in various ways, e.g. in a separate notebook or vocabulary book, in a diary, on tape, etc. Tell them to look at the extract from a notebook. Ask questions e.g. *How many words are there?* (Two.) *What sort of information has the student recorded?* (Information about grammar, e.g. plural noun, regular verb; information about meaning, e.g. example phrase with *solve*.) Ask students to think of other information that could be included to help remember form and meaning, and other ways of recording information. Allow enough time for students to think carefully about this before asking them to share their ideas. Possible ideas: information about pronunciation; information about the part of speech (*verb, noun*, etc.); simple pictures to illustrate meaning; other words similar or opposite in meaning; other words which can be found in combination (e.g. *solve a problem/a mystery/a murder case*); information about where the student first met the word, etc.

Working with words

Transport

6 a Tell students they should look for all words to do with transport, not just forms of transport such as *car* or *plane*. Go through the list with the class. How many forms of transport are mentioned? (Three: *car, plane, helicopter*.)

Possible answer key
cars drive traffic jam roads car parks
traffic skycar planes fly engines carry take off
land helicopter airport faster journey

b Tell students to write the words in their vocabulary books, adding any information that they think will be useful (including drawings) alongside the word. Walk round the class as they think and write, giving help where needed. Suggested time for the activity: minimum fifteen minutes.

Optional Extra **all groups**
In pairs, students ask and answer questions about their favourite form of transport. Walk round the class as they talk, giving your own opinion on the subject.

7 a Give your own opinion about the skycar, e.g. *I think it will come, but it won't be in less than five years.* Invite students to give their own opinions.

b First, get students to identify a few problems with traffic today, and write these on the board (e.g. *expensive, pollution, traffic jams, dangerous,* etc.). In pairs, students list ways of improving transport in the future. As they work, you could control the activity from the front, helping with vocabulary where needed, writing on the board words which might be useful to more than one pair (e.g. *electricity, solar energy, out-of-town car parks,* etc.).

c Ask each pair to tell the class their best idea. Organize a vote to decide which is the best idea of all.

Revision idea

In turn, students make a prediction about the transport they will use in the future using *will* or *won't*. Give an example by saying a couple of things about yourself, e.g. *I won't buy a skycar. I'll always use a bike.*

B KIDS pages 28–29

Topic A party

Aim To practise making offers and suggestions

Vocabulary Household tasks (*clear up, arrange, do the shopping,* etc.)

Justin's party pages 28–29 19

1 a First get students to remember who's who in the story by asking questions like *Who's Kelly?* (*She's a new girl.*) *Who's Phil?* (*He's Justin's friend.*), etc. Ask *How do Phil and Kelly feel about each other?* to elicit *They're in love,* or *They like each other.* Draw attention to the expression *each other.*

STORY OUTLINE

Justin's trying to organize his party. But the DJ rings to say he can't make it. Phil says he'll do the job instead. On the night of the party Phil waits anxiously for Kelly to arrive. When she does, he puts on a slow romantic piece. But just as he's about to go up to Kelly and ask her to dance, someone else gets there before him.

b Ask students to read the short introduction and answer your questions: *Where are Justin and Phil?* (*At the sports centre.*) *What are they doing?* (*Getting things ready for Justin's party.*) Then point out that there is a time gap between the first and the second scene. *Where are they in scene 2?* (*At the sports centre.*) *What time of day is it?* (*Probably the evening. The kids are at Justin's party.*)

Before playing the tape, tell students that during the preparations for his party Justin is singing to himself: they will hear the words on the tape (*It's my party and I'll sing if I want to, sing if I want to, sing if I want to ...*).

Play the tape 19 for students to look, read and listen. Play it again (more than once if necessary), and ask students to tell you what Justin's problem is at the beginning (*the DJ can't come*) and what Phil's problem is at the end (*he can't dance with Kelly*). Ask a couple of students (boys if possible) how Phil feels to elicit *bad, terrible,* etc., and ask some more (girls if possible) why they think Kelly is dancing with Sam (*perhaps she likes him*). Check students' understanding of any new vocabulary, e.g. *borrow, equipment,* but if you can, leave any unknown everyday expressions, e.g. *You're kidding,* until the appropriate exercise.

2 Ask students to write the missing names. Go through the answers.

Answer key

1 Justin **2** The DJ **3** Phil **4** Vicky **5** Phil **6** Sam **7** Kelly

Everyday expressions page 29

3 a Ask students to work with their partner and match the two parts of the expressions. They can look back at the storyline only if they are not sure. Go through the expressions, asking students who (if anybody) says them.

Answer key

1 They're getting things ready.
2 You're kidding! (Justin)
3 What's the problem? (Phil)
4 He can't make it. (Justin)
5 It won't be much of a party. (Justin)
6 I'll do it. (Phil)
7 It'll be fun. (Phil)
8 Are you having fun? (Phil)
9 There she is. (Phil)
10 Here goes. (Phil)

b Work through the list of expressions with the class, getting students to repeat and translate. Ask students to find a synonym for *kidding* (*joking*), and pay special attention to the pronunciation of *It'll* in *It'll be fun.* Students may find *Here goes* a little difficult; explain that *Here I go* gives the idea better, and see the language note below.

Language note

Here goes *is an informal expression which you can use before doing something difficult, dangerous, or exciting.*

c Read the first expression and ask someone to respond to it (*I'll do it.*) Students continue in pairs, using only expressions from the list. When they've done the activity once, they could swap partners and do it again – this time paying more attention to stress and intonation. Walk round the class monitoring pronunciation.

4 You will need to allow plenty of time for this activity. Divide students into groups of five. Assign the roles in each group. As students practise reading the story, walk around the class giving help, especially with rhythm and intonation. Encourage students to remember their parts, and recite them without their books. Choose a good group to act out the scene in front of the class. Alternatively, get different groups to work on different parts of the episode.

Reduced roleplay

Get students to work on a dramatic monologue: frame 3. First, they practise reading the short text to their partners. The 'thinking' part can be said in a low voice. Walk round the class giving help and encouragement. Call one or two good students to the front to do the monologue without their books.

Offers page 29 20

5 a First check students understanding of *offer*, by using their own language if necessary. Students then read the two exchanges and underline the offers: *I'll do it* and *I'll get it for you.* Double check by asking *What will Phil do?* (*He'll do the DJ's job.*) *What will Vicky get?* (*A glass of lemonade for Phil.*) Ask students what *'ll* stands for (*will*), and tell them that the short form *'ll* is always used instead of *will* in offers.

Answer key

1 I'll do it.
2 I'll get it for you.

b Ask students when they last went to a party. Say *Did you help?* If someone says *Yes*, ask *What did you do?* Draw attention to the pictures and tell students that lots of people offered to help Justin organize his party. Ask students in turn to look at the pictures and say what they think the friends said, using the verbs in the box. Get them started by reading the example.

c Play the tape 20 for students to check.

20 and answer key

1
We'll do the shopping for you.

2
I'll bring some CDs.

3
We'll arrange the furniture for you.

4
We'll put some drinks and glasses on a table for you.

5
We'll make some sandwiches for you.

6
We'll clear up for you.

Optional Extra **stronger groups**

Say *You want to give a party. What else do you need to do?* to brainstorm a few more ideas (e.g. *send the invitations, choose the music, find a room, get the drinks*). Write the ideas on the board. Using these cues, each student in turn makes an offer beginning *I'll ...* .

Making suggestions page 29

6 a Begin by asking a few questions around the class, e.g. *Would you like a drink? Do you want something to eat?* At this stage, it doesn't matter what students reply. Ask if the two questions mean the same thing (they do, but *Would you like* is more polite). Ask students to work with their partner and add more things to the list. Go through a few of their suggestions, writing them on the board in two columns (nouns and verbs). Don't spend too long on this activity.

b Tell students that these are just some of the ways you can answer suggestions. Point out that *Yes, I'd love to* answers a suggestion with *Do you want to* or *Would you like to.* Then ask *Would you like a drink?* to elicit an answer beginning *Yes, please, I'll ... (have a Coke).* Make a few suggestions round the class using the phrases in 6a, and making sure that students choose from the responses in 6b. Students then continue in pairs.

7 Invite a student to do something with you next week, e.g. *Would you like to have dinner with me on Tuesday?* and elicit one of the responses in 6b. Make similar suggestions to more students. You could brainstorm a list of possible suggestions and put them on the board (e.g. *go to the cinema, have a pizza, play table tennis, watch a football match*). Students continue in pairs. Remind them they can say *Yes* as well as *No.* Walk round the class offering help where needed, and where possible encouraging students to develop the dialogue further.

Revision idea

Tell students they have just met a wonderful boy or girl at a party. What would they say? Students write a suggestion beginning *Would you like ...* . Get some of them to read out the suggestions.

C DETECTIVE OF THE YEAR pages 30–31

Topic A misunderstanding

Aim To practise responding to situations and statements using *will*

Vocabulary Everyday actions

Language in use pages 30–31 21

1 Ask the names of the two characters. Find out what students remember of them. Ask *Why doesn't Sweet Sue like Smart Alec?* to elicit various answers, e.g. *Because she doesn't want another detective in town, Because he's too clever,* etc. Draw attention to frame 6 and ask *What is Sweet Sue doing?* to elicit *She's throwing something out of the window.* Tell students to read and listen to the tape, and find out what the object is. Play the tape 21, more than once if necessary. Check that students understand what the object is: an *award.* Translate this into the students' own language if necessary. Remind them that in the first episode Smart Alec won a *medal* for catching a thief. Ask who the object belongs to. (*To Sweet Sue.*) Ask *Why did she throw it out of the window?* to elicit *Because she thought it was for Smart Alec.*

2 Tell students to read the story again. Clear up any problems of vocabulary and general comprehension. Students do the exercise individually or with their partner. Go through the answers with the class.

Answer key

1 False. Sweet Sue solved the Buxton case.
2 True.
3 True.
4 False. Lord Riley phones Sue about his wife's diamond necklace.
5 False. She goes to see Lord Riley by taxi.
6 True.
7 False. Sweet Sue is the Detective of the Year.

What's the rule? page 31

will for decisions

3 **a** Explain the instructions (in the students' own language if necessary). Give the students time to think and discuss frame 2 with their partner. Then they identify the exact spot in the speech bubble (just before *I'll*) and they explain why this is the moment when Sue takes a sudden decision (e.g. *Because 'Hmm' means someone is still thinking about something*).

b Ask students to remember the two functions of *will* which were practised in section B (to make offers and suggestions). Explain that we also use the short form of *will* when we make sudden decisions. Students look back at the story and underline three more examples of *will* for decisions (there are five altogether). Get them to read out the sentences, and ask why Sweet Sue makes these decisions.

Answer key

I'll come and see you right now.
I'll buy a snack on the way to the bank.
I'll show you what I think of your award!

Practice page 31

4 **a** Ask if any students identify with the boy in the picture. Ask *What doesn't he have to do?* to elicit *His homework* or *To finish his homework.* Tell students that the boy has a good strategy for dealing with his mother – he makes a vague promise to do the homework later. Practice the dialogue chorally, with you as the mother and the rest of the class taking the part of the boy. Students should enjoy this. Ask them to say *It's all right* exaggerating the tone of reassurance in their voice. Individually or in pairs students look at the other statements and write appropriate responses. Walk round the class as they write, giving help where needed.

Possible answer key

1 Don't worry. I'll buy one after school.
2 I'm sorry. I'll get up earlier tomorrow.
3 Don't worry. I won't lose it this time.
4 It's all right. I'll do it in a minute.
5 Don't worry. I won't tell anyone.

b Read the sentences, getting different students to respond. They then do the exercise with their partner.

5 **a** First, get two students to read the example dialogue. Students then match the numbered sentences with the cues a–g. Check their solutions. The next stage is to choose one of the exchanges, and build a mini-dialogue around it, as in the example. Another example could help; build one up on the board, encouraging students to think of the context, and asking them to make suggestions as you go along. In pairs, students write out their own dialogues. Walk round the class giving help and suggestions where needed.

Answer key

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

b Students read their dialogues with their partners. If space and time permits, some or all pairs could act them out for the rest of the class.

Revision idea

Students retell the *Detective of the Year* episode. Begin by writing the first part on the board, e.g. *Sweet Sue is sitting in her office. The telephone rings.* In turn, students add sentences and build up the story.

D YOUR FUTURE pages 32–33

Topic Predicting the future

Aim To develop specific skills: *reading* a questionnaire; *listening* to predictions; *speaking* about personal hopes for the future; *writing* paragraph

Vocabulary Places to live and work (*house, office, bank,* etc.)

Reading page 32

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 **a** Exploit the picture. Ask *What are the boy and the girl doing? (They're trying to see the future by looking into a crystal ball.)* Get students to tell you about other traditional ways of trying to see the future (e.g. *'reading' the palms of someone's hand*). Tell them to look briefly at the text. Ask *Is it about crystal balls? (No, it isn't.) Is it about the future of the world? (No, it isn't.)* Guide students towards an accurate description of the text: it's a questionnaire inviting people to guess what their own future will be like.

b Allow students plenty of time to work through the text with a dictionary. Control the activity from the front, giving help with vocabulary when needed. Get feedback by asking questions, e.g. *Which question is easiest to answer? Why? Which one is hardest?*

2 In pairs, students ask and answer the questions, noting their partner's answers. Walk round the class as students talk, noting some of the answers students give.

3 Tell the rest of the class what some students think, e.g. *A thinks he'll live in another country; B doesn't think she'll get married; C thinks ...* Draw attention to the language box, pointing out that *think* and *hope* are often followed by *will*, and that we usually say *I don't think I will ...* rather than *I think I won't ...* Students change partners and tell their new partner what they can remember about their first partner. Walk round the class as they talk, giving help where needed.

OPTIONAL EXTRA weaker groups

Students write a short summary of their partner's hopes for the future.

OPTIONAL EXTRA stronger groups

Students write another multiple choice question for the questionnaire. Collect the questions and read some of them out, or, if possible, put them together on a single sheet and photocopy them for the whole class to do.

WORKING WITH WORDS

Places

4 **a** Play this as a game. Write the two headings *Places to live* and *Places to work* on the board, and invite students to come up in turn and add a word to the list. Note that *Places to live* could include accommodation (*house, farm*), but also have a wider interpretation (*small village, foreign country,* etc.). Every student should add one word or phrase to a list. Repeat the words and phrases chorally.

b Students match the prepositions to the words. Go through the correct combinations. In pairs, students think of the appropriate preposition for the remaining words or phrases on the board. Go through these too.

Answer key

in: a hospital, a city, an office, space, a shop, the country
on: TV, Mars, a farm, the Earth

Listening page 33 22

5 **a** Begin by asking students to identify the people, places, animals and things in the picture. Play the tape 22 once and ask which of them were the subject of predictions.

22

1
I think that in the future children won't go to school. They'll probably study at home with computers. They'll get their lessons on the Internet and they'll send e-mails to their teachers.

2
I think that there will be a lot of problems in the future for animals. There'll be more and more people in the world and they'll all need houses and food, so where will the animals live? I think there won't be any wild tigers or elephants soon. We'll probably only see them in zoos.

3
In the future I don't think we'll go shopping like we do today. I

think people will use the Internet to order all their food and other things, then the shop will deliver it all to your house.

4
I don't think people will work in factories in the future. Robots will do all the work. People will like this, because they'll have more free time – they'll play more sports and take more holidays.

Answer key
They make predictions about school, animals, shopping and factories.

b Play the tape again (more than once if necessary) for students to understand the ideas expressed. Write the two headings *Will happen* and *Won't happen* on the board, and begin to write the ideas, asking students to help you. Alternatively, ask students to work in pairs and complete the two columns. Play the tape again, stopping at the appropriate places for students to check what they have written.

Possible answer key

Will happen	Won't happen
We'll only see tigers and elephants in zoos.	There won't be any in the wild.
People will use the Internet to order food.	They won't go shopping.
People will have more free time.	They won't work in factories.

c Begin by agreeing or disagreeing with some of the opinions expressed in b. Add some more ideas of your own, especially one or two controversial ones (e.g. *I don't think there will be any teachers in the future.*) to elicit reactions from students. Tell them to share their own ideas about the future with their partner, using the cues in the box, and walk round as they talk, giving help where needed. Many students may have difficulty formulating their ideas, but if encouraged should find this a motivating activity.

Get one or two students to tell the rest of the class about their own and their partner's predictions. If possible, extend this activity to a class discussion, and invite as many students as possible to contribute their ideas.

Practise your writing page 33

Paragraphs

6 First, clarify with your students what a paragraph is (a group of connected sentences on a particular topic). Allow time for them to study the instructions and examples, and walk round the class as they write, giving help where needed. Early finishers can help their partner, or, if their partner has also finished, read each other's work.

If you can, take in the work and mark it. Alternatively, get one student to write his or her paragraphs on the board, and focus attention on structural devices such as pronoun reference and conjunctions, making any corrections you think are necessary.

Revision idea

Ask students to work with their partner and write a single sentence about the future of the world beginning *We hope* .... These sentences could then be wall-mounted.

Pronunciation 3 page 86 65

The phonetic alphabet: consonants 1

a Begin by asking students to think about the difference between consonants and vowels. What is a consonant? (A sound of the language in which the air flow is blocked.) Tell students that most consonants in the phonetic alphabet are the same as normal letters (in roman script). Draw attention to the three examples, /b/, /t/ and /d/. Consonants with special symbols are presented in Unit 5.

b Look at the first word together. Ask students what sound the word begins with (/d/) and what sound it ends with (/g/). Tell them to look back at the list of vowels to check the pronunciation of the vowel. Ask students to tell you what the word is (*dog*). Students work in pairs to transcribe the remaining words, using their vowel lists to help them.

Answer key

1 dog	**4** tea
2 hat	**5** swim
3 send	**6** feel

c Play the tape 65 for students to listen, check and repeat.

Progress diary page 33

For teaching notes, see Teacher's Book page 20.

Test

Use the Test for Unit 3 on Teacher's Book pages 116–17.

4 WHAT WAS HAPPENING? Student's Book pages 34–41

UNIT OVERVIEW

Topic Around the world

Grammar Past continuous

Functional language Talking about past actions in progress; gossiping about personal relationships; expressing interest and enthusiasm (or lack of it)

Vocabulary areas Time expressions; *sounds, looks* + adj; V + N collocations; houses and furniture

Skills
Reading: a factual report
Listening: selecting information given by witnesses
Speaking: making hypotheses about who did what
Writing: a *Whodunnit*

Pronunciation The phonetic alphabet: silent letters

A TIMES AND PLACES pages 34–35

Topic Time zones

Aim To present and practise the past continuous

Vocabulary Time expressions with *in, at* and *on*

Language in use page 34 23

1 Use the picture, or a wall-chart or globe if you have one, to identify the continents – Europe, North and South America, Africa, Asia (pay careful attention to the pronunciation: /'eɪʃə/) and Australia/Australasia. Ask students to identify the boy in the picture (*Justin*) and remember what he did in the last episode of *Kids*. (*He had a party*.) Ask students to read Justin's message and then ask *What did he do?* to elicit *He sent/wrote e-mail messages to friends.* Do not at this point focus on the past continuous. Concentrate instead on the topic of e-mails, asking questions like *How long does it take to send an e-mail from Europe to Asia or America?* to elicit *a few seconds.* Ask how many e-mails Justin sent (*five*). Play the tape 23, more than once if necessary, for students to read and listen, and to write in the names of Justin's friends. Go through the names with the class.

Answer key
a Michio, **b** Sandy, **c** *Justin*, **d** Ranjit, **e** Tina, **f** Mark, **g** Raoul

2 First read the list of countries and get students to repeat chorally and individually. Ask questions about the location of the countries, e.g. *Where's Argentina?* to elicit *It's in South America.* If you think students need extra practice, they can continue asking and answering similar questions with their partner. Get students to tell you where Justin's friends live.

Answer key
Ranjit – India
Sandy and Mark – Australia
Michio – Japan
Tina – the USA
Raoul – Argentina

STUDY SKILLS

Using what you know

Ask students to read the section by themselves. Answer any questions that arise, and then get feedback by asking in what way the present continuous and past continuous are similar. Comment on the ideas students give you, and focus on the one which comes closest to recognizing that both tenses are used to talk about an action in progress at a given time.

Answer key
The present continuous is used to talk about an action in progress in the present.
The past continuous is used to talk about an action in progress in the past.
She <u>was</u> having lunch at 1.30 yesterday, too.

What's the rule? page 35

Past continuous

3 a Allow time for students to underline or write the examples in their notebooks. Go through the examples.

Answer key
What were you doing at 12 o'clock on Sunday?
I was sitting at my computer.
I was sending an e-mail.
They weren't doing the same as me.
What were they doing?
Ranjit and his family were having dinner.
Was Michio getting ready for bed?
He was still sitting at his desk.
He was studying for an English test.
Sandy and Mark were getting ready for bed.
Sandy was cleaning her teeth.
Mark was putting on his pyjamas.
They were playing volleyball.
Tina wasn't doing anything.
What was she dreaming about?

b Tell students to form the questions without looking back at the text.

Answer key

1 What were they doing?
2 Was Michio getting ready for bed?

c Go through the solutions. Ask *How do we form questions in the past continuous?* Write the following (or a similar) gapped rule on the board, and ask students to complete it.

WH QUESTION + PAST OF ..... +
..... + VERB IN *-ing* + ...

Check that they write:

WH QUESTION + PAST OF *to be* + SUBJECT + VERB IN *-ing* + REST OF THE QUESTION

Practice page 35 24

4 Tell students to look at the example sentences and write similar sentences for Justin's other friends. Walk round as they write, insisting on accuracy. Get students to read out some of their sentences.

Possible answer key

Michio wasn't sleeping. He was studying for an English test.
Raoul and his friends weren't studying. They were playing volleyball on the beach.
Tina wasn't playing. She was sleeping.
Sandy and Mark weren't eating. They were getting ready for bed.

5 a Focus attention on the picture. Tell students to imagine it's a photo of Class 9G, and that it was taken last Friday, just before a Maths test. Ask *What were people doing?* Students answer in turn.

Possible answer key

Lewis and Ben were throwing paper aeroplanes.
Mary and Laura were looking out of the window.
Alice was brushing her hair.
Julia was cleaning the board.
Suzie was drinking a can of coke.
Josh was reading 'PC World'.
Peter was doing a crossword.
Roger and Callum were eating crisps.
Tara and Melanie were looking at some photographs.
Dennis was sleeping.

b Now ask *What was Suzie doing?* to elicit *She was drinking something.* Students continue asking and answering questions in pairs. Walk round the class as they talk, giving help where needed. At the end of the activity, ask *What were they all doing at 9.35?* to elicit *They were doing a Maths test.*

Optional Extra all groups

In pairs, students practise short answers by asking each other questions about what people where doing just before the test, e.g. *Was Mary studying? No, she wasn't.* This activity will help students focus on the names, and prepare them for activity 6.

6 Students close their books. Ask *Who was cleaning the board?* to elicit *Julia was cleaning the board.* Play the tape 24, stopping after each question. Decide how you want to continue – by asking individual students to give answers orally, or by asking students to write their answers. Make sure they give full answers using the past continuous each time.

24

1 Who was cleaning the board?
2 What colour pen was Peter using?
3 How many people were looking out of the window?
4 Which girls were looking at some photographs?
5 How many people were wearing glasses?
6 How many boys were standing up?
7 What was Dennis doing?
8 Where was Alice sitting?
9 What were Roger and Callum eating?
10 What were Lewis and Ben throwing?

Answer key

1 Julia was cleaning the board.
2 Peter was using a green pen.
3 Two people were looking out of the window.
4 Tara and Melanie were looking at some photographs.
5 Two people were wearing glasses.
6 Two boys were standing up.
7 He was sleeping.
8 She was sitting on a/her desk.
9 They were eating crisps.
10 They were throwing paper aeroplanes.

Working with words

Time expressions

7 a Take the opportunity to revise other times, e.g. *midday* and *midnight.*

Cultural/background note

a.m. *refers to the Latin term* ante meridiem (= before noon), *while* p.m. *refers to* post meridiem (= after noon). *The 24 hour clock is also used in Britain and the USA, especially when referring to timetables. With this system,* 7 a.m. *would become* seven hundred hours *and* 7 p.m. *would be* nineteen hundred hours.

b Give students a minute or so to do this exercise, and go through the solutions. If necessary, provide extra practice by writing some more time expressions on the board (*Monday, half past seven, midnight,* etc.) for students to match with the correct preposition.

Answer key

at ten o'clock in the afternoon
on Saturday in the evening
in the morning at night

c Students work in pairs and say what they were doing at these times. Ask students to write sentences about themselves.

Revision idea

In pairs, students ask and answer questions about what they and other members of their family were doing at different times yesterday.

B KIDS pages 36–37

Topic Soap operas

Aim To practise expressing interest and enthusiasm (or lack of it); to give expressions for gossiping about personal relationships

Vocabulary *Sounds/looks* + adj (*fantastic, boring,* etc.)

Virtual Soap pages 36–37 25

1 Ask students if they can remember (from Unit 1 p. 6) what a soap opera is (*a TV series about 'real people'*), and find out who likes them, and how often they watch them. Ask what Vicky and Kelly are doing in frame 2. (*They're playing a computer game.*) Draw attention to the questions, and play the tape 25 more than once for students to read and listen. Go through the answers with the class.

Answer key

1 It's a computer game in which you can create your own soap opera.
2 They're characters in the soap opera.

STORY OUTLINE

Kelly invites Vicky round to her place to play a computer game. It's called *Virtual Soap* and Kelly likes it because she can scan her own photo into the game and become one of the characters. When Vicky learns that one of the male characters is called Sam, she suspects that this is another reason why Kelly likes the game – because she danced with a boy called Sam at Justin's party. But Vicky is quick to deny this. Sam was boring she said, and she starts thinking of the boy she really wanted to dance with ... Phil.

2 Students read the sentences and decide whether they are true or false. Go through their answers. Ask which word in the statements means the same as *like* (*fancy*). Explain that this word is informal, and is especially used by young people for talking about physical attraction.

Answer key

1 False. It's a computer game.
2 False. Kelly has got *Virtual Soap* on her computer.
3 True.
4 True.
5 False. Kelly fancies Phil. She doesn't like Sam Robinson.
6 False. Vicky knows Sam Robinson.
7 True.

OPTIONAL EXTRA all groups

Students write another two statements about the dialogue, one true and one false, and show them to their partner, who has to say which one is true.

3 First, get students to give their ideas about Kelly's game. Would they like to play it? Do they know of any similar interactive computer games? Have they played any? Find out which are the most popular soap operas at the moment, and talk about one which most students are familiar with. Ask a few students *Which character would you like to be? Why?* Ask a student to ask you the same questions, ensuring they use *would you like.*

Everyday expressions page 37

4 a Get students to read and think about these expressions, and to look back at the dialogue to see how they are used in context. Invite suggestions for translations, and if necessary ask focusing questions, e.g. *Who would say this, and in what situation?* Draw attention to the informal feel of most of the expressions, and in particular *my place, fancies, a thing about.* Ask how many of the expressions are specifically about boy/girl relations. (Two: *She fancies; He's going out with ...*) Ask which

expression shows surprise. (*You must be joking!*) Can students remember a similar expression from the previous episode? (*You're kidding!*)

b Individually or in pairs students match the questions and answers. Go through the possible combinations.

Possible answer key

1 a, d (g also possible)
2 a (d also possible)
3 f (d also possible)
4 a, b, f
5 e
6 c, d, g
7 a, d, g

Having a conversation page 37

5 Get two students to read the dialogue aloud. Explain that each question or statement in 4b A can be the beginning of a dialogue. Ask students to choose one of them with their partner (or assign different ones to different pairs) and tell them to construct a similar dialogue. Walk round the class as they write, giving help where needed, and encouraging students to write a 'gossipy' dialogue which refers to other people. Ask the writers of the best or most amusing dialogues to read them out.

Responses page 37

6 a Ask students to mark the adjectives in the third column P (for positive) or N (for negative). Tell them to look back at the dialogue and find three more adjectives to add to the list (*interesting, great, nice*). Ask if they are positive or negative in meaning (all positive). Where would they put them in the list? (Perhaps, in descending position, *great, interesting, nice.*)

Ask students to think of more adjectives to add to the table in 6a. They can do this in groups, or you could brainstorm the words with the whole class. Write the adjectives on the board under two headings, Positive and Negative. Possible adjectives: *wonderful, incredible, good, funny, horrible,* etc.

Answer key

interesting, great, nice

b Ask one or two students what they had for dinner last night. Say *That sounds nice*, or make a similarly positive remark, whatever the student ate! Ask questions about the clothes they are wearing, e.g. *Where did you get that top from? It looks great!* Ask students to tell you how and when *sound* and *look* are used. *Sound* + adj is used to react to something someone tells you; *look* + adj is used to react when someone shows you something, or when you see something. Practise one or two sentences from the exercise with individual students, and get the whole class to repeat the exchanges. Students then continue with their partners. Walk round the class as they talk, giving help where needed.

Possible answer key

2 • We had four exams today.
○ That sounds boring.
• Well, it was all right.
3 • That looks great.
○ It's my new jacket.
• I really like it.
4 • Here's a photo of my penfriend.
○ She/he looks nice.
• Oh, I think you fancy her/him.
5 • We're going skiing next week.
○ That sounds dangerous.
• Oh no, it's very exciting.
6 • I had 'flu last week. I was in bed for five days.
○ That sounds terrible.
• Well, it was very boring.
7 • Here's the pizza.
○ It looks delicious. I like pizza, do you?
• No, I think it tastes horrible.
8 • Would you like to be in *Virtual Soap*?
○ You must be joking!
• Why? It's great fun!

7 This episode features only two characters, Vicky and Kelly, and a lot of dialogue. You may prefer to concentrate on reading the dialogue in pairs, rather than have pairs act out the scene. Walk round the class as students talk, encouraging dramatic reading, especially when the characters express interest, enthusiasm or surprise (e.g. *You must be joking!*).

Reduced roleplay

Get students to work on the most dramatic part, from Vicky saying *Mmm. He looks nice. What's his name?* to the end. If you have boys and girls in your class, get two girls to do the dialogue first, and then ask two boys to do it. The rest of the class should enjoy listening to them!

Revision idea

Students write a few sentences about the characters in their favourite soap opera, explaining who does what and who fancies whom. Read out one or two of the synopses.

C TWISTER pages 38–39

Topic A tornado

Aim To contrast and practise the past simple and past continuous

Vocabulary Collocations with verbs (*make a film, take photographs,* etc.)

Language in use page 38 26

1 a Start by demonstrating the meaning of *twist* (perhaps by showing how to dance the twist), and draw attention to the background photo and the inset picture. Ask what a *twister* is (*a tornado*), and what it does (*a lot of damage*). Get students to tell you anything else they might know about tornados, e.g. in which part of the world they are frequent.

Cultural/background note

A tornado *is a rotating (or twisting) wind generated by huge storm clouds. It can cause great destruction if it touches the ground. Although tornadoes can occur anywhere in the world, they are particularly common in southern and midwestern states of the USA.*

b Play the tape 26 for students to read and listen to the interview. Ask students what ideas they got about twisters from the text. (*They are fast, noisy, frightening, and very destructive.*)

2 Draw attention to the text type (*an interview*) and ask students if it is a magazine interview or a TV interview (*a TV interview:* we can see the microphone in the picture). Read, or get a student to read, the questions. Allow time for them to read the interview again before inviting answers to the questions. Ask some more questions, focusing on what Billy did. *Did he do the right thing?* (*Yes, because he let everybody know the twister was coming.*) Deal with any questions about vocabulary.

Answer key

1 Billy Morgan.
2 In Townsville, Kansas.
3 There was a tornado.
4 At 11.15 in the morning.
5 Because he saw the tornado first.
6 Because the twister blew the dentist's surgery down.

What's the rule? page 39

Past continuous and past simple

3 a Ask students if they can complete the sentence from memory. If not, they can check with the text. Draw attention to the use of *while* (to signal an action in progress) and ask students to translate the whole sentence orally or in their exercise books.

Answer key

While I was crossing the street, I saw something in the distance.

b Ask for the names of the two tenses (*past continuous* and *past simple*). Ask if anyone can explain the arrows in the diagram: the horizontal arrows indicate *an action in progress*; the vertical arrow indicates *an action which took only a moment*.

Answer key

I was crossing the street	past continuous
I saw something	past simple

c Students may need time to think this through. Guide them to the solution if necessary by asking *Where was Billy when he saw the tornado?* to elicit *In (the middle of) the road.*

Answer key

The two things happened at the same time.

d Ask students to try to complete the sentences from memory. They then check with the text.

Answer key

When I saw it, I shouted 'Twister! Twister!' Then I ran down the street.

e Discuss this with students. Explain that Billy first saw the tornado, but be prepared to admit, if necessary, that the three actions were almost simultaneous. You could help students to focus on the sequence of events by asking *How long did it take him to do these three things?* to elicit *Just a few seconds.* Remind students that tornadoes move fast, so Billy had to move fast, too!

Answer key

These things happened one after the other.

Practice page 39

4 Students work with their partner to complete the texts. Walk round the class as they write, helping students to distinguish between the two tenses if necessary. Go through the completed texts, writing the correct forms of the verbs on the board.

Answer key

1 At 11.15 Rosanna Sanchez was in the garden with her daughter, Shelley. Shelley was playing with some toys, and Rosanna was taking some photographs of her. They were having a good time. Then suddenly Rosanna heard a shout: 'Twister!' Rosanna grabbed Shelley and ran into the house. But as she was running indoors, she dropped the camera and the twister took it.

2 Mr and Mrs Jensen were in their car at 11.15. They were going to the shops. They were driving down Main Street, when they saw the tornado. It was coming straight towards them. When they saw it, they got out of the car and ran into the bank. A few seconds later the tornado picked up the car and threw it into the air.

5 Ask *What was Rosanna Sanchez doing at 11.15? What was her daughter doing? What were the Jensens doing?* to elicit the appropriate answers. Tell students they are going to conduct an interview with Shelley or Rosanna Sanchez and one of the Jensens. They choose the character they wish to be (or you choose for them). Tell them to read the texts again, and think of the questions to ask their partner when they take the role of the reporter.

As they practise the interview, walk round the class giving help where needed. Encourage students to do the interview without referring to their books, although they will probably need them at first. If you have time, get one or two pairs to do the interview from the front, for the rest of the class.

Optional Extra **all groups**

Students imagine that they were in Townsville too, when the twister struck. They should write three sentences saying what they were doing at 11.15, what they did when they saw the twister, and what happened next.

Working with words

Words that go together

6 **a** Give students time to think through the possible combinations. Go through the solutions, paying special attention to any difficult collocations (e.g. *take photographs, get out of a car*).

Answer key (expressions used in the texts of Section C are underlined)

get	bigger, to the dentist's, a film, indoors, a car, toothache
hear	a shout
take	photographs, a film, a car
go	to the dentist's, indoors
play	with toys, indoors
get out of	a car, the street
run	indoors, to the dentist's
have	toothache, a film, photographs, a car
cross	the street
warn	everyone

b If you prefer, limit the number of sentences to five and tell students which expressions they should use. Take one of the expressions and write an example on the board, e.g. *take photographs: I took a lot of photographs last summer.* Tell students they can change the form of the verb if necessary. Walk round the class as they write, giving help where needed.

Optional Extra **stronger groups**

Play a word association game. Think of five more verbs that students already know (e.g. *eat, do, feel, come, switch on*). Call them out. For each verb, students should write the first word (in English) that comes into their head. Find out which words they have chosen. Have other students written the same words? Discuss (in the student's own language) the reasons behind their choices.

Revision activity

In turn, students say a sentence about themselves beginning *While*. Give an example by saying something about yourself, e.g. *While I was coming to school this morning I saw ... .*

D Who killed John Ross? pages 40–41

Topic A *Whodunnit*

Aim To develop specific skills: *reading* a factual report; *listening* to select information given by a witness; *speaking*: making hypotheses about who did what; *writing* a 'Whodunnit'

Vocabulary Rooms in a house (*kitchen, living room,* etc.); furniture (*sink, desk,* etc.)

Reading pages 40–41

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 Ask *Who's the man in the picture?* to elicit *Smart Alec.* Ask *What's his job?* (*A detective.*) Translate, or get a student to translate, the title *Who killed John Ross?* Focus attention on the picture of the house. Ask *How many rooms can you see?* (*Four.*) *How many people can you see?* (*Five.*) Get students interested in the story by announcing *One of these people is going to die!* Explain that Smart Alec is at the scene of a suspected murder, and is writing a report. Read through the questions with the class. Students read the text and write notes answering the questions in

their exercise books. They check their notes with their partner's. Go through the answers with the class, and deal with any questions about vocabulary.

Answer key

1 A film star.
2 At ten past two in the afternoon.
3 In the library.
4 Wilson, the butler; Mrs Clare, the cook; Adams, the chauffeur; and Mr Ross's daughter, Donna.
5 Wilson was setting the table in the dining room; Mrs Clare was peeling some potatoes in the kitchen; Adams was repairing the car outside; Donna was watching television in the living room.

Optional Extra **all groups**

Use this text to develop vocabulary learning strategies. In pairs students discuss which are the three most important unknown words in the text, and underline them. Write the words on the board, and invite guesses about meaning. Give your own opinion about which are most important: perhaps those words which might help students identify the murderer (e.g. *gun, fingerprints, handle, oil*).

Optional Extra **all groups**

Students write two more questions on the text, the first beginning with *Who*, the second beginning with *What*, to ask their partners.

2 a Students read the text again and label the rooms and people. Check their answers.

Answer key (clockwise, from top left)

library, John Ross
dining room, Wilson
kitchen, Mrs Clare
living room, Donna
outside the house, Adams

b Ask *Where was the oil?* to elicit *On the handle of the front door.* Tell students to ask and answer the other questions in pairs. When they have done this (it won't take long) check their answers by asking the same questions around the class. Make sure they name the rooms where the things were.

Answer key

the oil: on the handle of the front door
the butler's fingerprints: on the library window, the cup on the desk, and the handle of the library door
the plate: on the dining room floor
the cup: on the desk in the library
the potatoes: in the kitchen sink

3 First, tell students there are three possible explanations for John Ross's death. What are they? (*Somebody killed him. He killed himself. It was an accident.*) Give your own opinion, e.g. *I think someone killed him.* Perhaps the butler killed him because he didn't like him. Encourage students to add some more ideas, giving reasons for their suspicions. Alternatively, ask students to write a sentence beginning *I think ...* . If you have a very good class, get them to discuss different possibilities in groups of three or four.

Listening page 41 27 28

4 a Tell students that Smart Alec is going to interview a suspect. Play the tape 27. Ask who the person is (*Donna*).

27

Smart Alec Now, Miss Ross. Can I ask you some questions?
Donna Yes, of course.
Smart Alec You were watching television in the living room. Is that right?
Donna Yes.
Smart Alec Where were you sitting?
Donna Near the door.
Smart Alec Did you see anyone before the shot?
Donna Yes, I saw Wilson the butler. He was carrying some plates into the dining room.
Smart Alec Did you see Adams?
Donna Well, I didn't see him, but I heard him. He was repairing the car outside the living room window and he was singing.
Smart Alec So what happened?
Donna Well, I heard a shot and then I heard a crash. I think Wilson dropped a plate.
Smart Alec And what did you do?
Donna When I heard the shot I ran to the library. I met Wilson and Adams in the hall. When we saw my father, I went to telephone the police. Then I saw Mrs Clare.
Smart Alec What was she doing?
Donna She was in the hall. She was telephoning the police.
Smart Alec Was she wearing gloves?
Donna Erm, yes, she was. She was wearing rubber gloves.
Smart Alec Thank you, Miss Ross.

b Play the tape again, more than once. Students write notes. Go through the new information, building it up on the board, explaining any new vocabulary (e.g. *rubber gloves*).

Answer key

Wilson He was carrying plates into the dining room and dropped a plate when he heard the shot.
Adams She was singing outside.
Mrs Clare She was in the hall and was wearing rubber gloves when she telephoned the police.

5 a Decide how you want to organize this activity. You could keep it as a class discussion. Begin by revising the known facts, and giving your own (wrong!) opinion about the murderer (e.g. *I think it was Adams. He wasn't singing outside. The voice was coming from a tape recorder. He killed John Ross because he wanted more money and Mr Ross said 'no'* ...). Make sure students contradict you. Ask for their own ideas. Alternatively, divide them into groups and give them a time limit (e.g. five minutes) to come up with a solution. Ask them to think of the motive for the murder. For each group, get someone to report back the ideas to the rest of the class.

b Play the tape 28 for students to check their ideas. Check their understanding, asking *Who killed John Ross?* (*Mrs Clare.*) *How did she kill him?* (*She walked round the house, spoke to him through the library window, took the gun, shot him, and ran back to the kitchen.*) *Why did she kill him?* (*Because he wanted to get a new cook – he didn't like her cottage pie.*)

28

Smart Alec I know who killed John Ross. Adams. It wasn't you. You were repairing the car. Miss Ross heard you. Anyway, you had oil on your hands. There was oil on the handle of the front door, but not on the gun.
Miss Ross. It wasn't you. You were watching TV. And when you heard the shot you came out of the living room. Both Wilson and Adams saw you.
Wilson. Your fingerprints were on the window and the library door. But Miss Ross saw you in the dining room. You also dropped a plate and Miss Ross heard it.
So the killer was you, Mrs Clare. You killed Mr Ross, because he wanted to get a new cook. He didn't like your cottage pie, did he?

Donna But how did she do it?

Smart Alec She went out of the back door, walked round the house, under the dining room window. Then she spoke to Mr Ross through the library window. He stood up. She grabbed the gun, shot him, then dropped the gun, ran to the back door and phoned the police.

Wilson But why weren't her fingerprints on the gun? She didn't have time to clean it.

Smart Alec Yes, and there were no fingerprints on the telephone, because Mrs Clare was wearing rubber gloves.

Mrs Clare All right. It's true. I make the best cottage pie in the world, but he didn't like it. So I killed him.

Donna Smart Alec! You're a genius!

WORKING WITH WORDS

Houses

6 a Ask students to name the four rooms in the picture (*library, dining room, kitchen, living room*). Ask them to name some of the things they can see in the rooms, but stop them after the first three or four objects. Continue the activity as a game: allocate five minutes for students to work in pairs and write a list of as many objects as they can. The winners are the ones with the longest list. Get them to write the words on the board, and check the spelling. You may find it useful to ask students to identify which objects are items of furniture (e.g. *table, desk, bookcase*) and which are not (*candles, cup, books*).

OPTIONAL EXTRA **weaker groups**

In pairs, students ask each other where things are in the picture of the house, e.g. *Where's the television? It's in the living room.*

OPTIONAL EXTRA **stronger groups**

Play a memory game. With books closed, students ask each other questions about the picture of the house, e.g. *Where was Donna sitting? In an armchair in the living room.*

b Get students to give you the names of other rooms not shown in the picture. Write them on the board (*bedroom, bathroom*).

c You may like to limit this activity to one or two rooms. Get students to read out their lists, and ask if they have these things in this room in their own house.

Practise your writing page 41

A Whodunnit

7 a Allow plenty of time for this activity. First explain *Whodunnit* (*a crime story in which the identity of the criminal is revealed only at the end*). Ask students if they have read a Whodunnit. If so, who wrote it? Did they like it?

Read the beginning of the Whodunnit with the whole class. Ask a few questions to check understanding, e.g. *Who is Betty Owens?* (*A rich woman.*) *Did someone kill her?* (*No. Somebody stole her jewels.*) Explain any new vocabulary. Assign students to groups of four.

Cultural/background note

The 'father' of fictional detectives is considered to be Sherlock Holmes, who was created in 1887 by Arthur Conan Doyle. The most successful writer of Whodunnits *was probably Agatha Christie, who died in 1976. Her 78 books have been translated into 44 languages, and more than 2 billion (2,000,000,000) copies have been sold.*

b Tell groups to decide who stole the jewels, choosing from the four people in the house. Remind them to think of why they did it, and how. Tell one person in the group to make notes as the others discuss. Students will naturally use their mother

tongue to do this activity, but this does not matter. Walk round as they talk, offering some more suggestions.

c Together the students in each group draw a plan of the house. Tell them to keep it simple, and to label people, places and objects in English. They then discuss the movements of the four suspects. Each member of the group writes the story of one suspect. Walk round the class as students write, giving help where needed. When everyone has finished writing, they should put the four stories together.

d Put each group with another group, to exchange stories and guess '*Whodunnit*'. Alternatively, if possible, photocopy all or some of the stories and give them out for students to read. You could organize a vote to decide which is the best one.

Revision idea

Choose the best Whodunnit. Dictate one or more of the suspects' stories. If you haven't done activity 7, dictate the beginning of the Whodunnit.

Pronunciation 4 page 86 66

The phonetic alphabet: silent letters

a Students already know that English letters often have different sounds. Another difficulty comes from letters which have no sound at all – silent letters. Many words have silent letters. This exercise highlights some of the more typical examples.

First, get students to listen and repeat the words. Draw attention to the first word, *five*. Ask which sound it ends with, to elicit /v/. Ask what letter it ends with (e). Explain that 'e' is a silent letter, because it is not pronounced.

Ask students to work with their partner and identify the silent letters in the other words; tell them the letters may be consonants as well as vowels, and may come anywhere in the word. Tell them the phonetic transcriptions will help. You may like to walk round the class as they tackle this exercise, listening to their suggestions and giving help where needed. Go through the solutions with the whole class.

Answer key

1 e	**3** k	**5** l
2 r	**4** l	**6** w

b To be able to write the words, students need to recognize them. Read the first one aloud from the transcription (*who*), and to make sure everyone understands, say *Who killed John Ross?* Depending on how difficult you think students will find this exercise, either do it as a whole class activity, or ask students to complete it in pairs. You can also ask them to make a note of the silent letter(s) in each word.

Answer key

1 who	(silent w)
2 like	(silent e)
3 letter	(silent t and r)
4 answer	(silent w and r)
5 park	(silent r)
6 ball	(silent l)

c Play the tape 66, more than once if necessary, for students to listen, check and repeat.

Progress diary page 41

For teaching notes, see Teacher's Book page 20.

Test

Use the Test for Unit 4 on Teacher's Book pages 118–19.

EXTENSION 2 pages 42–43

CULTURE page 42 29

1 Tell students to write three facts about Canada. If you think this is going to be difficult, give help by saying *Where is it? Is it big or small? Do you know what language people speak there?*, etc. Discuss the 'facts', but do not spend too long on this warm-up.

2 Play the tape 29 for students to listen and read. Allow more time for students to read the text again and complete the chart. Clarify any problems with vocabulary before going through the information summary.

Answer key

Area	9,976,185 sq km
Population	27 million
Origins of the people	Britain, Ireland, France, Germany, and other European countries; Inuit (or Eskimos)
Languages	English, French
Capital city	Ottawa
Largest cities	Toronto, Montreal
Head of state	The British Queen

Following this exercise, there a number of ways in which you can develop the theme. Here are some suggestions:

a Use the text as the starting point for a 'materials search' on Canada. Tell students they should find out more about Canada. Talk to them about how they can do this (by consulting an encyclopedia, magazines, or the Internet, or by talking to friends or relations who have visited Canada). You may prefer to assign different research areas (e.g. geography, history, towns, ethnic groups) to different students. Allow at least a week for the research, before getting students to report back.

b Use the text as the starting point for a picture search on Canada. Each student should try to find a picture of Canada (from a magazine or a newspaper, a postcard, family photos, advertising material, etc.). They mount the picture on a backing sheet and write a caption. The final collection of pictures can be wall-mounted.

c Use the text as the starting point for a cross-cultural discussion. Ask students to work in small groups and identify similarities and differences with their own culture. Get them to think in particular about the country's size and climate, the population density, and the origins of the people. One student from each group could report back to the rest of the class.

PROJECT page 43

For useful notes on project work, see the introduction to the Teacher's Book, and also Extension 1 notes, page 29.

Project A

Make a project about a country.

1 This project is connected with the Culture page. You may not want to do it if students did the materials search on Canada. Discuss students' choices. Which country are they going to choose, and why? Will it be easy for them to find materials? Where?

2 Tell students to use the text about Canada on page 42 as a model if they wish. However, they may prefer to organize their material differently.

3 Remind students to use pictures which illustrate information given in the text, and to 'customize' the map, e.g. by marking the towns and other features they refer to in the text.

Project B

Make a project about the future.

1 Focus attention on different themes, e.g. *schools, jobs, transport*, and ask questions on each topic, e.g. *Do you think there will be schools in the future? How many hours a day will people work in the future? Will the skycar be here in five years?* Refer students back to page 26 if you wish. Get students to identify other areas of change, e.g. *houses, the natural world, sport, shopping*, etc. (the list could be very long!) and write them on the board. Before going on to stage 2, get students to ask and answer questions in pairs about these topics.

2 Limit the number of topics students write about. They should illustrate each idea, if possible, either by drawing a picture, or by finding futuristic pictures in magazines.

3 Students should enjoy this stage of the project. If possible, they should carry out the interview in English, or partly in English (and tape it), asking each other questions about the topics they have already thought about. But if they can't manage the interview in English, this does not matter. The results, however, should be summarized in English, e.g. *Some people think ... . One person thinks ... .* Get students to read out the results of their survey.

Project C

Make a news report about an incident.

1 Get students to think of a recent incident or disaster (*bad weather, a train crash*, etc.). Ask some questions about it: *When was it? Where did it*

happen? Students can write about this incident, or another one, real or imaginary. They may prefer to write about an imaginary disaster in their own town.

2 Students imagine someone present at the incident. Tell them to think about the person before writing the interview. *Who is (s)he? How old is (s)he? What was (s)he doing at the time of the incident? Who is the interviewer?* Tell students to invent names for both people.

3 Students write out the report. If possible, they also record it with another student, or with someone else who can read English.

SONG page 43 30

Cultural/background note

The song I saw her standing there *was written by John Lennon and Paul McCartney and recorded by the Beatles.*

1 Play the song 30 for students to listen and enjoy. Ask students if they like it. Ask if a boy or a girl is singing (a boy). Ask students to read the questions, then play the tape again (twice if necessary) for students to find the answers. Go through the answers, but if possible avoid going into detailed explanations of grammar and vocabulary (e.g. *The way she looked was way beyond compare* can be explained *she looked beautiful*). Ask what the girl's name is to elicit *We don't know the name.* You could ask a boy to guess her name, and see what the rest of the class think of his choice.

Answer key

1 A boy.
2 At a party.
3 The boy fell in love with the girl.
4 They won't dance with another (boy or girl).

2 a Students work in pairs to identify the verbs in the past simple. Write them on the board.

Answer key

saw was looked could went crossed held danced fell

b Ask how many verbs are regular (three); then ask how many are irregular (six). Get students to give you the verb stems of these verbs, and write them on the board, checking that students understand the meaning. Play the song again, getting students to sing if possible, and joining in with them.

Answer key

regular: looked, crossed, danced
irregular: saw, was, could, went, held, fell

REVISION 2 pages 44–45

STUDY SKILLS

Revising

The Study skills section is intended to allocate time for reflective learning. You may like to use it as a quiet moment for students to look back individually over the previous two units, or to organize students in groups of three or four to check things together. Ask them to think of other ways of revising Units 3 and 4, apart from the three given. Encourage any answers – especially those which refer to remembering content (as well as isolated grammar rules and vocabulary). Some of the more memorable content will include the storyline, the skycar, the twister, and the Whodunnit.

will for offers page 44

1 Focus attention on the pictures. Explain that the people are in a youth hostel, and have to help with everyday tasks. Remind students how we offer to do things by using the short form of *will*. Read the example. Say: *John says 'I'll set the table'*. In pairs, students write the captions and practise saying them.

Answer key

2 Meg and Paul: We'll wash the car.
3 Jenny: I'll make the bed(s).
4 Frank: I'll hoover.
5 Carl and Minnie: We'll cook.
6 Bob and Joshi: We'll wash up.
7 Suzie: I'll clean (the bathroom).
8 Yvette and Rose: We'll do the shopping.

Future with *will* page 44

2 Students do this exercise individually. Note that both forms (affirmative and negative) will always be possible, so when you check how students have answered, you could ask further questions, e.g. *Why will the earth get hotter? Why won't you get married?*, etc.

OPTIONAL EXTRA **all groups**

Students write predictions about other students in the class, without identifying them. They read them out, and the rest of the class have to guess who the predictions are about. This activity can be done in groups or controlled from the front as a whole class activity.

Past continuous page 44

3 Make it clear that students have to say four things about each picture. Draw attention to the examples *She was watching TV; She wasn't cooking.* Ask for two more sentences from the cues: *She was sitting in an armchair; She wasn't eating a sandwich.* Tell students to write the sentences in their exercise books. Walk round the class, checking accuracy as they write, and paying particular attention to spelling changes (e.g. *sit – sitting; lie – lying*).

Answer key

1 *She was watching TV. She wasn't cooking.* She was sitting in an armchair. She wasn't eating a sandwich.
2 They weren't playing tennis. They were roller-blading. They weren't wearing shorts. They weren't swimming in the lake.
3 He wasn't digging the garden. He was lying on the grass. He was sleeping. He wasn't reading a book.
4 They were dancing. They weren't doing their homework. They were having a good time. They weren't shopping.

Past simple and continuous page 45

4 Invite students to guess the meaning of *lifesavers* (= someone who saves another person's life). You may like to do the first text from the front as a whole class activity, writing the verbs on the board, and let students do the second text individually or in pairs.

Answer key

1 Last November Mark was on holiday in Scotland with his father. 'One day we were climbing a mountain,' said Mark, 'when a rock fell on my father's leg.' Mark ran five miles to get help. When he found a telephone, he dialled 999. Fifteen minutes later a helicopter arrived and it took Mark's father to hospital.
2 One day last year Jackie was travelling in an ambulance with her grandmother and another old lady. The ambulance was taking the two old ladies to hospital. Suddenly, as they were going along a very busy road, the driver had a heart attack. Luckily, Jackie was sitting next to the driver. She quickly grabbed the steering wheel and then stopped the ambulance.

OPTIONAL EXTRA **stronger groups**

Students close their books and rewrite one of the texts from memory. Explain that it doesn't matter if their version is not exactly the same as the original.

Words that go together page 45

5 **a** You may need to remind students of the meaning of some of these verbs (e.g. *peel, brush*); alternatively, they can use dictionaries. Walk round the class as they write, giving help where needed.

b Students make lists with their partner. Tell them to limit the lists to everyday activities (so *clean my shoes* would be OK, but not *clean the computer*).

Listening and speaking page 45 31

6 a Ask students to read through the dialogues individually. Check overall understanding by asking questions, e.g. *Which one is about a boy?* (the second), *Which one is about a show?* (the third), *In which one is there an invitation to play a sport?* (the first). Students then practise the dialogues with their partner.

b Explain that the original dialogues were different, and that there are some errors in these versions. Tell students the errors are not problems with the English, but incorrect details. Ask what sort of details might have got changed (to elicit, perhaps, *times* and *days* and *different ways of making suggestions*). Play the tape 31 for students to underline the incorrect parts.

31 and answer key

1

Boy 1 Do you fancy a game of table tennis?
Boy 2 No, I'm sorry. I have to go now.
Boy 1 OK. Oh, by the way, was that Geography project for tomorrow?
Boy 2 No, it's for next Wednesday.
Boy 1 Good. See you at school in the morning.
Boy 2 Yes. Bye.

2

Girl 1 Hi. How was your weekend?
Girl 2 It was fine. I went to a pop concert on Saturday.
Girl 1 That sounds like fun.
Girl 2 Yes, it was. What about you?
Girl 1 Well, actually I went to the cinema with Justin.
Girl 2 You must be joking! He's really cool.

3

Girl When does the film start?
Boy At six thirty.
Girl Oh, well, there's plenty of time, then. It's only quarter to six.
Boy Do you want a drink?
Girl Yes, please. I'll have a glass of orange juice.
Boy Right.

c Students write the correct dialogues in their exercise books.

d Walk round the class as students read, helping with pronunciation where possible.

Test

Use the Test for Revision 2 on Teacher's Book pages 120–21.

5 LONDON Student's Book pages 46–53

UNIT OVERVIEW

Topic London

Grammar Articles; present continuous for future arrangements; comparatives; subject and object pronouns; possessive adjectives

Functional language Talking about future arrangements; asking for and giving directions

Vocabulary areas Places in town; buildings in town; adjectives (opposites and comparatives)

Skills
Reading: a historical account
Listening: understanding context
Speaking: describing a historical event from pictures and text
Writing: using pronouns and possessive adjectives

Pronunciation The phonetic alphabet: consonants 2

A SIGHTSEEING pages 46–47

Topic Visiting London

Aim To show how the definite article is used with some place names

Vocabulary Places in town (*square, street,* etc.)

Language in use pages 46–47 32

1 a Ask who the girl in the photos is (*Vicky*) and where she is (*in London*). Can anyone remember where Vicky comes from? (*St. Albans, a town near London.*) Explain that Vicky went to London for the weekend with her parents, and these are some of the places she visited. Ask students if they know the names of any of the monuments in the pictures. And the names of any famous London places not in the pictures? (*Hyde Park, Piccadilly Circus, Victoria Station,* etc.)

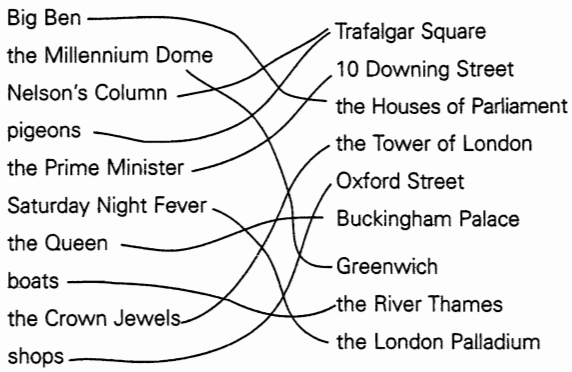
b Play the tape 32 for students to listen and read. Check their understanding of the text – e.g., by asking the meaning of *A lot of people lost their heads there* (see cultural note below). In pairs, students ask each other questions about Vicky's weekend, e.g. *Where did she want to go? What happened to Vicky at Trafalgar Square?*

Cultural/background note

Important prisoners were kept in the Tower of London. Many of them, like King Henry VIII's second wife Anne Boleyn, were beheaded here too. Beheading a prisoner, *or cutting off his/her head, was used only for members of the aristocracy. Common people were hanged.*

2 Ask *What is Big Ben?* to elicit *a clock.* Originally, *Big Ben* was the name of the biggest bell inside the tower, but now most people use *Big Ben* to refer to the clock. Ask *Where is it?* to elicit *The Houses of Parliament.* Write the two items on the board, and connect them with an arrow: Big Ben → Houses of Parliament. Students match the remaining items in pairs, or come out to the board in turn to add one item at a time.

Answer key



OPTIONAL EXTRA all groups

Students make sentences combining the items in 2A and the places in 2B, e.g. *Big Ben is the clock at the Houses of Parliament.*

What's the rule? page 47

the with place names

3 a Make sure that students understand the exercise is about place names (proper nouns, not common nouns). Ask *Where does the Prime Minister live?* to elicit *Downing Street,* or *10, Downing Street.* Write the following gapped phrase on the board: *The Prime Minister lives at 10, ... Downing Street.* Ask if we need to write *the* to complete the sentence (no). Explain that sometimes *the* is required before place names, and sometimes it isn't. Students complete the exercise by checking with the text. Go through the answers.

Answer key
— Oxford Street
— Trafalgar Square
the River Thames
the London Palladium
— Greenwich Park

b Tell students that the same double possibility (definite article or no article) applies to the names of buildings and monuments. Can they remember which name requires *the*? Tell them to look back at the text and check.

Answer key
The Palace of Westminster.

c Draw attention to the fact that both phrases in b are the names of palaces. Guide students towards formulating a rule: when we mention TYPE OF BUILDING + *of* + PLACE NAME, the type of building is preceded by *the* (*the Palace of Westminster*). When the proper noun comes first, the definite article is not used (*Buckingham Palace*).

STUDY SKILLS

Exceptions to a rule

Tell students that the rules governing the use of the definite article with place names are complex. Ask them to read the notes by themselves, and to summarize the contents in their own language. Remind them that, although in the next exercise they will apply the rule formulated in 3c, it is usually best to learn place names as individual vocabulary items.

Practice page 47 33

4 Students apply the rules from 3a and 3c. Go through the answers. Liven up the activity by getting students to repeat the place names chorally.

Answer key
1 — Downing Street
2 — Trafalgar Square
3 the Tower of London
4 — Greenwich Park
5 the Bank of England
6 the City of London
7 — Big Ben
8 — Nelson's Column
9 the Cambridge Theatre
10 — London Bridge
11 the River Thames
12 — Oxford Street

5 a Ask questions about the people in the photos, e.g. *How many people are there? How old are they?* Explain that they also went to London, but did different things. Go through the list of activities, checking understanding (e.g. *feed the pigeons*). Ask students to speculate on who did what, but don't spend very long on this warm-up. Play the tape 33 for students to check. Were they right?

33

1
Girl We had a great time in London. We went shopping in Oxford Street
Boy And then we went to the Tower of London and we had lunch there.

2
Boy It was raining when I went to London, so we went to the Science Museum in the morning. I saw a space rocket there. It was brilliant. In the afternoon the weather was better. We went to Trafalgar Square and I fed the pigeons.

3
Man We spent a day in London. We went to the Houses of Parliament and we saw the Prime Minister there.
Woman We watched a show at the Palace Theatre, too. It was very good.

4
Girl We spent the day in Greenwich. We went on a boat on the lake in Greenwich Park, then we went to a pop concert at the Millennium Dome. It was fantastic.

Answer key

boy and girl in pic 1	go shopping, have lunch
boy in pic 2	see a space rocket, feed the pigeons
man and woman in pic 3	see the Prime Minister, watch a show
girl in pic 4	go on a boat, go to a pop concert

b Play the tape again for students to take notes. Ask questions around the class, e.g. *Where did the boy feed the pigeons? Where did the girl go on a boat?*

Answer key
1 go shopping: in Oxford Street
have lunch: at the Tower of London
2 see a space rocket: at the Science Museum
feed the pigeons: in Trafalgar Square
3 see the Prime Minister: in the Houses of Parliament
watch a show: at the Palace Theatre
4 go on a boat: on the lake in Greenwich Park
go to a pop concert: at the Millennium Dome

c Walk round the class as students write, giving help where needed, and focusing their attention on accuracy (of past tenses, prepositions, spelling, etc.).

Answer key
1 *They went shopping in Oxford Street.* They had lunch at the Tower of London.
2 He saw a space rocket at the Science Museum. He fed the pigeons in Trafalgar Square.
3 They saw the Prime Minister in the Houses of Parliament. They watched a show at the Palace Theatre.
4 She went on a boat on the lake in Greenwich Park. She went to a pop concert at the Millennium Dome.

Joke

Ask someone to explain the joke, in their own language; if they can't, tell students the joke is based on two meanings of the word *call* (to ask someone or

something to come, as in *call a taxi*; to give someone a name, as in *We're going to call him 'Thomas'*). Ask if the joke will work in their own language.

Revision idea

With books closed, students write the names of five famous places in London. Ask some of them to read out the names, and spell them.

B KIDS pages 48–49

Topic Appointments in the near future

Aim To practise using the present continuous for arrangements

Vocabulary Time expressions (*on Saturday, this weekend, after school,* etc.)

Sam who? pages 48–49 34

1 **a** Draw attention to the title. Remind students there were two Sams in the last episode. Can they remember who they were? If they can't, tell them not to worry – Vicky was confused, too, and the confusion will continue in this episode. Focus on the surnames, Robinson and De Vere: can they remember now? If not, tell them that one of them is a character in Kelly's soap opera. Ask which one (Sam De Vere). Ask *Who is the other Sam?* to elicit *the boy who danced with Kelly at Justin's party.*

b Explain that the two Sams are going to create a major misunderstanding in this episode. Tell students that they need to understand which Sam is being spoken about at different moments in the story. Read through the questions, and play the tape 34 for students to listen and read. Allow more time for students to read the story again at their own speed, and work out who is who. Go through the answers with the whole class.

Answer key

1 Sam De Vere
2 Sam Robinson
3 Sam Robinson
4 Sam Robinson

STORY OUTLINE

Phil is thinking of inviting Kelly to the cinema. He sees her in the corridor talking to Vicky, but as he gets closer he overhears Kelly saying she's going to the cinema with Sam at the weekend. Naturally Phil thinks Kelly is talking about Sam Robinson. At that moment, Sam appears, and Kelly, who doesn't like him, disappears. Sam says hello to Phil, who tells him to 'get lost'. Poor Sam doesn't understand. Nor does Phil. The Sam that Kelly was talking to Vicky about is Sam De Vere, the character in her soap opera ... .

2 Students decide with their partner whether the statements are true or false. Go through the answers, and ask a couple of questions about how the two boys feel at the end of the episode. (*Phil is angry and jealous; Sam Robinson is confused.*)

Answer key

1 False. Justin wants to see *The Matrix.*
2 False. Phil can't go to the cinema on Saturday.
3 True.
4 True.
5 True.
6 True.
7 True.
8 False. Kelly doesn't want to talk to Sam Robinson.

Everyday expressions page 49

3 **a** First get students to read and think about the expressions, referring back to the context. Discuss possible translations, and decide which are the best.

Language note

Guess what!, How's it going? *and* Get lost! *are all informal expressions.*
Get lost! *can be rude and offensive, but is common among children.*
How's it going? *is a more informal way of saying* How are you? *or* How are things?
Guess what! *is used when the speaker thinks he or she has some surprising information to give, and invites the listener to guess what that information is.*

b Students work with their partners to match the expressions with the sentences. Tell them that the sentences in b may come before or after the expressions in a. When they have finished, they can read the mini dialogues with their partners. Walk round the class as the speak, giving help where needed.

Answer key

1 • Guess what!
  ○ Um ... you won the lottery?
2 • How's it going?
  ○ Fine, thanks.
3 • *The Matrix* is on this week.
  ○ Shall we go and see it?
4 • Can I borrow your car?
  ○ Get lost!
5 • Where's Vicky?
  ○ There she is.
6 • What did Justin say to you?
  ○ He asked me out.

OPTIONAL EXTRA **stronger groups**

Students write the 'misunderstanding' scene from the point of view of one of the characters. If you like, help students to focus by writing the opening phrase for each character, e.g.
Kelly *I was talking to Vicky about ...*
Phil *I was walking along the corridor when ...*

4 You will need to allow plenty of time for this activity. Divide students into groups of five. Assign the roles in each group. As students practise reading the story, walk around the class giving help, especially with rhythm and intonation. Encourage students to remember their parts, and recite them without their books. Choose a good group to act out the scene in front of the class. Alternatively, get different groups to work on different parts of the episode.

REDUCED ROLEPLAY

Get students to work in groups of four on one part of the story: the most dramatic part, from frames 3 to 7. Get a good group to act out the scene. The students playing Vicky and Kelly could exit out of the classroom door.

Talking about future arrangements page 49

5 a Students complete the sentences and check with the story. Go through the completed sentences.

Answer key
1 My grandparents are coming this weekend.
2 I'm playing football on Friday.
3 We're going to the cinema at the weekend.

b Ask what tense the verbs are in (the present continuous).

c Ask what time the people are talking about (the future). Ask students how we know this (because of adverbial phrases like *at the weekend*). Tell them that time expressions are usually necessary when we use the present continuous with future meaning; otherwise people might think we are talking about the present. Ask students if the future in the examples above is distant or near. They may need some time to think about this. Let them study the examples again if necessary, and help them by asking if the examples refer to a few years or a few days in the future. Confirm that the present continuous is used to speak about the near future.

6 a Read the instructions and explain that students have to write sentences from notes. Check they understand *exciting* (= interesting and varied), and go through the example on the board. Explain that *PM* stands for *Prime Minister*. As students write the remaining sentences, walk round the class, checking accuracy. If necessary, go through the answers.

Answer key
On Tuesday he's having lunch with the PM.
On Wednesday he's appearing on TV.
On Thursday he's playing tennis at Wimbledon.
On Friday he's flying to New York.
On Saturday he's meeting the US President.
On Sunday he's going scuba diving in Florida.

b Begin by asking a student *What are you doing after school?* to elicit an answer in the present continuous. Ask the same question two or three times, to different students. Tell students to continue in pairs, using the time expressions given. Tell them that they should answer *I don't know* if they don't know, or haven't made any arrangements; this is important, because the present continuous should be used to speak about certainties, not just possibilities. Walk round the class as students talk, giving help where needed. Get one or two students to report back to the rest of the class about their partner's arrangements.

OPTIONAL EXTRA **all groups**

Students write two or three sentences about their partner's arrangements.

Making arrangements page 49

7 a Ask when we use *Shall we ...?* (To make a suggestion.) Ask which phrase completes the suggestion. (... *go shopping on Saturday morning?*) If necessary, point out that *shall* is followed by the verb stem, not the *-ing* form (and so *playing volleyball* would not be correct). Tell students to continue building the dialogue with their partner.

Answer key
Shall we go shopping on Saturday?
I can't.
My cousins are coming.
What about Friday, after school?
That's no good for me.
I'm playing volleyball.

b Ask students to reconstruct the dialogue and to guess who might be speaking (perhaps two friends). Students read the dialogue in pairs.

Answer key
- Shall we go shopping on Saturday?
- I can't. My cousins are coming.
- What about Friday, after school?
- That's no good for me. I'm playing volleyball.

c Using the dialogue in 7b as a model, students make more dialogues and practise reading them, first with their books and then, if possible, without them.

Possible answer key

1
- Shall we play table tennis this evening?
- No, I can't. I'm doing my homework. What about tomorrow?
- No, tomorrow I'm going to the theatre with my parents.

2
- Shall we go bowling today?
- No, I can't. I'm looking after my little sister. What about Sunday?
- No, on Sunday my aunt and uncle are coming for the day.

3
- Would you like to try my new computer this afternoon?
- No, I can't. I'm going to the dentist's. What about this morning?
- No, this morning I'm finishing my Geography project.

Optional Extra **stronger groups**

Students choose one of the dialogues and develop it until they find a time which is convenient for both partners.

Revision idea

Practise short answers. Ask a student *Are you staying in tonight?* to elicit *Yes, I am/No, I'm not* or *I don't know.* Report what (s)he says, e.g. *She/He isn't staying in tonight* and ask another student the same question, or another question beginning *Are you ...?* The activity continues as a chain drill, with each student asking their neighbour a question and reporting the answer. Continue until you have had enough.

C Asking the way pages 50–51

Topic Finding one's way about town

Aim To learn how to ask for and give directions

Vocabulary Direction and locations (*Go past, on the corner of, on the right,* etc.); places in town (*post office, chemist's,* etc.)

Language in use page 50 35

1 a Draw attention to the picture and ask *What is the woman doing?* to elicit *She's showing the man the way/where to go.*

b Tell students to find the Carlton Hotel on the map.

2 a Explain that two people are in front of the Carlton Hotel asking for directions. Tell students to look at the beginnings of both conversations to find out where they want to go. (*The man wants to go to a bank. The woman wants a post office.*)

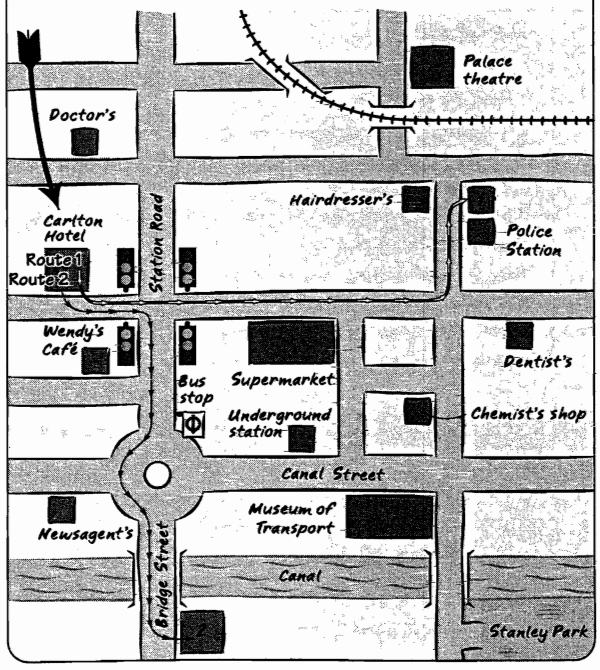
b Play the tape 35 more than once for students to follow the directions and write the names of places which the speakers mention next to numbers 1 and 2 in the map.

Answer key

1 bank **2** post office

3 a Tell students to retrace the routes the two people took, by drawing lines on the map, or making a simple sketch in their exercise books.

Answer key



b In pairs, students read the conversations. After they have read them two or three times, encourage stronger pairs to do them from memory, looking at the map but covering up the text of the conversations.

What's the rule? page 51

Definite and indefinite articles

4 a Read the instructions with the students. Ask them to underline all the definite articles and circle all the indefinite articles in the text. Go through the list with them.

Answer key

1
indefinite article: a bank, a supermarket, a bank
definite article: the right, the supermarket, the first turning, the left, the right, the corner, the police station, the supermarket, the bank
2
indefinite article: a roundabout, a bridge
definite article: the nearest post office, the other side, the canal, the traffic lights, the roundabout, the canal, the post office, the left, the traffic lights, the roundabout, the canal

b Read the instructions with the students, translating them if necessary into their own language. Check they understand the language the rules are written in (e.g. *mention* = speak about). Give students plenty of time to deduce the rules from the examples, thinking by themselves, or discussing with a partner. Then invite students to formulate the rules and give you the completed examples. Get them to explain the rules in their own language as well.

Answer key

1 the indefinite article
Is there a bank near here?
There's a supermarket on the right.
Then go along that road till you come to a roundabout.
2 the definite article
Then go along that road till you come to a roundabout. Go round the roundabout.
How do I get to the nearest post office, please?
And take the first turning on the left.
It's on the corner next to the police station.

Practice page 51

5 Students work by themselves or with a partner to complete the conversation. Go through the answers with the whole class.

Answer key

Woman Excuse me. Is there an underground station near here?
Man Yes. The nearest station is in — Canal Street opposite the Museum of Transport. Go under this railway bridge and turn — left. Then take the first turning on the right. There's a hairdresser's on the corner. Go along that street until you see a chemist's shop on the right. Go past the chemist's shop and turn — right. The underground station is on the right.

WORKING WITH WORDS

Directions and locations

6 Focus attention on the pictures. Explain that each one represents a direction or a location. Tell students to look at the first one. Ask *What does the person want to do?* to elicit *go on the other side of the river.* Write *on the other side of* on the board. Tell students to find words for the remaining pictures, and to check in the three conversations (in 2b and 5). Go through their answers, and write the correct words and expressions on the board.

Answer key

1 on the other side of
2 over
3 under
4 on the left
5 go along
6 on the right
7 go round the roundabout
8 turn left
9 turn right
10 go past
11 on the corner

7 Students look at the map on page 50 and find the bus stop in Station Road. Then they find the five places mentioned in the exercise and work in pairs to ask for and give directions from the bus stop to these places.

Answer key

1
- Excuse me. Is there a café near here?
- Yes, Wendy's café. Cross Station Road and take the first turning on the left. Wendy's café is on the right.

2
- Excuse me. How do I get to the nearest police station, please?
- Go along Station Road and turn right at the traffic lights. There's a supermarket on the right. Go past the supermarket and take the first turning on the left. The police station is on the right.

3
- Excuse me. How do I get to the nearest post office, please?
- It's on the other side of the canal. Go round the roundabout and over a bridge over the canal. The post office is on the left.

4
- Excuse me. How do I get to Stanley Park, please?
- It's on the other side of the canal. Turn left into Canal Street. Go past the Museum of Transport and take the first turning on the right. Go over a bridge over the canal and Stanley Park is on the left.

5
- Excuse me. Is there a supermarket near here?
- Yes, go along Station Road and turn right at the traffic lights. There's a supermarket on the right.

OPTIONAL EXTRA **stronger groups**

Students write instructions for someone who has to get to their house from the nearest railway station or bus stop.

Revision idea

In turn, students ask each other how to get to different places which are within easy reach of the school.

D LONDON'S BURNING! pages 52–53

Topic The Great Fire of London

Aim To develop specific skills: *reading* a historical account; understanding context when *listening*; using pronouns and possessive adjectives when *writing*

Vocabulary Adjectives: opposites and comparatives (*wide, narrow,* etc.; *clean, cleaner,* etc.)

Cultural/background note

The title of the section, London's Burning, *is also the title of a well-known nursery rhyme, which can be sung as a round. The words can be found in the tapescript for activity 5 on page 53.*

Reading page 52 36

1 a Tell students to look quickly at the text and the pictures and tell you what the text is about (*a fire*). Ask a couple of questions to elicit key vocabulary, e.g. *What does a fire do?* (*It burns.*) *What burns easily?* (*Wood.*) and write them on the board.

b Explain that more than three hundred years ago there was a big fire in London. Ask students to look at the pictures and say what they show (*London before the fire, and the new city*). Tell them that the pictures are both of the same part of London (*the city*).

OPTIONAL EXTRA **all groups**

Ask students to write down five more words they think they will find in the text, besides the ones (e.g. *wood, burn*) you have already written on the board.

2 a Allow plenty of time for students to read and reorder the paragraphs.

Answer key
c a e d f b

b Play the tape 36 for them to check. Deal with any problems of vocabulary and general understanding.

36

The Great Fire of London

The old city of London was very different from today's city. It had narrow, crooked streets and most of the buildings were made of wood. It was a dirty and dangerous city, too. People threw all their rubbish into the streets, and there were rats everywhere. However, in 1666 everything changed.

In the evening of 2 September, 1666, Thomas Farynor, a baker, was in his bakery in Pudding Lane near London Bridge. He was making some bread. He put the loaves of bread into the oven and then he went to bed, while his assistant looked after them.

The assistant, however, fell asleep, and when he woke up at about two o'clock in the morning, the bakery was on fire. From the bakery the fire spread to the next house and then the next. A strong wind was blowing from the river and it blew the fire from house to house. After a hot, dry summer the buildings caught fire very easily, and in the narrow streets the fire spread quickly.

Soon several streets were on fire. Some people tried to save their houses, but it was no good. The fire was too strong, so they grabbed their children, money and clothes and they ran. The streets were full of people, horses and carts, as everyone tried to escape from the fire.

The fire burned for four days and it destroyed most of the city. Amazingly, only six people died, but almost everyone lost their home. The people of London had to build a new city.

They decided to build a better, more modern city with wide, straight streets. It was cleaner and safer, too. The people didn't want another fire, so all the buildings were made of bricks or stone, not wood. Sir Christopher Wren built a new St Paul's Cathedral. Everyone agreed that it was more beautiful than the old cathedral.

Today near London Bridge you can see the Monument to the Great Fire of London. It's thirty-three metres high, because it's thirty-three metres from the bakery in Pudding Lane where the fire started.

c Get students to tell you (in their own language) how they worked out the order of the paragraphs. This activity requires quite a lot of introspection, but many students should find it interesting. Tell them to think of words which helped them, and point them in the right direction, e.g. by reminding them of the importance of repetition (*assistant* in paragraphs c and a) and pronoun reference (*They* at the beginning of paragraph f refers to *the people* in paragraph d).

3 Write the words on the board, and check comprehension (e.g. of *rubbish*). Ask a student to read the introductory paragraph, and then ask *Where did people put their rubbish?* to elicit *in the streets.* Write *in the streets* on the board, alongside the word *rubbish.* Tell students to write similar notes for the other topics. Allow plenty of time for students to read the text again and write notes. Walk round the class as they write, giving help where needed. Go through the facts about each topic.

Possible answer key

rubbish – in the streets
bread – in the oven
the wind – strong, blowing from the river
six people – died
bricks – used in new buildings after the fire
St. Paul's Cathedral – more beautiful than the old cathedral
the Monument – 33 metres from the bakery where the fire started

WORKING WITH WORDS

Adjectives and comparatives

4 **a** Check students understand the concept of opposites by testing them on a couple of simple adjectives, e.g. *big* (*small*) and *cold* (*hot*). Tell them to search for the opposites in the text, using a dictionary if possible. If there are no dictionaries to hand, check their understanding of the adjectives in the list (e.g. *wide, straight, wet, weak, ugly*). Go through the answers with the whole class, writing the words on the board. If students ask, explain that there are three opposites of *old: new, young, modern.*

Answer key

wide	narrow	wet	dry
straight	crooked	same	different
clean	dirty	weak	strong
new	old	safe	dangerous
cold	hot	ugly	beautiful

b Encourage students to remember what the adjectives referred to, without looking back at the text. Call out the adjectives as cues, e.g. *crooked* to elicit *The streets were crooked.*

Answer key

narrow	streets	hot	summer
crooked	streets	dry	summer
dirty	city	different	city
old	cathedral	strong	wind
beautiful	cathedral	dangerous	city

c Revise the formation of comparatives. Point out the two main ways of forming the comparative (adj + *er, more* + adj). Ask which other adjectives, besides *good*, are irregular (e.g. *bad*), and draw attention to spelling rules, e.g. *safe*, which ends in *e*, adds only *r* to form *safer.*

Answer key

clean	cleaner
safe	safer
beautiful	more beautiful
good	better

d Ask students to write sentences contrasting the old and new city based on the information in b. Limit the number of sentences by identifying three key pairs of adjectives from 4a.

Possible answer key

straight/crooked
The new city had straighter streets than the old city. The old city had more crooked streets than the new city.
clean/dirty
The new city was cleaner than the old city. The old city was dirtier than the new city.
safe/dangerous
The new city was safer than the old city. The old city was more dangerous than the new city.
beautiful/ugly
The new cathedral was more beautiful than the old cathedral. The old cathedral was uglier than the new cathedral.

Listening page 53 37

5 **a** Focus attention on the picture and ask *What are the boy and girl doing?* Accept suggestions (e.g. *They're doing an interview.*) but make no comment for the moment. Play the tape 37, and ask the question again to elicit *They're doing a project about the Great Fire of London and they are interviewing people.* Ask *Where are they?* to elicit *At the Monument.*

37

1

Girl Excuse me. We're doing a project about the Great Fire of London. Can you tell us anything about it?

Man Er, well, the Monument here has got something to do with it, I think. The fire started near here. And I think they built St Paul's Cathedral after the fire. Sorry – that's all I know.

Girl Thanks very much.

2

Boy Excuse me. We're doing a project about the Great Fire of London. What do you know about it?

Woman Oh yes – there's a song about the Great Fire. You know – *London's burning.*

Boy Could you sing it for us, please?

Woman If you like. It goes ...
London's burning. London's burning.
Fetch the engines. Fetch the engines.
Fire! Fire! Fire! Fire!
Pour on water. Pour on water.
And then it just starts again. *London's burning, London's burning,* and so on.

Boy Thank you.

3

Girl Excuse me. We're doing a project about the Great Fire of London. Do you know anything about it?

Man The Great Fire of London? Yes, we learnt about that in History at school. Now let me see. It was in 1665. No, 1666. The plague was in 1665. And it started in a bakery in Pudding Lane. The song *London's burning* is about the fire.

Girl Thank you very much. That's great.

4

Boy Excuse me. We're doing a project about the Great Fire of London. What do you know about it?

Young man The Great Fire of London? No, I don't know anything about that. What is it – a film?

Boy Do you know the song *London's burning*?

Young man Song? No. There's a programme on TV called *London's burning*. It's about the fire brigade in London. It's great. I always watch it.

Boy Thank you.

b Ask *How many people do the interviewers speak to?* (*four*). Read, or get a student to read, the list of topics they speak about. Play the tape again (more than once if necessary) for students to tick the topics each speaker talks about. Check their answers with the whole class.

Answer key

SPEAKER	1	2	3	4
London Bridge	–	–	–	–
St Paul's Cathedral	✔	–	–	–
The Monument	✔	–	–	–
The fire brigade	–	–	–	✔
Pudding Lane	–	–	✔	–
1666	–	–	✔	–
Sir Christopher Wren	–	–	–	–
London's burning	–	✔	✔	✔

c Ask students if they can remember what people said about these things. Give help by asking focusing questions, e.g. *What does the first man say about the Monument?* (*The fire started near it.*) *What does the last man know about London's burning?* (*It's a TV programme.*)

Answer key

St Paul's Cathedral: they built it after the fire. (speaker 1)
The Monument: the fire started near it. (speaker 1)
The fire brigade: there's a programme about it on TV. (speaker 4)
Pudding Lane: the fire started in a bakery there. (speaker 3)
1666: the Great Fire of London was in 1666. (speaker 4)
London's burning: it's a song about the Great Fire of London. (speakers 2 and 3)
It's a TV programme. (speaker 4)
London Bridge and Sir Christopher Wren are not mentioned in the interviews.

Improve your writing page 53

Using pronouns and possessive adjectives

6 a Ask a student to read the extract from the story. Explain that all the highlighted words except the last one are connected, and ask how. Discuss the three questions with the class, and if it helps, get students to translate the text into their own language.

Possible answer key

1 They all refer to Thomas Farynor, except the last one which refers to the loaves of bread.
2 *His* is a possessive adjective; *he* is a pronoun; *them* is a pronoun.
3 Usually to avoid repetition of the noun (in this case, the name). This makes the text smoother and easier to follow for the listener or reader. In short, proper use of pronouns and possessive adjectives makes a text more *cohesive*.

b Students work individually or in pairs to rewrite the paragraph. Read (or get a student to read) the rewritten paragraph for the rest of the class to check.

Answer key

Last month, Vicky went to London with her parents. They had a great time. They stayed at The Lancaster Hotel. It was very good. It was near Oxford Street. Vicky wanted to go to all the big shops but her dad wanted to go on a sightseeing tour. Vicky had her camera and she took lots of photographs. On Sunday they went to Greenwich by boat. They got on the boat at Westminster Bridge and it took them down the river to Greenwich.

Revision idea

Students write a sentence about London or the fire, to include two adjectives from the *Working with words* box, and dictate it to their partner, e.g. *The streets in the old city were narrow and dirty.*

Pronunciation 5 page 87 67 68

The phonetic alphabet: consonants 2

a Begin by reminding students that some consonant symbols in the IPA (e.g. p, b, t, d) are identical with letters in the English alphabet. Explain that this is a matter of chance; the symbols represent sounds, not letters. A number of symbols are quite different from English letters. Get students to look at the list of 'special symbols', and play the tape 67 for them to listen and repeat the words. Pay special attention to unvoiced /θ/ and voiced /ð/, two sounds which do not exist in many languages apart from English. Can students hear the difference? Practice making the sound together by getting students to put their tongue between their teeth and then expel air, first without vibrating the vocal chords (unvoiced), then with vibration of the chords (voiced). Students should enjoy this practical experiment. Draw attention to the fact that both sounds are usually represented in writing by the letters *th*. Similarly, draw attention to the letters or combination of letters (*sh, ch, dg, y, ng*) which are often, but not always, used to represent the other sounds.

b Tell students to refer to the phonetic alphabet and practise saying the words before writing them. Walk round the class as they work, giving help where needed.

Answer key

1 show	**3** watch	**5** yes
2 pigeon	**4** thing	**6** this

c Play the tape 68 for students to listen, check and repeat.

Optional Extra **all groups**

Students make a list of other words which contain these sounds.

Progress diary page 53

For teaching notes, see Teacher's Book page 00.

Test

Use the Test for Unit 5 on Teacher's Book pages 114–115.

6 THE BIG SCREEN

Student's Book pages 54–61

UNIT OVERVIEW

Topic Film and TV

Grammar Present perfect

Functional language Making decisions; turning down suggestions

Vocabulary areas Free time activities; past participles; types of film

Skills
Reading: a film review
Listening: inferring film titles from descriptions
Speaking: talking about films
Writing: a film review

Pronunciation Weak forms

A ANDY THE ANDROID pages 54–55

Topic A thief at the cinema

Aim To present and practise the present perfect (affirmative)

Vocabulary Crime (*thief, pickpocket, police officer, arrest,* etc.)

Language in use pages 54–55 38

1 Get students to look at the cartoon, and ask *Who is Andy?* If students say *an android*, ask what this is. (*A robot which looks like a human.*) Ask who he works for. (*Smart Alec.*)

2 Play the tape 38, more than once if necessary, for students to read and listen to the story. Check understanding of vocabulary by asking questions like *What do we call a thief who takes things from people's pockets?* (*A pickpocket.*) *What does a pickpocket take from pockets?* (*Wallets and purses.*) etc. Students work with their partner to connect the phrases. Go through the answers with the whole class.

Answer key
1 Smart Alec has invented an android detective.
2 A pickpocket has stolen some wallets and purses.
3 Sweet Sue, Smart Alec and Andy go to the multiplex cinema.
4 The thief runs away.
5 Andy picks up the wallets and purses.
6 Two police officers arrest Smart Alec.

OPTIONAL EXTRA stronger groups

In pairs, students ask and answer questions about the story. You could focus the activity by asking students to write four questions beginning with *What, Who, Why, Where.*

What's the rule? page 55

Present perfect: affirmative

3 a Students will need to look back at the cartoon to be able to complete the sentences. Write the sentences on the board and underline the verbs.

Answer key
1 A pickpocket has stolen some wallets and purses.
2 Two police officers have arrived, Smart Alec.

b Tell students that they are going to study a new tense: the present perfect. Explain that it is made of two parts: the auxiliary verb *have* (without *got*) and the *past participle*, which is formed from the main verb. Students look back at the sentences to identify the two parts of both verbs. Ask for the verb stems the two participles (*stolen, arrested*) are formed from (*steal, arrest*).

Language note

The perfect aspect is difficult for many students of English to understand and use properly. In the cartoon on page 54, there are two main uses of the present perfect: to indicate that an action has been done or completed (I've invented the world's first android detective) *and to deduce what has happened by connecting a present result with a past action* (You've seen too many sci-fi films). *These uses are similar, and it should be enough to explain to students that we can use the present perfect when there is a visible or tangible 'result' of a past action in the present.*

c If necessary, translate the rubric with the students. Focus attention on the first picture. Ask *Where is the wallet?* to elicit *It's on the floor.* Move to the second picture and ask *What's the boy doing?* to elicit *He's picking up the wallet.* Finally, point out that in the third picture the action (*picking up*) is complete. Explain the connection between the past (*the boy picked up the wallet*) and the present (*the wallet is still in the boy's hands*). Say *He's picked up the wallet.* Drop some things on the floor (e.g. *a book, a pen, a bag*) and ask students to pick them up in turn. When they have picked them up, say *...'s picked up the* (*bag, book, pen*). Remind students that *'s* (*She's picked up the ...*) is the short form of *has*, not *is*.

d Students find more examples of the present perfect in the story and discuss with you the connection between past and present.

Answer key
I've invented the world's first android detective. (The android now exists.)
I've called him Andy. (He has a name now: Andy.)
You've seen too many sci-fi films. (And so you get these crazy ideas.)
I've received a message from the multiplex. (And so I must go.)

I've found the thief. (So I'm phoning to tell you the news.)
The thief has run away (because he isn't here any more) but he's dropped the wallets and purses (which are still on the floor).
Two police officers have arrived. (I can see them.)
You've made a terrible mistake. (You have got the wrong man.)
They've arrested Smart Alec. (And now they're going to take him to the police station.)

e This exercise revises known spelling rules. Get students to tell you what they are, and in what other cases they apply them: the formation of the past simple (Unit 1), the *-ing* form of the verb (Unit 2), the formation of comparative and superlative adjectives (Unit 5).

Answer key
We add ed to the verb stem. If the stem ends in e, add d. If the verb is monosyllabic and ends with a single consonant preceded by a single vowel, double the final consonant and add ed.

f Students identify the irregular past participles in the story. Write them on the board. Ask which past participles are the same as the past simple (*found, made*). Which one is the same as the verb stem? (*run*) Which one is different from both? (*stolen*)

Answer key
stolen found run made

Practice page 55

4 a Students write the list of past participles and (if possible) use a dictionary or the list of Irregular Verbs at the back of the Student's Book to check. Write the words on the board.

Answer key
invented stubbed broken found
missed rented cleaned had

b Draw attention to the example. Ask why the girl looks happy, to elicit *Because she's found the remote control.* Students continue the exercise in pairs. Go through the answers with the whole class, insisting that the auxiliary verb *'s* or *'ve* can be heard (i.e. *She's found the remote control* and not **She found the remote control*).

Answer key
1 *She's found the remote control.*
2 They've rented a video.
3 They've had lunch.
4 He's stubbed his toe.
5 She's cleaned her teeth.
6 He's invented a time machine.
7 She's broken her glasses.
8 He's missed the bus.

OPTIONAL EXTRA all groups
Students draw another situation for their partner to interpret, using the present perfect.

Revision idea

Write a sentence on the board about what you have done during the lesson (e.g. *I've tried to teach you something new*). Tell students to write a sentence about what they have done. Get some of them to read out their sentences. Have they written the same things?

B KIDS pages 56–57

Topic Planning free time activities

Aim To practise making decisions (*I think I'll ...*) and turning down suggestions

Vocabulary Free time activities (*go bowling, stay in,* etc.)

What's the matter with Phil? pages 56–57 39

1 a Ask students if they can remember the last episode. Remind them that there was a misunderstanding. What was it? (*Phil thought Kelly was talking about Sam Robinson.*) Write *Phil decides to invite ...* on the board. Ask a student to complete the sentence, and get other students to continue the story, adding a bit at a time.

b Tell students to look at the pictures. If necessary, help them to focus on the action by asking *Who is leaving in the first picture?* (*Phil.*) *Who is leaving in the second picture?* (*Kelly.*)

c Focus on the title, and ask someone to explain or translate it. Play the tape 39, more than once if necessary, for students to listen and read. Ask *What's the matter with Phil?* to elicit *He's not happy* or *He's in a bad mood* or *He doesn't want to do anything,* etc.

STORY OUTLINE
It's Saturday, and Justin, Phil, Vicky and Kelly are thinking about what to do in the afternoon. Phil is clearly in a bad mood, and doesn't want to do anything. When he's gone, Vicky says that he's been 'strange' since Justin's party. Kelly decides she doesn't want to do anything either. When she says she'll just stay at home with 'Sam', the misunderstanding occurs again. Justin thinks she's talking about Sam Robinson, not the imaginary Sam De Vere. Vicky has to explain ...

2 Students complete the sentences working by themselves or with their partner. Go through the answers with the whole class. Clarify any problems of vocabulary and overall understanding, but don't at this stage go into detail about the structure *He's been a bit strange ever since your party*; just translate it if necessary.

Answer key

1 Justin	**3** *The Matrix*	**5** Phil	**7** Kelly
2 Vicky	**4** Phil	**6** Vicky	**8** Vicky

Everyday expressions page 57

3 a Tell students to try to reconstruct the expressions from memory, and then check with the story. Go through the completed expressions with the whole class.

Answer key

1 Count me out. (Phil)
2 I've changed my mind. (Phil)
3 You lot ... (Phil)
4 if you want to. (Phil)
5 I'm not really interested. (Phil)
6 What's the matter with him? (Justin)
7 That's true. (Justin)
8 I don't think I'll bother. (Kelly)
9 I just don't feel like it. (Kelly)

b Do this from the front, inviting students to remember who says what (see answer key above). Ask how many of the expressions express enthusiasm (none!). Ask how many express lack of enthusiasm (at least five: 1, 2, 5, 8, 9). Ask who says them. (*Phil and Kelly*.) Ask why Phil is in a bad mood. (*Because he thinks Kelly is going out with Sam Robinson*.) Ask why Kelly suddenly changes her mind about wanting to go out in the afternoon. (*Because Phil isn't going either*.)

Optional Extra **stronger groups**

Students practise saying phrases 5, 8 and 9, trying to convey a total lack of enthusiasm. Students should enjoy this activity (which prepares them to do the roleplay). You could organize a vote to decide who sounds the least enthusiastic.

c Ask students to work with their partner and think of the closest translation in their own language. Go through their suggestions and decide which are the best translations.

Language note

I don't think I'll bother, I'm not really interested *and* I just don't feel like it *are all common informal ways of communicating a lack of interest or enthusiasm.* Count me out *is a little less common, while* you lot *is a very informal way of referring (often disapprovingly) to the friends you are with.*

4 You will need to allow plenty of time for this activity. Divide students into groups of four. Assign the roles in each group. As students practise reading the story, walk around the class giving help, especially with rhythm and intonation.

Encourage students to remember their parts, and recite them without their books. Choose a good group to act out the scene in front of the class. Alternatively, get different groups to work on the three different parts of the episode.

Reduced roleplay

Get students to work in groups of three on the central part of the episode (from *What's the matter with him?* to when Kelly leaves). Get a good group to act out the scene.

Making decisions page 57

5 a Students close their books. Write the gapped sentences on the board, and invite a student to come and complete them. Students then check with the story. Draw attention to the two different types of future (*going to* and *will*). Ask which one is used for a sudden (or unpremeditated) decision (*will*). Get students to tell you (again) why Kelly has changed her mind about what to do. (*Phil has just gone away*.) Explain that this is why she says *I'll just spend the afternoon at home* (instead of *I'm going to spend the afternoon at home*): she hasn't planned to stay at home, but has decided only now. The *just* suggests that the idea (staying at home) is not a very exciting one.

Answer key

Vicky What are you going to do?
Kelly I think I'll just spend the afternoon at home with Sam.

b Invite a student to ask you what you are going to do this evening, to elicit *What are you going to do this evening?* Reply *I think I'll just ...*, pause for a second as if thinking, and then give a realistic activity, e.g. *read the paper*. Ask a couple of students the same question. Read through the list of possible activities, and ask students to add two or three more. Write some of the suggestions on the board. Students make dialogues with their partner, using the cues in the boxes and on the board. Walk round the class as they talk, giving help where needed.

Turning down suggestions page 57 40

6 a Get students to look at the phrases. Ask which one is a suggestion. (*Shall we go bowling?*) Ask which is the reply. (*No, I don't think I'll bother.*) Ask why the speaker says no – have they got another appointment? (*No – they 'just don't feel like it'.*) Students write out the dialogue in the correct order and practise it with their partner.

Answer key
c a d b

Optional Extra **stronger groups**
Practise the expression *feel like + -ing*. Give an example by saying what you feel like doing, and what you don't feel like doing e.g. *I feel like staying in tonight. I don't feel like going out.* Ask students to say or write what they feel like doing, or don't feel like doing.

b Get students to look at the things in the pictures, making sure they know the words for them in English (e.g. *fair*). Play the tape 40, more than once if necessary, and pausing after each conversation, for them to identify which things people talk about. Go through their answers, writing the key words on the board.

40

1
Boy 1 Shall we get some fish and chips?
Boy 2 You can if you want to.
Boy 1 Don't you want any?
Boy 2 No, I've had my lunch.
Boy 1 Oh, OK.

2
Girl 1 Do you want to go shopping?
Girl 2 No, I don't think I'll bother.
Girl 1 Why not?
Girl 2 I just don't feel like it.
Girl 1 OK. See you, then.

3
Girl Do you fancy a game of table tennis?
Boy No, thanks.
Girl Why not?
Boy I've hurt my wrist.
Girl Oh dear.

4
Girl 1 Do you want to have a look at this magazine?
Girl 2 No, thanks.
Girl 1 Why not? It's very good.
Girl 2 I know. I've read it.
Girl 1 Oh, right.

5
Boy 1 Hey look. *Terminator 3* is on at the cinema. Shall we go and see it?
Boy 2 No. Count me out.
Boy 1 Why?
Boy 2 I haven't got any money.
Boy 1 Oh, OK.

6
Boy Shall we go to the fair?
Girl No, I'm not really interested.
Boy But you wanted to go last week.
Girl I've changed my mind.
Boy Well, I think I'll go anyway.

Answer key
1 e **2** h **3** a **4** c **5** g **6** d

c Ask *How many suggestions were there?* to elicit *six*. Ask *How many people said 'yes'?* to elicit *Nobody*. Tell them that there are lots of ways of saying 'no' (and making excuses). Play the tape for them to tick the reasons people give for saying 'no'. Check the answers with the whole class.

Answer key
1 I've had my lunch.
2 I just don't feel like it.
3 I've hurt my wrist.
4 I've read it.
5 I haven't got any money.
6 I've changed my mind.

d In pairs students try to reconstruct some of the dialogues. Walk round the class as they talk, giving help where needed and reminding them that it doesn't matter if they don't remember the exact words of the dialogues.

e Students work out one or two more similar dialogues. Tell them that the reasons for turning down the suggestion don't have to be very good – they can make up excuses. Walk round the class as students speak, giving help where needed. Get one or two pairs to recite their dialogue for the rest of the class.

Revision idea

Play a chain game. Make a suggestion to a student, e.g. *How about going to the cinema tonight?* The student turns down the offer, and makes another suggestion to the next student, who turns it down. There is only one rule in the game: students must use different expressions to make and turn down the suggestion from the ones used by the previous student.

C LET'S WATCH A VIDEO pages 58–59

Topic Renting a video

Aim To practise the present perfect (negative and questions)

Vocabulary Past participles (*invented, seen,* etc.)

Language in use page 58 41

1 Tell students to look at the pictures and say where Justin and Vicky are. (*In a video shop.*) What are they doing? (*Looking for a video.*) Ask students if they watch videos. Where do they get them from? Do they *borrow* them from friends, *rent* them from a video shop, or *buy* them?

2 a Get students to think about which frame begins the story. Allow students plenty of time for this, before discussing their suggestions. Tell them, or confirm, that the first frame is E. Ask them to work with their partner and put the rest of the frames in order. Again, leave plenty of time for this, as the activity requires quite high level processing skills.

Answer key
E B A F D C

b Play the tape 41 for students to listen and check. Go through the order with the whole class.

41

1
Vicky Have you found anything yet?
Justin Well, I wanted to get *Face Off*, but that guy's just taken it.

2
Vicky Never mind. Have you seen *Twister*?
Justin Yes, I have.

3
Vicky Well, let's get *Sliding Doors*. We haven't seen that and you haven't found anything else.
Justin No, wait – that guy hasn't taken *Face Off*. He's put it back on the shelf. Come on!

4
Justin Can we have this, please?
Assistant Can I see your membership card, please?

5
Assistant I'm sorry. I can't give you this video, because you aren't eighteen.

6
Vicky Oh, nice one, Justin. Now someone's taken the last copy of *Sliding Doors*!
Justin Sorry.

3 Students read the text again and suggest answers. Go through the answers, and write the first one on the board. Tell students to write two similar sentences about the next two videos. Check what they write, or get a student to write the sentences on the board. Ask what Vicky really means when she says *nice one*. (She's being sarcastic – she means it's Justin's fault they haven't got *Sliding Doors*.)

Answer key
They didn't get *Twister* because Justin has seen it.
They didn't get *Face Off* because Justin isn't eighteen.
They didn't get *Sliding Doors* because someone's taken the last copy.

What's the rule? page 59

Present perfect: negative and questions

4 a Students try to write the negative forms of the sentences and then check with the story. Write the sentences on the board and underline the verbs.

Answer key
1 We haven't seen that.
2 That guy hasn't taken *Face Off*.

b Students complete the table in their books or on the board. Before they begin writing, tell them to check which verb is regular (*look*) and which is irregular (*find*; past participle *found*). Tell students to look back at the story if necessary before writing the short forms.

Answer key

I We You They	have 've have not haven't	looked at all the videos.
He She It	has 's has not hasn't	found a video.

c Get two students to write the sentences on the board. Ask how we form the question from the statement, and get students to explain that, to form the question, the auxiliary verb *have* changes place with the subject.

Answer key
Statement: You have seen *Twister*.
Question: Have you seen *Twister*?
We make questions in the present perfect by putting the auxiliary verb *have/has* before the subject.

OPTIONAL EXTRA **weaker groups**

Give students more practice with statement and question formation. Write some more jumbled sentences on the board. For each sentence, students write out the statement and the questions. Suggested jumbled sentences:

has taken the video she
seen you have film this
the arrived teacher has

Practice page 59

5 Tell students to use either affirmative or negative forms, but each sentence must be true. Walk round the class as they write, insisting on accuracy and giving help where needed. Get one or two students to read out their sentences, and write the irregular past participles on the board.

Answer key

2 I have/haven't done all my homework for today.
3 I have made some/haven't made any mistakes in this lesson.
4 I have/haven't seen *Twister*.
5 I have/haven't rented a video for this evening.
6 I have/haven't forgotten my books for the next lesson.
7 I have/haven't brought a radio to school today.

6 a Tell students that Vicky had a list of things to do. She's done some of them, but not all of them. The tick (✔) means she's done the job. Students write out the sentences individually. Walk round the class as they write, checking accuracy and giving help where needed. Go through the sentences with the whole class.

Answer key

3 She hasn't ironed her school uniform.
4 She hasn't tidied her bedroom.
5 She's put her pocket money in the bank.
6 She's bought a birthday card for her Dad.
7 She hasn't taken her books back to the library.
8 She hasn't asked Kelly if she wants to sleep over next Saturday.
9 She's checked her e-mail.
10 She hasn't revised for the Maths test.

b Ask if Vicky has done the easy things or the difficult things (mostly the easy things). Ask *Has she written to her Gran?* to elicit *Yes, she has.* Tell students to continue asking and answering questions in pairs. Walk round the class as they do so, giving help where needed.

Answer key

3 • Has she ironed her school uniform?
○ No, she hasn't.
4 • Has she tidied her bedroom?
○ No, she hasn't.
5 • Has she put her pocket money in the bank?
○ Yes, she has.
6 • Has she bought a birthday card for her Dad?
○ Yes, she has.
7 • Has she taken her books back to the library?
○ No, she hasn't.
8 • Has she asked Kelly if she wants to sleep over next Saturday?
○ No, she hasn't.
9 • Has she checked her e-mail?
○ Yes, she has.
10 • Has she revised for the Maths test?
○ No, she hasn't.

7 a Write a couple of tasks you regularly have to do on the board, e.g. *go shopping, wash the car, speak to the head* and tell students if you have done them or not. Students write their own list of eight jobs (four to do and four already done), but do not tick the jobs they have done. Give any help they may need with vocabulary.

b Students exchange lists and ask each other questions about what they have done. Get some of them to report what their partner has/hasn't done to the rest of the class.

OPTIONAL EXTRA **stronger groups**

Students write three sentences about things they haven't done, but are going to do soon, e.g. *I haven't done the Maths homework but I'm going to do it tomorrow.*

WORKING WITH WORDS

Past participles

8 Students look back over the unit and record all the verbs they can find. They can work with a partner, or in groups of three, to divide the work (e.g. if they work in groups of three, each student can look back over one section). Give a time limit (e.g. five minutes). When the time is up, find out which pair or group has the largest number of verbs, and get them to write them up on the board.

Revision idea

In pairs, students test each other on past participles of verbs. Alternatively, call out ten irregular verb stems (possible verbs: *run, make, find, break, have, forget, do, bring, put, see*). Students must write the past participle for each verb.

D LIGHTS, CAMERA, ACTION! pages 60–61

Topic Films

Aim To develop specific skills: *reading* a film review; inferring information when *listening* to people discuss films; *writing* a review of a film or a TV programme

Vocabulary Types of film (*cartoon, horror, science fiction,* etc.)

STUDY SKILLS

Reading and listening for specific information

Read the advice, and translate it (or get students to translate it) if necessary. Do students agree that it is not always necessary to understand everything? Why (not)? Tell them not to use their dictionaries in the reading activities, and put the advice into practice.

Reading pages 60–61

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 Ask students which films Vicky and Justin were thinking of renting in section C (*Sliding Doors, Twister* and *Face Off*). Did they rent them? (*No.*) Tell them that Vicky has got some more ideas. Ask them to look at the stills from the five films. Do they recognize any of them? Ask a number of students *Have you seen ...? Did you like it?* Focus attention on Vicky's questions. Students ask and answer the questions in pairs.

OPTIONAL EXTRA stronger groups

Discover the class 'film buff' – the student who has seen the most films this year (or this month). Everyone in the class asks him/her a question, e.g. *Have you seen ...? Did you like ...? How often do you go to the cinema? What are you going to see this weekend?*

2 Check with students (in English if possible) what the rules are in their own country. What films can they see? What films can't they see? Tell them that there are five categories of film in Britain. Read through the descriptions with students, and point out the symbol for the final category (18). Tell students to look at the reviews and discover the symbols for the other categories. Read through the completed guide with students. Ask them what they think of it. Do they think there are too many categories? Why (not)? Do they think it's right for parents to decide what they can watch?

Answer key

U PG 12 15 18

3 Ask students to read through the first film review (*Notting Hill*) by themselves. Ask them if they understood everything – they will probably say 'no'. Remind them that this doesn't matter. Focus attention on the chart, and make sure they understand the entries (e.g. *length*). Ask them to give you the information (the length of *Notting Hill* is not given). Write it, or get a student to write it, on the board. Students work in pairs to prepare and complete the charts for the other four films. Point out that the length of the film is not always given and that sometimes is given as *mins* (a common abbreviation of the word *minutes*). Walk round the class as they read and write, giving help where needed.

Answer key

1

Film title	Notting Hill
Director	Roger Michell
Stars	Hugh Grant, Julia Roberts
Classification	15
Length	—

2

Film title	Star Wars: The Phantom Menace
Director	George Lucas
Stars	Ewan McGregor, Liam Neeson, Natalie Portman, Samuel Jackson, Jake Lloyd
Classification	U
Length	—

3

Film title	You've Got Mail
Director	Nora Ephron
Stars	Meg Ryan, Tom Hanks
Classification	PG
Length	128 mins

4

Film title	The Mummy
Director	—
Stars	Brendan Fraser
Classification	12
Length	—

5

Film title	A Bug's Life
Directors	John Lasseter, Andrew Stanton
Stars	(voices of) Dave Foley, Julia Louis-Dreyfus, Kevin Spacey
Classification	U
Length	95 mins

WORKING WITH WORDS

Types of film

4 a Read the list of film types and get students to repeat the words chorally. Ask students (especially those who have seen them) to identify which types the films in 3 belong to.

Answer key

Notting Hill – (2) a romantic comedy
Star Wars: The Phantom Menace – (6) a science fiction film
You've Got Mail – (2) a romantic comedy
The Mummy – (3) an adventure film; (8) a horror film
A Bug's Life – (1) a cartoon

b Ask one or two students *Which kinds of films do you like best?* Get them to tell you the names of one or two films of this kind they have seen. Tell them something about the films you like, and why. Students continue in pairs, asking and answering questions about the types of film they like, and giving examples. Ask one or two of them to report back about their partner's tastes.

OPTIONAL EXTRA **all groups**

Students write a short description of their partner's tastes in films (including what films they have seen recently, and whether they liked them). Read out some of the descriptions, without saying who they are about: the rest of the class has to guess.

5 Students ask and answer the questions in pairs, and think of more questions to ask their partner. Walk round the class as they speak, giving help where needed.

Answer key

1

Anakin Skywalker	Jake Lloyd
Joe Fox	Tom Hanks
Kathleen Kelly	Meg Ryan
Anna Scott	Julia Roberts
Obi-wan	Ewan McGregor

2

insects	*A Bug's Life*
New York	*You've Got Mail*
a bookshop	*You've Got Mail*
Egypt	*The Mummy*
London	*Notting Hill*
computers	*You've Got Mail*

3 He's a film writer. He wrote *Notting Hill.*

4 scary – *The Mummy*; amusing – *Notting Hill*; wicked – Joe Fox; fabulous – *A Bug's Life*; nice – the children's bookshop in *You've Got Mail*; mind-blowing – the special effects in *Star Wars: The Phantom Menace.*

Listening page 61 42

6 a Tell students they are going to listen to people as they come out of the cinema after seeing some of the films in the reviews. Play the tape 42, more than once if necessary, and get them to give their ideas. Ask them to give reasons, e.g. *The first one was 'The Mummy' because they spoke about a Pyramid.*

b Play the tape once more for students to check their answers.

42

1

Girl 1 Woh! That was fun!
Girl 2 Fun? You must be joking. I've never been so scared in my life. I nearly died when they were in the Pyramid and that thing suddenly jumped out.
Girl 1 *You* nearly died! You nearly broke my arm when you grabbed it!
Girl 2 Sorry.
Girl 1 Wooooooooo! Who dares to enter my tomb?
Girl 2 Oh, don't. I won't sleep tonight. I'll have to have the light on all night ...

2

Woman What did you think of that?
Man It was OK. It wasn't as good as *Four Weddings.*
Woman Oh, I preferred it. I thought that Welsh guy was funny. You know, Spike, Hugh Grant's flatmate.
Man Hmm, yes, he was good. And that bit where he goes to the hotel. That was really funny ...

3

Boy Did you enjoy that?
Girl Yes, it was a good laugh.
Boy Yes, I liked the grasshoppers. They were cool.
Girl You're not supposed to like them. They're the bad guys.
Boy Yes, but the bad guys are always more interesting.
Girl I thought the spider and the caterpillar were funny.
Boy Yes, they were good. I thought it was great when that bird ...

4

Boy 1 Wow! That was amazing! We must see that again.
Boy 2 Yes, those spaceships were incredible. They just moved so fast. But which one was Ewan McGregor?
Boy 1 What? Which spaceship?
Boy 2 Oh, very funny! Which character?
Boy 1 He was Obi-wan. You know the guy who looks after the boy – Anakin Skywalker
Boy 2 Oh, right. So when they had that fight ...

Answer key

1 *The Mummy*
2 *Notting Hill*
3 *A Bug's Life*
4 *Star Wars: The Phantom Menace*

Practise your writing page 61

A film review

7 Begin by talking about a film most students have seen. Go through the check list, asking different students the questions (*Who was the director? What is it about?* etc.). Tell students to choose a different film (or television programme if they prefer, but in this case they might have to follow a different pattern), and write a review. Remind them that reviews can be negative as well as positive! Walk round the class as they write, offering help where needed. Early finishers can exchange their reviews and read them. Read out some of the reviews, and ask the class if they are positive or negative. You might like to wall-mount some of the reviews for other students to read.

Revision idea

Play a game. In pairs, students make a list of as many films as they can think of, writing the title in English and identifying the type. Give a time limit (e.g. three minutes). The winners are the pair with the most titles when the time is up.

Pronunciation 6 page 87 69

Weak forms

Language note

About 50 English words ('function' words or 'grammatical' words like conjunctions, prepositions, modal and auxiliary verbs and articles) can have two pronunciations: a strong *form when the word is pronounced on its own, and a* weak *form when it occurs in normal speech. This is one of the elements which give English its characteristic stress and rhythm. In the weak version, the vowel is shorter, and at times barely audible. It is probably not necessary at this stage for your students to learn to use weak forms consistently (this is a high level skill), but it is a good idea to make them aware of their existence.*

a Get a number of students to say the words, and to listen to each other saying them. Can they hear any differences, or are they all saying them in the same way?

b Tell students that in normal speech the vowel sounds in many short words get shorter. This is because other, more important, words in the sentence are stressed, and they 'steal' time from the shorter words. Tell them to listen carefully, and play the tape 69 several times.

c Students listen again and repeat the phrases.

69

1 do	Do you like swimming?
2 does	Where does she work?
3 can	Can you swim?
4 could, to	Could you go to the shops, please?
5 at	Kelly isn't at home.
6 are, from	Are you from Canada?

Optional Extra **stronger groups**

Do this activity if you think students will enjoy it. Students write two or three more simple sentences which they think could contain weak forms. Check them, and choose some of them. Write them, or get students to write them, on the board. Practise saying them chorally.

Progress diary

For teaching notes, see Teacher's Book page 20.

Test

Use the Test for Unit 6 on Teacher's Book pages 124–25.

EXTENSION 3 pages 62–63

CULTURE page 62 43

1 If the students haven't visited New York, perhaps they know someone who has. Ask when and why this person visited New York. What else can students tell you about New York?

2 Play the tape 43 for students to listen and read. Read out the list of places and monuments and get students to repeat them. Ask *What is the Big Apple?* to elicit *New York* or *another name for New York*. Tell students to write a sentence for each of the other places. Get some of them to read out their sentences.

Possible answer key

1 The Big Apple is another name for New York.
2 Manhattan is an island, and the centre of New York.
3 New Amsterdam was the first name for New York.
4 Macy's is the biggest shop in the world.
5 The Statue of Liberty was a gift from France.
6 The Empire State Building was the tallest building in the world until 1970.
7 Times Square has got lots of theatres, bars and restaurants.
8 Central Park is a park in the middle of Manhattan.

Following this exercise, there are a number of ways in which you can develop the theme. Here are some suggestions:

a Exploit the pictures and text in detail. Go through any new vocabulary, and if you think it would be useful, get students to translate the text into their own language. Ask students to write three questions about New York to ask their partner. Walk round the class as they speak, giving help where needed.

b Use the text as the starting point for a picture search on New York. Each student should try to find a picture of New York (from a magazine or a newspaper, a postcard, family photos, advertising material, etc.). They mount the picture on a backing sheet and write a caption. The final collection of pictures can be wall-mounted.

c Students think what it would be like to live in New York. Would they like it? In pairs, students make a list of the difficulties they would face. If necessary, help them by giving prompts: *language? food? lifestyles? housing? schools?* Discuss their ideas.

d Use the text as a starting point for a discussion (in the students' own language) about immigration. Why do people move from one country to another? What difficulties do they have, and why? Was it harder a hundred years ago, when New York was absorbing immigrants from all over Europe?

PROJECT page 63

For useful notes on project work, see the introduction to the Teacher's Book, and also Extension 1 notes, page 29. Weaker classes will probably find the second project difficult.

Project A

Make a project about your capital city or another important city.

1 This project is connected with the Culture page. Discuss students' choices. Which city are they going to choose, and why? Get them to use, or draw, a simplified map of the city.

2 Tell students to write notes or short sentences giving basic information about the city. Other possible information: climate, industries, important monuments.

3 As an example of an event which shaped the history of a town, remind students of the Great Fire of London (and refer them back to page 52 if necessary). Discuss each group's choice before they start to write.

Project B

Design the ideal city.

1 First, explain, or get students to explain, *ideal*. Which city they know comes closest to being ideal, and why? Brainstorm a list of things the ideal city needs (*transport, shops, housing, parks, entertainment ...*). Focus attention on each of these things, and ask questions, e.g. *Which type of transport?*

2 Drawing the plan may take a long time. If you prefer, tell students to limit it to the city centre, or a residential district.

3 Students discuss with the rest of their group and write notes. Walk round the class as they talk, giving help where needed and prompting further ideas by asking questions, e.g. *How will people go to work? Will there be cars in the centre of the city?* Get a student from each group to describe the city to the rest of the class. What do they think of the plan? And do they like the name?

Project C

Make a guided tour for some English-speaking visitors to your town or city.

1 Students begin by making a list of the most important or interesting monuments to visit. On a map they should work out the most practical route for visiting them, and think how long the tour will take.

2 Each student in the group could describe a different section of the tour. Walk round the class as they write, giving help where needed and suggesting interesting things to say about each monument.

3 Students present their work as a short guidebook, or go out into the town and make a video.

SONG page 63 44

Cultural/background note

The song Bring it all back *was released in Britain on 7th June 1999. It went straight into number 1, with 190,000 copies sold in just 6 days! It was the first single of the band S Club 7, which includes Bradley McIntosh, Hannah Spearritt, Jon Lee, Jo O'Meara, Paul Cattermole, Rachel Stevens and Tina Barrett.*

1 a Do this as a text completion activity before playing the song. Work out the first missing word with the whole class. Ask what type of word follows *don't* (the verb stem). Ask which words in the box are verbs (*walk*, *stop* and possibly *love*) and which is likely to be used after *don't* in the song (probably *stop*). Tell students to continue in pairs.

b Play the song 44, more than once if necessary, for students to listen and check.

44 and answer key

Don't stop. Never give up.
Hold your head high and reach the top.
Let the world see what you have got.
Bring it all back to you.
Hold on to what you try to be,
Your individuality.
When the world is on your shoulders
Just smile and let it go.
If people try to put you down
Just walk on by. Don't turn around.
You only have to answer to yourself.
Don't you know, it's true what they say,
That life, it ain't easy.
But your time's coming around,
So don't you stop trying.

Don't stop. Never give up.
Hold your head high and reach the top.
Let the world see what you have got.
Bring it all back to you.
Dream of falling in love
Everything you've been thinking of
When the world seems to get too tough
Bring it all back to you.

Try not to worry about a thing.
Enjoy the good times life can bring.
Don't keep it all inside you.
You gotta let the feelings show.
Imagination is the key
'Cause you are your own destiny.
You never should be lonely when time is on your side.

Don't you know, it's true what they say,
Things are sent to try you.
But your time's coming around,
So don't you stop trying.

2 Ask if students like the song. Why (not)? Discuss (in the students' own language if necessary) what the message of the song is. (*It is about being true to oneself, but there are other ideas, such as not worrying too much about the future.*) Ask students if they agree with the message. Play the song again, getting students to sing if possible, and joining in with them.

REVISION 3 pages 64–65

STUDY SKILLS

Revising

a The Study skills section is intended to allocate time for reflective learning. You may like to use it as a quiet moment for students to look back individually over the previous two units, or to organize students in groups of three or four to check things together. Ask them to make a list of the most important things they have studied in Units 5 and 6.

b Ask students to identify any problem areas. If you can, deal with them now, especially if they are shared by a number of students. If not, make a note and think of how you can deal with them later, maybe by directing students to appropriate workbook exercises.

Articles page 64 45

1 a Students work individually or with a partner to complete the text. Remind them that sometimes no article will be necessary. Go through the answers with the whole class.

b Play the tape 45 for students to listen and check.

45 and answer key

Woman	Excuse me, is there a sports shop near here, please?
Man	Well, the nearest sports shop is in — New Street. That's on the other side of the river.
Woman	How do I get there?
Man	Go over the river and take the first turning on the left. That's — Market Street. There's a bookshop on the corner. Go along — Market Street and you'll see a railway bridge. Go under the bridge and then take the second turning on the right. The sports shop is on the left. It's between an art shop and a travel agency.
Woman	Thank you.

OPTIONAL EXTRA **all groups**

In pairs, students describe the position of places on the map (e.g. *It's between the art shop and the travel agency*), and their partner identifies the place (*the sports shop*).

Asking the way page 64

2 Build up the first dialogue with the class. Write the dialogue on the board for students to refer to as a model. Students continue in pairs. Walk round the class as they speak, giving help where needed. Giving directions is not easy (even in one's own language) so do not insist too much on (grammatical) accuracy, but on simplicity and clarity of directions.

Possible answer key

1
- Excuse me, how do I get to the Victoria Hotel?
- Go along Park Street. Turn right at the traffic lights, go under a railway bridge, turn left at the Square and you'll see it.

2
- Excuse me, is there a supermarket near here, please?
- Yes, go along this road. Turn left into Market Street. Go past Central Square and turn right at the traffic lights. Go over a bridge over the river and the supermarket's on the left.

3
- Excuse me, how do I get to the London Café?
- Turn right into Cross Street, and turn right again at the traffic lights. Go past Central Square, under the railway bridge, and it's on the right.

4
- Excuse me, is there a doctor's near here, please?
- Yes, turn left into Market Street. Go under the railway bridge and turn right at the traffic lights. Take the first road on the right, and it's at the end of that road.

Present perfect page 65

3 a Students study the new words and check their meanings in a dictionary. Focus attention on the picture, and tell students to use one of the new words to answer the question *What is Tim doing?* (He's trying to *connect* a TV and a video recorder.) Ask if he's doing things properly. (*No.*)

b This can be done orally, as a whole class activity, or as a written exercise. When you go through the solutions, write the past participles on the board.

Answer key

3 He hasn't taken the video recorder out of its box.
4 He hasn't plugged in the video recorder.
5 He hasn't connected the video recorder to the back of the TV.
6 He's found the remote control.
7 He's opened the battery compartment of the remote control.
8 He's put two batteries into the remote control.
9 He hasn't closed the battery compartment.
10 He hasn't switched on the TV and the video recorder.

c Students do this activity in pairs. Walk round the class as they speak, making sure that the full short answers are used (*Yes, I have/No, I haven't*) and not just *Yes/No.*

OPTIONAL EXTRA **all groups**

Students write three sentences about three things they have done today and three things they haven't done.

Making arrangements page 65 46

4 a Invite students to make a suggestion to you in English. Respond to them, and remind students that there are different ways of making suggestions, e.g. *Shall we ...? What about ...?* Tell them they are going to listen to four dialogues with suggestions. Play the tape 46, stopping after each dialogue to ask the questions. Go through the answers.

46

1

Boy 1 Shall we go to the café?
Boy 2 You can if you want to.
Boy 1 Don't you want to come?
Boy 2 No, I haven't got any money.
Boy 1 It's OK. I'll pay.
Boy 2 No. Thanks anyway, but I'm going out this evening and I haven't done my homework for tomorrow.
Boy 1 Oh, OK.

2

Girl 1 Do you want to go roller-blading today?
Girl 2 Well, I'm doing something for my mum this morning, but I can go this afternoon.
Girl 1 OK. What time?
Girl 2 I'll meet you at the park entrance at half past two.
Girl 1 OK. See you there.

3

Girl Do you fancy a game of tennis this afternoon?
Boy No, count me out.
Girl Why?
Boy My aunt and uncle are coming.
Girl Oh, OK. I'll see if Laura wants a game.

4

Boy Are you doing anything at the moment?
Girl No, why?
Boy I've got this new computer game. Do you want to see it?
Girl Yes, OK, but I can't stay long. I'm going shopping this afternoon.
Boy Oh, well what about tomorrow morning?
Girl OK. I'll come over to your place at about ten.
Boy Great. See you then.

Answer key

1
1 going to the café
2 going roller-blading
3 playing tennis
4 playing a computer game

2
1 no 2 yes 3 no 4 yes

b Play the tape again (more than once if necessary), stopping after each dialogue for students to give you more information about the arrangements (or the excuses).

Speaking page 65

5 Tell students they are going to make more dialogues like the ones in 4. Focus attention on the two patterns. Ask which one ends up with the speakers deciding to do something together (the first). If you think it will help students, brainstorm some things to do, and write the ideas on the board (e.g. *see a film, eat an ice-cream, go swimming, do homework together, watch a football match,* etc.). While students speak, walk round the class giving help where needed. Get one or two students to practise a dialogue for the rest of the class.

Test

Use the Test for Revision 3 on Teacher's Book pages 126–27.

7 PROBLEMS Student's Book pages 66–73

UNIT OVERVIEW

Topic Facing problems

Grammar *Must/mustn't; should/shouldn't; have to/don't have to; can*

Functional language Expressing obligation, prohibition, and lack of obligation; giving advice

Vocabulary areas School; problems; phrasal verbs

Skills
Reading: the first part of a story
Listening: the end of the story
Speaking: describing scenes from the story
Writing: rewriting the same story from a different perspective

Pronunciation *the*

A SCHOOL RULES pages 66–67

Topic Rules

Aim To practise talking about rules using *must* and *mustn't*

Vocabulary School (*assembly, corridor, playground, break,* etc.)

Language in use page 66

1 Check students' understanding of the word *rules*. Ask *Are there any rules in our school?* to elicit *Yes, there are.* Concentrate attention on the illustrations, and get students to identify and name the things they see, e.g. *chewing gum, a CD player, homework book, earrings (jewellery), trainers, school uniform, a cigarette,* etc.

Cultural/background note

In the United Kingdom the rules about uniform vary from school to school. In some schools students don't wear a uniform, but these schools are a minority. In any case, even in schools without a uniform, there are likely to be rules about the clothes that students can or can't wear.

2 Get students to read the rules and match the pictures with the rules. Students in turn then read out a rule. Ask them if any of the rules are the same in their own school, to elicit phrases like *We mustn't smoke. We must bring a letter from parents, if we're ill.* At this stage try to avoid, if possible, focusing on structures which express lack of obligation (*We don't have to ...*), and concentrate only on the formulation of rules with *must* and *mustn't*. Ask which school has most rules, theirs, or Phil's? Which are the best rules, and why? Which rules don't they like, and why not? Be prepared to spend several minutes on this discussion, which students should find interesting. Don't worry if they use their own language to express their ideas (it's only natural!), but encourage the use of English where possible.

Answer key

1 You must stay in the playground at break time.
2 You must be quiet in the library.
3 You mustn't run in the corridors.
4 You mustn't wear jeans or trainers.
5 You must stand up when a teacher comes into the classroom.
6 You mustn't chew chewing gum.
7 You must bring a letter from your parents, if you're ill.
8 You must do your homework on time.
9 You mustn't wear jewellery.
10 You must arrive at school by quarter to nine.
11 You mustn't smoke.
12 You mustn't leave school at break times or at lunchtime.
13 You mustn't bring radios or CD players to school.
14 You must wear a uniform.

OPTIONAL EXTRA all groups

In pairs, students write a list of the rules in their school.

What's the rule? page 67

must and *mustn't*

3 a Tell students to think about the meaning of the sentences before completing them. Write the two sentences on the board, underlining *must* and *mustn't*. Point out that both sentences are rules, not just the first one. Invite translations and decide which are the best.

Answer key

1 We must stay at school till 3.30.
2 We mustn't leave school at break time.

b Ask students to complete the table. Tell them that there is a simple rule about the form of the verb after *must* and *mustn't*. What is it? (The verb stem is always used.) Do they know of any other verbs which behave in the same way? (*Can*, and modal verbs generally.)

Answer key

I/He/She/It/We/You/They must wear a uniform.
I/He/She/It/We/You/They mustn't wear jewellery.

Practice page 67

4 Tell students to look at the signs. Ask what the 'no cycling' sign means to elicit *You mustn't ride a bike.* Write the phrase on the board, and point out if

necessary how *you* is used in an impersonal way to mean 'people' or 'everybody'. (It may help students to translate into their own language.) Students formulate the rules with their partner, and write them. Walk round the class as they talk and write, giving help where needed. Check the sentences with the whole class.

Answer key

1 You mustn't cycle/ride a bike.
2 You mustn't talk./You must be quiet.
3 You mustn't smoke.
4 You must stop.
5 You must wear a hard hat.
6 You mustn't take photographs.
7 You must show your passport.
8 You mustn't cross the road./You must wait.
9 You mustn't fish/go fishing.
10 You mustn't walk on the grass./You must keep off the grass.

OPTIONAL EXTRA **stronger groups**

Draw another sign on the board (e.g. a road sign indicating a compulsory left turn). The first student to formulate the rule correctly (*You must turn left*) comes to the front and draws another sign. Prepare the activity if necessary by giving students time to think of possible signs. Alternatively, do it as pairwork: students draw a sign for their partner to interpret.

WORKING WITH WORDS

School

5 Students work in groups of three or four, with dictionaries if possible. Tell them that any words associated with school (subjects, places, activities, feelings) are all valid. Allow plenty of time for the activity, but don't let students get frustrated with difficult letters – walk round the class, making suggestions where appropriate. Get one or two groups to read back their list, and find out which letters give the most words.

Possible answer key

A assembly **B** Biology **C** corridor
D dinner lady, Design and Technology, Drama lesson
E English **F** French **G** gym
H headteacher **I** IT **J** juniors
K knowledge **L** library **M** maths
N notebook **O** orchestra **P** playground
Q questions **R** rules **S** sportsground
T toilets **U** uniform **V** video **W** writing
X xerox (photocopy) **Y** youth club
Z zebra crossing (outside the school)

6 Students stay in their groups, with their vocabulary lists (which may be useful in this activity). Ask students if the ideal school needs rules or not (and get them to admit that some rules are necessary in every social situation). Ask them if their school has too many rules, or needs more rules. Discuss their ideas for a couple of minutes. Tell students to think of some rules for an ideal school, and remind them that there can be rules for teachers and parents as well as students. Students work in their groups thinking of possible rules. Walk round the class as they speak and write, giving help where needed.

b One student in each group reads out the rules. Which group has the most rules? Discuss the ideas with the whole class and decide which are the best rules, and why.

STUDY SKILLS

Using English

Ask students how often they use English outside the classroom. If they are honest, they will probably tell you that they don't use it very much, apart from when they are doing their homework. However, get any students with different experiences (maybe because they are in contact with mother tongue speakers of English) to tell the rest of the class about them.

Tell students that there are ways they can 'use' English even when they are on their own. Read, or get students to read, the two examples, and ask students what they think of the ideas. Tell them that both can be enjoyable, and that the second prepares them for travel abroad. Ask students to think with their partner, or with their group, of other ways in which they can 'use' English without going to an English-speaking country. Discuss their ideas, giving your own opinions about which are the best, the most practical, or the most motivating.

Students may think of: *watching English language TV or videos, listening to songs, reading English language comics or magazines, using English with members of their family, especially older brothers or sisters, keeping a diary in English,* etc.

Revision idea

Revise *must, mustn't* and *can* by asking students *What's the rule in our school about ... chewing gum, eating sweets, wearing jewellery,* etc? to elicit, e.g. *You can chew gum in the playground but you mustn't chew it in class, and you must take it home with you.*

B KIDS pages 68–69

Topic Boyfriend/girlfriend problems

Aim To practise giving advice using *should* and *shouldn't*

Vocabulary Problems (*I'm hungry; I've got a headache; my foot hurts,* etc.)

Kelly's problem page 68 47

1 Begin by focusing on the title. Ask *What's Kelly's problem?* to elicit *Phil.* Get them to remember (or to look back and check) how Phil behaved in the last episode. (*He didn't want to spend the afternoon with his friends, and walked away.*) Ask who has a similar problem to Kelly's. (*Phil.*) Ask why. (*Because he thinks Kelly is going out with Sam Robinson.*) If you like, ask students if these problem of misunderstanding are typical and realistic. They should enjoy giving you their opinions.

STORY OUTLINE

Kelly's at home, and she's not very happy. Why did Phil just walk away like that? Doesn't he want to go out with her? Her dad realizes something's wrong, and Kelly begins to explain the problem. Luckily her dad's sympathetic, and advises her to speak to Phil. And he makes a suggestion – why not phone Phil?

2 a Play the tape 47 for students to listen and read. Ask who Kelly is talking to (*her dad*) and ask students what he is like. (*He seems interested in Kelly's problem, and understanding* – you could also draw attention to the second picture.) Do they have dads (or mums) like this?

b Play the tape again, and get students to identify the things Kelly and her dad talk about. Ask what they talk about most. (*Phil.*)

Answer key

Kelly's mother; the things in the boxes; Phil; the telephone.

c Get students to remember what Kelly and her dad say by asking focusing questions, e.g. *Where's Kelly's mother? Who is going to come for the boxes?*

Answer key

Kelly's mother is at the hairdresser's.
The things in the boxes are for a jumble sale.
Phil is Kelly's problem, and the main topic of conversation.
Kelly's dad tells her to phone Phil in the afternoon.

Cultural/background note

Jumble sales *are sales of second-hand things, like books, clothes, and even furniture. They are often organized by schools, churches and other local institutions as a means of raising money, and provide an opportunity for people to get rid of old and unwanted items.*

OPTIONAL EXTRA **all groups**

Get students to guess what is in the boxes for the jumble sales. In pairs, students make a list of their own unwanted things they would be happy to give to a jumble sale – and which someone might want to buy.

Everyday expressions page 69 48

3 a First check students understanding of *What's the matter?* by asking when you would say it (e.g. *when someone is behaving strangely*). Students work in pairs to find the alternative expressions. Check them with the whole class.

Answer key

1 What's wrong? What's up? What's the problem?
2 Probably; Maybe; I'll see.

b Students refer back to the dialogue and complete the expression. Ask what it means (*Kelly looks very sad.*) and invite students to think of how they could express the same idea in their own language. Decide which expression is the best (perhaps because the most colourful).

Answer key

You've got a face as long as next week.

c Tell students to look carefully at the expressions in the context of the dialogue, and to work out with their partner how to say the same things in their own language. Go through their suggestions and decide which are the best. You could also ask students to find other ways of saying *Why don't you give him a ring?* e.g. *ring him, call him, phone him.*

4 a You will need to allow plenty of time for this activity. First, discuss the personalities of the two characters – Kelly is unhappy, but wants to speak to her father about the problem. Mr Morrison is sensitive and wants to help. As students practise reading the story, walk around the class giving help, especially with rhythm and intonation. Encourage students to remember their parts, and recite them without their books – tell them it doesn't matter if they forget parts of the dialogue. Get a good pair to act out the scene in front of the class. Alternatively, get pairs to work on just one of the two scenes.

ALTERNATIVE ROLEPLAY **stronger groups**

Get students to imagine the phone call between Kelly and Phil. Before they work out a dialogue, they should think how the call will end. Will Kelly and Phil make an arrangement to see each other again? Or will the conversation be difficult and embarrassing? When they have decided, students write and practise the dialogue with their partner. Get two or three pairs to perform for the rest of the class.

b Ask students what they think Kelly should do. Write some of the suggestions on the board.

c Play the tape 48 for students to check their ideas. (*Kelly decides to ring.*) Ask what happens when she is on the phone. (*Sam Robinson arrives to collect the things for the jumble sale.*) Ask what Phil does when he knows that Sam is at Kelly's house. (*He hangs up* or *He puts the phone down.*) The misunderstanding continues!

48

Kelly	Hmm. Maybe Dad's right. I'll give Phil a ring.
Phil's Mum	Hello, seven five double oh double nine.
Kelly	Hello, Mrs Wallis. Could I speak to Phil, please?
Phil's Mum	Just a minute.
Phil	Hello.
Kelly	Hi, Phil. It's Kelly. Look, erm, I don't know ...
	Oh, sorry Phil. There's someone at the door. Just a minute ...
Sam	Hi, Kelly.
Kelly	Sam? What are *you* doing here?
Sam	I've come to collect some things for the jumble sale.
Kelly	What? Oh, right. Mrs Robinson is your mum?
Sam	Yeah, that's right. She's in the car.
Kelly	Well, come in. The things for the jumble sale are here. Anyway, excuse me, Sam. I'm on the phone in the other room.
Sam	OK.
Kelly	... Hi, again, Phil. I'm sorry about that. It was Sam Robinson. He's come to ... Phil? Phil! ... Oh – he's hung up.

Giving advice page 69

5 a Students try to remember the sentences before checking with the text. Get them to translate them into their own language.

Answer key

You should talk to him.
You shouldn't keep problems to yourself.

b Point out that *should*, like *must* is a modal verb. Ask someone to explain the difference in meaning between the two verbs (*must* expresses an obligation; *should* is used to give advice). Ask students what they think about Mr Morrison's advice to Kelly. Was it good? Why (not)?

c Students look back to the previous exercise to find the question. Take the opportunity to revise the common characteristics of modal verbs:

- the auxiliary verb *do* is not used in the question and negative forms
- modal verbs are followed by the verb stem
- they are invariable – so there is no 3rd person *-s* to worry about

Answer key

What should I do? Should I call him?
(WH QUESTION) + *should* + SUBJECT + VERB STEM + REST OF THE QUESTION

OPTIONAL EXTRA **stronger groups**

Students look back at the dialogues on page 68 to find a sentence with *should* which is not a piece of advice (*She should be back about four.*) and a piece of advice which doesn't use *should* (*Why don't you give him a ring this afternoon?*).

6 a Give the class some real and serious advice about their English. Say things like *I think you should try to read a book in English, and you should keep a list of new words you learn. You shouldn't worry if you can't understand everything,* etc. Ask students to remember some of the things you said, and then write them on the board. Ask students if their parents often tell them what they should or shouldn't do, and ask for some examples. Draw attention to the two examples. Why do parents say these things? (*Because they are worried about their children's eyes, or that they might catch cold.*) Students write a list of six things their parents often say.

b In groups of four or five, students compare their lists and find out the most common things parents say. Get one person from each group to report back to the class. You could get the class to make a wall chart of the ten most common things parents say.

WORKING WITH WORDS

Problems

7 a Brainstorm words from the whole class, and tell them not to limit themselves to physical feelings. This could generate a series of adjectives of emotions, e.g. *lonely, embarrassed, shy, strange, miserable, angry, afraid.* The other structures *I've got ...* and *My ... hurts/is painful* of course will generate physical or medical problems, but you could ask students which of these might be caused by personal or emotional problems (e.g. *I've got stomach ache* might be the result of fear of exams). Write some of the words and phrases on the board, and ask students to think of one or two more.

b Start by offering yourself as the person with the problem. Get a student to ask you what's wrong, and say *I've got a headache.* The student then has to give some advice using *should* or *shouldn't.* Respond to what he or she says, and ask the rest of the class if it was good advice. Students make similar dialogues with their partner. Walk round the class as they talk, giving help where needed.

Revision idea

Dictate some sentences based on the dialogues in 7, e.g. ... *has got toothache so (s)he should see a dentist.* ... *feels hungry so (s)he should eat a bigger breakfast,* etc.

C PROBLEM PAGE pages 70–71

Topic The problem page of a teenage magazine

Aim To distinguish between obligation (*must*) and lack of obligation (*don't have to*)

Vocabulary Problems and advice (*talk, explain, trust, understand,* etc.)

Language in use page 70 49

1 Ask a student to read Phil's questions. Ask students if magazines in their countries have 'problem pages'. Which magazines? Who reads them? And what problems do they talk about? Make notes (in English) on the board, e.g. *problems with boyfriend/girlfriend; problems with parents; health problems,* etc.

2 Read the questions with students, making sure they understand all the alternatives. Tell them to look quickly through the text to find the answers. Check the answers with the whole class.

Answer key
1 D **2** B

3 a Play the tape 49 for students to listen and read. Go through the questions and answers with the whole class, dealing with any comprehension problems that arise, and inviting students to guess meanings where possible (e.g. *Sometimes I think I'll just ignore my parents*).

Answer key
1 15
2 9.30
3 11
4 Because her friends make fun of her and call her a 'baby'.
5 Because her parents won't trust her – and the problem will get worse.

b First ask students to agree what is a reasonable time to come home by. Find out (if you think it is appropriate) who has problems with parents about coming home times. What strategy can they adopt to stay out later? Ask the class what the advice to Tricia is (*to make her parents trust her*) and what they think of it.

OPTIONAL EXTRA **stronger groups**

Students write a letter to a problem page of a magazine. Take in the letters and give out one to each student. Students write a reply to the letter they receive. If you choose to do this activity, allow plenty of time for it, and walk round the class helping students to write.

What's the rule? page 70

must/mustn't, don't have to, can

4 a Get students to try to write the sentences without any initial help from yourself. Check what they write, noting in particular how many have problems with *don't have to.*

Answer key
Trish must be home by 9.30.
Trish's friends don't have to be home by 9.30.
Trish mustn't stay out late.
Trish's friends can stay out late.

b Check their understanding by asking students to translate the sentences.

c If students have difficulty with this pair of sentences, try contrasting *mustn't* and *don't have to* in another pair:

I mustn't come home late tomorrow evening because it's my mum's birthday.

I don't have to come home early tomorrow evening because it's Saturday .

Encourage students to think about the meaning: *mustn't* expresses a prohibition, a rule, or (in this case) a very strong conviction. *Don't have to* expresses a lack of obligation, or the absence of a rule.

Answer key
1 I like Sundays, because I don't have to get up early.
2 On weekdays I mustn't get up late or I'll miss my bus.

d Students look at 4a and answer the question.

Answer key
Have/has to can replace *must.*

Language note

Have to *expresses a less personal opinion than* must. *Compare* You have to stay in bed today *(because the doctor says so) with* You must stay in bed today *(because I don't think you're well enough to go to school).* Must *generally reflects the conviction or belief of the speaker, and for this reason often expresses strong advice rather than obligation, and is similar to* should, *e.g.* You must work harder. *However, at this stage you may prefer not to explain this distinction to your students.*

Joke

Ask what the animals in the picture are (*snakes*). Ask *Why are some snakes dangerous?* to elicit *They're poisonous.* Translate, or get a student to translate *I've just bitten my lip.* The joke is funny, but also interesting – is it possible for snakes to die of their own poison? Ask your students what they think.

Practice page 71 50

5 a Begin by writing one sentence of each type about yourself on the board, e.g.

I must ring my brother tomorrow.

I don't have to go shopping on Saturday .

I mustn't switch on the television in my house.

Explain the sentences by giving more information, e.g.

I must ring my brother tomorrow – it's his birthday.

I don't have to go shopping on Saturday – I've got all I need.

I mustn't switch on the television in my house – it's broken.

Students write their own sentences, working individually.

b Students read their sentences to their partner. Get one or two students to tell the rest of the class about their partner.

> **OPTIONAL EXTRA** **all groups**
>
> Students write two sentences contrasting what they have to do with what their partner has to do, or doesn't have to do, e.g. *I have to help my parents in the house tomorrow, but ... doesn't have to. (S)he has to ... .*

6 a Tell students to look at the cartoon and find out what Sweet Sue's problem is. (*She's a nervous wreck.*) If students can't guess the meaning, translate it for them, or get them to look up *wreck* in a dictionary and then guess the meaning. Ask what Sweet Sue can't do. (*She can't sleep or eat.*) Ask why. (*Because Smart Alec is taking all the work from her.*)

b First ask what advice the doctor has already given Sweet Sue. (*You need a rest.*) What does Sue say? (*She hasn't got time to rest.*) Tell students the doctor says some more things. Students look through the list and predict what the doctor says. Invite sentences from students, insisting on correctness, and checking that they can distinguish between the meaning of *mustn't* and *don't have to.*

Answer key

2 You mustn't go to work.
3 You must take a holiday.
4 You must do something different.
5 You don't have to take medicine.
6 You don't have to go into hospital.
7 You must just relax.
8 You mustn't get excited.
9 You don't have to go on a diet.
10 You mustn't smoke.
11 You mustn't drink coffee.
12 You mustn't worry about the Carson case.

c Play the first part of the tape 50. Students check their answers to 6b. Go through the answers with the whole class.

50 (Part 1)

Doctor Come in, Sweet Sue. What's the problem?

Sweet Sue I'm a nervous wreck, Doctor. Smart Alec solves all the big cases. I can't sleep. I can't eat.

Doctor You need a rest, Sweet Sue.

Sweet Sue Rest? But I have to solve the Carson robbery case! I can't stay in bed all day!

Doctor Well, you don't have to stay in bed, but you mustn't go to work. You must take a holiday and do something different.

Sweet Sue Do I have to take a lot of medicine?

Doctor No, you don't have to take medicine or go into hospital. You must just relax, and most of all, you mustn't get excited.

Sweet Sue Oh, I see.

Doctor Now you don't have to go on a diet, but you mustn't smoke and you mustn't drink coffee.

Sweet Sue And I mustn't worry about the Carson case.

Doctor That's right.

d Ask *Do you think Sweet Sue will take the doctor's advice?* and invite one or two opinions. Play the tape 50 (second part), more than once if necessary. Ask *Did Sweet Sue take the doctor's advice?* to elicit *Yes, she did.* Ask if it solved the problem. (*No, it didn't.*) Ask why not. Students may give different suggestions here. Choose the best. (*Because the real problem is Smart Alec, not Sweet Sue.*)

50 (Part 2)

Sweet Sue	Ah, this is the life! The doctor was right. I really needed a holiday.
Narrator	Two months later
Doctor	Ah, Sweet Sue. How do you feel now?
Sweet Sue	I feel great now, Doctor. Really great!
Doctor	Good. Well, you can go back to work now. But remember, you mustn't get excited.
Sweet Sue	I mustn't get excited. Good morning, Smart Alec.
Smart Alec	Oh, hello, Sweet Sue. Welcome back. Have you had a good holiday?
Sweet Sue	Yes, it was great! And now I'm going to solve the Carson robbery case.
Smart Alec	Oh, you don't have to worry about that, Sweet Sue. I solved the Carson case three weeks ago.
Sweet Sue	Aaaaaarggh! I hate you!!

7 Get students to remember Trish's problem. (*She has to come back home at 9.30.*) Focus attention on the pictures and ask students to identify the people. (*Trish and her parents.*) Ask if they look happy. (*No, they don't.*) Tell students they are going to act out the conversation between the three of them. Read, or get students to read, the instructions. Divide them into groups of three, and allocate the roles. Students read the pattern and think about how the conversation will develop. They build up and practise the dialogue. Walk round the class as they speak, encouraging them and giving help where needed.

Possible answer key

1 Trish	Mum, Dad, can I go to a party on Saturday night?
2 Mum	Yes, you can. But you must be home by 9.30.
3 Trish	Oh mum, the party doesn't start till 8.30.
4 Mum	I'm sorry. You must be home by 9.30. It isn't safe to go around later than 9.30 in our area.
5 Trish	I know that, but I want to meet all my friends at the party. We usually chat and have something to eat first. Then at about 9.30 we start dancing. Please, mum, dad, I'll take a taxi back home. It won't be dangerous.
6 Mum	Well, since it's Saturday, I suppose we can come to pick you up. All right then. You can stay until 11.00 and we'll give you a lift home.

Revision idea

Write the following gapped sentence on the board: *The President* (or *Prime Minister) of our country has to ... but (s)he doesn't have to ...* . Tell students (in their own language) that they have to think of duties that the President (or Prime Minister) has to do, and things that (s)he doesn't have to do (because someone else does them). If necessary, provide an example, e.g. *The President has to travel a lot, but (s)he doesn't have to go shopping.* Students complete the sentence with their partner. Write the best, or most amusing, sentence on the board.

D ASHLEY'S CAMERA pages 72–73

Topic A story

Aim To develop specific skills: *reading* the beginning of a story; *listening* to the end of the thriller; rewriting the same story from a different (1st person) perspective; *speaking*: describing scenes from the story

Vocabulary Phrasal verbs (*sit down, switch on, try out*, etc.)

Reading pages 72–73

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 a Begin by telling students they are going to read a thriller (= an exciting story). Explain that the pictures illustrate moments in the story. Ask students to describe what is happening in each picture. Do this either as a pair work activity (students describe the pictures to their partner), or from the front as a whole class activity.

Answer key

a Ashley is looking out of the window. There is a man at the door. Ashley has a photo showing two men coming out of the bank.
b Ashley is taking a photo of a dog outside a newsagent's shop. Two men are coming out of a bank.
c Ashley is hiding behind an armchair. He is holding a phone receiver.
d Ashley has just come home from school and his mother is sitting in a car in the driveway. She is turning round to talk to him.
e Ashley has rushed out of the back door of the house and has just pushed a man backwards onto a flower bed.
f Ashley is coming out of a chemist's shop. He's just met two girls and he's showing them the camera.
g Ashley is in the kitchen opening some birthday presents. He is holding a camera and looking very pleased.

b Ask students to identify the key photo – the one they think is going to be very important in the story, and to give a reason for their choice (b, *which shows two men coming out of a bank*). If students don't identify this picture, don't at this point say that it is the key photo. Students read the text individually. Allow plenty of time for this – the text is very long. If you prefer, divide it into two parts (stopping after *Then he ran to school.*), and check comprehension after both parts. Students put the pictures in the correct order.

Answer key

g f b d a c e

2 Students ask and answer the questions in pairs. Go through the answers with the whole class.

Answer key

1 Because he wanted to try out his new camera.
2 His class mates Stephanie and Yvette in front of the sports shop, the bookshop, the record shop, and the Yorkshire Bank.
3 To buy a film; to take the film for developing; to collect the photos.
4 She was sitting in the car.
5 There was a robbery.
6 Because he thought the man outside was one of the robbers.
7 Because the phone wasn't working.
8 He decided to escape out of the back door.

Optional Extra **all groups**

Students write three more questions about the story to ask their partner.

Listening page 73 51

3 **a** Ask *How does Ashley feel?* to elicit *afraid/scared/frightened,* etc. Invite suggestions about what will happen next, and discuss them. Tell them that (as often happens in good short stories) there is a surprise ending. Draw attention to the list, and ask students to think in pairs about which things played a part in the end of the story. Get feedback from one or two pairs, and ask them to give reasons for their choices, if they can.

Answer key

The telephone and Ashley's mum (see tapescript).

b Play the tape 51 for students to listen and check their ideas. Play the tape again. Ask *Who was the man?* to elicit *a telephone engineer.* Did anyone guess what was going to happen? Ask more questions to check understanding of the story, or get students who have understood the story to ask the questions. Ask students if they liked the story. Why (not)?

51

'Help! Police!' shouted Ashley and he pushed the man hard. The man fell backwards on to the garden with his arms and legs in the air, and Ashley turned to run.

But just at that moment, his mother came round the corner of the house. 'Ashley, what *are* you doing?' she said.

'He's a robber, Mum!' shouted Ashley 'He's in my photos at the bank and he's come to get me!'

'Don't be silly,' said his mother. 'This man hasn't come to get you. He's come to repair the telephone!'

'The telephone?' said Ashley.

'Yes,' said his mother. 'He's a telephone engineer – not a bank robber!'

'But, but ... a telephone engineer?' said Ashley.

'Yes,' said his mother. 'I tried to tell you that the phone wasn't working, but as usual you didn't listen.'

The engineer got up and brushed off his clothes.

'But I saw you at the bank this morning,' said Ashley.

'Yes, ha, ha, we were repairing the telephones before the bank opened,' said the man, and he laughed. Ashley's mother laughed, too. They both thought it was very funny. But Ashley didn't. He just thought it was very embarrassing.

Working with words

Phrasal verbs

4 **a** Tell students that many verbs are made up of two parts: a verb and a particle (usually an adverb, but sometimes a preposition). Focus attention on *get up* and ask a student to use it in a sentence. Ask for more examples of phrasal verbs and write five or six on the board.

Language note

A phrasal verb *is usually defined as a verb + adverb combination – so* get up, switch on, try out *and most of the other possible combinations in this activity are phrasal verbs. But* look for, *which is a verb + preposition combination, would be a prepositional verb. However, there is no need to make this distinction for students and, for the purposes of this activity, you can call all the combinations* phrasal verbs.

b Students look back at the story and combine verbs and particles to make phrasal verbs. Go through the combinations.

Answer key

sit down, try out, get up, get off, switch on, look for, look out, look round.

Optional Extra **all groups**

Students find some more phrasal verbs in the story. Possible verbs: *come out, take back, take out, look out, pick up, run out, brush off,* etc.

c Students write a sentence using each phrasal verb. Walk round the class as they write, giving help where needed.

Practise your writing page 73

A story

5 **a** Read the instructions with the students. Which parts of the story didn't the telephone engineer see? (g, f, d, c). Why not? (*Because he wasn't there.*) Ask students what they think was the most interesting part of his day (probably the 'adventure' at Ashley's house).

b Tell students to imagine that they are the telephone engineer, and he is telling the story from his point of view. Ask students if they should use *he* or *I* (I). Write the beginning (*This morning I went to the Yorkshire Bank ...*) on the board and ask for

suggestions to complete the sentence (e.g. ... *in the High Street*). If you like, write the beginning of the next sentence (e.g. *While I was coming out ...*). Students continue the story individually or in pairs. Walk round the class as they write, giving help where needed. If possible, take in the work at the end of the lesson and mark it. At the beginning of the next lesson you might like to present a model version of the story, explaining to students why it is a good piece of writing.

Possible answer key

This morning I went to the Yorkshire Bank in the High Street to repair the telephones before the bank opened. There was a boy taking some pictures in the High Street. Later on, in the afternoon, I went to a house to repair their telephone. I knocked at the front door but nobody came. So I went to the back of the house. Suddenly a boy rushed out of the house and pushed me to the ground. I fell in the garden. At that moment a woman came round the corner of the house and told the boy off. The boy was called Ashley. He had a photo of me at the bank. He thought I was a bank robber because there was a robbery at the bank that day. The woman was his mother and she explained what happened. I thought the whole thing was very funny.

Revision idea

Students retell the story (in the original third person form). Write a simple first sentence on the board, e.g. *It was Ashley's birthday.* In turn, students continue the narrative, adding a small piece at a time. Control the activity from the front, encouraging them to keep it simple and jogging their memory where necessary.

Pronunciation 7 page 87 70 71

the

a Ask students to listen carefully as you play the tape 70, two or three times if necessary. What do they notice about the pronunciation of *the*? (The vowel is different, and longer, in the expressions *in the afternoon* and *on the other side*.)

Answer key

/ðə/ in the morning, in the middle
/ðiː/ in the afternoon, on the other side

b Ask students to suggest a rule about the pronunciation of *the* (/ðə/ changes to /ðiː/ before a vowel). Ask students to remember what they can about weak forms (Pronunciation 6). Ask which of the two pronunciations of *the* is weak (/ðə/).

c Students practise saying the expressions quietly by themselves.

d Play the tape 71 for students to listen, check, and repeat chorally.

Answer key

2, 4 and 6 are pronounced /ðiː/.

Progress diary

For teaching notes, see Teacher's Book page 20.

Test

Use the Test for Unit 7 on Teacher's Book pages 128–29.

8 I DON'T BELIEVE IT!

Student's Book pages 74–81

UNIT OVERVIEW

Topic Surprising facts

Grammar Present Perfect (2)

Functional language Talking about personal experiences; adding emphasis

Vocabulary areas Large numbers; building a spidergram from *feet*; verb + noun collocations; indefinite pronouns

Skills
Reading: a 'popular science' article
Listening: understanding people's accounts of their dreams
Speaking: discussing and interpreting dreams
Writing: a personal account of a dream

Pronunciation Tongue twisters

A WHAT HAVE YOU DONE? pages 74–75

Topic Surprising facts about walkers

Aim To give practice with large numbers

Vocabulary Numbers above 100; building a spidergram from *feet* (*shoes, boots, ankle,* etc.)

Language in use page 74 52

1 Read Phil's question and check students' understanding of it. Do they agree that everyone has done something interesting? If most say no, give them time to think about this, and give help by making suggestions, e.g. *Have you been anywhere interesting? Have you met anyone interesting? Have you won a prize? Have you done anything unusual?* Encourage every student to come up with at least one interesting fact, and to ask each other for details (e.g. *When did you do it?*).

2 a Focus attention on the pictures and get students to describe what the people are doing. Give help with vocabulary (*stilts, tightrope*) and get students to form sentences. Talk briefly about the pictures. Ask which type of walking is most difficult (*probably the tightrope*).

Answer key
a He's walking on his hands.
b He's walking on stilts.
c He's walking on a tightrope.
d He's arriving home – after a long time.
e He's walking backwards.

b Play the tape 52. Students read and listen to the texts, and match them with the pictures. Go through their answers.

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

3 Read the first text. Get one or two students to read it again, and give them help with the pronunciation of names, dates and numbers. Draw the chart on the board and fill in the details, or get students to come out and fill in the details. Students produce similar charts for the other 4 walkers, extracting the information from the texts.

Answer key

2	
Who?	Plennie L. Wingo
From?	Abilene, Texas
What?	walked backwards from Santa Monica, California to Istanbul, Turkey
How far?	12, 875 kms
How long?	18 months and 9 days
When?	from 15 April, 1931 to 24 October, 1932
3	
Who?	Henri Rochetain
From?	Clermont Ferrand, France
What?	walked on a tightrope
How far?	3, 465 metres
How long?	200 minutes
When?	13 July 1969
4	
Who?	Johann Hurlinger
From?	Austria
What?	walked from Vienna to Paris on his hands
How far?	1,400 kms
How long?	55 days
When?	in 1900
5	
Who?	Joe Bowen
From?	Los Angeles, California
What?	walked from California to Kentucky on stilts
How far?	4,804 kms
How long?	157 days
When?	from 20 February to 26 July, 1980

OPTIONAL EXTRA all groups

Students write the complete questions from the question words (not *Who*), e.g. *Where did he come from?* They then ask and answer questions about different people, e.g. *What did David Kunst do? How far did Johann Hurlinger walk?*

What's the rule? page 75 52

Large numbers

4 a Remind students that large numbers take up little room when they are written, but take a long time to say. Ask them to write the numbers as they think they would be said.

b Play the tape 52 again for students to listen, check, and repeat chorally.

Answer key

12,875	twelve thousand, eight hundred and seventy-five
200	two hundred
1,400	one thousand, four hundred
157	one hundred and fifty-seven
4,804	four thousand, eight hundred and four

c Get students to look at the example of figures in the text, and words in 4a above, before replying.

Answer key

In figures, the comma goes after the thousands.
In words, *and* goes after the hundreds.

d Get students to tell you how their own language is different. In particular, get them to tell you whether the hundreds would be pluralised (in English they aren't: *two hundred*).

Optional Extra **all groups**

Take the opportunity to revise the pronunciation of dates, starting with the examples in the text, and listening again to the tapescript if necessary.

Practice page 75 53

5 a Ask students to practise saying these numbers quietly to themselves or to their partners. Then get individual students to read them again for the whole class.

Answer key

700	seven hundred
249	two hundred and forty-nine
505	five hundred and five
1,740	one thousand, seven hundred and forty
8,020	eight thousand and twenty
39,675	thirty-nine thousand, six hundred and seventy-five

Optional Extra **weaker groups**

Students write more large numbers for their partners to read.

b Students play the game in pairs. In turn, each student doubles the previous number. Give a time limit (e.g. three minutes), and walk round the class giving help where needed. When the time is up, write the final numbers which each pair has reached on the board.

6 a Do this matching activity from the front as a whole class activity. Ask what the things have in common (they are all to do with feet, legs, or walking).

Answer key

1 socks and tights	**3** wellingtons	**5** carpets and rugs
2 high heels	**4** slippers	

Language note

Carpets *usually cover the whole room, from wall to wall;* rugs *are smaller, and warmer – they may be in front of the fire, or next to the bed. With good classes, who are interested in word origins, you may like to comment on:* tights *because they cling tightly to the legs and waist (or should do);* slippers *because they are easy to slip on, with no laces to do up;* wellingtons *after the Duke of Wellington, who commanded the British army at the Battle of Waterloo (1815).*

b 1 Students may find this activity difficult. Start by explaining that all the things in the pictures can cause accidents. Go through the expressions in the box, explaining the meanings where necessary. The easiest way to explain most of them is by miming the action (remembering to show an expression of great pain when you stub your toe). Ask if the accidents are serious (probably not, but they can be sometimes). Teach also the expression *to fall off a horse*, which the students need to use in the Workbook exercises. Students should now be able to give one or two examples of accidents and their causes (e.g. *people sometimes slip on, or trip over, a rug*). Discuss their ideas, and if you think they will be able to, ask them to think of some more accidents with their partner.

Possible answer key

You can trip over a rug.
You can slip if you walk on a wet floor/ if you walk in your socks.
You can twist your ankle if you wear high heels.
You can step on a nail and hurt yourself if you walk in your socks.
You can stub your toe on a piece of furniture if you wear slippers.
You can fall over when you put your socks/tights/wellingtons on.
You can fall off a horse.
You can fall down the stairs if you walk in your slippers.

b 2 Summarize the various accidents which students have imagined, and ask them to say which things cause most accidents.

c Play the tape 53, more than once if necessary, for student to check their ideas. How many students guessed the most common cause of accidents?

53

A lot of accidents happen in the home. According to a recent survey at hospitals, the most dangerous things in the home are carpets and rugs. They caused a hundred and forty-eight thousand accidents. People trip over them, or the rug slips and somebody falls over.

Slippers are dangerous, too. They caused twenty-seven thousand, seven hundred and seventy-one accidents. A lot of people trip and fall downstairs when they're wearing slippers.

Another problem with slippers is that they are soft. People step on nails in them or they stub their toe on cupboards and tables.

After slippers come socks and tights. The most common accident is that people fall over while they are putting them on. Socks and tights caused six thousand, two hundred and eighty-seven accidents.

High heels come next with two thousand, three hundred and fifty-four accidents. A lot of women twist their ankle when they're wearing high heels. But it isn't only women. High heels can also cause problems for men, if women step on their feet!

Wellington boots can also be dangerous. They caused two thousand and seventy accidents. People often stand on one leg to put their wellingtons on and they sometimes fall over.

Answer key

According to the survey, the most dangerous things in the home are carpets and rugs. They caused a hundred and forty-eight thousand accidents.

d Play the tape again for students to write down the numbers.

Answer key

carpets and rugs caused most accidents: 148,000
slippers: 27,771
socks and tights: 6,287
high heels: 2,354
wellingtons: 2,070

WORKING WITH WORDS

Feet

7 Introduce the idea of a spidergram, which shows connections between different things. Explain that students can use spidergrams in other school subjects, as well as English, to clarify their ideas. Draw the spidergram on the board, and show how it is organized – the first words attached to the central word are categories, or *superordinates*, which can themselves generate lots of other words. Explain that the spidergram is not complete (technically, it could go on for ever, as one thing leads to another). Ask students to copy it in their exercise books, and add more words to it. They can find the words in this section, in their dictionaries, or by asking you, as you walk round the class. Conclude by asking students to come to the board and add the words they have thought of to the spidergram.

STUDY SKILLS

Revising

Read the hints with the students, checking their understanding and inviting them to translate them into their own language. Ask which one they think is the best, and why. Ask if they already do some of these things. Widen the discussion, asking more questions about revision (e.g. *Do you revise by yourself or with friends? Where do you revise? When do you revise?* etc.) and giving your own advice on the subject.

Revision idea

Dictate some large numbers. Students read them back to you. Make sure they say them correctly (with *and* in the right place).

B KIDS pages 76–77

Topic An accident

Aim To show how to add emphasis in questions

Vocabulary Expressions with *go and* (*go and get/do something, go and tell someone,* etc.)

Kelly's news pages 76–77 54 55

1 a Tell students that they are going to read and listen to the final episode of the story. Ask what the problem is. (*The misunderstanding between Phil and Kelly.*) Ask how they think it will end. Encourage them to think of more than one possible ending, but do not spend too long on this warm-up.

STORY OUTLINE

All the kids are at the sports centre. Kelly has some dramatic news: Sam is dead! He died heroically trying to save a boy from drowning. Vicky and Justin realize that she's talking about Sam De Vere, the character in her computer game *Virtual Soap*. But Phil doesn't understand – he thinks she must be talking about Sam Robinson. He understands even less when Kelly suggests a doubles game of table tennis. *How can you go and play table tennis when one of your friends has just died?* he asks, incredulous. This question helps to clear the confusion. Phil finally realizes that Sam is an imaginary character, and Kelly is not going out with the real Sam, Sam Robinson. That leaves the way clear for Phil to ask another question. He wants to know if Kelly will come with him to the disco on Saturday. Kelly's reply is quick, enthusiastic, and in the affirmative … .

b Play the tape 54 for students to listen to and read the first part of the story, and go through the two questions.

Answer key

1 They're at the sports centre.
2 Kelly's news is that Sam (De Vere!) is dead.

2 a Discuss the two questions with the whole class, getting students to give reasons for their answers. Then clear up any remaining comprehension problems with the story. Ask what Phil means when he thinks *How yuk!* (*yuk* is an onomatopoeic word expressing disgust).

Answer key

1 Phil is shocked because he thinks 'Sam' is Sam Robinson.
2 Vicky and Justin are not shocked because they realize that 'Sam' is Sam De Vere, the hero in Kelly's computer soap opera.

b Explain (if necessary) that the story is not finished yet. Ask students what they think is going to happen now. Play the tape 55, more than once if necessary, for them to listen and check their ideas. Get students to tell you how the story ends. (*Phil asks Kelly to the disco, and she says 'yes'.*) Ask if they think it's a good ending. Why (not)?

55

Kelly Well, he saved the boy, but as Sam was getting out of the river, he slipped.
Vicky Oh no!
Kelly He hit his head on the bridge and disappeared under the water.
Vicky And did he ...? I mean ... Is he ...?
Kelly It's terrible. Sam's dead!
Vicky Oh no! So what are you going to do now?
Kelly I don't know.
Justin Well, I'm going to have a game of table tennis.
Vicky OK. Those people have just finished, so that table over there is free.
Kelly Come on then. Shall we play doubles?
Phil I don't believe it!
Justin What?
Phil How can you go and play table tennis when one of your friends has just died?
Vicky What on earth are you on about, Phil?
Phil Weren't you listening? Kelly's just said that Sam Robinson's dead.
Justin Not Sam Robinson, you nerd. Sam De Vere.
Phil Sam De Vere? Who on earth is Sam De Vere?
Vicky He's a character in Kelly's computer game.
Justin It's called *Virtual Soap*. You tell him, Kelly. We'll just go and grab that table.
Kelly Well, it's quite simple, I've got this computer ...

Kelly ... So that's *Virtual Soap*.
Phil Oh, I see now. Right. So, does that mean that you aren't going out wi ...
Vicky Come on, you two!
Kelly OK, coming. So, I'm not what, Phil?
Phil Oh er ... so you aren't going out ... er ... anywhere on Saturday, are you?
Kelly No, I'm not.
Phil Well, would you ... er ... would you like to go to the disco?
Kelly Yes, Phil, I'd love to.
Phil Oh, great! That's ... er ... great ...
Kelly Come on. Let's go and play table tennis.

OPTIONAL EXTRA **stronger groups**

In pairs, students look back over the whole story (eight episodes) and decide what they liked, or didn't like, about it. In particular, did they think it was realistic? Could similar things happen in their own country and culture? In their own school? Get one or two students to tell the rest of the class what they think.

Everyday expressions page 77 55

3 a Students complete the gapped sentences with the words in the box. Tell them they heard all the expressions in the second part of the story. Go through the answers with the whole class, getting students to translate the sentences where you think this will be useful. Ask what they could use in sentence 4 instead of grab (*get*) and in 5 instead of *see* (*understand*).

Answer key

1 game
2 free
3 doubles
4 grab
5 see
6 two

b Explain that all three expressions have more or less the same meaning (*nerd* is the most recent). Can they remember which expression they heard? (*You nerd.*)

c Play the tape 55 again for students to check their answers to b and c.

4 You will need to allow plenty of time for this activity. The whole episode is very long, and students do not have the text of the second part. For this reason you may prefer them to dramatize just the first part. If they do the second part, they have to reconstruct the text first. Ask students which they prefer, before dividing them into groups of four. Assign the roles in each group. As students practise reading the story, walk around the class giving help, especially with rhythm and intonation.

Encourage students to remember their parts, and recite them without their books. Choose a good group to act out the scene in front of the class. Alternatively, get different groups to work on different parts of the episode.

Reduced roleplay

Choose just one section of the story, e.g. frames 2, 3 and 4, leading to the dramatic announcement *Sam's dead!* and gasps from the other characters. Divide students into groups of four and assign the roles. Students practise reading the scene and one or two groups act it out in front of the class.

Emphasis page 77

5 a Read Vicky's question aloud (*What on earth are you about, Phil?*) and ask what it means (*What are you talking about, Phil?*). Read it again, giving great emphasis to the words *on earth*, for students to repeat chorally. Ask which words give the question its special force, or emphasis, to elicit *on earth*. Explain that this expression comes immediately after the question word. Discuss why you might want to give special emphasis to a question (e.g. to express surprise or disbelief).

b Students practise saying the questions to each other. Walk round the class as they speak, encouraging them to give maximum emphasis to *on earth*.

Answer key

2 What on earth are you doing?
3 Why on earth are you wearing that hat?
4 What on earth has happened?
5 How on earth did they escape?
6 What on earth are we going to do?

c Get students to look at the example dialogue. Ask where the people are. (*In a taxi*.) Ask why the passenger is surprised. (*Because he wants to go to the railway station and the taxi driver's taking him to the bus station*.) Practice reading it with a student, and ask students to read it again with their partner. Tell them to choose some of the other questions in b, to imagine situations in which these questions might be asked, and to build similar dialogues around them. Walk round the class as they prepare and practise the dialogues, giving help where needed.

go and ... page 77

6 a Tell students that the sentence is already complete (*Let's play table tennis*) but Phil says something else: *Let's go and play table tennis.*

Language note

The meaning doesn't change if we add just *before* go and, *but the expression is slightly more casual.*

b Students read the explanation and look at 3a again to find another example of *go and ...*

Answer key

We'll just go and grab that table.

c Students write the final line for each dialogue. Check with the whole class.

Answer key

2 I'll go and tell my parents.
3 I'll go and get a bat.
4 I'll go and put my coat on.
5 I'll go and give Tim a ring.
6 I'll go and ask my Dad for some money.
7 I'll go and get dressed.

d Students read the dialogues with their partner. As they read, walk round the class listening to them and giving help with pronunciation where needed.

Joke

Ask students to read the joke. Do they understand it? Ask someone who says 'yes' to explain it. (*The patient has lost his memory. So he can't remember he has just spoken to the doctor about his problem.*)

Revision idea

Students write the end of the 'Kids' story. Write *When Kelly says 'Sam's dead' Phil thinks ...* on the board. Tell students to write what happens next in not more than three sentences, working on their own or with their partner. Write the best version on the board.

C *A happy ending?* pages 78–79

Topic Personal experiences

Aim To practise using the present perfect to talk about personal experiences

Vocabulary *Ever/never*; verb + noun collocations (*win a race, ride a horse, climb a mountain*, etc.)

Language in use pages 78–79 56

1 Play the tape 56 for students to listen and read. Ask why Sweet Sue is happy at the end. (*Because Smart Alec has fallen into a hole.*) You might like to teach students the proverb *Pride comes before a fall.* Ask why Smart Alec falls into a hole. (*Because he isn't looking where he's going; he's too busy boasting about all the things he's done.*) Check students' comprehension of the text. Can they tell you the verb stems for past participles like *flown* and *ridden*?

2 Students work by themselves or with their partner to complete the sentences. Check by getting individual students to read out the sentences in turn.

Answer key

1 Smart Alec
2 Sweet Sue
3 Smart Alec
4 Sweet Sue
5 Smart Alec
6 Sweet Sue
7 Smart Alec

What's the rule? page 79

Present perfect: *ever* and *never*

3 a Students complete the sentences, from memory if possible, or checking with the text. Ask them to spell what they have written.

Answer key

1 I've climbed Mount Everest twice.
2 I've ridden on a camel.

b Read the question with students. Reformulate it if necessary, asking *What tense does Smart Alec use most in this episode?* to elicit *present perfect*, and remind students that he is boasting about all the things he has done in his life.

c Students go back to the story and underline, or write in their exercise books, the other examples of the present perfect. Discuss the three questions, inviting answers in the students' own language if necessary.

Answer key (examples from the text)

Have you ever played golf?
I've played almost every sport.
I've won lots of competitions.
I've never played any sports.
Have you ever climbed a mountain?
I've done so many things in my life.
I've travelled to every continent.
I've seen the Pyramids.
I've flown in a balloon.
I've never done any of those things.
I've never fallen into a hole in a pavement.

1 The verb *have* and the past participle.
2 No, they aren't. Lots of common verbs are irregular.
3 By putting *have* (or *has*) before the subject.

d Students write the sentences and tell you where *ever* and *never* go (before the past participle). Ask what type of sentence we use *ever* in (questions), and what type of sentence we use *never* in (negative sentences, without *not*).

Answer key

Have you ever flown in a balloon?
I've never played basketball.

Practice page 79

4 In turn, students tell their partner what Smart Alec and Sweet Sue have/have never done. Walk round the class as they speak, checking accuracy.

Answer key

Sweet Sue has never seen the Pyramids.
Smart Alec has seen the Pyramids.
Sweet Sue has never travelled to Antarctica.
Smart Alec has travelled to Antarctica.
Sweet Sue has never flown in a balloon.
Smart Alec has flown in a balloon.
Sweet Sue has never ridden on a camel.
Smart Alec has ridden on a camel.
Sweet Sue has never visited the USA.
Smart Alec has probably visited the USA.
Sweet Sue has never fallen into a hole in a pavement.
Smart Alec has fallen into a hole in a pavement.
Sweet Sue has never climbed a mountain.
Smart Alec has climbed Mount Everest twice.

Optional Extra **stronger groups**

Write this gapped sentence on the board, for students to complete: *Sweet Sue ..... the Pyramids, but ..... into a hole in the pavement, ...* (*Sweet Sue has never seen the Pyramids, but she has never fallen into a hole in the pavement, either.*) Check what they write, get students to think about the function of *either* (it reinforces the contrast), and invite translations of the sentence in the students' own language.

5 a Tell students to look at the pictures and ask a few of them to say things about themselves.

Answer key

b I've ridden a horse./I've never ridden a horse.
c I've eaten a hamburger./I've never eaten a hamburger.
d I've had chickenpox./I've never had chickenpox.
e I've met a famous person./I've never met a famous person.
f I've (often) been late for school./I've never been late for school.
g I've climbed a tree./I've never climbed a tree.
h I've seen a ghost./I've never seen a ghost.

b Move to the question and answer format. Ask another student *Have you ever seen a ghost?* to elicit (probably) *No, I haven't.* (If the student replies *Yes, I have*, ask for more details!) Students continue in pairs, asking questions based on the pictures, and replying with short answers. Walk round the class as they speak, giving help where needed.

OPTIONAL EXTRA **all groups**

Students write a question beginning *Have you ever ...?* to ask you. They will enjoy this opportunity to find out things about their teacher. However, if you prefer not to answer some of the questions, you can reply *I'm not telling you. Ask me another question.*

WORKING WITH WORDS

Words that go together

6 a This is a word association activity. Draw attention to the example, and write another verb on the board (e.g. *fly in a ...*) inviting suggestions for nouns which go with it (e.g. *plane, balloon, helicopter, rocket, skycar, UFO,* etc.) Write the words on the board. Students continue in pairs with the other verbs.

b In pairs, students use the expressions from 6a to make true statements about themselves. Walk round the class as they speak, giving help where needed.

Revision idea

In turn, each student in the class says something that he or she has never done (e.g. *I've never driven a car*). Each sentence must be different: students must not repeat what another student has already said.

D SWEET DREAMS pages 80–81

Topic Dreams

Aim To develop specific skills: *speaking* about dreams; *reading* a 'popular science' article about dreams; *listening* to people talking about their dreams; *writing* a personal account of a dream

Vocabulary Indefinite pronouns (*somebody, everything, anywhere,* etc.)

Reading page 80

Please note: This reading passage is recorded on Cassette 2, Side 2, in case you wish students to listen to it at some point.

1 a Begin, if you like, by talking about a dream you had last night (invent the details if necessary). Ask students if they often dream, and if they remember or forget their dreams. Do not at this stage ask students to tell you about specific dreams. Read, or get a student to read, the questions. Divide students into groups of three or four to discuss them. Walk round the class as they talk, giving help where needed, encouraging students to use English as far as possible.

b Students read the text. Walk round the class, giving help to those students who have difficulty reading. Since the text is long, you may prefer to divide it into two parts (e.g. the introductory part, until *But some people believe that dreams can predict the future*, and the second part, which recounts the experiences of two people and their dreams, starting *One night Sarah Jones ...*). Check comprehension after both parts, dealing with any vocabulary problems which arise (e.g. *sorting out information, slapped his back*), perhaps by asking students to guess the meaning from context. Return to the discussion questions in 1a and get students to tell you what the article says about each question.

Answer key

1 Everybody dreams every night.
2 We only remember our dreams if we wake up in the middle of them.
3 Nobody knows why we dream. Perhaps because the brain wants to *sort out* information: to keep some in the memory, and throw the rest away.
4 Some people think that their dreams come true.
5 'Sleep expert' Dr Alison Stewart thinks that dreams can't predict the future.

2 Students do the activity individually or in pairs. Go through the statements with the whole class.

Answer key

1 False. Everybody dreams.
2 False. We dream for four or five periods of one or two hours each.
3 True.
4 True.
5 False. Sarah saved her son's life.
6 False. Andrew had only one dream about a winner of a horse race.
7 False. Dr Stewart thinks that dreams can't predict the future.
8 False. Dr Stewart had a dream that a shark was chasing her down the street.

WORKING WITH WORDS

something, etc.

3 a Students complete the table. Write the table on the board, and for each missing pronoun, ask students to read the sentences they find in the text (e.g. *Everybody dreams every night*). Point out, if you think it will be useful, that *one* is often used as an alternative to *body*, as in *everyone, someone, anyone.*

Answer key

everything	everybody	everywhere
something	somebody	somewhere
anything	anybody	anywhere
nothing	nobody	nowhere

b Students complete the gapped sentences working by themselves or with their partner. Go through the completed sentences with the whole class.

Answer key

1 I've got something in my eye.
2 I've looked everywhere, but I can't find my pen.
3 I'm bored. I've got nothing to do.
4 Has anybody phoned me today?
5 I had a dream last night, but I can't remember anything.

Optional Extra **stronger groups**

Students write two more gapped sentences, omitting the indefinite pronoun, for their partners to complete.

Listening page 81 57

4 a Explain that two people, Peter and Louise, are going to talk about their dreams. Play the tape 57, more than once if necessary, for students to listen and connect the names to the pictures of the things they dreamt about. Tell students that some pictures don't go with either of the dreams. Go through the answers with the whole class.

57

1
Hi, my name's Peter. I sometimes dream that I can fly. I dreamt about it last night. I was waiting for a bus, but when the bus arrived, it was full. So I just said 'It's not a problem' and I jumped up into the air and I flew over the shops. I felt great. Then I landed in someone's garden. I don't know where it was. But when I tried to fly again, I couldn't and I felt very sad. But there was an apple tree in the garden and next to it there was a table with some bread on it. I picked one of the apples and I made a sandwich with it. Can you believe that? An apple sandwich. Yuk!

2
My name's Louise. I don't usually remember my dreams very well, but I remember one of them, because it was scary. It was the school sports day and I was in a race. My parents were there and they were watching the race. It was a bit strange, because my mum was playing the violin – weird. Anyway, the race started and I ran very fast and I was winning. But then I felt that something was chasing me. I didn't know what it was. I tried to run away from it, but my legs were very heavy and it was very difficult. I looked at my parents and I shouted 'Help!' but they just waved at me and laughed. My dad had very big teeth. Then I was in our kitchen. The thing was still chasing me, so I went to hide in a cupboard. I was sitting in the cupboard and I knew that the thing was looking for me. Suddenly the cupboard door opened ... and I woke up. Phew. Scary.

Answer key

Peter: b, d, g, h **Louise:** k, e, c, j

b Get students to tell you anything they can remember of the two dreams, using the pictures to help them. Ask questions to help them, e.g. *What did Peter do? Why was Louise scared?*

Possible answer key

Peter dreamt that he couldn't get on the bus. So he started flying. He landed in someone's garden and made an apple sandwich.
Louise dreamt that it was the school sports day and she was winning a race. Something started chasing her, but her parents were laughing and she hid in the kitchen cupboard.

c Play the tape again (more than once if necessary), stopping after each person's account and summarizing each dream. Ask if anyone has had similar dreams (e.g. dreams about flying are very common).

Practise your writing page 81

A personal experience

5 a Continue the discussion you began in 4c. Ask if anyone has had an interesting dream recently. If someone says yes, ask him or her questions about it, and get other students to ask questions too. Students continue talking in pairs. Walk round the class as they do so, giving help where needed. If you hear any interesting accounts, ask the student or his/her partner to tell the rest of the class.

b Not all students will be able to remember their dreams. Those who don't can invent a dream, perhaps getting some initial ideas from the dreams described in 4. Tell students that the list of questions is there only to help them remember. They do not have to answer each question, but should write a simple account of the dream, with all the details they can remember. If you think it will help, write a possible beginning on the board: *In my dream I ... .* Walk round the class as students write, giving help where needed.

Revision idea

Students write three sentences, each with a different indefinite pronoun from the WORKING WITH WORDS box.

Pronunciation 8 page 87 72

Tongue twisters

a Explain what a tongue twister is (a difficult phrase to say and repeat, usually because it has a lot of similar sounds, and often nonsensical). Do students know any in their own language? Play the tape 72 for students to listen, repeat, and gradually build up the phrases.

b Ask students to identify the sounds which make the phrases tongue twisters (**1** /θ/ /ð/ /s/; **2** /əʊ/ /h/ /æ/ /e/; **3** /l/ /r/; **4** /s/ /ʃ/). Ask students to choose one and say it slowly at first and then get progressively quicker. Try and identify a champion, the student who can say them quickest. But tell them that tongue twisters are meant to be fun – and it doesn't matter how many mistakes they make!

Progress diary

Try to allocate five minutes at the end of the unit for this activity. Tell students to think before deciding which box to tick! Get feedback about the unit from a variety of students, and involve them in a short discussion about the unit by asking questions such as *What were the most important things you learnt? Which was the most interesting section? What did you find difficult?* etc., noting in particular students' responses to this last question.

Since this is the final unit you might like to ask students for their impressions of the whole course. What did they like best, and why? What did they find most difficult? How do they think their English has improved?

Test

Use the Test for Unit 8 on Teacher's Book pages 130–31.

EXTENSION 4 pages 82–83

CULTURE page 82 58

1 Draw attention to the title (*Famous Britons*) and ask the meaning of *Briton* (someone from Britain). Invite students to say what they know about the four people in the photos, but do not spend too long on this warm up.

2 **a** Check that students understand the words in the box. Ask which are names of places. (*The first three.*) Ask why *Imagine* is written in italics. (*Because it's the name of a song.*) Ask who Prince Charles is. (*The son of Queen Elizabeth II.*) Explain *soldiers* and *nurse*, and tell students that plays is a noun, not a verb: tell them to guess the meaning when they read it in context. Play the tape 58 for students to listen, read, and match the words with the people. Go through the answers with the whole class.

Answer key
William Shakespeare – Stratford upon Avon, plays
Florence Nightingale – nurse, soldiers
John Lennon – Liverpool, *Imagine*
Diana, Princess of Wales – Paris, Prince Charles

b Play this as a game. In pairs, students work out the age of each person when they died. The first pair to correctly give the ages of all four are the winners.

Answer key
William Shakespeare – 52
Florence Nightingale – 90
John Lennon – 40
Diana, Princess of Wales – 36

Following this exercise, there a number of ways in which you can develop the theme. Here are some suggestions:

a Use the texts for reading comprehension. Students choose a text and ask their partner questions based on it. The partner asks questions based on a different text.

b Start a discussion about why each person was famous. What did he or she do? Get students to reflect on who contributed most to progress, peace, or culture, and how.

c Choose one topic and research it further, e.g. listen to a John Lennon song; watch a video of a Shakespeare play, or the film *Shakespeare in Love*; use encyclopedias and other reference works to find out about the development of nursing; look for newspaper and magazine pictures, and other mementos such as stamps, coins, etc. of Princess Diana.

d Get students to think about famous people from their own country. Which four do they think have contributed most to progress, peace or culture, and why? This activity could be a warm-up for students who do Project A below.

PROJECT page 83

For useful notes on project work, see the Introduction to the Teacher's Book, and also Extension 1 notes, page 29.

Project A

Write about some famous people from your country.

1 This project is connected with the Culture page. Discuss students' choices. Which two people are they going to choose, and why? Encourage them to choose a man and a woman, if possible. Remind students that they can use the texts on the Culture page as a model if they like. At the very least these texts will be useful for the vocabulary.

2 Students add pictures of the people, and, if possible, events connected with their lives.

Project B

Make a play about a problem between a teenager and his/her parents.

1 This is a creative writing project. It is probably more difficult than the other two projects, but could be very motivating, especially for stronger students. Ideally it should be done by groups of three, who will then act out the play. Get students to make a short list of teenage problems (helping in the house, girlfriends/boyfriends, using the phone, staying out late, eating habits ...) before deciding which to write about.

2 This step requires students to think ahead, and to see things from different points of view (the teenager's, and the parents'). Students should write notes as they think, or discuss with other students doing the same project.

3 Give students help with their writing, and correct it before they practise it. Get them to perform it before the rest of the class – everyone is sure to enjoy this.

Project C

Conduct a survey on dreams.

1 Get students to write down a list of possible questions to ask. They should then revise the list, perhaps by discussing it with other students doing the same project, choosing the best or most interesting questions. Students should try and interview (in English) as many people as possible.

They could interview everyone in their class, or students from another class, or people outside school.

2 Student summarize the information on a poster, or make a presentation to the class, using statistics (e.g. *6 out of 10 people have dreamt about flying*) and also anecdotes (*one person had a dream about ...*).

SONG page 83 59

Cultural/background note

The song Not fade away *is by Charles Hardin Holley. See note in Introduction.*

1 a Play the tape 59 for students to listen to the song. While listening they try to find the lines of the text.

59

I'm gonna tell you how it's gonna be.
You're gonna give your love to me.
I wanna love you night and day,
'Cause you know my love will not fade away.
No, you know my love will not fade away.

My love is bigger than a Cadillac.
I try to show it but you drive me back.
Your love for me has got to be real,
For you to know just how I feel,
'Cause a love that's real will not fade away.

b Students number the lines in the correct order.

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

c Play the tape again for students to check. Explain *fade away* (slowly disappear), and ask what the song is about (love). Ask students if they like it. Why (not)? Play it again for them to sing, and join in with them if you can.

2 If students have difficulty understanding the words, read the lines in which they occur. Guide them to the realization that they are not new words to learn, but different spellings for *going to, want to,* and *because* which reflect the way the words are actually pronounced in the songs.

REVISION 4 pages 84–85

STUDY SKILLS

Revising

The Study skills section is intended to allocate time for reflective learning. You may like to use it as a quiet moment for students to look back individually over the previous two units, or to organize students in groups of three or four to check things together. Ask them to make a list of the most important things they have studied in Units 7 and 8, and to test themselves on them. Walk round the class as they work, giving help and advice where needed.

must, mustn't, don't have to page 84

1 Draw attention to the pictures and ask *Where can you see these notices?* to elicit *at a swimming pool.* Tell students to study the pictures and captions, and complete the sentences, reminding them to use *don't have to* when there isn't a rule. Go through the answers with the whole class.

Answer key

1 must
2 mustn't
3 must
4 don't have to
5 mustn't
6 don't have to
7 mustn't
8 must
9 mustn't
10 don't have to

OPTIONAL EXTRA **all groups**

Students close their books and write as many of the rules from 1 as they can remember.

Large numbers page 84 60

2 **a** Play the tape 60 for students to listen and write the numbers.

b Students read out the numbers. Write the numbers on the board. Play the tape for students to check.

60 and answer key

1 The first number is 10,194.
2 The second number is 610.
3 The next number is 4,254.
4 The fourth number is 345.
5 The next number is 17,777.
6 The sixth number is 25,000,000.
7 The next number is 1,001.
8 And the last number is 53,980.

OPTIONAL EXTRA **stronger groups**

Write a maths problem with large numbers on the board, e.g. 2,560 + 13,407 + 11,212 = ? (answer: 27,179). The first student to call out the correct answer is the winner.

Giving advice page 84

3 Students decide with their partner the best advice to give to the people in the pictures. Tell them to make sentences with *should* and *shouldn't.* Check what they write.

Possible answer key

1 You should go to bed earlier./You shouldn't go to bed so late.
2 You should eat something.
3 You should see a doctor./You should take an aspirin./You should go to bed.
4 You should take off your jumper./You should open the window.
5 You should ask someone to help you.
6 You should go to the dentist's.

Present perfect page 85

4 **a** Focus attention on the pictures. Ask *What has Megan done?* to elicit a couple of sentences, e.g. *She's won a race. She's never played ice hockey.* Ask *What about you? Have you ever won a race?* Students work through the chart, putting ticks or crosses against the things they have or have never done.

b Write the example on the board (*Megan has won a race*), and write a true sentence about yourself: either *I've won a race* or *I've never won a race.* Students continue, writing sentences about Megan and themselves.

Answer key

1 *Megan has won a race.* I've ...
2 She's never played ice hockey. I've ...
3 She's never seen a UFO. I've ...
4 She has flown in an aeroplane. I've ...
5 She has slept in a tent. I've ...
6 She's never been to hospital. I've ...
7 She has written a poem. I've ...
8 She's never ridden a motorbike. I've ...

c In pairs, students ask and answer questions based on the chart. Walk round the class as they talk, checking they are using the short answers correctly

OPTIONAL EXTRA **all groups**

Students write a sentence about their partner contrasting something they've done with something they've never done. Write an example on the board, e.g. *... has flown in an aeroplane, but he's never ridden a motorbike.*

Listening page 85 61

5 **a** First, get students to read the dialogues and think what words might be missing. Ask for suggestions, but do not spend too long on this prediction activity. Play the tape 61, more than once if necessary. Do they remember what the missing words are?

61 and answer key

1

Boy 1 Come on. It's time to go now.
Boy 2 No, I think I'll stay in.
Boy 1 Why? What's wrong?
Boy 2 I just feel a bit tired.
Boy 1 But you can't miss Jim's birthday party.
Boy 2 OK. I'll go and get my jacket.

2

Girl 1 Guess what. I saw Gino in Baker Street yesterday.
Girl 2 What on earth was he doing there?
Girl 1 I don't know. He was with that new girl, Bella.
Girl 2 Oh yes. She lives near there, you know.

b Play the tape again for students to listen and write. Write the complete dialogues on the board for students to check.

c Students read the dialogues with their partner.

Alphabet game page 85

6 This is a word association game. Divide students into groups of four. Call a letter (e.g. C). Each group tries to think of a word beginning with this letter for each word group (**1** *carpet,* **2** *classroom,* **3** *computer,* **4** *cupboard,* etc.). The winners are the group with the most words. Continue the game with another letter.

Test

Use the Test for Revision 4 on Teacher's Book pages 132–33.